The Effect Of Using Cake Application As Learning Media Into Students' Speaking Ability At The Eighth Grade Of Smp Negeri 37 Medan

Pengaruh Penggunaan Aplikasi Kue Sebagai Media Pembelajaran Terhadap Kemampuan Berbicara Siswa Kelas VIII SMP Negeri 37 Medan

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ABSTRACT

The purpose of this study was to obtain empirical data on the effect of using cake Application as Learning Media into students' ability to practice their language skills. This study was conducted using an experimental quantitative method. The sample was 40 students from eight classes at SMP Negeri 37 Medan. The sample was VIII A as the experimental class and VIII B as the control class. In the experimental class, the researcher used as a teaching media cake application while in the control class, the researcher used conventional methods in the learning process. The instrument of this study was a speaking test that we divided into pre-tests and post-tests. The data obtained from the test were analyzed using the SPSS20 program. The average pre-test score in the experimental class was 64,35, and the post-test score was 78,35. The average pre-test score in the control group was 65,2 and the post-test score 75,5. This shows that the average score in the experimental group was higher than the control group. The result was t-calculated > t -table with a significance level of p = 0.05 (3272 > 2192) The alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected. It also proved that English subject teachers apply the Cake Application as an alternative teaching medium to help the speaking ability of class VIII students at SMP Negeri 37 Medan.

Keywords: *Cake Application, Teaching Media*

1. Introduction

English is a global language, and communication is broader. Without good language skills, it will be hard to communicate with others. English is a world language, and it is by people with a variety of first languages. Language is an important form of communication where language is a tool for communicating ideas or intentions that the sender wants to convey to someone recipient or listener. A person's ability to use the correct terminology can provide added value to that person. Everyone communicates with each other and with ideas through language.

Speaking is an ability that every person has that must be developed and improved. Speaking skills can communicate ideas, feelings, and thoughts verbally and spontaneously. Oral language arts are difficult to master because they involve interaction with other people. Listening skills and speaking skills have a very close relationship. In speaking activities, students must listen first before speaking. because speaking is more than just learning and remembering written words; it is also a spontaneous way to convey thoughts or ideas through sound. Kuning (2020) states that a person can speak English fluently and understand what he says. The meaning of social communication through spoken and unspoken symbols in various situations. Speaking ability is thought to be difficult to maintain once it is reflected in students' English

communication skills because they can learn to pinpoint their feelings, emotions, thoughts, and intentions through hone, students tend to stay in class longer (Sitorus et al., 2023).

Meanwhile, Albahlal (2019), said that speaking is a language skill that develops throughout life. Conversation is an important part of second language learning and teaching. Students must be able to talk to others to learn or share information, or to express their feelings. According to (Yanthi,2020). There are many reasons why people find it difficult to speak English, one of which is the media used for teaching and learning. When learning English, students need media that can attract their interest and convey information comfortably. Apart from the factors above, students generally lack self-confidence and lack the desire to learn. This is similar to what happened in SMP 37 MEDAN.

Researchers interested in conducting this research because many students had difficulty speaking English. Teachers only rely on books and dictionaries as learning media, so students have difficulty learning to speak English. The use of books and dictionaries makes students feel bored, causing reduced student interest in learning. Facilities that students can use to study are also still lacking. Speaking ability is very necessary, along with high student motivation. English teachers play an important role in supporting and assisting students in their English language practice in the classroom. In choosing a learning approach in the classroom, teachers must be innovative of course teachers must consider the interests of students when determining whether a learning method is appropriate or not. Teachers must be careful when choosing ways to help students learn. Therefore, various applications for students and teachers in foreign language learning were developed to improve students' speaking skills so that they are more motivated in learning. Teachers can gain new skills and discover more strategies by using applications in the process of teaching students.

Applications come with various advantages that attract users to use them. One application that has attracted the attention of the author to examine its use is the Cake Application. This application has various features that can be accessed anytime and anywhere by its users. This application is practical and will be the right device for those of you who want to learn English. However, will all of these advantages be able to improve student learning achievement so that students can be said to be able to achieve learning objectives or achieve mastery of learning?

Mastery in learning is essentially a learning approach that is premised on learning that focuses on students' mastery of the subject matter being studied. Through mastery learning, students are given opportunities to advance according to their individual needs and pace and can improve their mastery stage of learning mastery. The complete learning concept is based on learning knowledge or skills well as long as they are given appropriate time according to their need a student is deemed to have finished learning if they can complete, master, or attain at least sixty-five percent of all learning objectives. Meanwhile, the progress of the class is seen from the number of students who can complete or achieve the learning objectives, or at most eighty-five percent of the total number of students in the class have attained learning completeness (Paramita et al., 2022)

Indicators of success in teaching English are measured by the achievement of general instructional objectives and specific instructional objectives that emphasize mastery of the structure of the English language mastery of structures of sounds, words, phrases, clauses, and sentences with various grammatical rules of the structure of sounds, words, phrases, clauses, and sentences with various grammatical rules inherent in this language system. Various grammatical are inherent in this language system. These rules include tenses, types of sentences and various sentence patterns, adjustments between elements in the sentence, pluralization, and the English grammar rules, and English language skills that emphasized listening and speaking skills and are followed by reading and writing skills (Paramita et al., 2022) Introducing technology to students is one of the trends in education trend. As we know learning is one of the learning media using technology that is integrated into the teaching process. In this 4.0 era, it is advisable to use various learning resources which are the most potential and current issues

in education. There are many apps as new media for learning and applications as new media for the English learning and teaching process. It is made to help if students develop their speaking ability as well as improve their skills in using technology.

This application has various features that can be accessed anytime and anywhere by users. This app is basically and useful for students who want to learn English. However, will all these advantages be able to improve student learning outcomes so that students can be said to have achieved learning objectives or achieved learning completeness Learning completeness is basically a learning approach that is based on learning that focuses on students' mastery of the subject matter being studied. Through this learning, students are allowed to progress according to their own abilities and pace and can increase the level of learning completeness.

This is of cake applications. Cake applications are a type of application that trains language skills and some information to students, so that by training speaking skills students will gain knowledge and speak good English. But in reality, speaking English in junior high school has some difficulties. This can be seen from the results of the observation test.

The results of the research test show that the English speaking ability of students at SMPN 37 Medan, the total results conducted were 56%. It was found that speaking English is fair they were unable to mention something in English. This is evidenced by the test that students are not able to follow properly because students do not know and don't have the vocabulary contained in English.

This application is a cake application. The Cake application is an application to facilitate learning English, especially learning to speak English like a native speaker. Cake is the newest popular Android mobile application developed by South Korea It is an application to help people become better speakers. This application gives people the confidence and skills to speak powerfully on stage, in front of the public, or in everyday life. (Nuraeni & Yanthi, 2020)that application caters to people who listen to their recordings, it can be a lot of fun. It's the best application for learning to speak English, as it uses videos to give us examples of that will be very useful in everyday conversation (Batool, 2019) A student can install this application freely. The researcher knew that all students were social media users, making it easy for them to use the cake application. The researcher believes that social media users, including students, will imitate incorrect pronunciation without knowing whether the pronunciation is correct or incorrect. From the facts above, we can make use of technology by using the Cake Application to improve our speaking. We can improve our understanding of how to speak good English with the Cake application.

2. Method

This study plan made use of experimental quantitative research methodology. A research design was the method used to complete the study and referred to the framework or approach that provided guidance for data collection and analysis. The research design was the strategy for gathering, calculating, and interpreting data. It separated the sample into two groups so that the dependent variable could be changed experimentally: the experimental class and the control class. Students were taught using the Cake application in both the control and experimental classrooms, and they were also given the option to monitor their progress in both groups by having them complete pre-and post-tests

3. Results And Discussion

1. Data

The main purpose of this study was to investigate the impact of the application of cake application on improving students' speaking ability. The author's information comes from the results of students' speaking ability. The scores were calculated using the results

of the pre-test and post-test for the experimental and control classes. The experimental class used to teach speaking ability experimentally, while the control class used a traditional approach. Each class had 20 students, and the total sample in this study was 180 students from class VIII of SMP Negeri 37 Medan. The speaking test was used to collect data. Both classes took a post-test, which contained the same questions. To determine the effect of the application of H on improving students' capacity for speaking Ability, the experimental class used the cake application while the control class used a conventional approach.

First, the author gave a pre-test to the experimental and control groups, the pre-test was used to see the abilities of each student before carrying out the treatment, and after giving the pre-test the author gave them treatment. The treatment in the experiment was applied using the cake application, while the control group did not use the cake application. After the treatment application process was carried out, the author gave a post-test to both groups, namely the experimental group and the control group. The results of the pre-test and post-test showed the average value of the two groups, namely the experimental group and the control group.

Based on the table above, the total pre-test result of the experimental group was 1.287 with the highest score was 70 and the lowest score was 60. The mean score of fluency was 18,25 %, the mean score of vocabulary 1was 3,95%, the mean score of grammar was 15,75%, and the mean score of comprehension was 16,4%. The total score result of the pre-test in experimental group was 64,35 % with categorized is as fair.

Based on the table above, the total post-test result of the experimental group was 1.567 with the highest score was 80 and the lowest score was 72. The mean score of fluency was 19,15%, the mean score of vocabulary 18,8%, the mean score of grammar was 19,55 % , the mean score of comprehension was 19,75 % and. The total score result of post-test in experimental group was 78,35 % wih categorized is good. It mean to show that method using cake application have an influence on students speaking abilities.

Based on the table above the total pre-test result of the control group was 1.304 with the highest score was 71 and the lowest score was 60. The mean score of fluency was 17,6%, the mean score of vocabulary 14,45%, the mean score of grammar was 16 ,35%, and the mean score of comprehension was 17,35%.The total score result of post-test in control group was 65,2% with categorized is fair.

Based on the table above, the total post-test result of the control group was 1.510 with the highest score was 89 and the lowest score was 70. The mean score of content was 22,7%, the mean score of vocabulary 15,05 %, the mean score of grammar was 14,45%, the mean score of organization was 220,8 % and the mean score of mechanism as 13,1 %. The total score result of post-test in control group was 79,65% with categorized is good.

2. Data Analysis

The design of the study of this study was experimental quantitative in nature. This study included two groups: the experimental group and the control group. The writer examined the information obtained from the pre- and post-test results on the scores of both groups. Using the Cake Application, data analysis was done to determine the impact.

After getting the student's score from the experimental group, the author continued the calculation of the student's score using the t-test formula, this aims to determine the significance of the implementation of the Cake Application. The calculation results in the experimental group using the t-test.

$$M_X = \frac{\sum X}{N}$$
$$= \frac{251}{20}$$
$$= 12,55$$

After getting the student's scores from control group, the writer continued to calculate their scores by using t-test formula, it was aimed to find out the significance of applying Cake Application the result of the calculation in control group was applied to the t-test.

$$M_{X} = \frac{\sum X}{N}$$
$$= \frac{198}{20}$$
$$= 9,5$$

3. Analyzing the Data by Using t-test Formula

The author chose the t-test formula to find out whether the application of the Cake Application significantly affects students' speaking skills, the data is calculated by applying the t-test formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{Dx^2 + Dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where :
t = the effect
Mx = the experimental class means
My = the mean of the control group
Dx^2 = the experimental class's square deviation
Dy^2 = the control class's square deviation
Nx = the sample from the experimental class
Ny = the sample from th control class
As the result of the data , it is possible to deduce that :

Mx = 12,55	Nx = 20
My = 9,5	Ny = 20
$Dx^2 = 157,82$	
$Dy^2 = 90,25$	

Further , the writer applied that t-test formula as follow :

$$t = \frac{Mx - My}{\sqrt{\left(\frac{Dx^2 + Dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{12,55 - 9,5}{\sqrt{\left(\frac{157,82^2 + 90,25^2}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$t = \frac{3,05}{\sqrt{\left(\frac{249,071 + 81,450}{38}\right)\left(\frac{2}{20}\right)}}$$

$$t = \frac{3,05}{\sqrt{(-8,6978)\,(0,1)}}$$

$$t = \frac{3,05}{\sqrt{0,8697}}$$

$$t = \frac{3,05}{0,932}$$

t = 3,272

After calculating the data into t-test formula above, the t-observed is 6,403 and the table is 2.109, t-observation is greater than t-table (12.09:p = 0,05) this shows that from the formula of t-table and the table.

The formula of T-table :
Df = N − K − 1
   = 20 − 2- 1
    = 17

From the t-table, it shows that t-observation > t-table. The researcher concluded that use Cake Application has an impact on students speaking ability.

4. The Reliability and Validity of The Tes

The researcher used the formula of KR21 :

$$KR21 = \frac{n}{n-1} + \frac{\sum I}{\sum T}$$
$$= \frac{20}{20-1} + \frac{20-1}{40}$$
$$= 1,05 \text{ x } (1 - 0,5)$$
$$= 1, 05 \text{ x } (0,5)$$
$$= 0, 525$$
$$= 0. 5$$

It is fundamental that the reliability test yields a passing grade, which signifies an elevated degree of reliability. The researcher obtained a value of 0.5 from the KR21 formula, as indicated in the results section. The number of reliability parameters for the test is 0.5, which categorizes it as exhibiting moderate reliability. The degree to which a test captures a representative sample of the topic or behavioral change being examined is known as content validity. The data's vocabulary, syntax, punctuation, and substance are all taken into consideration when evaluating control validity.

The mean pre-test score for the experimental group was 64,3 while the mean post-test score was 78,35. Meanwhile, the mean pre-test score for the control group was 65,2 while the mean post-test score was 75,25. The scores obtained by the experimental class demonstrated a tendency to be higher than those of the control class, which did not employ the use of the cake application to enhance students' speaking abilities.

5. Testing Hypothesis

In order to determine whether the hypothesis should be accepted or rejected, hypothesis testing must be conducted. Ha (alternative hypothesis) is accepted if t-observation >t-table, score calculation using t-test deegres of freedom at significance level of t-observed is 3,272 and t-table is 2.109.

Based on the calculations it can be concluded that there is a significant effect of using Cake Application on students speaking abilities The results of the calculation demonstrate a notable impact of digital platform usage on students' proficiency in verbal communication. This provides further evidence in support of the initial alternative hypothesis (Ha).

Research Finding

The experimental class's and the control class's student scores differ. The author gathered information in order to draw the conclusion that students' speaking skills are significantly impacted by using the Cake program. The t-test computation yielded a t value of 3.272, which is more than 2.109. The two courses differed greatly from one another. Compared to the control class, the experimental class's application of the therapy was superior.

The researcher then took the results from the information that could influence students' perceptions of using the cake application along with the percentage results of students' perceptions.

This study's primary goal was to find out how the "Cake application" affected the eighth-grade pupils at SMPN 37 Medan's speaking abilities. Prior to delivering the application to the experimental class, a pre-test was administered to assess the speaking abilities of the students in order to accomplish this goal. Class A was chosen as the experimental group for this study based on the pre-test findings, as its mean score was lower than Class B's. The purpose of this pick was to see how much the "Cake - Learn English" program affected their ability to talk.

The speaking test results of the experimental and control groups showed variations in the students' speaking abilities during the course of the research. The post-test results showed a noteworthy improvement in the experimental class. To be more precise, the best score rose by a remarkable 20 points, from 60 to 80, While the highest score increased by just 10 points,

from 60 to 70, the control class, which did not utilize the program, also shown modest improvement, with the lowest pre-test score of 22 rising to 65. However, the data unequivocally demonstrates that the experimental class fared better in speaking than the control class, underscoring the beneficial and significant influence of the "Cake application" on pupils' speaking abilities. This research support previous research, the first being by (Ananda, 2019)) with the title "The Effect of CAKE Learning Application on Students' English Vocabulary Mastery." This research was conducted at SMK PGRI Tabu Bekasi. This researcher used qualitative method. The study involved two group they are experimental grop dan control group and source data was vocabulary mastery. But in this researcher, the writer focuses more on the effectiveness of the Cake Application in students' speaking ability. The second researcher was conducted by Ananda, 2019 improve speaking skill through Cake Learn English for Free App, This researcher use method teaching material using by Cake learn English for Free App.

In this study, the researcher found that the different between the result of the experimental class and the control class was significant. Clear from the data. The result showed that average value of the experimental calss was 78 and the avarange value of the control cals was 65, t-table is 2.101 and t-observed is 3,272. This shows that alternative hypothesis Ha has been accepted and the null hypothesis Ho has been rejected. It can be stated that Cake Application has a significant effect on improving students speaking abilities. In the experimental class students who were taught in the conventioal way in the control class it means give Cake Application significantly affect into student speaking ability.

4. Closing

The average score of students who were taught using the Cake application was 78,35, which was significantly higher than the average score of students who were not taught using the Cake application, which was 75,25. At a significance level of 0.05, the t-observed 3,272 is higher than the 2.101 t-table. These findings support the researcher's conclusions. It is possible to conclude that students' speaking abilities are significantly impacted by the Cake application. Real items, such as cake application, can be used as teaching tools or in classroom settings. By using methods based on this strategy to make sure students comprehend, based on the writer's feelings and experiences, this may be utilized to assist students with their speaking abilities. In the school year 2023–2024, the Cake application significantly enhances students' speaking ability at SMP Negeri 37 Medan. 2. The average score of students perception in using cake Application, from the data of 20 students in answering the statement with the result showed 7 students or 35%, 9 students or 45% choose agree, 4 students or 20% choose disagree. So the perception of using cake application as learning media into students speaking ability at SMP Negeri 37 Medan have positve

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