

## CHAPTER 1

### INTRODUCTION

This chapter describes the background of this study, research questions, research purposes, research significance, research scope, conceptual framework, and previous study.

#### **A. Background**

This study investigates how Cake apps are used to help students acquire better speaking skills. In the contemporary globalization-era classroom, where technology is a constant, there are a plethora of Android applications that may help, tempt, and motivate students to improve their confidence in speaking English. One part of educational materials that might encourage students to learn is learning media (Arsyad, 2005). This study attempts to improve the speaking skills of EFL students using the Cake Application. To enhance the quality of their relationships with others, fluency in English is now officially expected. Students' present problems include a lack of vocabulary and a lack of confidence in their ability to pronounce things correctly in English. The development of speaking is a skill that both first- and second-language learners should prioritize. The ability to converse in the target language is the most important component of learning a second or foreign language, and it is measured by competence (Nunan, 1995).

Speaking is one of the abilities that students need to practice more. The more they talk English confidently and fluently, the better. To effectively communicate a thought or opinion, they must develop excellent language and communication skills. Speaking is the most crucial ability for conveying ideas, plans, thoughts, and emotions to others using both verbal and nonverbal cues so that the listeners can understand the message clearly (Baygate, 2003, Bahadorfar & Omidvar, 2014). English language proficiency is crucial for EFL students. Because speaking English has become vital and in high demand for communication in the present globalization era. Excellent for students in

elementary school through high school. Because EFL students will be proud of their talents in the future when they can speak English confidently and fluently.

The above phenomenon also occurs within a Karawang Islamic Senior High School. They are based on preliminary research by interviewing English teachers and are also shown during teacher and researcher observation. The study's findings revealed several issues with students' struggles with speaking English. Due to the impact of Covid-19, they are lack of confidence in pronouncing English words, lack new vocabulary and unmotivated. The students are given experience creating brief sentences before being asked to pronounce them correctly. Because during Zoom and learning material, the students need more enthusiasm for learning English because Zoom is the medium employed, the tactics used are to memorize new vocabulary and the teacher learning method uses the method of memorizing and writing short sentences. Where students are required to need more practice. Students are still required to practice making short sentences using the vocabulary provided by the teacher when the teacher uses learning resources with vocabulary memorization strategies, by using traditional media. Such as: (a) The teacher gives vocabulary to write on the whiteboard as a medium. (b) The students write a short sentence from a new vocabulary on a piece of paper as a medium. (c) Face-to-face instruction with the teacher to memorize brief phrases from the newly developed vocabulary. This made them feel bored in speaking English and the students lack of confidence in learning to speak English. The students were then invited to practice speaking short phrases after that, practicing writing skills them using the new terminology. This led to the time and situations making the students feel bored. As a result, the minimum passing mark for students in learning English, such as speaking skills, with an average of 5. Then, students need help to focus on learning activities from the impact of Covid-19. During the researcher's observation, the teacher and students were

unaware of the Cake application. Therefore, the learning media appropriate for this research using the Cake Applications.

It is becoming essential for teachers to pay attention to students' speaking skill. To overcome the lack of confidence and new vocabulary and pronunciation in speaking skill, researcher use the Cake application media as a learning speaking skill to improve and find out if students are improving their speaking skill. Because based on the current era of globalization, smartphones or gadgets are prevalent and essential things for society, one of which is for students. To overcome this problem, teachers need to improve the quality of teaching by using Cake application media, such as motivating students to apply communicative approaches and use relevant application media on their respective mobile phones in English class. Moreover, students can practice and be more active in communicating and interacting using English in their environment, both in learning activities in class and outside of the classroom. This Cake application can inspire students to study English and cultivate their enthusiasm, particularly for speaking skills, because the Cake applications are connected to the student's mobile devices. As a result, students can learn whenever and wherever they choose using the Cake applications program, which offers a variety of amusing elements to make learning English less monotonous.

However, this needs improved media such as Cake applications in order to enhance students' speaking skills in English, utilizing project-based learning. Through exercises like presentations, discussions, and conversations, teachers can support their students in developing their oral communication skills. Students can practice speaking to express themselves and convey knowledge through presentations and discussing the process of finishing their project. Information sharing and collection within the work group depend heavily on communication.

In addition, the Cake application project will be used by researchers as a teaching tool for students to practice speaking to support this

research. Based on a previous study has been conducted by (Maryani, Musthafa, and Purnawarman 2019), the usage of apps to support language instruction, including how mobile apps affect students' speaking and critical thinking abilities while learning English.

The previous research was done by (Yanthi et al., 2020). This study employed a qualitative approach. Observation, a questionnaire, and interviews gathered data. Learning becomes more pleasurable due to the programs, which also improve students' enthusiasm, speaking skills, and self-confidence. The second example was provided by (Redjeki, and Muhajir 2022), who used a case study research design. The research revealed that Cake's user-friendliness, entertainment value, and abundance of options for independent English learning helped students' independent learning in EFL-speaking classrooms. As a result, they could choose the app's learning objectives and take charge of the learning process. The research was quantitative and descriptive, as shown by (Deswita and Mariana 2022). The cake application (X) was found to positively and significantly affect students' English-speaking ability (Y). The Cake application Use is another online teaching tool that may be used for speaking content.

In addition, learning based on the Cake application media can be part of the learning process activity project. Students will develop and practice speaking English with animated video features and native speakers using the Cake application media to implement the Cake application in developing students' speaking skills.

It is anticipated that the study's conclusions will provide fresh knowledge on teaching English speaking with the Cake app. Additionally, speaking English as part of the educational medium can be improved by utilizing the Cake program. Teachers should find it simpler to encourage their students to learn to speak by utilizing the Cake application media, and students may find it easier to get better at speaking English.

## **B. Research Questions**

In response to the issue raised, this study developed the following questions:

1. How is the students' speaking skill before using the Cake application?
2. How is the students' speaking skill after using the Cake application?
3. How is the significant difference before and after using the Cake application on their students' speaking skill?

## **C. Research Purposes**

According to the research problem, this study aims:

1. To know the students' speaking skill before using the Cake application.
2. To find out the students' speaking skill after using the Cake application.
3. To find out the significance difference before and after using the Cake application on their students' speaking skill.

## **D. Research Significances**

The results of this study will be beneficial to readers and other researchers who wish to encourage and promote students' improvement of their speaking skills through application media. The study's findings should serve as a new source of information for anyone interested in teaching English. Primarily to develop their speaking skills, this study's instructional design attempts to make it simpler for teachers and students to comprehend how to practice speaking skills through the Cake application media.

For Students can improve their speaking skills. So that the teachers can use the proper application strategy when instructing students to speak English.

## **E. Research Scope**

This study focuses on students' speaking skills using the Cake application media as an application of media-based learning a pre-experimental study at X phase 1 of Islamic Senior High School students, Karawang.

## **F. Conceptual Framework**

Several hypotheses that are relevant to this issue are covered in this chapter. By employing Cake application media as project-based learning, it seeks to obtain a deeper grasp of pertinent and theoretical research study themes that concentrate on improving the Speaking skills of EFL students.

One of the four essential English language skills is speaking. Speaking is one of the hardest language skills for students to master, according to (González 2012). One of the most crucial components of communicating or expressing one's ideas is having good speaking skills. (Tuttle 2013) argues that students typically lack enthusiasm and confidence when learning to speak English. This is consistent with the researchers' first observations, which identified several issues with English speaking skills.

Students face numerous obstacles and hurdles when learning how to speak. The main speaking challenges, namely linguistic challenges and inhibition were described by (Samira 2014). They are more used to speaking their mother tongue, so they struggle to learn vocabulary and pronounce words correctly. The final reason is that they fear making mistakes in their pronunciation and being humiliated, which makes them reluctant to use English in class. The teachers are urged to plan a more fruitful activity for speaking English during the lessons. To inspire students to speak in the language of instruction. Brown, G. & G. Yule (1983b).

According to Hussain, S. (2018), students need to learn speaking skills because these are foundational talents. Speaking is taught in a quick

succession of steps. Even though English may not be their first tongue, students must understand and speak it in class. The teacher gives students speaking practice to hone their confidence in speaking. Because speaking exercises let teachers assess their student's proficiency in speaking English fluently. (Anuradha et al 2014) said that developing speaking abilities should provide students the chance to practice and make mistakes since that is when teachers must empathize with and encourage students. It is a necessity to be able to speak to communicate. Talking requires a certain level of proficiency, and to communicate effectively, we must have knowledge of and practice with both proper pronunciation and grammar. Speaking is a productive linguistic ability, according to Siahaan (2008: 95), which implies that speaking is a skill that a person possesses since speaking may be done to find one's voice within.

Additionally, the current globalization era has enhanced learning through a variety of internet media applications. Students can use technology and accompanying application media to develop their English-speaking skills outside of the classroom as well. Students can now access media from the Cake application and their devices wherever they are. The usage of media, instructional strategies, evaluation of high ratings, and educator subjectivity all constitute barriers for students.

The implementation of the teaching and learning process depends heavily on the usage of learning material. In order to support students in achieving their learning objectives, we may also use teaching and learning media to communicate with them and to attract their attention, interest, ideas, and feelings about learning activities. Learning media may become a more useful and efficient support tool in achieving the learning objectives when they are utilized appropriately throughout the learning process. As stated by Sanaky (2009), instructional media has the following advantages: (a) Using learning media will make the learning process more engaging, which can motivate students to learn; (b) using learning media will make the material easier to understand and help

students achieve their learning objectives, and (c) using instructional media will help students achieve their learning goals. Miarso (2004) defined instructional media as "everything used to direct messages and can arouse the learner's thoughts, feelings, attention, and willingness to promote the learning process."

According to (Gangaiamaran and Pasupathi 2017). Mobile-assisted language learning uses small, personal gadgets that facilitate learning anywhere while emphasizing sustainability or spontaneity in specific situations. (Godwin 2011) asserts that mobile applications have immense potential for practicing and enhancing English pronunciation, including phonemes, stress, and individual intonation. The efficacy of learning English with mobile applications was looked into in a study by (Kim and Kwon 2012). Thanks to the mobile app, it is convenient and adaptable wherever the user is. Mobile apps provide more opportunities for individual learning.

Furthermore, on March 22, 2018, Cake, a free app created by Cake Corp., was released. Several tools are included in this application to assist students learn English, such as a speaking tool to practice speaking in a dialogue, movies to improve speaking skills, and a method of guessing the correct answer and comparing it to help students recall each expression. One of the things you can do to encourage conversation with native speakers is to practice speaking. It may be said, therefore, that Cake Applications is a program designed to help people become better speakers. One crucial tactic for raising students' speaking skills is the use of media apps. Users may record audio using the Cake program, which is a lot of fun, according to (Sinha 2019). As stated by Lestari (2021), "Cake Application" is one of the English language learning programs that places a strong emphasis on speaking skills. "Cake" provides the student with a range of activities to support his learning process, such as sentence construction, pronunciation, repeating after videos, and other exercises, when used in the pre-speaking, while speaking, and post-speaking phases



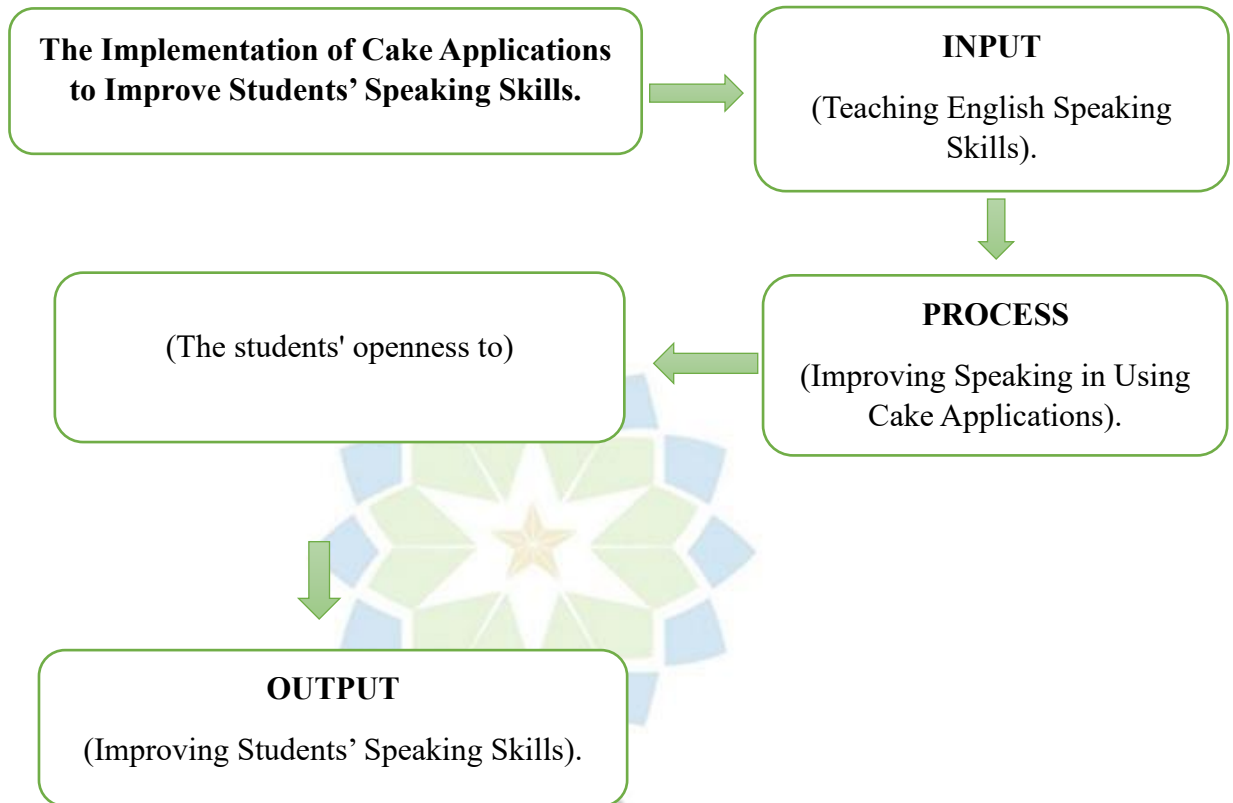
of a primary English-speaking class. The student has the ability to set objectives for his study and track their progress. "Cake" has an appearance that is similar to a little English classroom. Consequently, it can be said that Cake is a software designed to help people become more proficient speakers. According to Yanthi (2021), this program gives individuals the confidence and communication skills they need to speak convincingly in front of a crowd, on stage, or in casual settings. Its usage of video to illustrate words that would be very useful in everyday conversation is another reason why it is the best program for learning to speak English (Batool, 2019). As a result, engaging students is another usage for this program. It is true that as we talk, we might learn new words. The best apps for English language learning. Some of these tasks are demonstrated in videos. Idioms, fresh terminology, and useful English terms for everyday communication. It's also suggested that students utilize the Cake program as a mobile-assisted language learning tool to get them excited about developing their speaking skills. The Cake application program provides amusing features, piques students' interests, and combats boredom.

The potential of students and teachers is directly tied to the importance of collaboration between technology and pedagogy. They can create memorable, inspiring, and enjoyable explores teaching and learning experiences (Aksel: 2014). Finally, these two things will inspire and help students develop their speaking abilities and provide solutions to their speaking-related challenges.

**Figure 1.1**

**The Scheme of The Research.**

According to, Andri Kristanto (2008:1)



Through speaking skills, the students effectively, passionately, and persuasively conveyed their opinions. Input, Process, and Output are three different speaking scenarios that can occur when using Cake applications. In the brief videos and conversations found in the Cake applications, the students were instructed to practice pronouncing some of the vocabularies. According to Andri Kristanto (2008:1). "The system is a collection of elements that are interconnected and work together to process inputs addressed to the system and process the (input) until producing the desired (output)". Following that, students are required to repeat vocabulary or brief sentences aloud. This can assist students in learning how to talk English correctly and effectively. Students can thus

communicate in English with confidence. This subject includes interactive speaking and listening situations.

### **G. The Hypothesis of the Research**

Based on a survey of the literature and a conceptual framework, the following is the researcher's hypothesis for this study:

**H0 (null hypothesis):** Students' speaking skills were unaffected by using the Cake Application in English class.

**H1 (alternative hypothesis):** The speaking skills of students are significantly impacted by using Cake Application in English class.

### **H. Previous Study**

A prior study by (Bariza 2021). Examined the use of Cake applications to enhance students' speaking abilities. This study focuses on an investigation of a specialized technique used in project-based learning that aims to help EFL students' speaking abilities through the usage of video application media. EFL students who were enrolled in the study were learning English utilizing Biskra's Mohamed Khither University application media.

The second was done by (Sam and Hashim 2022). This study focuses on exploring students' perceptions of the Digital Storytelling application, which is used as a tool to improve speaking skills. Students from five rural Melaka schools in grade 11 who learned English participated in this study.

The third was done by (Shafwati et al., 2022). This study focuses on finding out of this research whether speaking proficiency among students has increased as a result of using animated movies to teach them. The participants in this study were among 28 students enrolled in the Pre-Intermediate Speaking Class who participated in this survey the target audience studied English speaking at FKIP, University of Lampung.

The fourth was done by (Octavianita et al., 2022). In the Covid19 era, online learning is completely adopted, and the study's main emphasis is on using Cake applications to learn English in a classroom setting. The

researchers used document analysis and a review of related literature as their research technique.

The last was done by (Chotimah, and Julia Pratiwi 2022). This study focuses on applying Cake media to improve Student's English-speaking skills for English Specific Purposes (ESP). The participants in this study were among 33 EFL students studying English at As-Syafi'iyah Islamic University.

As a result, this research differs from the other studies mentioned above. The variations have purposefully looked into the use of the Cake application as a project-based learning tool to enhance students' speaking skills with an emphasis on EFL Islamic Senior High School Students, as well as to determine students' learning responses both before and after using project-based learning methods. Participants in this study will come from Islamic Senior High School, Karawang's class X phase 1 students.

