

## **CHAPTER 1 INTRODUCTION**

This chapter elucidates the background of the study, research question, research purposes, research significance, research scope, conceptual framework, and previous study.

### **A. Background of the Study**

English as a foreign language (EFL) students' often face difficulties speaking English because it requires understanding English and good English habits. According to Edam Tayes (2015:587), three significant kinds of students' speak English. The first issue is a lack of vocabulary; students' may be concerned about being unable to apply previously acquired language. The second issue is learners' lack of confidence in pronunciation and fear of mispronunciation. Students' are hesitant to speak English because they want to use grammatically correct sentences and are frightened of making mistakes. To overcome this problem, educators or teachers explore innovative learning to improve students' speaking skills. English as a foreign language (EFL) students' can improve their speaking skills interestingly and interactively by utilizing a digital platform called the Cake application. This study aims to know the implementation and students' perceptions of using Cake applications as media to improve speaking. According to Wahyuni et al. (2021), two elements contribute to pupils' difficulty speaking English: linguistic issues and non-linguistic ones. Linguistic aspects include English grammar, English vocabulary pronunciation, and English vocabulary. Non-linguistic issues include a lack of self-confidence, motivation, and surroundings. Thus, teachers use engaging learning materials to help students' improve their English proficiency. According to Nguyen and Pham (2022), technology is a crucial tool in e-learning that assists students' in improving their English skills. Teachers and students' should also recognize that technology has shifted the learning paradigm from teacher-centered to learner-centered.

Speaking is one oral communication method that uses words spoken through a spoken tool to convey information. Speaking is a method of communicating thoughts collated and developed in response to the listeners' needs. Speaking requires at least two persons so that an interaction may take place. Speaking ability is crucial in language learning since it represents students' communication ability. In other words, speaking ability plays a part in language learning and is vital in other areas. The ability to articulate concepts orally in a subject area is one predictor of Students' learning achievement (Abidin, 2015).

Good speaking skills are defined as the ability to produce words that listeners can understand. According to Brown & Yule (1983), speaking is the ability that students' will be rated the most on in real-life situations. It is an essential part of everyday speech, and a person's ability to speak clearly and extensively is commonly utilized to make a first impression. Speaking abilities are critical to efficient communication in today's globalized society. As English remains the lingua franca in many international areas, educators continuously look for new ways to improve students' speaking abilities. One such possibility is the use of internet platforms such as cake applications to help students' enhance their English speaking skills. Cake is an app that aims to improve users' speaking English abilities through offering daily video lessons with short excerpts from movies, TV episodes, and other media. Octavianita (2022) the software exposes students' to actual spoken English, allowing them to become more comfortable in regular discussions. Nuraeni & Yanthi (2020) stated that the "Cake application is the newest, popular android mobile application developed by South Korea. It is an application to help people to be better speakers".

Furthermore, there are various studies conducted on speaking learning media using the cake application. First, Octavianita (2022) the study's findings show that students' are interested in using the Cake application because the program is simple to use and includes a variety of features that help them improve their English speaking abilities. Second,

Nuraeni (2020) the article investigates the use of the Cake application for teaching English speaking to senior high school learners. The study aimed to determine the effectiveness of using the Cake application to teach speaking skills to students'. In conclusion, they recommend the Cake Application as a useful tool for aiding speaking classes. It encourages students' to participate actively and cheerfully in class. Third, Pulungan (2020) has a research project to develop fascinating and appealing speaking digital media for ninth-grade students'. Pulungan (2020) said that using the Cake application increased students' confidence in speaking English and actively participating in the entire teaching and learning process. The results of the research stated a digital media tool for teaching speaking. Expert validation received an average score of 95.3% for material and 96.6% for media, indicating a "Very Good" rating. It signifies that the generated cake application as media for teaching speaking was appropriate for ninth-grade students' at SMP Kreatif Medan.

This research differs from the previous research, while the previous research investigated the use of cake application in the classroom. This research focuses on students' perceptions and how the implementation of the cake application in the classroom improves students' speaking skills. Therefore, this research entitled Students' Perception of Using Cake Application as Media to Improve Speaking Skills: A Case Study in SMPIT Ar-Rifqi Bandung

## **B. Research Questions**

The following questions are divided from the research concern:

1. How does the implementation of the cake application in the classroom to improve students' speaking skills?
2. What are students' perceptions of using the Cake application as media to improve speaking skills?

### **C. Research purposes**

From the research questions above, this study aimed to obtain the following purposes:

1. To know the implementation of the cake application in the classroom to improve students' speaking skills.
2. To find out students' perceptions of using the Cake application as media to improve speaking skills.

### **D. Research Significances**

Practically, this research gives two significances to:

1. Teachers

This research can help teachers develop media-based speaking teaching innovations. Teachers must consider their students' points of view to provide a more precise learning process for speaking. The Cake application can assist teachers in providing a more appropriate learning process for speaking English.

2. Students'

This study helps improve students' speaking skills using the Cake Application because it provides a structured and interactive platform that accommodates a variety of learning methods. The application is exciting material and user-friendly layout make it easier for students' to routinely practice speaking skills, resulting in increased fluency and confidence in English. Furthermore, the Cake Application's rapid feedback and broad choice of topics keep students' engaged and interested in learning, resulting in improved language acquisition and communication abilities. The outcomes of this study can be helpful for instructors who want to include technology in their teaching practices to improve Students''s speaking abilities.

Theoretically, this research is supposed to become a source of information to determine the use of Cake Application as media to improve speaking abilities while considering students' perceptions.

## **E. The Scope of the Study**

This research explores how implementing the cake application in the classroom improves students' English speaking skills and how students' perceive the Cake application as a medium to improve their English speaking skills. This refers to a specific medium or tool used for communication or language learning. This implies an interest in language acquisition and communication proficiency.

Therefore, to keep the thesis succinct, this research concentrates on speaking ability as one of four productive skills of language acquisition. This research will be conducted on 9th-grade students' at SMPIT Ar-Rifqi. The researcher collected the data through observation and interviews with students'.

## **F. Conceptual Framework**

*Perception* is the process of becoming aware of or comprehending sensory information (Qiong, 2017). *Students' perception* is defined as students' attitudes, feelings, and intentions toward their learning environment, which includes their teachers, peers, facilities, and resources. Students' perception surveys are a formative technique for gathering Students' feedback to guide practice in the classroom and across schools. Students' perception is significant because it allows educators to understand Students' interest and satisfaction in the areas most important to them, which can assist in enhancing Students' outcomes, teacher effectiveness, and school atmosphere. Agisni (2013) identifies three interconnected components of perception: cognitive, affective, and behavioral components (also known as the conative component). The cognitive components of an offender's behavior include knowledge, beliefs, expectations, thought processes, prior experiences, and any information gathered primarily from their perspective. The affective component is closely associated with emotional characteristics. The conative component pertains to conduct, encompassing habits and intentions.

Speaking is the deliberate articulation of vocal utterances to communicate meaning. It is "an interactive process of constructing meaning that involves producing, receiving, and processing information" (Florez, 1999, pp. 1-2). It is "often spontaneous, open-ended, and evolving" but not wholly unpredictable. Speaking is "the process of creating and sharing meaning in various contexts through verbal and nonverbal symbols" (Chaney and Burk, 1998). Individual language learners place a high importance on speaking in a second language since their proficiency in language learning is frequently judged by productive skills, mainly speaking ability.

The education sector is always changing, and technology has significantly impacted how we learn. From the Renaissance creation of the printing press to the widespread use of the internet in the twenty-first century, technological innovations have significantly impacted education in the form of e-learning. Technology is broadening educational opportunities and reshaping the learning environment around us. "I believe that learning through technology will continue to transform teaching practice," says Nadim Nsouli, an educational consultant. It can be quite beneficial in addressing some of the education industry's difficulties, such as efficiency, workload, accessibility, and inclusivity." E-learning is currently a required component of education. Along with traditional classes, online classes, also known as e-learning, can innovate learning (Mariono et al., 2021).

Network-based interaction has emerged in recent years. The impact of technology necessitates the acquisition of a language understood by the entire world. Similarly, English as a second foreign language is widely spoken. This interest in studying English stems from the fact that it has become the language of science and technology. As a result, technology and language perspectives have created new methods and approaches for learning English, such as mobile apps that make this easier.

According to Teachopedia (2020), an application is a software or program designed to run electronic devices such as smartphones, tablets,

and computers. These software applications have restricted and defined functions. The App Store, also known as the Google Play Store, is an online store that has thousands of applications that can be downloaded to any mobile device, including the iPhone, iPad, and iPod touch. One of the applications in the App Store or Google Play Store is Cake Application.

According to Cake Corp, the "Cake application" first appeared on March 21, 2018, and the last update was on February 23, 2024. It is a learning English application that is highly ranked in several countries, with a rating of 4.8/5. It is also one of the most popular applications in the Google Play store, with over 100 million installs.

Cake Application is South Korea's newest and most popular Android mobile app. It is designed to help people improve their English skills. It gives people the confidence and ability to talk well on stage, in public, or everyday situations. It allows individuals to listen to their recordings, which can be fun. It is the best program for learning to speak English; it uses video to show us an example of a word that will be useful in everyday conversation.

According to Lestari (2021), "Cake Application" is an English language learning app that emphasizes speaking abilities. "Cake" provides the Students' with various learning activities, such as pronunciation, sentence building, video repetition, and many more activities that can be used in the pre-speaking, while speaking, and post-speaking stages of primary English-speaking class. It also allows the learner to define study goals and track his progress. "Cake" is like a miniature English classroom.

### **G. Previous Study**

Several researchers have conducted a study about the media of online learning to improve speaking skills and students' perceptions. First, Wahyuni et al. (2022) stated that this study aims to discover students' perceptions of using Cake Application to teach vocabulary. This case study examined five students' from one of Garut's elementary schools. The results showed that the students' agreed with using the Cake Application to teach

vocabulary. The students' agreed that the Cake Application can raise their motivation to learn, which will help them improve their vocabulary mastery. The findings imply that the Cake Application has the potential to be used to teach language.

The second, Wahyuni & Fitri (2023), was that this study aimed to determine whether there is a significant distinction in students' speaking abilities before and after being taught using the cake learning application. This study was quantitative. This study used a pre-experimental design with a single group pre-test and post-test. The data analysis revealed that the average score of students' after being taught using the Cake Learning Application (78.24) was more significant than before using the Cake Learning Application (57.64). It may be determined that the cake learning application affected students' speaking abilities before and after being taught.

The third research Chotimah (2022) this study aims to examine how using a cake application can improve students' speaking skills in English for Specific Purposes (ESP). The participants are 33 undergraduate students' from As-Syafi'iyah Islamic University. This study used qualitative methodologies, with questions generated using Google Forms and given to students' over WhatsApp. The answers to the questionnaires indicate that pupils learned a new term with correct pronunciation and can talk successfully in ESP.

Furthermore, this present research is different from previous research. The previous research investigated the use of Cake Application to foster English skills using quantitative methods, ESP context and about vocabulary. This research aims to analyze the students' perceptions of using the Cake Application as media to improve EFL Islamic junior high school speaking skills. The researcher also will find out about the implementation of the Cake Application in the classroom as media to improve speaking skills. This research wants to know whether the cake application can improve speaking skills significantly.