

**TEACHING SPEAKING THROUGH CAKE APPLICATION
FOR THE SECOND YEAR STUDENTS AT SMA NEGERI 2
GADINGREJO**

(Undergraduate Thesis)

By

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ABSTRACT

TEACHING SPEAKING THROUGH CAKE APPLICATION FOR THE SECOND YEAR STUDENTS AT SMA NEGERI 2 GADINGREJO

Ersa Salsabilah

Cake Application is a mobile application that can be used as an alternative way to teach English speaking. The objective of the research is to see Cake Application is effective in increasing students' speaking ability. The approach of the research is quantitative with one group pre-test and post-test design. This research used convenience sampling which is non-probability sampling to select the subject. The subjects are 30 students of class XI IPA 1 at SMA Negeri 2 Gadingrejo in the academic year 2022/2023. This research focuses on all speaking aspects are accuracy, fluency and comprehensibility. A speaking test was used to collect the data, the test was subjective in the form of incomplete dialogue with prompts, and the students were asked to respond directly to the dialogue after the speaker (researcher). The students' speaking scores on the pre-test (6.32) and post-test (11.9) were compared by using a Paired Sample T-test. The result shows that the t-value (20.420) is higher than the t-table (2.0452) with a significant level of 0.05. It means that there is a statistically significant difference and indicates that the Cake application is appropriate for teaching English speaking.

Keywords: Cake application, speaking skill, teaching speaking

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GADINGREJO**

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ERSA SALSABILAH

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Submitted in A Partial Fulfillment of
The Requirement for S1-Degree**

In

**The Language and Arts Department of
Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTEMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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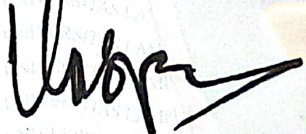
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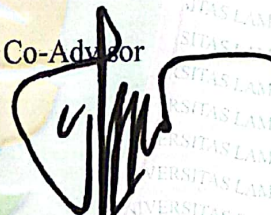
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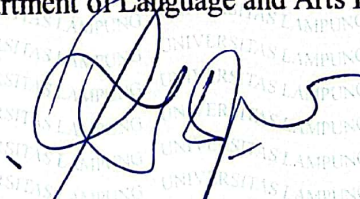
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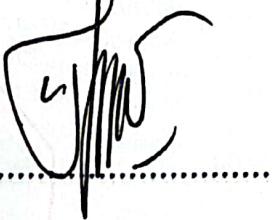
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The researcher's name is Ersa Salsabilah. She was born on July 15th, 2000, in Saribumi. She is the first child of the family. Her father, Kusriyanto, is a fisherman at Rawajitu Timur and her mother, Titin Murtirin, is a housewife. She has two brothers named Zona Alfarizi and Muhammad Rizqi Azka. She lives with her family in Gadingrejo, Pringsewu.

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DEDICATION

By the name of Allah Subhanahu Wa Ta'ala, she would like to proudly dedicate this script to her beloved parents and brother, big family, all teachers, friends and students who survive to improve the education in Indonesia, her alma mater – Lampung University, her lecturers in English Education Study Program.

MOTTO

“The happiness of your life depends upon the quality of your thoughts.”

-Marcus Aurelius-

“Thinking never overcome fear, but action will”

-W. Clemet Stone-

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In this occasion, the researcher would like to express her sincere gratitude and respect to:

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Finally, the researcher realizes that this script is still far from being perfect. Thus, she would like to welcome any suggestions for the improvement of it. She hopes that it would be useful for the readers.

Bandar Lampung, 31 Mei 2023

The Author,

Ersa Salsabilah

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CHAPTER I

INTRODUCTION

1.1 Background of The Research

Speaking is one of the language skills most widely used in communication. According to Richards (2008), speaking is a priority skill to be mastered for many second-language or foreign-language students. Nevertheless, many problems are faced by students. A study conducted by Octavianita, Fitri, Rafinazly, and Ihsan (2022) indicates that students lack speaking because of fewer opportunities to practice speaking English in the classroom. As a result, they can understand what people say in English and avoid speaking in the classroom. According to Fitria, Dwimaulidiyanti, and Sapitri (2021) In their study, pronunciation, fluency, intonation, fillers word, and accuracy are the other problems that are encountered by students which can hinder their speaking ability. In addition to students' perspective to find out the problem in teaching speaking, the creativity of the teacher to provide the effective and appropriate teaching method and materials needs to be considered. According to Xiaoyu (2018) in her study, teachers lack creative approaches and resources in teaching speaking as well as limited access to authentic English. English common expressions or phrases that are usually used by native speakers are important to be learn by students, especially in Indonesia where English is a foreign language.

Accordingly, to solve the problems, the process of learning to speak should be meaningful. In other words, teachers should provide essential activities to give students more chances to practice speaking in the classroom by using materials sourced from English common expressions that are usually used by native speakers.

In the 21st century, technology is useful in any field, such as in education. Teachers can take advantage of technology to provide materials. Digital tools are also a form of technology, such as mobile phones and computers. According to Smaldino, Lowther and Russell (2013), digital tools expand and enhance teacher capabilities to create interactive and attractive instructional teaching plans in whole-class settings. Mobile applications can be a representation of digital tools that can be used in teaching, for instance, Duolingo, Cakap, HelloTalk, Cake application and so on. To do so, the researcher decided to use the Cake application in teaching speaking. Chaniago & Mariana (2022) in their study about the effect of the Cake application usage as mobile-assisted language learning on students' English speaking skills revealed that the Cake application has a significant impact and improvement on students' speaking ability.

The Cake application was developed by Playlist Corporation in South Korea. Cake application can be installed on Play Store (for Android users) or App Store (for iOS users). This application provides many features such as daily expression and conversation clips, original lectures, classes and quizzes, speaking practice, speech recognition by using AI (Artificial Intelligence), today's conversation, and audio lessons. This application is based on native speakers' conversational routines that can help the teacher provide material that supports natural communication.

In designing speaking instructional materials, there are many things to consider, according to Richards (2008), the characteristic of spoken interaction is the use of fixed expressions or routines. Pawley and Syder (1983, cited in Richards 2008) stated that routine expressions can be found in the repertoire of native speakers. By that, the Cake application provides numerous videos about English common expressions used by native speakers that are classified into different categories. Likewise, the researcher chose the application because it fulfilled three speaking aspects, they are accuracy, fluency and comprehensibility (Heaton, 1988). The features in the Cake application could help students to develop their three aspects of speaking mastery such as AI speech recognition, their pronunciations are

assessed by artificial intelligence and get feedback directly. The contents of videos could comprehend the use of expressions based on appropriate situations and develop their accuracy. Furthermore, the improvement of their fluency and comprehensibility depends on how often they review the expressions they have learned in the quizzes feature and the use of this application over a long period.

Therefore, this research aims to investigate the effect of the Cake application in teaching speaking to second-year students at SMA Negeri 2 Gadingrejo.

1.2 Research Question

Based on the background of the research above, researcher can formulate a research questions as follows: was there statistically significant improvement of the students' speaking achievement after the students were taught through the Cake application?

1.3 Objective of The Research

Based on the research questions, this research is purposed to find out the statistically significant improvement of students' speaking ability after the students were taught through Cake application.

1.4 Benefits of The Research

Benefits of the research are as below:

1. Theoretically

The findings of this research are expected to contribute to language teaching and learning English through the use of technology as a source of interactive and interesting learning. Furthermore, this research can be reviewed for future researchers because there are still many aspects or factors that are not a concern of this research such as students' learning strategies and classroom environment and it is expected that English teachers will get a better understanding of Cake application to teach speaking.

2. Practically

From this research, it is expected that English teachers will implement the features in the Cake application to create interesting and interactive speaking instructional materials.

1.5 Scope of The Research

Determining the scope of the research is useful to make this research more focused on what will be a concern. This is research about how to teach speaking by using Cake Application. This research was conducted at SMA Negeri 2 Gadingrejo in the academic year 2022/2023 and 30 students from eleventh grade of XI IPA 1 are the sample. In the implementation of Cake application, the topic is about the transactional conversation about appointments and the content is taken from *Kurikulum 2013*. Students are stimulated to speak in English by using tasks and pair works and the materials are based on the features provided by the Cake application. The research was conducted in four meetings: the first meeting was for the pre-test, the second meeting was for the first treatment, the third meeting was for the second treatment and the last meeting was for the third treatment and the post-test.

1.6 Definition of Terms

In order to avoid misunderstanding among the readers of conceptual study used in this research, definitions of terms are provided as follows:

Speaking is the most widely used skill in communication which has purpose to exchange specific information.

Teaching speaking is an organized-process that is facilitated by teacher to develop student's communication strategies that fits the students' need.

Cake application is a mobile application developed by Playlist Corporation in the category of Education. It has many features that meet the three aspects of speaking to help students improving their speaking ability.

CHAPTER II

LITERATURE REVIEW

2.1 Concept of Speaking

Speaking is a productive skill that is a priority for many second language or foreign language students to master that is used to express ideas, feelings, and thoughts by involving producing, receiving, and processing information (Richards, 2008). According to Brown and Louma (2004, cited in Richards 2008), spoken discourse has the following features that reflect the naturalness of speaking:

- a) Composed of idea units (conjoined short phrases and clauses);
- b) May be planned or unplanned;
- c) Employs more vague or generic words than written language;
- d) Employs fixed phrases, fillers, and hesitation markers;
- e) Contains slips and errors reflecting online processing;
- f) Involves reciprocity, for example, interactions are jointly constructed;
- g) Shows variation, for example, formal and casual speech and reflects speaker roles, speaking purpose and context.

All features are provided in conversational routines, Pawley and Syder (1983, cited in Richards 2008) said that native speakers have a repertoire of thousands of routines. In other words, routines or fixed expressions can be used as material to teach speaking to students because it gives the quality of the naturalness of speaking.

Styles of speaking are another important dimension of conversation to particular circumstances. Styles of speaking reflect the roles, age, sex, and status in conversation. Creating the sense of politeness that is essential for harmonious social relations needs successful management of speaking styles (Brown and Levinson, 1978 cited in Richards 2008). Moreover, in communication, both verbal

and nonverbal communication strategies are needed to get meaning across in speaking.

In addition to the statements mentioned above, speaking also has different functions in communication. Brown and Yule (1983, cited in Richards (2008) categorized speaking into three functions as follows:

a) Talk as interaction

Talk as interaction refers to conversations such as greetings, small talk, and recounting recent experiences that maintain social relationships. Some of the skills involved in using talk as interaction are opening and closing conversations, choosing topics, making small talk, joking, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, reacting to others, and using an appropriate style of speaking.

b) Talk as transaction

Talk as transaction refers to situations where the focus is getting information or making oneself understood clearly and accurately, rather than how people interact socially with each other. Furthermore, there are some skills involved in using talk as a transaction explaining a need or intention, describing something, asking questions, asking for clarification, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, and agreeing and disagreeing.

c) Talk as performance

Talk as performance is simply defined as public talk that transmits information one way from speaker to listener, such as classroom presentations, public announcements, and speeches. Some of the skills involved in using talk as performance are using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, using an appropriate opening and closing

Based on the statements above, it can be concluded that speaking is a skill that routinely produces various expressions used to maintain social relations, to get

information or to transmit information. Accordingly, this research uses movie clips that contain native speaker conversational routines, meanwhile, the style of speaking is in the informal setting because the interactions occur among students. Moreover, talk as a transaction will be the concern of this research.

2.1.1 Aspects of Speaking

Speaking has three aspects; they are accuracy, fluency, and comprehensibility (Heaton, 1988).

a) Accuracy

Accuracy deals with the use of appropriate vocabulary, grammar and pronunciation.

b) Fluency

Fluency is the ability to speak easily and smoothly, reasonably quickly (at proper speed) and without long pauses.

c) Comprehensibility

Comprehension is concerned with whom the speaker speaks and in what condition with appropriate collocation and expressions.

However, all aspects are important to be mastered because the aspects are related to one another to make good communication.

2.2 Cake Application

Cake application is a mobile application developed by Playlist Corporation, South Korea. In its latest version 5.2.1 updated on December 20, 2022, the Cake application is available for Android and iOS users.

To access this app, sign in first to the Cake application using a Facebook account or Google account. After that, several instructions must be followed to activate a Cake account. Users are asked to adjust the languages whether users want to learn English from English, English from Indonesian or other languages, there are twenty languages provided. There are five parts of this application which are home, classes, speak, review and profile. Cake application contains many features that can help users to learn English.

The following are explanations of the features of the Cake application:

a) Short movie clip videos

These videos contain conversations performed by native speakers that are curated from YouTube. Besides that, the videos are updated daily and then the videos that have been watched will automatically be saved in “Review”. For ease of understanding of the content, subtitles are also provided below the video. Furthermore, there are listening quizzes and speech practice about expressions listed in the videos. By using these features, users can learn English common expressions used by native speakers.

b) Today’s conversation

This feature is about example of conversations that can occur in our daily communication. There is also a speech practice feature to practice pronunciation and then get feedback directly.

c) Audio lessons

Audio lessons provide numerous materials divided into different categories such as “Today’s News”, “Must-know English Vocabulary”, and “Confusing Expressions” which will be updated every day. In audio lessons, users can click the “View all words” option to check the list of vocabulary used and it is connected to the dictionary. This feature also contains speech practice.

d) Classes

In these features, the Cake application provides original lessons which are divided into two options, levels and categories. The first option is classes based on levels, there are five levels namely beginner, elementary, intermediate, upper intermediate, and advanced. Meanwhile, the second option are categories. It means that the lessons is categorized based on the needs. There are free categories, business, cartoons, collocations, conversation, everyday English, expressions, idioms, music, English patterns, stories, travel and verbs.

Based on the explanations above, all available features can be used in teaching speaking, because these features are by speaking aspects which are accuracy, fluency and comprehensibility, either explicitly or implicitly. In this research, the researcher only used short movie clip videos, AI speech recognition and quizzes that fit with aspects of speaking but students can access and practice other features independently.

Because of the benefits that the Cake application has for learning English, there have been several studies conducted about the Cake application, especially in speaking skills. Previous studies have indicated the effectiveness of using the Cake application to teach speaking.

Chaniago and Mariana (2022) conducted their research at SMP Hang Tuah 1 Belawan, Cake application has a significant impact on students' English speaking ability. The statement is strengthened by the result of the questionnaire analyzed by T-test and coefficient of determination, T-test showed Sig. value 0,0000 was lower than 0,05 and T_{Score} 19,101 was higher than T_{Table} 1,668 and the coefficient of determination showed that 84,9% of Cake application usage affected the improvement of students' English speaking skills at SMP Hang Tuah 1 Belawan.

Another research conducted by Hapipah, Munawwaroh, and Dewi (2021) at SMA Negeri 1 Jambi, the research is about students' perception of Cake application for speaking skills. The result is students have good perceptions of the Cake application, the evidence is obtained by in-depth interviews, which stated that students could mention features and their functions in detail and get positive feedback after using the Cake application. This finding was later supported by another finding from Hamdani and Puspitorini (2022) that has been conducted research at Bhayangkara Jakarta Raya University which the same topic is about students' perception, that most students agreed that the Cake application gave them more chances to improve their speaking skills independently everywhere they wanted.

The specific improvements in students' speaking ability about vocabulary, pronunciation and fluency after getting treatment by using the Cake application are shown in a study conducted by Nuringtyas and Khoirina (2021), it is proved by the result of post-test that students from tourism major in Surakarta finally could pronounce the words better such as "would", "return" and "purpose". Most students thought that their vocabularies in the tourism field increased and they spoke more fluently. Then, based on the interview 75% of students stated their interest in using the Cake application to help learning English. Meanwhile, the other 25% stated probability.

Furthermore, research on the implementation of the Cake application for IX Junior High School in Cianjur conducted by Fitria, Dwimaulidiyanti, and Sapitri (2021) showed students' enthusiasm to learn to speak using the Cake application. In accordance with that, the results of interviews and questionnaires also showed that the Cake application fostered their speaking skill. Based on the previous research above, it can be concluded that the researcher can justify that the Cake application can contribute to the improvement of speaking ability. However, there is something that is at the core of this research that has not been found in previous studies, this research focuses on all aspects of speaking.

Besides that, the use of the Cake application to teach speaking has advantages and disadvantages as follows:

a) Advantages of the Cake application

The advantages of the Cake application are engaging graphics, the features are quite simple to use, the size of the application is not big, and there are numerous videos in which materials or contents are from native speakers reflecting the naturalness of speaking. Moreover, the Cake application can help students learn English independently anytime and everywhere they want.

b) Disadvantages of the Cake application

The disadvantages of the Cake application are that this application can only be used when a mobile phone is connected to the internet (online) with a good

signal and in short movie clip videos feature, speech recognition is only used for key sentences, not for all sentences. Besides that, the intense use of smartphones can lost their focus and feel tired.

2.3 Teaching Speaking through the Cake Application

Cake application consists of numerous videos that can be used to teach speaking, especially for transactional use. The following are steps for teaching speaking through the Cake application:

1. Selecting the topic to learn (video clips from YouTube or original lectures)
2. Watching the video with subtitles and repeat after each line
3. Getting pronunciation checked by AI (speech recognition)
4. Practicing speaking in a real conversation
5. Reviewing what has been learned using quizzes and rewatch videos in history
6. Saving sentences users like

2.4 Theoretical Assumption

Speaking is a language skill considered as a priority skill to be mastered by students in oral communication. The treatment given through the Cake application emphasizes the naturalness of the target language as it is used by native speakers and the features provided help students practice the language that can affect students speaking ability. In a nutshell, the researcher assumes that teaching speaking through the Cake application can improve students' speaking ability supported by tasks and work pairs, because students get fed by materials in the Cake application as their language input that reflects the naturalness of speaking and students get chances to practice their language input by doing meaningful activities in the classroom. In conclusion, using the Cake application to teach speaking can help students improve students speaking ability which will be properly used in communication.

2.5 Hypothesis

Based on the frame of theories and assumptions, the researcher assumed that:

1. There was statistically significant improvement of the students' speaking achievement after the students were taught through the Cake application.

CHAPTER III RESEARCH METHOD

3.1 Research Design

In conducting the research, the researcher used a quantitative approach as the research methodology with experimental research design. An experimental research design was chosen to know the effect of the independent variable on the dependent variable. Particularly in this study, the researcher intended to know the effect of cake application on students' speaking improvement. In this study, the researcher used an experimental study using one group pre-test and post-test. Pre-experimental is a research design that allows the use of one group as an experimental group and does not have a controlled group to compare with (Setiyadi, 2018). The researcher decided pre-experimental because the school only allowed the researcher to take one of the available classes in order not to change the class settings.

The experiment was conducted by giving a pre-test, and then a treatment to a single group and the last is a post-test. The pre-test was given before the treatment to know students' prior knowledge, while the post-test was given to know how significant the improvement of students speaking ability after the treatment is.

Table 3. 1 The Illustration of Pre-experimental Research Design

Pre-test	Treatment	Post-test
T ₁	X	T ₂

Explanation:

T₁: students' speaking ability before treatment

X: giving treatment by Cake application

T₂: students' speaking ability after treatment

3.2 Population and Sample

1. Population

The population of this research is six classes of the eleventh grade students of SMA N 2 Gadingrejo.

2. Sample

The sample of this research was 30 students from class XI IPA 1 of SMA N 2 Gadingrejo. To get the sample, the researcher used non-probability sampling in which the individual did not have a chance to be selected as the sample. The kind of non-probability sampling used in this research is convenience sampling. Convenience sampling is a technique of taking samples based on the availability of a group or class to be part of the research.

3.3 Variable of The Research

According to Setiyadi (2018), a variable is classified into dependent and independent variables. Independent variable is a variable that affects dependent variable. An independent variable of this research is the use of Cake application. Meanwhile, a dependent variable is the main variable in research which is measured after the treatment in the research is completed, it can be called an outcome or product from the effect of the independent variable. The dependent variable of this research is students' speaking ability.

3.4 Treatment

The treatment contains a set of well-organized steps to guide the researcher and students to conduct the research. The treatment was conducted in four meetings. In the first meeting, the researcher introduced the features of the Cake application to facilitate students to speak. Then, students were asked to prepare their mobile phone to download the application. After the application was ready to use, the researcher asked students to search for videos that had been prepared by the researcher. The researcher also divided students into several pairs and showed a PowerPoint presentation about an example of making appointment dialogue that

had the same context as the videos. The researcher also provided some activities for students to adjust the use of the expressions in the videos to the situation.

After feeling ready, students were given the task, they had time about 15 to 20 minutes to finish the task by doing pair work. After that, each group was asked to share their work with other groups.

3.5 Data Collecting Techniques

The steps of data collecting techniques in this research are as follows:

1. Determining aim of the research

This research came from some problems in students' speaking ability, such as feeling hesitant to speak in English and having little opportunity to practice in the classroom. These problems gave opportunities for researchers to apply Cake application which could be an alternative solution to the problem. So, the purpose of this research was to find out whether there is a difference in students' speaking ability before and after getting treatment using the Cake application.

2. Selecting data collecting methods

This research used a quantitative approach by using experimental research with one group pre-test and post-test design. An instrument was needed to collect the data from experimental research design, the data were gained by manipulating variables to know the effect on others. In this research, how Cake application could affect students' speaking ability. Speaking test which was a subjective test used as an instrument applied in pre-test and post-test.

3. Planning data collection procedures

The researcher decided on one group pre-test and post-test to collect quantitative data. The data was obtained from a scoring rubric assessed by two raters because the test was subjective in the form of incomplete dialogue with prompts. The range of scores was on a scale of 1 to 6 for each speaking aspect. The data were collected from 30 students of XI IPA at SMA N 2 Gadingrejo determined by convenience sampling. Students' utterances were recorded to avoid bias and slips during the test. Besides

that, all students' utterances were transcribed. Furthermore, students' identities were anonymized by using their name abbreviation.

4. Collecting the data

The data were collected at the first meeting (pre-test) and after conducting the treatment at the third meeting (post-test). The time allocation was 3 minutes.

3.6 Research Procedures

The procedures of research are as follows:

1. Determining problem

This research came from some problems in the learning and teaching process. Some students felt hesitant to speak in English because they did not know how to organize words or sentences, even though they could understand what people said, besides that the learning process arranged by the teacher does not give enough opportunity to practice the target language in the classroom.

2. Selecting and determining the population and sample

The population of this research was eleventh-grade students at SMA N 2 Gadingrejo in the academic year 2022/2023. The sample of this research taken by convenience sampling was 30 students from class XI IPA. The sample was based on pre-observation by interviewing the teacher and students that fit the problems mentioned earlier.

3. Selecting the materials

The researcher chose the materials based on features provided by the Cake application. The materials in the Cake application were correlated with the need for communication mentioned in Kurikulum 2013 and the use of spoken, written and visual texts in English. The topic was making an appointment over the phone.

4. Administering the pre-test

The pre-test was administered before the treatment through the Cake application which was aimed at knowing students' initial ability of speaking. Before conducting the pre-test, the researcher explained the topic being tested and focused on oral tests. Students were asked to give

their responses directly and orally to incomplete dialogue with prompts toward the situation in the pre-test one by one. On performing the test, the students were asked to speak clearly since the students' utterance was recorded. The time allocation was 3 minutes. Furthermore, the researcher and English teacher judged their performance based on scoring rubric that had been provided.

5. Conducting the treatment

The treatment was conducted in four meetings. Students were asked to watch the videos based on the topic which was a transactional conversation about appointment, the students were given some activities to adjust expressions in the videos to the situation in the task. After that, students did pair work to finish the task given with a time allocation of 15 to 20 minutes. After finishing the task, each group shared their work with other groups.

6. Administering the post-test

The post-test was conducted after the treatment. The post-test was intended to evaluate the progress of speaking skills. The test was administered once after the treatment was completed. The researcher explained about the topic being tested. The post-test consisted of direction and the test itself. Students were asked to give their responses to incomplete dialogue with pictures of the situation in the post-test one by one. The time allocation was 3 minutes. On performing the test, the students were asked to speak clearly since the students' utterance was recorded. Furthermore, the researcher and English teacher judged their performance based on the scoring rubric that had been provided.

7. Recording

The students' utterances were recorded during the pre-test and post-test by using an audio recorder provided on a mobile phone. It helps the researcher to score students' speaking. Moreover, the audios could be replayed, if the researcher slips the students' performance.

8. Scoring

Since the researcher used two raters to score speaking tests, the first rater sheet was filled in by the researcher, and then the second was filled in by the English teacher. After scoring the pre-test and post-test, the researcher used reliability analysis by using SPSS.

9. Transcribing

All students' utterance in pre-test and post-test were transcribed.

10. Analyzing the test results (Pre-test and Post-test)

After scoring the pre-test and post-test, the researcher compared the results between the pre-test and post-test whether the score of the post-test was significantly different from the pre-test in each aspect.

3.7 Research Instrument

The instrument of this research used a speaking test that can be described as follows:

1. Speaking Test

Speaking test used as a research instrument consists of instructions and the test itself that was supported by pictures. The speaking test was used as pre-test and post-test. The form of the test was an incomplete dialogue with prompts, this kind of test was proposed by Heaton (1988) regarding conversational exchanges.

In addition, the data in this research were based on the result of the speaking test. The data were in the form of scores from students' performance on speaking tests that were obtained from the scoring rubric which the range of scores is 1 to 6. The scoring rubric was adopted from Heaton (1988).

3.8 Validity of Test

Validity is important to know how precise and well the instrument is to measure the skill area being tested and give sufficient evidence that the test scores highly correlate with actual ability (Harris, 1996). There are a few of the most common kinds of validity used in this research, content validity and construct validity.

A. Content Validity

Content validity is concerned with how a test can clearly define the achievement of what is being measured (Brown, 2004). In other words, the content of the test or instrument was on the ability being tested. This research was about speaking ability so the test used is a speaking test where students gave their responses directly and orally to what was being tested. The topic was a transactional conversation about making an appointment over the phone that matched with *Kurikulum 2013* in the second semester. The test was suitable for the eleventh grade of SMA N 2 Gadingrejo because the test was based on basic competence that is attached to the curriculum. Therefore, the test was valid in terms of content validity.

B. Construct Validity

According to Brown (2004), construct validity deals with a theoretical construct that covers every issue in language learning and teaching. Accordingly, the test should be appropriate with the theory of skills and language components being measured. Construct validity in this research referred to the three aspects of speaking stated by Heaton (1988), accuracy, fluency, and comprehensibility. The test represented the three aspects of speaking.

3.9 Reliability of Test

Reliability of the test means consistent and dependable and to measure the reliability of the instrument, the researcher uses inter-rater reliability, this kind of reliability needs several researchers, assessors, or observers as a team. This type of reliability is determined based on similarities between team members at least 80% of all members agree with the test items used (Setiyadi, 2018). The simplest way to measure reliability is to calculate the percentage similarity of each indicator of the instrument. Therefore, the researcher and English teachers in SMA N 2 Gadingrejo were the raters. In evaluating students' speaking ability toward the speaking test, the scoring rubric became the basis data of this research. The scoring rubric is adopted from Heaton (1988) based on the three speaking aspects: accuracy, fluency and comprehensibility (Appendix 8).

Heaton (1988) suggests six categories of how to describe the score for each aspect. They are the least able and most unsuccessful students (score 1), unsuccessful below average (score 2), slightly below average (score 3), the average successful (score 4), successful above average (score 5) and very successful (6).

The reliability of data was analyzed by using Cohen's Kappa or Kappa statistics in SPSS 20 to get students' speaking scores from two raters (researcher and English teacher). The table 3.2 and 3.3 show the result of reliability computation.

Table 3. 2 Reliability of Pre-test

Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.740	.093	7.969	.000
N of Valid Cases		30			

Table 3. 3 Reliability of Post-test

Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.711	.095	8.309	.000
N of Valid Cases		30			

The computation in the table 3.3 showed that the reliability coefficient of the pre-test result is 0.740. Likewise, the reliability coefficient of the post-test result in table 4.4 is 0.711.

In quantitative research, the reliability of the test or instrument is described statistically by correlation calculation looking for a coefficient that ranges between 0 and 1, if the coefficient is close to 1, the test or instrument is highly reliable (Setiyadi, 2018). So, it can be concluded that the test has high reliability since the pre-test and post-test Kappa coefficient is close to 1.

3.10 Normality Test and Homogeneity Test

To fulfill the statistical assumptions of paired sample T-test as parametric test, the researcher needed to do normality and homogeneity test on the data of pre-test and post-test.

3.10.1 Normality Test

The normality of test was used to measure whether the data of the test had normal distribution or not. The researcher used One Sample Kolmogorov-Smirnov Test with SPSS 20. The Result of the normality test can be seen in the table 3.4 below:

Table 3. 4 Result of Normality Test

One-Sample Kolmogorov-Smirnov Test			Pretest	Posttest
N			30	30
Normal Parameters ^{a,b}	Mean		6.317	11.900
	Std. Deviation		1.8592	1.9271
Most Extreme Differences	Absolute		.234	.213
	Positive		.234	.213
	Negative		-.151	-.129
Kolmogorov-Smirnov Z			1.283	1.165
Asymp. Sig. (2-tailed)			.074	.133
	Sig.		.200 ^c	.233 ^c
Monte Carlo Sig. (2-tailed)	Lower Bound		.057	.082
	Upper Bound		.343	.385

The pre-test and post-test scores are normally distributed because the Monte Carlo Sig. are 0.200 and 0.233 which are higher than 0.05. It could be assumed that the scores in pretest and posttest had normal distribution.

3.10.2 Homogeneity Test

A homogeneity test was used to know whether the sample in the research had the same variance or not. The researcher used the pre-test and post-test scores to do the homogeneity test by using SPSS 20 Levene Statistic. The result can be seen in the table 3.5.

Table 3. 5 Result of Homogeneity Test

Test of Homogeneity of Variances

Pretest Posttest

Levene Statistic	df1	df2	Sig.
.022	1	58	.882

The table shows that the significance is 0.882 higher than 0.05. It means that the data distribution was homogeneous.

3.11 Data Analysis

To identify the use of the Cake application to improve students' speaking ability, the researcher used the following three steps:

1. Scoring the pre-test and post-test
2. Tabulating the result of the pre-test and post-test
3. Analyzing the result of the pre-test and post-test by using paired sample T-test to compute the data by comparing two types of data or the mean from the pre-test and post-test that come from the same sample to analyze the research question (Setiyadi, 2018). Data analysis was analyzed by using the SPSS program for Windows.

The significance level (α) is 0.05 or 5% (it has been programmed in SPSS) the final step of data analysis was testing the hypothesis, the basis of rejecting or accepting the null hypothesis is: If P-value (denoted by Sig) $\leq \alpha$ (5 %), H_0 is rejected and H_a is accepted. But, if P-value $> \alpha$ (5 %), H_0 is not rejected, or accepted and thus H_a is rejected.

The hypotheses of this research were as follows:

1. H_0 indicates that there is no significant difference in students' speaking ability before and after being taught through the Cake application.
2. H_a indicates that there is a significant difference in students' speaking ability before and after being taught through the Cake application.
4. Concluding, the data analyzed from the result of paired sample T-test that was statistically computerized by using SPSS.

CHAPTER V

CONCLUSION AND SUGGESSTIONS

5.1 Conclusion

The research result of the Cake application to teach speaking to eleventh-grade students answered the research question that had been proposed as well and the hypothesis was proven by statistic computation in the previous chapter. So, it can be concluded that the Cake application has a beneficial contribution to students' speaking ability in each aspect toward the students of XI IPA 1 at SMA Negeri 2 Gadingrejo in the academic year 2022/2023, the result shows statistically significant improvement of students' speaking ability after being taught through Cake application. By using the Cake application in the teaching and learning process, students can take part in English conversation confidently, especially in making appointments.

5.2 Suggestions

Some suggestions are provided by the researcher concerning the study that has been done:

- 1) The researcher had difficulty with classroom management because of the limitation of time to decide on the class environment, especially regarding seating arrangement. The English teacher can arrange the seats that allow students to do group work to avoid students being busy with themselves.

- 2) The researcher suggests that English teachers optimize the use of quizzes to review the materials that have learned by having an online report of the quiz result to avoid the intense use of Smartphones that can lose their focus, so there were opportunities for students to open other applications such as Whatsapp. Besides that, optimizing the use of quizzes might help students

who have not reached the average score or higher because of the limited time in this research.

- 3) The researcher found that most of the students had difficulty understanding speakers in English and needed to be spoken repeatedly to understand what was being said. In this case, the researcher suggests that the teacher get used to using English to communicate in the classroom so that they are more accustomed to English.

- 4) For future researchers, qualitative research can be used to find out new results about this since the researcher only uses quantitative research. Furthermore, for other researchers who are interested in the implementation of the Cake application in teaching English, there are still many other things that can be studied such as students' learning strategy, students' motivation, Cake application as self-learning and gender because those are not a concern in this research. Besides that this research only focuses on speaking, other researchers can search for any other English skills such as vocabulary and writing. The location where this research has been conducted is at SMA Negeri 2 Gadingrejo, further researchers can take other locations to allow for different results.

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