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# Innovative Media to Increase Student's Speaking Skills By Using Cake Application

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**Abstract**

The aim of this investigation is to assess the discernible variance between students who receive instruction prior to utilizing the Cake application as an innovative educational tool and those who are instructed subsequent to employing the Cake application in an educational context. The study adopts a quantitative research approach through an experimental design, specifically employing a pre-experimental design involving a single group of students subjected to both pre-test and post-test evaluations. This design entails assessing a solitary group without the inclusion of a control or comparative group. The data analysis entails the utilization of paired sample t-test, comparing students' pre-test and post-test scores. The results of the paired sample t-test indicate that the calculated t-value exceeds the critical t-value (19.151 > 1.684) at a significance level of α 0.05 in a one-tailed test, with degrees of freedom (df) calculated as (n-2) (33-2), resulting in 31. Consequently, the Null Hypothesis (Ho) is rejected, and the Alternative Hypothesis (Ha) is accepted. This implies that the innovative use of the Cake application demonstrates a statistically significant enhancement in students' speaking skills, particularly in the context of daily conversations.

*Keywords: Innovative Media, Cake Application,Speaking*

## INTRODUCTION

According to Hamdani & Puspitorini, (2022), The proficiency in speaking English is a skill that students should dedicate more time to honing. The greater the effort they invest in practicing, the more proficient they will become in expressing their thoughts, fostering effective communication. Meanwhile, Barrass, (2006) explains that good communication skills are needed in everyday life, in college or university studies, and in any career based on those studies. However, after more than twelve years in school, many students entering higher education are unable to express their thoughts clearly and effectively in their own language. Some students cannot use their English skills effectively due to lack of time. They tend not to practice much in everyday life after learning English.

From the explanation of the problem above, in observation, the writer found a problem at the second semester of English Education Program Nurul Huda University namely, the inactivity and lack of confidence of students to speak daily in front of the class. In addition, the writer also found a problem, namely the lack of student interest in speaking skills on Speaking for Daily Context course.

Based on the problem above, There are several things the student can do practice speaking English independently. One of them uses Cake application. According to Kumar et al., (2019) the most recent and well-liked Android application to be created in South Korea is called Cake. It is an app designed to make users better speakers. With the help of this program, you may communicate persuasively on stage, in front of an audience, or in ordinary situations. It can be a lot of fun for users to listen to their recordings while using this application. The best tool for learning to speak English, it uses video to demonstrate a word that is frequently used in conversation. Yanthi, (2020) said there are several features to help students practice speaking English on their own, including recording their voices while practicing conversations. Than Suryani et al., (2021) assert the EFL Indonesia teachers could use Cake English applicationas media in learning English, especially for speaking, because in this application there are many features or media to support learning speaking process like videos or audios.

Since its primary feature is a speaking course, the Cake program is appropriate for learning to speak English in an effort to improve speaking abilities. This app also includes a number of videos from various channels that you can watch and use to practice the terms. Because you can use Cake to examine students' pronunciation and determine whether or not they have adequate pronunciation, it can be utilized as a tool for teaching speaking. From this Cake App, you can also choose your student level and match it.

In this study, the writer uses technology-based media, namely applications found on smartphones. Therefore, the writer explains the concept of teaching in Information Communication Technology (ICT). Information Communication Technology (ICT) in teaching is learning technology applied in the educational process. It includes hardware approaches such as the use of machines and materials. Software approaches such as the use of methodologies, media and learning strategies, as well as system approaches that use management technology related to the systematic organization of hardware and software (Ugwu & Nnaekwe, 2019).

The limitation in this study only focus on the student's speaking skills in speaking for daily context materials and only use Cake application. The writer was formulated the problem "Is there any significant different between students who are taught before using Cake application and student' who are taught after using using Cake application to increase students speaking skills?".

## METHOD

This form of study is a quantitative method, and used pre-experimental design. According to Cresweel (2012), Pre-experimental studies involve conducting research within a single class, with the absence of a comparative or control class for reference. According to sugiyono (2010), The study method refers to the approach employed by the author to gather data, with a particular aim in the research. Additionally, based on arikunto (2010) stated that methodology is scientific way to get valid data. The aim can be found, develop, and proved a particular knowledge in order can be used, to understand, solve and anticipate the problem.

In this study, the writer used the quantitative method. The design involves pre-experimental. It comprised a single group of students employing a pre-test and post-test design, which entails assessing only one group or class through both pre and post tests. This one group pretest and posttest design is conducted on one group without a control or comparison group (Sugiyono, 2013), where, pre-test class was conducted to measure the students' speaking skill before treatment, and post-test was conducted to know the progress of the students' achievement of speaking skills after treatment.

Population is generalization that consists of subject/object which has characteristic and quality whom decides by the writer and then get the conclusion (Sugiyono, 2010). The population of the study is second semester of English Education Program Nurul Huda University present in the table below :

**Table 1.** Population of Study

| No. | Class | Population |
|---|---|---|
| 1. | Second Semester of Campus B | 13 |
| 2. | Second Semester of Campus C | 20 |
| **Total** | | **33** |

The sample is a proportion of the study's population, or half of it. According to Sugiyono (2013), is a grouping of characteristics and data that represent the population.

In this study, the writer choose two classes were sampled. Saturation sampling was used to gather the samples. Because according to Sugiyono, (2013), if the population is below 30 people with a very small mistake, then all members of the population are sampled.

To collect the data in this study, the writer used speaking practice used pre-experimental design and treatment used cake application. The test is a set of exercises and other tools used to examine speaking skills, knowledge of intellect, abilities or talents possessed by people or groups (Arikunto (2010).

## RESULTS AND DISCUSSION

Based on Hsu & Lachenbruch, (2014), This test is used to determine whether or not there is an average difference between two groups of paired (related) samples, it's mean here is a sample but experiencing two different treatments the data used is usually interval or ratio scale. In this session, the writer compared the results of the student pre-test score and the results of the student post-test score.

The interpreted students pre-test score into distribution table as presented in Table 2

**Table 2.** Distribution of Students Pre-test Score

| Score Interval | Level of Competency | Score | |
|---|---|---|---|
| | | Frequency | Percentage (%) |
| 85-100 | Excellent | 0 | 0% |
| 71-85 | Good | 0 | 0% |
| 56-70 | Enough | 26 | 78,8% |
| 41-55 | Poor | 7 | 21,2% |
| 0-40 | Very Poor | 0 | 0% |
| Total | | 33 | 100% |

Based on the table of distribution above, it was found the criteria of pre-test score there was no students (0%) who got excelent, good, and very poor. While there were 26 students who got enough category with 78,8%. Than there were 7 srudents who got poor category with 21,2%.

The interpreted students pre-test score into distribution table as presented in Table 3

**Table 3.** Distribution of Students Post-test Score

| Score Interval | Level of Competency | Score | |
|---|---|---|---|
| | | Frequency | Percentage (%) |
| 85-100 | Excellent | 8 | 24,2% |
| 71-85 | Good | 24 | 72,7% |
| 56-70 | Enough | 1 | 3,1% |
| 41-55 | Poor | 0 | 0% |
| 0-40 | Very Poor | 0 | 0% |
| Total | | 33 | 100% |

Based on the table of distribution above, it was found the criteria of post-test score there was no students (0%) who got poor, and very poor. While there were 8 students who got excellent category with 24,2% and there were 24 srudents who got good category with 72,7%, than there were 1 student who got enough category with 3,1%.

The paired sample t test method is part of the comparative hypothesis test or comparative test.The paired sample t test aims to determine whether there is a difference in the average of two samples (two groups) that are paired or related. In this session, the writer compared the results of the student pre-test score and the results of the student post-test score. The calculation results using SPSS 16 are in the table 4:

**Table 4**. Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pre-test | 59.82 | 33 | 4.831 | .841 |
| | Post-test | 81.03 | 33 | 5.434 | .946 |

Based on table 4, a summary of the descriptive statistical results of the two samples studied, namely the Pre-test and Post-test scores are shown. For the Pre-test value, the average learning outcome or Mean is 59.82. While for the Post-test value, the average value of learning outcomes is 81.03. The number of respondents or students used as research samples is 33 students. For the value of Std. Deviation (standard deviation) in the Pre-test was 4.831 and the Post-test was 5.434. Finally, the value of Std. Error Mean for Pre-test is 0.841 and for Post-test is 0.946.

Moreover, to prove whether the difference is significant or not, the results of the paired sample t-test can be interpreted in table 5:

**Table 5.** Paired Samples Correlations

| | | N | Correlation | Sig. |
|---|---|---|---|---|
| Pair 1 | Pre-test & Post-test | 33 | .236 | .186 |

Based on table 5, shows the results of the correlation test or the relationship between the two (pre-test and post-test variables). It is known that the correlation coefficient (Correlation) value is 0.236, with a significance value (Sig.) of 0.186. Because the value of Sig. 0.236 > probability 0.05, it can be said that there is no relationship between the Pre-test variable and the Post-test variable.

Moreover, the following table is the descriptive statistic of students pre-test and post-test score that used to get information about number of sample, range, minimum score, maximum score, sum, mean, standard deviation (SD), variance, skewness and kurtosis. It can been seen in Table 6.

**Table 6.** Descriptive Statistics of Students Pre-test and Post-test Score

| | N | Minimum | Maximum | Sum | Mean | Std. Deviation | Skewness | | Kurtosis | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| Pretest | 33 | 52.00 | 70.00 | 1974.00 | 59.8182 | 4.83124 | .311 | .409 | -.848 | .798 |
| Posttest | 33 | 68.00 | 90.00 | 2674.00 | 81.0303 | 5.43418 | -.018 | .409 | -.151 | .798 |
| Valid N (listwise) | 33 | | | | | | | | | |

Based on the table 6, number of sample in pre-test was 33 and post-test was 33, range of pre-test was 18 and post-test was 22, minimum score of pre-test was 52 and post-test was 68, maximum score of pre-test was 70 and post-test was 90, sum of pre-test was 1974 and post-test was 2674, mean of pre-test was 59,82 and post-test was 81,03, standard deviation of pre-test was 4.831 and post-test was 5.434, variance of pre-test was 23.341 and post-test was 29.530, skewness of pre-test was 0,311 and post-test was -0,018, the kurtosis of pre-test was -0,848 and post-test was -0,151.

Based on the table of distribution above, it was found the criteria of pre-test score there was no students (0%) who got excelent, good, and very poor. While there were 26 students who got enough category with 78,8%. Than there were 7 srudents who got poor category with 21,2%.

The paired sample t test method is part of the comparative hypothesis test or comparative test.The paired sample t test aims to determine whether there is a difference in the average of two samples (two groups) that are paired or related. In this session, the writer compared the results of the student pre-test score and the results of the student post-test score. The calculation results using SPSS 16 are in the table 7:

**Table 7.**Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pre-test | 59.82 | 33 | 4.831 | .841 |
| | Post-test | 81.03 | 33 | 5.434 | .946 |

Based on table 7, a summary of the descriptive statistical results of the two samples studied, namely the Pre-test and Post-test scores are shown. For the Pre-test value, the average learning outcome or Mean is 59.82. While for the Post-test value, the average value of learning outcomes is 81.03. The number of respondents or students used as research samples is 33 students. For the value of Std. Deviation (standard deviation) in the Pre-test was 4.831 and the Post-test was 5.434. Finally, the value of Std. Error Mean for Pre-test is 0.841 and for Post-test is 0.946.

Then in this last part is a paired sample t-test where the answer to the question is found, namely whether there is a significant difference between students before being treated using the Cake application as a learning media and after being treated using the Cake application as an innovative media in Speaking for Daily Context material, in table 8:

**Table 8.** Paired Sample Test

| | | Paired Differences | | | | | t | Df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower | Upper | | | |
| Pair 1 | Pre-test - Post-test | -21.212 | 6.363 | 1.108 | -23.468 | -18.956 | -19.151 | 32 | .000 |

Based on table 8 paired sample t-test, it is known that the t-obtain=19.151 are higher than t-table=1,684 and Sig value. (one-tailed) of 0.000<0.05. Therefore, the writer concludes that the alternative hypothesis (Ha) of this study is accepted and the null hypothesis (Ho) of this study is rejected. That is, there is a significant difference in the use of Cake application as a innovative media in Speaking for Daily Context material.

On the problems that have been mentioned in the background of the problem, namely. inactivity and lack of confidence of students to speak daily in front of the class. In addition, the author also found a problem, namely the lack of student interest in speaking skills in the Speaking for Daily Context course for the second semester of the Nurul Huda University English Education Study Program. Therefore, the writer provides an innovation using the Cake application as a medium for student practice in speaking in a daily context.

After several tests conducted by the author, the second semester English Education students of Nurul Huda University found that:

1. Students are interested in using the Cake application, because it is easy to use and practice.
2. Students can learn and play using the Cake application, because the Cake application is designed like a game so that users enjoy using the Cake application.
3. Students are able to create interactions with friends based on what they get from the Cake application.

Then based on the results of the data analyzed by the writer using SPSS 16, it could be interpreted that teaching Speaking for Daily Context used Cake Application as innovative media was significant increase. Based on the score of t-obtained gathered from SPSS 16, it shows that t-obtained was higher than t-table (19.151>1,684) at the significance level $\alpha = 0.05$ in one tailed test with df was (n-2) = (33-2) = 31. Therefore, Null Hypothesis (Ho) was rejected and Alternative Hypothesis (Ha) was accepted. It could be interpreted that the Cake application as the innovative media can increase students' speaking skills.

## CONCLUSION

Based on the data analysis outlined in the preceding chapter, the author concluded that there were notable differences between students who received instruction before incorporating the Cake Application and those who were instructed after its implementation to enhance speaking skills in the context of daily communication materials during the second semester of the English Education Program at Nurul Huda University. The recommendation is drawn from the results of the Paired Sample t-test, where the obtained t-value was 19.151, and the Significance (one-tailed) value was 0.000. This indicates that the obtained t-value surpasses the critical t-table value of 1.684, with degrees of freedom (df) being (n-2) = (33-2) = 31, and the Significance (one-tailed) value is lower than the predetermined Significance level ($\alpha = 0.05$). Consequently, the Null Hypothesis is rejected, and the Alternative Hypothesis (Ha) is accepted. In conclusion, there are significant differences between students instructed before and after using the Cake Application to enhance their speaking skills.

From the data statement above, students do not need to worry about the lack of learning time and speaking practice. With innovative media using Cake Application, it can be used, practiced and played anywhere and anytime. That is because Cake is an application found on smartphones that is always in the hands of students

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