

# THE EFFECTIVENESS OF CAKE APPS TOWARDS STUDENTS' SPEAKING ABILITY TO SECOND SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT STKIP PGRI SIDOARJO

**Intan Lailatur Rahmani<sup>1</sup>**

STKIP PGRI Sidoarjo, [intanlailatur@gmail.com](mailto:intanlailatur@gmail.com)

**Yulianto Sabat<sup>2</sup>**

STKIP PGRI Sidoarjo,

**Henry Rio Putranto<sup>3</sup>**

STKIP PGRI Sidoarjo, [ryol3devilos@gmail.com](mailto:ryol3devilos@gmail.com)

## Abstract

Speaking in English is a part of the important skill in the era revolution or era 4.0 as communication of relationship with another country. But, this condition that was faced by students at STKIP PGRI Sidoarjo especially English Education Study program 2020<sup>th</sup>. Because there were still many students who were not fluent to speaking English. The aim of this research was to know whether the effectiveness using CAKE Apps toward students speaking ability to the students of English Study program. This research was quantitative approach method. The sample of research was the students second semester of English Education Department 2020<sup>th</sup>. The Instrument was using test. The result of using CAKE Apps toward speaking ability to students of English Education 2020<sup>th</sup> were: the result of *t-dependent* test was  $T_{hitung} (-4,962) < -t_{tabel} (-2,22812)$ , meanwhile the significant value was Sig. Value  $(0,001) < 0,05$ . In the case, there was differences in the average results of statistical tests students before and after using CAKE Applications. It can be concluded that there was effectiveness using CAKE Apps toward Speaking ability of the students.

**Keywords** : Speaking ability, CAKE Apps.

## Abstrak

Berbicara bahasa Inggris adalah sebuah kemampuan penting di era revolusi atau era 4.0 sebagai komunikasi hubungan dengan negara lainnya. tetapi kondisi ini yang dihadapi oleh mahasiswa STKIP PGRI Sidoarjo terutama pada pendidikan bahasa Inggris 2020, karena masih ada banya mahasiswa yang kurang lancar untuk berbicara bahasa Inggris. Tujuan dari penelitian ini untuk mengetahui daripada keefektifan penggunaan aplikasi CAKE terhadap kemampuan berbicara mahasiswa program pendidikan bahasa Inggris. Penelitian ini menggunakan metode pendekatan kuantitatif. Sample pada penelitian ini menggunakan mahasiswa semester dua program pendidikan bahasa Inggris angkatan 2020. Instrumen yang digunakan adalah test. Hasil dari penggunaan aplikasi CAKE terhadap kemampuan berbicara mahasiswa pendidikan Bahasa Inggris 2020 adalah hasil dari uji *t-dependent* adalah  $T_{hitung} (-4,962) < -t_{tabel} (-2,22812)$ , sedangkan untuk Nilai Sig.  $(0,001) < 0,05$ . Dalam kasus ini, adalah adanya perbedaan di dalam hasil rata-rata pada uji statistika mahasiswa sebelum dan sesudah penggunaan aplikasi CAKE. Sehingga itu artinya ada keefektifan penggunaan aplikasi CAKE terhadap kemampuan berbicara pada mahasiswa.

**Kata Kunci**: kemampuan berbicara dan aplikasi CAKE.

## INTRODUCTION

Speaking is an activity to produce sound and it is released by mouth. In another expert, According to Kurum, (2017) states that " Speaking produces meaningful sentences in that; in other words, people speak that language. While according to (Tahir, 2011), states that " Speaking is development for the relationships between a speaker and hearer in the communicative situation." As a tool of communication, speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information (Burns & Joyce, 1997). So, learning English especially speaking is the most important aspect because it is one of four language skills that need to be mastered by students' conversation in communication.

Meanwhile, (Agustin, 2011) state that "English is taught in educational institutions, not a means of delivery of education." Thus, that is the reason why English in Indonesia is very low. Based on, the English proficiency Index of English Skills state that English in Indonesia is very low which is ranked 61<sup>st</sup> of the countries in the world and that shows the position of Indonesia is 13<sup>th</sup> out of 25 countries in Asia with a score of 50.06 (EF, 2019). As a country with low English proficiency and as a country that does not apply English, it becomes as second language but foreign language. There is another problem that must be faced by lectures or teachers at the tertiary level in Indonesia, especially those faced students at the university, especially students at university of STKIP PGRI Sidoarjo because there are still many students who are not fluent speak English, especially students in the 2020<sup>th</sup> in the evening class at second semester. Because the students are not getting more experience in speaking English when the students are in the class or outside of school, and also the students lack of vocabulary.

Nowadays, in the new era of revolution 4.0 where technology is developing very fast and creating a variety of advanced technological tools. This era, there are many applications show up to support increased levels of technonology of education and it can give it easier for teachers, lectures and also the students to learning English, especially in process learning in teaching speaking. According to Kamhi-Stein (2000) said that " ESL teachers are to use technology effectively for teaching in the future, they must use it for learning while they our students." So, for using the technology of education teachers or lecturers and the students need hardware and software to providing of technology. In addition, the situation right now is in the pandemic caused by the COVID-19 virus or Corona Virus. It makes the students can not go to school because there are many school building that is close, and it makes change with online or daring which is study at home. Thus, the students need learning media for study at home idependently.

In the research, the researcher will be using CAKE Application as learning media for study speaking English at home. The CAKE apps is an application to facilitate learning English, especially learning speaking English like native speaker. Baccuse, the communicative competence model according to (Scarcella & Oxford, 1997) state that "It is Speaking Proficiency and skills are underpinning speaking competencies in the following figure: 1) Strategic Competence, 2) Discourse, 3) Sociolinguistic Competence, and 4) Grammatical Competence. Thus, this application is highly recommended for students who want to improve or do more practice in the speaking English. This application made by Korea, 2018. It can downloaded by the play store for user Android and iOS store for user iPhone. The researcher perhaps that This application can being media learning that will be helping students to be interested in the speaking activity which makes all the students actively participating in the speaking activity and it makes students do more practice speaking every time and everywhere.

Thus, this research will be discussing about the establishment of Speaking English using CAKE Apps and the title is " The Effectiveness of CAKE Apps toward Students' Speaking Ability to The Second Semester Students of English Education study Program at STKIP PGRI Sidoarjo. To conduct this research, the writer formulates the research intentions through the

following questions. Is the use of the CAKE Application effective for the speaking ability of the second semester students of English education department 2020 at STKIP PGRI Sidoarjo. The objective of the research is to know whether the Effectiveness of CAKE Apps to Students' speaking ability toward the second semester students of English Education department 2020 in STKIP PGRI Sidoarjo.

## RESEARCH METHOD

This research will be using quantitative method by experiment design. Quantitative is a research method that uses data in the form of numbers as a data analysis tool. According to (Creswell, 2017), said that "the quantitative research is a method to testing theories by experiment the relationship of variables so that the data appear in the form of numbers which are analyzed based on statistics procedures." This research said because there was treatment, using CAKE Apps to Students and the result in speaking abilities' students. This research focused on the result of the effectiveness of teaching speaking using CAKE Apps to the second-semester students of STKIP PGRI Sidoarjo.

This research design was using One group pretest-posttest design, where this design included one group that was observed in the pre-tests, doing treatment, and continue post-test. According to Creswell (2017) this research design has a scheme :

**O<sub>1</sub> X O<sub>2</sub>**

The Explanations are :

**O<sub>1</sub>**: To do Pre-test

**X**: There is Treatment

**O<sub>2</sub>**: To do Post-test

This research had been taking place in STKIP PGRI Sidoarjo University. The Population is English Education Study Program. The sample is the second semester English study program 2020 evening. The time of research had been taking on June to July with 5 times meeting. This research, the instrument is a test, pre-test and post-test. According to Arikunto, 2006 an Instrument is a helping tool that is used in collect the data.

Meanwhile, for post-test had been doing after using the CAKE application in process learning speaking in the class and it perhaps to know about CAKE application that it is effective in process of teaching speaking in the class. The topic for pretest speaking is agreed from a lecture's speaking of the second semester and it is for post-test too. The topic is explanation about News, with the students do reporting news where the students had been giving free topic for pre-test, and the four topic of news for post-test.

## FINDING AND DISCUSSIONS

This research was conducted at STKIP PGRI Sidoarjo. The population was English Education study program evening. The sample was the second semester of English Education students 2020 and the sample is eleven students. So, this research aims to know about students' speaking ability before using the CAKE Application and after using the CAKE Application.

### The Analysis Data

#### 1. The Analysis of Score's Speaking

In this research, researchers used score retrieval based on assessment indicators in speaking English. As follows:

To get the score of speaking, the researcher will be taking students' score, The table above, it has five aspects of scoring and every aspect has four points. So, every student will be getting 20 points, from 4 points x 5 aspects. The criteria of the speaking score and the formula as follow as:

<b>A</b>	<b>≥80</b>
<b>B</b>	<b>≥66-79,99</b>
<b>C</b>	<b>≥56-65,99</b>
<b>D</b>	<b>≥ 40-55,99</b>
<b>E</b>	<b>0-39,99</b>

$$\frac{\text{Students' score}}{\text{Max.Score}} \times 100$$

Then, the result of scoring speaking will be said goal when each student gets score ≥ 66-79,99 students from score ≥80 corresponding standard KKM in the campus. The table that shows the score of speaking students in 2020 afternoon, as follows:

**Tabel. 4.5 The Table of Score's Students Speaking**

No	Student's Name	Score (Pre-test)	Score (Post-test)
1.	AAP	80	83
2.	ACD	78	83
3.	MAP	75	85
4.	EKE	78	80
5.	MCL	78	88
6.	KH	85	85
7.	RDR	80	83
8.	FNS	80	88
9.	LM	78	83
10.	FL	83	93
11.	NUA	80	83

Based on the results of the data obtained from the pre-test stated that the score of 11 students produced a minimum score of 75 and the maximum score is 85 with an average of 79.55 and a standard deviation of 2,697. Meanwhile, the Post-test has a minimum value of 80 and a maximum value of 93 with an average of 84.91 and a standard deviation value of 3,562

Descriptives		Statistic	Std. Error	
Pretest	Mean	79.55	.813	
	95% Confidence Interval for Mean	Lower Bound	77.73	
		Upper Bound	81.36	
	5% Trimmed Mean	79.49		
	Median	80.00		
	Variance	7.273		
	Std. Deviation	2.697		
	Minimum	75		
	Maximum	85		
	Range	10		
	Interquartile Range	2		
Skewness	.593	.661		
Kurtosis	.954	1.279		

Posttest	Mean	84.91	1.074	
	95% Confidence Interval for Mean	Lower Bound	82.52	
		Upper Bound	87.30	
	5% Trimmed Mean	84.73		
	Median	83.00		
	Variance	12.691		
	Std. Deviation	3.562		
	Minimum	80		
	Maximum	93		
	Range	13		
	Interquartile Range	5		
Skewness	1.170	.661		
Kurtosis	1.856	1.279		

## 2. The Hypothesis Test

In this section, the researcher will perform data analysis to test hypotheses which are done with the Normality test before conducting a *comparative dependent test*. The results of the data distribution normality test.

### a. Normality Test

The normality test data was obtained from the results of pre-test and post-test English Education class 2020 afternoon. The Normality test used by parametric statistics were based on the assumption that the data on each variable is analyzed based on normal distribution (Sugiyono, 2019). In managing data for normality tests, researchers use the SPSS version 24 software program *Kolmogorov-Smirnov* test. Data is said to be normally distributed if the calculated significant value is greater than the significant value  $\alpha = 0.05$ .

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,251	11	,051	,910	11	,245
Posttest	,249	11	,054	,868	11	,072

a. Lilliefors Significance Correction

According to compare score  $D_{hitung}$  and  $D_{tabel}$ , that are:

**Pretests** =>  $D_{hitung} (0,251) \leq D_{tabel} (0,391)$  then  $H_0$  Accepted so the data is distribution normal.

**Posttest** =>  $D_{hitung} (0,249) \leq D_{tabel}(0,391)$  then  $H_0$  Accepted so the data is distribution normal.

Meanwhile, to determine the significant value, as follows:

**Pretest** => Nilai sig. (0,051) > 0,05 then  $H_0$  accepted so the data is distribution normal.

**Posttest** => Nilai sig. (0,054) > 0,05 then  $H_0$  accepted so the data is distribution normal.

Based on the results of normality testing based on two factors, namely based on the comparison of  $D_{hitung}$  and  $D_{tabel}$  values and based on significant values using *Kolmogorov-Smirnov* it can be concluded that pretest and posttest values have a normal distribution of distributed data.

### b. t- dependent test

The *t-dependent* test is conducted to analyze whether or not there is a difference between the pretest and posttest values. In managing the data for the *t-dependent* test, researchers used the SPSS type 24 software program, namely *Paired-sample T-test*. The results of the *t-dependent* test:

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	79,55	11	2,697	,813
	Posttest	84,91	11	3,562	1,074

Based on the data produced above that this study used a sample of 11 students from afternoon English education classes. The average score for pre-test students of english education class = 79.55 and standard deviation = 2,697. Meanwhile, for post-test value = 84.91 and standard deviation = 3,562. As for the results of paired differences, as follows:

Paired Samples Test									
Pair 1	Pretest-Posttest	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
		-5,364	3,585	1,081	-7,772	-2,955	-4,962	10	.001

Based on these results shows that for the value  $t_{hitung} = -4962$  while to know the results of the decision that states there is or no differences in the value of before and after using CAKE Apps. It can be known by comparing which value to look for that the value. So, researchers use this formula:

$$t_{tabel} = \frac{\alpha}{2}; (n - 1)$$

$$= \frac{\alpha}{2}; (11 - 1)$$

$$= \frac{0,05}{2}; (10 - 1)$$

$$= 0,25;10$$

$$= 2,228114/2,2282$$

Thus, it was found that the result value of the  $t_{tabel} = 2.2282$ . based on the value of  $t_{hitung} = -4,962$ . So, the result based on the rules of decision making is  $t_{hitung} < -t_{tabel}$  then  $H_0$  is rejected. While based on the significant value obtained by 0.001 which is less than 0.05 probability value which means  $H_0$  is rejected or Sig Value.  $\leq 0,05 = H_0$  Rejected. The conclusion of the data above is the difference in the average results of statistical tests students before and after the use of the CAKE application. The results of the above research data show that there is a difference in the value of Pre-test or before using the APPLICATION CAKE and Post-test after using the application CAKE to English language skills students of English education afternoon class of 2020. The data result is derived from power analysis conducted by descriptive statistical testing in the form of minimum value and maximum value. In the pretest assessment or before the use of cake application the highest score of each student is 85 and the lowest is numbered 75 which according to campus KKM standards is when each student gets a score  $\geq$  of 66-79.99 students from score  $\geq 80$ . Therefore, based on KKM standards the campus states that students with a score of 75 will be included in the B grade category while for a score of 85 then the student falls into the category of grade A.

Meanwhile, in the post-test assessment or after the use of the CAKE application to students showed the highest score of 93 and the lowest score of 80, so according to KKM standard, the students get a grade with category A that is getting a score of  $\geq 80$ . As well as, the results of data analysis with descriptive statistical testing that is mean value, which means post-test value (84.91 ) greater than pre-test (79.55).

In addition, it is also proven by conducting a *t-dependent* or comparative dependent test which measures the comparison between pre-test values and post-test values. As explained in the analysis above that the results of the *t dependent* (Comparative dependent) test that shows a  $t_{hitung}$  value greater than the value of  $t_{tabel}$  ( $-4,962 < -2.2282$ ) that  $H_0$  rejected. Based on, the rules of decision making Rejected means there is differences before and after using CAKE Apps. The results are also proven by significant values obtained by 0.001 smaller from the significance value of 0.05 ( $0.001 \leq 0.05$ ) that  $H_0$  rejected which is the decision that there is a difference before and after the use of CAKE apps on english language skills students 2020 afternoon.

Thus, it can be concluded that there are differences in students statistics test results before and after the use of CAKE application or the effectiveness using CAKE application on the English language skills of students 2020 afternoon which the application is used to train the ability to speak English language as well as as a medium of speaking exercises independently.

Learning using the CAKE application can also provide motivation and encouragement for students to practice speaking English where the app tells users how to pronounce correctly like native speakers, providing new vocabulary that can be used in speaking English ranging from simple to idiom phrases often used by native speakers. CAKE application is also very interesting that gives the sensation of playing where users will be given a star score if they complete the theme they choose.

## CONCLUSION

Based on the result of the previous chapter of finding and discussion, the researcher stated that the use of CAKE application is effective to the students' ability of speaking English in the class 2020 evening. The result of the analysis data are based on *t-dependent* test which use the *Kolmogorov Smirnov* method, and before the implementation of the test. The researcher conducted a test of normality. Normality test based on two aspects, namely based on a) comparison value that shows the results of normal pre-test data ( $D_{hitung} (0.251) \leq D_{tabel} (0.391)$ ) and post-test also showed the results of normally distributed data ( $D_{hitung} (0.249) \leq D_{tabel} (0.391)$ ) and based on significant values that indicate the results of data on normally distributed pre-tests (sig values.  $(0.051) > 0.05$ ) and post-test also showed normal distributed data results (sig values.  $(0.054) > 0.05$ ).

Meanwhile, the results of the *t-dependent* test showed that the effectiveness of using the CAKE application to the ability to speak English based on the results of  $t_{hitung}$  value (-4,962) is greater than the value of  $t_{tabel}$  (2.2282) then  $H_0$  is rejected. It is said to be rejected because according to the rules of decision making which if  $t_{hitung} > t_{tabel}$  then  $H_0$  is rejected which means "there are differences.... / effectiveness to... ". Thus, this study based on the results of the *t-dependent* test is "Effectiveness of the use of CAKE application to students' speaking ability".

## SUGGESTIONS

For future researchers are as references for other researchers to research more continue about speaking ability using technology modern, especially CAKE application. It is expected that future researchers can conduct more in-app research on the use of CAKE application in the English learning process in listening and speaking skills.

Future researchers are also expected to conduct research on modern technology as a support in the field of education and create a more innovative and creative learning media in the form of technology. Considering that the current teaching and learning process is conducted online or online due to the pandemic, where every school is closed.

## REFERENCES

- Agustin, Y. (2011). Kedudukan Bahasa Inggris sebagai Bahasa Pengantar dalam Dunia Pendidikan. *DEIKSIS* , 354-364.
- Burns, A., & Joyce, H. (1997). *Focus on Speaking*. Sydney: Macquarie University.
- Creswell, J. (2017). *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran* (4 ed.). (A. Fawaid, & R. K. Pancasari, Penerj.) Yogyakarta: Pustaka Pelajar.
- EF. (2019). *EF English Proficiency Index: A Ranking of 100 Countries and Regions by English Skill*. Dipetik Oktober 08, 2020, dari EF English Proficiency Index: [www.ef.com/epi](http://www.ef.com/epi)
- Kamhi-Stein, L. (2000). Looking to The Future of TESOL teacher education: Web-based Bulletin Board Discussions in A Methods Course. *TESOL Quartely* , 423-455.
- Kurum, E. (2017). Teaching Speaking Skills. *Research Gate* .
- Scarcella, R., & Oxford, R. (1997). *The Tapestry of Language Learning* . Boston: Heinle .
- Sugiyono. (2019). *Statistik untuk Penelitian* . Bandung: Alfabeta.
- Tahir, S. Z. (2011). Teaching Speaking Effectively. *Universty of Makassar* .