#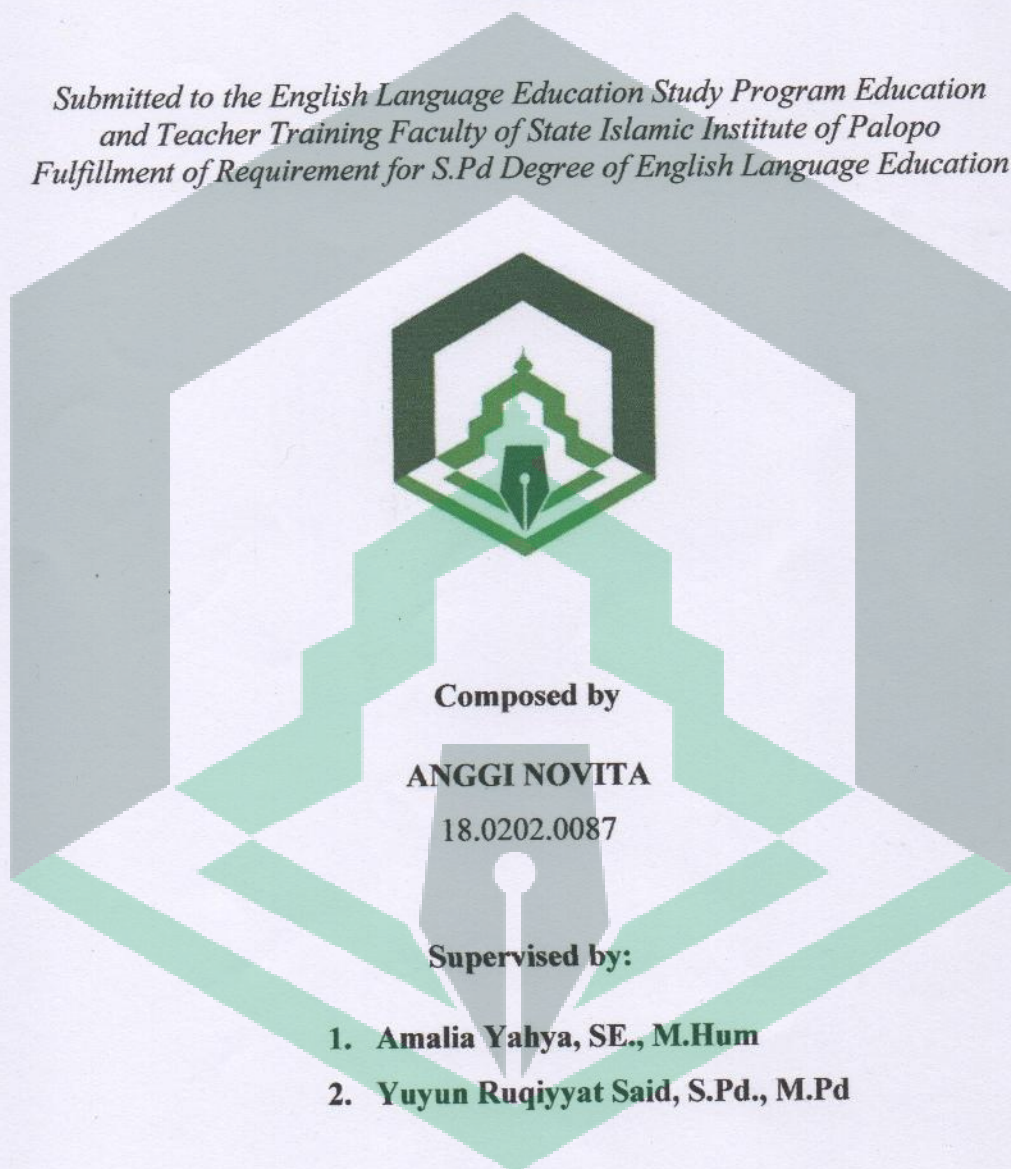 THE EFFECTIVENESS OF USING CAKE APPLICATION IN TEACHING SPEAKING SKILLS AT ISLAMIC SENIOR HIGH SCHOOL OF DAARUL ULUM AS'ADIYAH KAB. LUWU TIMUR

A THESIS

Submitted to the English Language Education Study Program Education and Teacher Training Faculty of State Islamic Institute of Palopo Fulfillment of Requirement for S.Pd Degree of English Language Education

Composed by

ANGGI NOVITA

18.0202.0087

Supervised by:

1. **Amalia Yahya, SE., M.Hum**
2. **Yuyun Ruqiyyat Said, S.Pd., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2023**

THESIS APROVAL

This thesis **entitled "The Effectiveness of Using Cake Application in Teaching Speaking Skills at Islamic Senior High School of Daarul Ulum As'adiyah Kab. Luwu Timur"** written by Anggi Novita, Reg. Number 18.0202.0087, English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **Munaqasyah** session which is carried out on, **Wednesday, February 8th 2023 M**, coincided with **Rajab 17th 1444 H**. it is authorized and acceptable as partial fulfillment of requirement for undergraduate degree (S.Pd) in English language teaching.

Palopo, February 13rd 2023

COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum.   Chairman   (....................)

2. Muhammad Iksan, S.Pd., M.Pd.   Examiner I   (....................)

3. Rusdiansyah, S.Pd., M.Hum.   Examiner II   (....................)

4. Amalia Yahya, S.E., M.Hum.   Consultant I   (....................)

5. Yuyun Ruqiyyat Said, S.Pd., M.Pd.   Consultant II   (....................)

Approved by ;

a.n. Rector of IAIN Palopo
The Dean of Education and Teacher
Training Faculty

The Head of English Language
Education Study Program

Dr. Nurdin K. M.Pd
NIP 19681231 199903 1 014

Amalia Yahya, S.E., M.Hum
NIP 19771013 200501 2 006

STATEMENT OF AUTHENTICITY

I, who undersigned below,

Name	: Anggi Novita
Reg. Number	: 18 0202 0087
Study Program	: English Language Education
Faculty	: Tarbiyah and Teacher Training Faculty

With awareness and consciousness state exactly that:

1. This thesis is originally my own work, not the result of plagiarism duplication of others' work that I acknowledge as my own work or thought.

2. All parts of this thesis are my own works except the citation, whose originally source has been reported. All mistakes or errors in it are my responsibility.

If this statement is not true later, I am willing to accept administrative sanctions for the act, and then the academic degree I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, February 13rd 2023

Regards,

Anggi Novita
18 0202 0087

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Anggi Novita
NIM : 18 0202 0087
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Program Studi : Pendidikan Bahasa Inggris
Hari & Tanggal Ujian : Rabu, 08 Februari 2023
Judul Skripsi : The Effectiveness of Using Cake Application in Teaching Speaking Skills at Islamic Senior High Schoolof Darul Ulum As'Adiyah Kab Luwu Timur

1. Please be consistent on your writing !

2. Referensi usahakan cari dari sumber utama

3. Foto " harus ada keterangannya kegiatan apa yang sedang berlangsung.
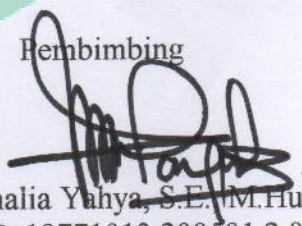
4.

5.

6.

7.

Pembimbing

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

CONSULTANT APPROVAL

Thesis Entitled: The Effectiveness of Using Cake Application in Teaching Speaking Skills at Islamic Senior High School of Daarul Ulum As'adiyah Kab. Luwu Timur

Written By :

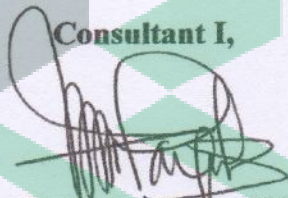|	
Name	: Anggi Novita
Reg. Number	: 18 0202 0087
Faculty	: Tarbiyah and Teacher Training
Study Program	: English Education

It has been corrected and approved to be examined.
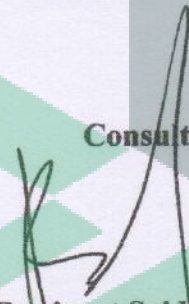
Palopo, November 17th, 2022

Consultant I,

Amalia Yahya, S.E., M.Hum

NIP. 19771013 200501 2 006

Consultant II,

Yuyun Rudiyyat Said, S.Pd,. M.Pd

NIDN: 2009048701

NOTA DINAS PEMBIMBING

Palopo, November 17th 2022

Lampiran   : -

Hal   : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

   Palopo

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama   : Anggi Novita

NIM   : 18 0202 0087
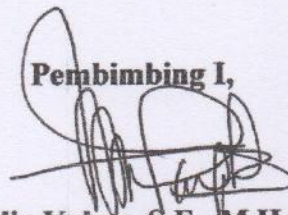
Prodi   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah Dan Ilmu Keguruan

Judul   : The Effectiveness of Using Cake Application in Teaching Speaking Skills at Islamic Senior High School of Daarul Ulum As'adiyah Kab. Luwu Timur

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk proses selanjutnya.

Pembimbing I,

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2 006

NOTA DINAS PEMBIMBING

Palopo, November 17th 2022

Lampiran   : -

Hal   : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo

Di

   Palopo

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama   : Anggi Novita

NIM   : 18 0202 0087

Prodi   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah Dan Ilmu Keguruan

Judul   : The Effectiveness of Using Cake Application in Teaching Speaking Skills at Islamic Senior High School of Daarul Ulum As'adiyah Kab. Luwu Timur

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk proses selanjutnya.

Pembimbing II,

Yuyun Rugiyyat Said, S.Pd., M.Pd
NIDN. 2009048701

SURAT KETERANGAN PENELITIAN
Nomor : 02/MA.DUA.21.10.08/08/2022

Yang bertanda tangan di bawah ini :

Nama   : Asniati,S.Pd.I

Nip   : -

Jabatan   : Kepala MA Daarul Ulum As'adiyah

Dengan ini menerangkan bahwa :

Nama   : Anggi Novita

Jenis Kelamin : Perempuan

Alamat   : Dsn. Lanipa, Ds. Bakti, Kec. Ponrang, Kab. Luwu

Pekerjaan   : Mahasiswa

NIM   : 18.0202.0087

Bahwa yang bersangkutan benar-benar telah mengadakan Penelitian di Madrasah kami dengan judul penelitian " *The Effectiveness of Using Cake Application in Teaching Speaking Skills at Islamic Senior High School of Daarul Ulum As'adiyah Kab. Luwu Timur*"

Demikian surat keterangan ini di berikan untuk di gunakan sebagaimana mestinya.

Parumpanai, 12 Agustus 2022
Kepala Madrasah Aliyah

ASNIATI,S.Pd.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTRIAN AGAMA KABUPATEN LUWU TIMUR
MADRASAH ALIYAH DAARUL ULUM AS'ADIYAH

Jalan Puriuwoi Dusun Birono Jaya Desa Parumpanai Kec. Wasuponda, Hp 081 354 696 002
Email : ma.daarululum@yahoo.com

SURAT IZIN PENELITIAN
NOMOR : 01/SIP/MA.DUA.21.10.08/08/2022

Dalam rangka Penelitian Eksprimental , saya selaku kepala Madrasah Madrasah Aliyah Daarul Ulum As'adiyah, Kabupaten Luwu Timur Kecamatan Wasuponda Desa Parumpanai memberikan izin kepada :

Nama	:	Anggi Novita
NIM	:	18.0202.0087
Universitas	:	Institut Agama Islam Negeri (IAIN) Palopo
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Program Studi	:	S1 Bahasa Inggris

Untuk mengadakan Penelitian Eksperimental,observasi atau kegiatan lain yang berkaitan dengan penelitian yang di laksanakan pada :

Jangka waktu penelitian	:	Juli – agustus 2022
Lokasi	:	MA Daarul Ulum As'adiyah
Judul penelitian	:	"The Effectiveness of Using Cake Application in Teaching Speaking Skills at Islamic Senior High School of Daarul Ulum As'adiyah Kab. Luwu Timur"

Demikian agar surat izin ini dapat di gunakan sebagaimana mestinya.

Parumpanai, 12 Agustus 2022
Kepala Madrasah Aliyah

ASMIATI,S.Pd.I
NIP.

TABLE OF CONTENTS

ACKNOWLEDGMENT

بِسْـــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

الـحَمْدُ للهِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى رَسُوْلِ اللهِ وَعَلَى آلِهِ وَصَحْبِهِ وَمَنْ وَالَاه

Alhamdulillah Rabbil'Alamin, The researcher expresses her gratitude to the almighty God, Allah Subhanahu WaTa'ala, for the blessing, mercy, and health in completing the thesis. Salam and Shalawat to Prophet Muhammad Shallallahu Alaihi Wasallam. This thesis, titled "The Effectiveness of Using Cake Application Media on Teaching Students' Speaking Skill At The Eleventh Grade of Islamic Senior High School Daarul Ulum As'adiyah Parumpanai," was submitted to fulfill the undergraduate degree requirement in Education and Teacher Training Faculty, State Islamic Institute of Palopo's English Education Study Program. Some people offered advice, support, motivation, and valuable information while writing this thesis. However, the researcher wishes to express heartfelt appreciation to:

1. Dr. Prof. Abdul Pirol, M.Ag., as the Rector of IAIN Palopo.

2. Dr. Nurdin Kaso, M.Pd as to the Dean of Education and Teacher Training Faculty of the State Islamic Institute of Palopo.

3. Amalia Yahya, S.E., M.Hum as the Head of the English Language Education Study Program of IAIN Palopo.

4. Amalia Yahya, SE., M.Hum. as the first consultant, and Yuyun Ruqiyyat Said, S.Pd., M.Pd M.Pd. as the second consultant. Most grateful for the time, ideas, assistance, kindness, suggestions, and motivation provided while completing this thesis

iii

5. Muhammad Iksan, S.Pd., M.Pd, and Rusdiansyah, S.Pd., M.Hum as examiners 1 and 2, for the suggestion and critics of this research better.

6. All IAIN Palopo lecturers, thank you a million times over for your expertise, insight, and nicest encouragement during the learning process.

7. The Headmaster of MA Daarul Ulum As'adiyah, the teachers, and the school's staff gave permission and assisted in the research process.

8. All eleven MA Daarul Ulum As'adiyah graduates cooperated and contributed to this study until its completion.

9. Family members of the researcher provided prayers, financial assistance, advice, and inspiration to accomplish this research.

10. All of the BIG 2018 family, thank you very much for your support, help, and motivation during education. Primarily my classmates are BIG Dependable, a very welcoming environment for the researcher's academic pursuits that teaches numerous things as they study together.

11. Friends from the researcher's former school, SMA 12 LUWU, thank you very much for your time and helpful advice for finishing this research.

Special appreciation for the many individuals who contributed their time, energy, support, and spirit to the completion of this thesis. The researcher recognizes that this thesis could not have been written without their commitment. The researcher expects that this study will prove beneficial to the audience.

The researcher then anticipates recommendations and criticisms to improve this thesis. The researcher then delivers this thesis.

Palopo, December 28th, 2022

The researcher,

Anggi Novita

LIST OF TABLES

LIST OF CHARTS

ABSTRACT

Anggi Novita, 2022. "*The Effectiveness of Using Cake Application Media On Teaching Students' Speaking Skill At The Eleventh Grade of Islamic Senior High School Daarul Ulum As'adiyah Parumpanai.*" A thesis of English Language Education Study Program at Education and Teacher Training Faculty, State Islamic Institute of Palopo (IAIN Palopo). Under supervisor, Amalia Yahya, SE., M.Hum, was the first consultant, and Yuyun Ruqiyyat Said, S.Pd., M.Pd, was the second consultant.

This research aims to determine whether Cake application as media learning for improve students' speaking skill ability in Daarul Ulum As'adiyah. In this study, the researcher used the pre-experimental method. There were 20 students in the class. The researcher used a total of 20 students as a total sampling technique. This study's instruments were speaking tests. The researcher gathered the data using a pre-test, treatment, and post-test. SPSS 23 was used and paired sample T-test technique to perform a statistical analysis of the data. The study's findings revealed that the mean score in the post-test stage (4.08) was higher than in the pre-test stage (1.38). While the t_o (t_{count}) value is 21.393 with a df (degree of freedom) of 19, whereas the t_t (t_{table}) value for the standard of significant level 0,05 (5%) on df = 19 is 2.093. It denotes that the value of the t-count is greater than the value of the t-table. The fact that the students' post-test scores are higher than their pre-test scores demonstrates the effectiveness of the treatment stage in assisting students in improving their speaking skills. The Cake application motivates students to improve their speaking skills. Using the Cake application significantly improves the students' speaking skills.

Key Words: Cake Application, Descriptive Text, Speaking Skill, Teaching Speaking.

CHAPTER 1

INTRODUCTION

A. Background

Speaking is a crucial aspect of language acquisition alongside listening, writing, and reading. Speaking is exchanging and requesting information with two or more persons.[1] Most students cannot speak English proficiently when teaching and studying English as a foreign language. For this matter, several challenging variables from Internal and external forces exist. Internal forces originate from the student. These elements pertain to personality. Students feared expressing their opinions. They feared that everyone would ridicule them. Students identified other variables. This relates to their surroundings, parents, and their school teaching methods.

The students will be evaluated most heavily on their oral communication skills. It is a vital aspect of daily contact, and a person's initial impression often depends on students' capacity to talk smoothly and thoroughly. Therefore, educators must prepare students to speak English outside the classroom as much as possible. Despite its significance, teaching speaking has been devalued for many years, and English language instructors have continued to teach speaking as a mere repetition of exercises or memorization of dialogues. However, the modern world necessitates that the objective of teaching speaking is to increase students' communication abilities since students can only express themselves and learn how

---

[1] Maryam Bahadorfar and Reza Omidvar, "Technology In Teaching Speaking Skill," *Acme International Journal of Multidisciplinary* Research volume-II, Issue-II, (April, 2014), http://www.aijmr.net.

1

to obey the social and cultural conventions suitable for each communicative situation.[2]

Educators today often have access to new resources that assist English instruction. Traditional teaching techniques, such as the chalk-and-talk method, may be supplemented with modern technologies to create a more engaging classroom atmosphere. Immediate incorporation of modern technologies is necessary to raise the level of English training. The introduction of modern technologies helps students concentrate on the topic without making the project appear difficult. Older teaching methods are being replaced by new technologies that use a range of intelligence and skills.

The process of learning is the process of implementing an academic school's curriculum to affect students' achievement of predetermined educational objectives.[3] Education is to transform students' intellectual, moral, and social conduct so they can live freely as individuals and social beings. Students achieve these goals through interacting with the teacher's planned learning environment. Teaching and learning include communication. By communicating, people may absorb massage or knowledge. Teaching media is anything that facilitates communication.[4]

---

[2] Fernandes Arung, "Improving the Students' Speaking Skill through Debate Technique," *Journal of English Education(JEE)* Vol. 1 No. 1,(March, 2016), http://usnsj.com/index.php/JEE/.
[3] Maryam Bahadorfar and Reza Omidvar, "Technology In Teaching Speaking Skill," *Acme International Journal of Multidisciplinary* Research volume-II, Issue-II, (April, 2014), http://www.aijmr.net.
[4] W. Kusmaryani, B. Musthafa, and P. Purnawarman, "The Influence of Mobile Applications on Students' Speaking Skill and Critical Thinking in English Language Learning," *Journal of Physics: Conference Series* vol. 1193, (2019), doi:10.1088/1742-6596/1193/1/012008.

Teaching media is a communication facility in the learning process that may take the shape of hardware and software to accomplish the instructional process and outcome easily. This communication facility in the learning process is also an educational tool. One of the most classic forms of instructional media is the chalkboard, which functions very similarly to a screen on a computer. It is possible to use it to illustrate concepts visually, using text and figures, and students may use it in much the same way an interactive computer interface would be used. Without a computer, the learning process in the classroom may be improved by using various media such as movies, videotapes, audiotapes, records, and even performances. The "multiple media" method calls for imagination and careful preparation.

Teaching about media is essential to learning a language in all aspects of education. But the truth is that teachers rarely use the right way to teach speaking. She came up with these ideas by having the students read the dialogue in front of the class. These activities didn't give them a chance to say what they thought directly. So, students need to improve at speaking through teaching and learning.

Some elements influence are elements that influence whether or not students develop their speaking skills. The benefits and drawbacks of online education, mainly speaking classes, must determine the most suitable platform. Students may enhance their speaking skills using relevant applications during online learning. Speaking is a talent that gets troublesome during the online class study. The COVID-19 pandemic necessitates that students in distant areas face learning difficulties. In the COVID-19 age, a lack of direct connection at school is

one of the reasons why children struggle with speaking abilities, Students' low enthusiasm for renewal since it will be challenging to master.[5]

From the interview with English teacher at Islamic Senior High School Daarul Ulum As'adiyah and some of the students there, it was found that many students had trouble learning how to speak. The teacher said the students couldn't know what they were thinking because they were afraid of making mistakes and didn't know enough words. The students said that they think English is hard and that it makes them feel bad to speak English.[6]

Based on the explanation above, the researcher is interested in conducting the research entitled "The Effectiveness of Using Cake Application Media On Teaching Students' Speaking Skill At The Eleventh Grade of Islamic Senior High School Daarul Ulum As'adiyah Parumpanai."

B. Research Question

Based on the background of the problems outlined above, the researcher formulates the research question: Does the use of the Cake application Improve Students' speaking skills in the Eleventh Grade of Islamic Senior High School Daarul Ulum As'Adiyah Parumpanai?

C. Objective of the Research

Relevant to the problem statement, the research objective is: to determine whether the use of the Cake application improves Students' speaking skills in the

---

[5] Yustina Fitriani, Murti Bandung, and Mohtana Kharisma Kadri, "Perspective of Online Learning on Speaking Class During Covid-19 Pandemic," *Humanitatis Journal of Language and Literature Students'* 7, no. 1 (2020), https//journal.universitasbumigora.ac.id/index.php/humanitas/.

[6] Ms.Indara, Nurhaliza, Putri Ramadhani, Malik, Revan, "Interview about speaking abilities in students," *Ma Daarul Ulum Asádiyah East Luwu*, (December, 2021)

Eleventh Grade of Islamic Senior High School Daarul Ulum As'Adiyah Parumpanai.

D. Significances of the Research

There are significances of this research;

1. Theoretically

This study aimed to expand the English-learning resources that motivate students to improve their speaking abilities. It is anticipated that the researcher's findings will serve as a resource for future researchers.

2. Practically

This research should support educators in embracing alternative methods and media in their teaching practices. This study offers an innovative and creative teaching experience that engages students in the teaching methods and encourages them to confidently communicate their ideas.

E. Scope of the Research

The scope of the research is on the effectiveness of using the Cake Application to Improving Students' speaking skills in the Eleventh Grade of Islamic Senior High School Daarul Ulum As'adiyah Parumpanai. The researcher applies material describing things to measure students' speaking skills based on native speakers through Cake application. This research also focuses on speaking skills: vocabulary, pronunciation, and comprehensibility.

CHAPTER 2

REVIEW OF RELATED LITERATURE

A. Previous Study

In writing this study, the researcher finds some research related to these studies as follows:

Winda Yanthiin in her research entitled "The Use of Cake Application in Teaching Speaking to Senior High School's Students". Cake application is one of the solutions for students to increase their speaking skills in the industrial revolution era recently. Students can use this application easily because it is accessible, and they will receive direct feedback through the application.[7] She used qualitative method. Her research did not use Cake application in teach as learning media. Meanwhile in this study, researcher used Cake applications in teach as learning media

Ade Putra Pulungan and Dr.Masitowarni Siregar M.Ed in their research entitled "Developing Cake App As Digital Media For Teaching Speaking In Junior High School". The use of Cake applications in learning speaking, especially report text, provides a considerable advancement in vocabulary, grammar, and, most importantly, pronunciation. So this Cake application is one of the suitable learning applications for improving students' speaking skills.[8] Their study was conducted by using Research and Development (R & D) method. Meanwhile

---

[7] Winda Yanthi, "The Use Of Cake Application In Teaching Speaking To Senior High School's Students," *The 2nd Bogor English Student and Teacher (BEST) Conference* Vol.2, (2020), http://pkm.uika-bogor.ac.id/index.php/best/article/view/1082.

[8] Ade Putra Pulungan and Masitowarni Siregar, "Developing Cake App As Digital Media For Teaching Speaking In Junior High School," *Journal of Applied Linguistics of FBS Unimed* Vol 9 No 3, (2020), https//doi.org/10.24114/genre.v9i3.24461.

in this study, researcher used pre-experimental method.

Mena Bonifaz Christian Daniel in his research entitled "Cake – Learn English App And The English Language Vocabulary". Comparing two groups of students, the first uses the Cake application during the learning speaking process, and the second uses a dictionary, website, and book. The result is that students who used the Cake application significantly increased compared to their pre-test and post-test results. At the same time, the other groups of students did not have a significant increase.[9] He used Quasi-experimental research. His study used two groups as their object of the research. Meanwhile, this study used one group as object of the research.

Chusnul Chotimah and Sinta Julia Pratiwi in their research entitled "The Use Of Cake Application On Students' Speaking Skill In English For Specific Purposes (Esp)". Researchers discovered that students frequently hear incorrect pronunciation on social media and imitate the word without knowing whether it is correct or incorrect. The researchers used the Cake application to solve this problem, and the results demonstrated the effectiveness and positive impact of using this application to improve their speaking skills, particularly their pronunciation, in a fun way.[10] They used qualitative method. In their study, the researchers used a questionnaire to collect information about the impact of the Cake

---

[9] Mena Bonifaz Christian Daniel, "Cake Learn English App And The English Language Vocabulary," *repository Universidad Técnica de Ambato* (August 4, 2020), https://repositorio.uta.edu.ec/jspui/handle/123456789/31666.

[10] C Chotimah, "The Use of Cake Application on Students'Speaking Skill in English for Specific Purposes (Esp)," *Lingua Jurnal Pendidikan Bahasa* (juny 23, 2022), doi:10.34005/lingua.v.

application on students' speaking abilities. Meanwhile this study, the researcher used a speaking test to collect information about students' speaking abilities.

Anisa Fitria et.al in their research entitled "The Implementation Of Cake Application In Learning English Speaking Skills". The Cake application for speaking learning was successfully implemented. According to the results of the interviews and questionnaires, the implementation of learning speaking through the Cake application was an appropriate instructional media for students because implementing the Cake application helps students learn speaking and foster their speaking skills.[11] They used qualitative method. In their study, researchers focused on perception and implementation of using Cake application. Meanwhile, in this study researcher focused on teaching through Cake application as a media.

This research has difference from some of the studies above. Most of the analyses above elucidate the purpose and pertinent of Cake application in teaching English. Meanwhile, this research focus on direct utility for students in Islamic High School Daarul Ulum As'adiyah Parumpanai. Those studies' methods are research development, and qualitative, meanwhile this research applies pre-experimental research. Even though there is a similarity to this research compared to those researchers is a point in increasing students' speaking skills through the Cake application.

---

[11] Anisa Fitria, Asri Dwimaulidiyanti, and Salwa Nur, "The Implementation Of Cake Application In Learning English Speaking Skills," in *International Conference on Education of Suryakancana*, (2021), https://doi.org/10.35194/cp.v0i0.1326

B. Concept Of Theory

1. Cake Application

Cake is an application through technology on which videos, sounds, words, and pictures prompt or encourages students to produce a particular language, typically during a controlled practice activity or drill. Cake application can be used in various settings, including classrooms, homes, and public spaces. Using the Cake App, students can learn natural English expressions curated from YouTube.[12]

The Cake application is a kind of online instructional material that may assist individuals in developing their public speaking abilities. This application was made available by Cake Corp. on March 22, 2018, and it is a free app that students may download and use on their mobile devices.[13]

South Korea is responsible for developing the latest and most popular android mobile application called "Cake." It is a piece of software designed to assist users in becoming more effective public speakers. People gain the self-assurance

---

[12]Winda Yanthi, "The Use Of Cake Application In Teaching Speaking To Senior High School's Students," *The 2nd Bogor English Student and Teacher (BEST) Conference* Vol.2, (2020), http://pkm.uika-bogor.ac.id/index.php/best/article/view/1082.

[13]Anisa Fitria, Asri Dwimaulidiyanti, and Salwa Nur, "The Implementation Of Cake Application In Learning English Speaking Skills," in *International Conference on Education of Suryakancana*, (2021), https://doi.org/10.35194/cp.v0i0.1326

and the abilities necessary to talk persuasively, whether on stage, in front of an audience, or their regular lives. The Cake program allows users to listen to their recordings, which may be a delightful experience. It is the most effective application for learning English since it uses video to demonstrate a term that will be of great use to one in day-to-day conversation, Shinha and Batool in (Winda Yanthi).[14]

This application has many features for learning English, such as a speaking tool that allows users to practice speaking using dialogue, watching videos, and guessing answers to fill-in-the-blank questions. Speaking is activities that encourage communication with native speakers as one of the components of each feature. Taking all of this into account, the researchers decided to use this particular application for the study.

2. Speaking Skill

Speaking skill divides how well someone speaks into four groups. The first type is imitative, which is about being able to say words the right way. The second is called "intensive," focusing on making short pieces of language. The third is responsive, which means people talk to each other in concise bursts. The fourth is long, which gives many speakers a chance to speak.[15]

Speaking is an essential component of second language acquisition and instruction. The acquisition of English-speaking abilities is a goal for many second

---

[14] Winda Yanthi, "The Use Of Cake Application In Teaching Speaking To Senior High School's Students," *The 2nd Bogor English Student and Teacher (BEST) Conference* Vol.2, (2020), http://pkm.uika-bogor.ac.id/index.php/best/article/view/1082.

[15] Maryam Bahadorfar and Reza Omidvar, "Technology In Teaching Speaking Skill," *Acme International Journal of Multidisciplinary* Research volume-II, Issue-II, (April, 2014), http://www.aijmr.net.

and foreign-language students. The students will be evaluated most heavily on their oral communication skills. Speaking means using language in a natural voice, emitting words; understanding and utilizing a language; expressing oneself in words; speaking.[16] Based on the definitions mentioned earlier, speaking is an essential talent that involves making words sound. That is used for social communication.

According to Harmer, speaking skills require five components: Grammar, vocabulary, pronunciation, fluency, and understanding.[17] Grammar is the foundation when you want to speak in learning a language. Vocabulary uses when we express ideas when speaking and writing. The use of language facilitates communication since speech is the foundation from which people construct sentences and convey their emotions. The following aspect is pronunciation. Pronunciation is the proper use of sounds while speaking a word or phrase when learning a language. The pronunciation is connected to the phonological process that produces the language's diverse sounds and patterns.[18] After mastering the three components above, fluency becomes the main goal in speaking. Fluency is the ability to speak fluently without being hindered. The purpose of learners when learning a language is fluency in speaking

---

[16] Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," International Journal of Research in English Education 2, no.1 (March 1, 2017):34–41.

[17] J Harmer, The Practice of English Language Teaching, London: Longman Group, Third ed., 2007.

[18] Khidayatul Munawwaroh and Kartika Dewi, "38 Students' Perceptions of Using Cake Application for Speaking Skills at The First Grade of SMA Negeri 1 Jambi Students' Perceptions of Using Cake Application for Speaking Skills at The First Grade of SMA Negeri 1 Jambi," *Jelt : Journal Of English Language Teaching*, vol. 5, 2021.

3. Teaching Speaking

Students often rated speaking as one of the most challenging aspects of English study. In the speaking process, the teacher must devise an efficient solution. Therefore, the instructor employs various techniques and methods to teach speaking.[19] The students need help acquiring English. First, kids have no thoughts regarding the issue when speaking. Second, they give careful consideration to grammar and word choices. Students' main issue is also a lack of vocabulary. Vocabulary is acknowledged as the primary communication instrument widely. Vocabulary is what language people use to convey their thoughts, ideas, and views, which is an expression of the human mind. Compared to another language element, more crucially, from a linguistic standpoint, vocabulary seems more valuable and urgent than grammatical function.

Nowadays, technologies have become essential in learning and teaching foreign languages. In teaching speaking, the teacher shows concern for experiential lessons and repetition. Teachers try to mix many activities and methods for learners' language skills. They often use tasks of dialogues, poems, songs, and games in their lesson schedules. Students have chances to check if their speaking abilities improve, their pronunciation skills improve, and their language awareness develops. In particular, using new techniques and methods in the classroom can aid in developing a learner's speaking ability. We have held in mind that social interaction

---

[19] T.T Oanh Tran, "The Efficiency of E-Teaching Activities in Teaching Speaking Skills for English Major Students," *AsiaCALL Online Journal* 12, no. 4 (2021): 1–8, https://asiacall.info/acoj.

is essential to learning. As a result, we should have more oral focus in our instruction and allow students as much speech time as possible.

4. Teaching Media

Media is like all other teaching methods, should be utilized properly in the learning process. The use of traditional media or modern tools in the classroom is intended to support the teacher in presenting material or information, rather than to replace professional teaching. Three distinct components comprise the medium: the audio, the visual, and the audiovisual. According to Sadiman, media is anything utilized to transfer messages from the sender to the recipient; as a result, it may awaken the learners' thoughts and feelings and draw the students' desire to talk.[20] Since the media have now made their way into the essential parts of our democratic processes, education about the media is likewise a subject of some importance.[21]

Teaching media may be used in the classroom to spark ideas, make complex topics more intelligible, and keep students focused on crucial concepts. It should encourage students to recall topics by involving them more. Critical abilities in media comprehension are crucial; without them, the film, video, record, or slide provided in connection to a topic is just one-dimensional. Many people's experiences with skewed and distorted teaching and utilizing different media in the classroom are because of teaching art, media, or some mix of the two.[22] Most of the ways we expressed ourselves—print, books, drawings, slides, film, video, audio,

---

[20] S Sadiman Arif dkk, media pendidikan, Jakarta: raja grafindo persada, 2009.

[21] Saodatkhan Khodjaeva, "The Influence of Teaching Media in Learning English Language," *Society and Innovations* Vol. 2, no. 3/S (2021), https://doi.org/10.47689/2181-1415-vol2-iss3/s-pp208-211.

[22] Deny KM Silvia, "Teaching Media : Necessity And Importance,"*Al-Islah Jurnal Pendidikan*, (2017), https://doi.org/10.35445/alishlah.v9i1.4.

and computer screens—had to be shown in the class setup. These experiences taught me what these media are and how I can or can't use them in the classroom.

5. Descriptive Text

a. Definition of Descriptive Text

According to Gerot and Wignel, a descriptive text is writing in which the writer or speaker uses language to describe a specific item, person, animal, location, or event to the readers or hearers of the text. Descriptive text includes information regarding the topic, a description of the subject, and a broad description. The goals of this text are to categorize, describe, or give information about the topic. Explaining things is delivered by clearly ordering their characteristics, naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on. The readers or listeners can quickly notice what the writer is talking about as if they could see it with their own eyes.[23]

From the definition above, descriptive text is a kind of English text that serves detailed information about something from some study, analysis, and research towards a subject and will present in a systematic structure.

---

[23] L. Gerot & P. Wignell, *making sense of functional grammar*, Sydney: Gerd Stabler, AEE Publishing 1994.

b. Structure of report text

Gerot and Wignell said the generic structure of the descriptive text:

1) General Statement

The initial structure is focused on introducing and identifying sure participants, such as a person, an object, a location, an animal, and an event. The structure may be the case with any of the following.

2) Classification

The second paragraph of the descriptive text is structured to describe that participant from their characteristics, appearances, personality, and habits or qualities.[24]

c. Language features of descriptive text

Regarding in linguistics features, Gerot and Wignell, Knapp, and Watkins state that descriptive text employs some linguistics features as summarized below:

1) Focus on specific participants as the main character;

2) Use present tense as dominant tenses;

3) Use linking verbs or relational process frequently (is, are, has, have, belongs to) to classify and describe the appearance or qualities and parts or functions of the participant);

4) Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in the text;

---

[24] L Gerot & P Wignel, making sense of functional grammar, Queensland: Gerd Stabler, AEE Publishing 1994.

5) Use the mental verb or mental process when describing feelings;

6) Use adjectives and adverbs to add information to nouns (participant) and add data to verbs (actions) to provide a more detailed description of the topic;

7) Use adverbial phrases to add more information about manner, place, or time, sometimes realized in the embedded clause, which functions as circumstances.[25]

C. Conceptual Framework

This conceptual framework showed the researcher's process in using the Cake application as a teaching medium to improve students' speaking skills. The researcher used the pre-experimental method. It aims to improve students speaking skills through the Cake application. In teaching and learning activities, many factors can improve the students' speaking skills, and one of them is using the application. The research output is that the students can enhance their speaking skills about specific topic conversations. Besides that, there is a significant improvement in the students' speaking skills. Speaking is one of the problems in mastering English, especially for Eleventh-grade students at Islamic Senior High School Daarul Ulum As'adiyah Parumpanai. There are many ways to teach speaking skills. One of them is through media applications such as Cake application. Through this application, the researcher approved that students' speaking skills can increase.

---

[25] L Gerot & P Wignel, making sense of functional grammar, Queensland: Gerd Stabler, AEE Publishing 1994.

The conceptual framework in this research is shown in the chart below:

Chart 2.1;

```
┌─────────────────────┐         ┌─────────────────────┐
│       INPUT         │         │      PROCESS        │
│                     │  ───►   │                     │
│  Teaching Speaking  │         │    Using Cake       │
│       Skill         │         │    Application      │
└─────────────────────┘         └─────────────────────┘
                                          │
                                          ▼
                        ┌─────────────────────────────────┐
                        │            OUTPUT               │
                        │                                 │
                        │  The effectiveness Cake Application │
                        │    in Students` Speaking Skill  │
                        └─────────────────────────────────┘
```
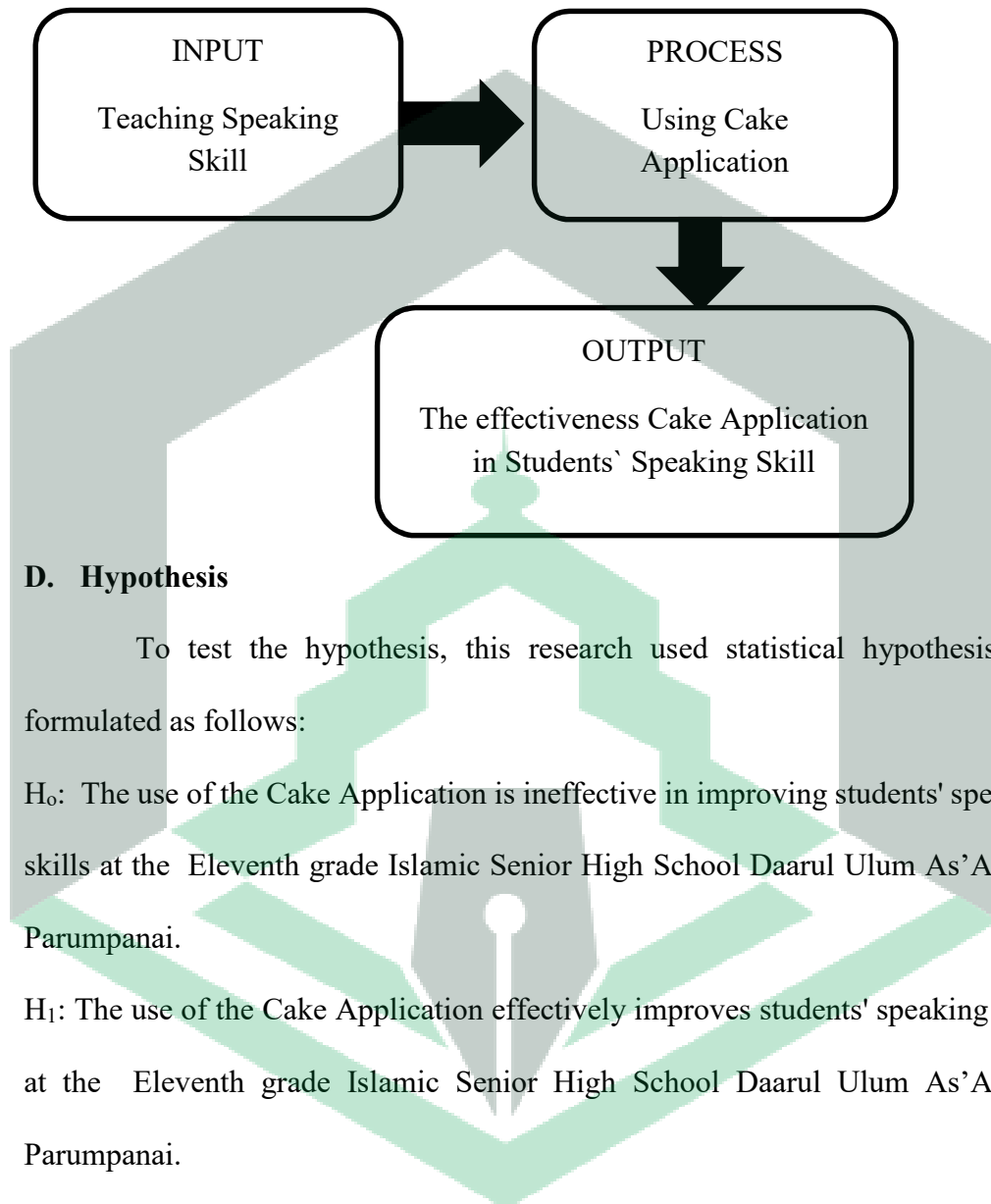
D. Hypothesis

To test the hypothesis, this research used statistical hypothesis was formulated as follows:

H_o: The use of the Cake Application is ineffective in improving students' speaking skills at the Eleventh grade Islamic Senior High School Daarul Ulum As'Adiyah Parumpanai.

H_1: The use of the Cake Application effectively improves students' speaking skills at the Eleventh grade Islamic Senior High School Daarul Ulum As'Adiyah Parumpanai.

CHAPTER 3

METHOD OF THE RESEARCH

A. Research Method

The method of this research was experimental research. Experimental design carefully balances several features, including power, generalizability, and various forms of validity.[26] A thoughtful balancing of these features in advance showed results in an experiment with the best chance of providing valuable evidence to modify the current state of knowledge in a particular scientific field. On the other hand, it is unfortunate that many experiments are designed with avoidable flaws. It is only rarely in these circumstances that statistical analysis can rescue the experimenter. Suharsimi Arikunto defines experimental research as research intended to determine whether there is a result of treatment on the subject under investigation.[27]

B. Research Design

The researcher applied One-Shot Case Design. This is the ordinary way to determine whether using the Cake Application can improve students' speaking skills. According to Sugiyono, the type of pre-experimental design of this research compares the result after and before giving treatment.[28]

---

[26] Steven Brown and Lawrence Melamed, *Experimental Design and Analysis*, USA: SAGE Publications, 2012, doi:10.4135/9781412984218.

[27] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, 1st edition, Jakarta: Rineka Cipta, 2015, 272.

[28] Sugiyono, *Metode Penelitian, Kuantitatif Kualitatif dan R & D*,1st ediition, CV. Alfabeta: Bandung, 2005, 108.

In this research design, a single experimental group is exposed to a treatment, and observations are made after that treatment. The study's pre-experimental design was employed and tested in one group before and after treatment. A pre-experimental design is a research design that focuses on one group or class that is given the test and treatment without any class comparison. The researcher used a pre-experimental design technique to examine whether the Cake application may help students enhance their speaking skills.

Tabel 3.1 Pre-Experimental Design

Group	Pre-test	Treatment	Post-test
E	O_1	X	O_2

Where:

E: Experimental group

O_1:   Pre-test

X: Treatment

O_2:   Post-test

The effectiveness or influence of the independent variable on the dependent variable is seen from differences in Pre-test (O_1) and Post-test (O_2) scores. Suppose there is a difference between Pre-test and Post-test scores, where the Post-test score is significantly higher than the Pre-test score. In that case, it can be concluded that the treatment given has an effect or is effective on the changes in the dependent variable.

C. Time and Location of the Research

This research was conducted from 27 July 2022 to 28 August 2022 on the Eleventh grade of Islamic Senior High School Daarul Ulum As'adiyah Parumpanai, located at Puriwoi Street, Birono Jaya, Parumpanai, Wasuponda, East Luwu, South Sulawesi.

D. Population and Sample

1. Population

The population of this research was all of the students in the Eleventh grade of Islamic Senior High School Daarul Ulum As'adiyah Parumpanai, totaling 20 students in one batch and significant.

2. Sample

The sample of this research consisted of 20 students. The sampling technique in this research was total sampling. The researcher chose the total sampling technique because of the limited student that the school has. The research focused on students in the Eleventh grade of Islamic Senior High School Daarul Ulum As'adiyah Parumpanai because they lack a situation and vocabulary for speaking.

E. Instrument of the Research

This research instrument was a speaking test through pre-test, treatment, and post-test compiled. Where in pre-test, the teacher gave one topic to students, and they presented their text in front of their mates and recorded it through audio, Where the researcher took before using the Cake Application. Then, the treatment did some activities for students. Students gave a particular topic each meeting, using

their idea and the Cake application as media learning. Last, students' speaking skills by the post-test through reporting the text regarding the subject they had to learn in treatment and audio after using the Cake Application.

F. Procedure of Data Collection

The procedure for data collecting as described below:

1. Pre-test

Before using the Cake Application, the researcher gave students one topic (animal), then they conducted some sentences about the topic in general and specific. Then, students recorded their voices through audio and assessed by speaking assessment in table 3.2.

2. Treatment

After giving a pre-test, the treatment teacher assigned the students to use a Cake application. Before the treatment started, students downloaded the application on their mobile phones. The treatment had carried out in six meetings. Here is a detailed explanation.

a. The researcher gave the students material about descriptive text (definition, generic structure, and language features).

b. The researcher gave students some expressions related to describing the thing to complete the text (What does your car look like?, How does the bag look like?, How is the view like?)

c. Then, the researcher asked students to conduct some sentences based on the topic that the researcher had prepared earlier as a practice for students' speaking skills.

In this stage, the researcher prepared six topics which were divided in every meeting, as follows:

1) Famous person

2) Place

3) Food

4) City

5) Country

6) Sport

d. Students opened the Cake application that students previously downloaded on their respective mobile phones.

e. Then, students wrote down keywords related to the theme the teacher gave in the search menu at the top right of the Cake application.

f. After students type the keyword, a short video related to the keyword appears.

g. Students watched the videos, then wrote the sentences or words they used to compose descriptive texts based on the videos they watched.

h. Students paid attention to the subtitles on the video and then understood the meaning of the video.

i. The video has a menu for the practiced pronunciation of sentences or words used by native speakers. It aims to teach students how to pronounce correctly and adequately through the video, which students applied in explaining their descriptive text.

j. While students conduct to describe things which the title they decided on earlier. They had to search and watch some videos in it to help them conduct that text.

k. After that, the researcher invited one by one student to come forward and describe their topic.

l. After students told about their topic, the researcher asked other students several questions related to the topic that their friend had presented earlier.

m. The researcher gave the students correction and summarized the lesson.

3. Post-test

After giving treatment through Cake application as a learning media, the researcher provides a post-test. The post-test is based on the topic of treatment. Students describe things based on the topic that they chose before. As in the pre-test, the post-test stages of the student also be recorded via audio and assessed by speaking assessment as in table 3.2.

The researcher gave a post-test to identify students' speaking skills after treatment. Subsequently, the pre-test and post-test results were calculated to measure whether the Cake Application can improve students' Speaking skills.

G. Technique of Data Analysis

Before analyzing the data, the researcher collected the data and analyzed them by using procedures as follows:

1. Analyzing and calculate the data of the pre-test and post-test. Each student can get six as a maximum point for each category.

According to J.B Heaton in that analysis technique to speaking skills as follows[29];

---

[29] G. Henning, *Writing English Language Test,* Newyork: Longman, 18 edition, 1990.

Table 3.2 The assessment rubric speaking skill

Rate	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.	Speaks without too great an effort with a fairly wide range of expressions. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications are required.
5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors, but most utterances are correct.	He has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are pretty straightforward. A few interruptions by the listener for the sake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother tongue but has no severe phonological errors: a few grammatical and lexical errors but only one or two significant errors confusing.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Relatively smooth delivery, mostly. Occasionally fragmentary but succeeds in conveying the general meaning—acceptable range of expression.	Most of what the speaker says is easy to follow. His intention is always evident, but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few severe phonological errors. Several grammatical and lexical errors. Some of which confuse.	He has to make an effort much of the time. Often has to search for the desired meaning— rather than halting delivery and fragmentary. The range of expression is often limited.	The listener can understand much of what is said but must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Pronunciation is seriously influenced	Long pauses while he searches for the	Only small bits (usually short sentences and

	by the mother tongue, with errors causing a breakdown in communication: many 'basic' grammatical and lexical errors.	desired meaning, frequently fragmentary and halting delivery. He almost gives up making an effort at times. Limited range of expression.	phrases) can be understood- and then with considerable effort by someone who is used to listening to the speaker.
1	Profound pronunciation and many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making an effort. Minimal range of expression.	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker cannot clarify anything he seems to have said.

Notes:

6: Excellent

5: Very good

4: Good

3: Average

2: Poor

1: Very poor

2. Calculate the mean score, standard deviation, frequency table, and T_{count} from pre-test and post-test using SPSS statistics version 23 for windows evaluation.

3. Analysed the data using paired-sample T test.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research presents the results of the data review statistically. It compiled the student pre-test scores, classification percentages of the students' scores, post-test scores, standard deviation of the pre-test and post-test, and paired sample test to find out students' improve in speaking skills. A statistic score indicating the mean and standard deviation during the pre-test and post-test was produced for the test stage score.

1. The Review Of Students' Test In Speaking Skill

a. Pre-Test

The researcher displayed the students' speaking test results in this section. The researcher calculated the data using SPSS 23. The researcher determined the mean score, the range of students' percentage value in speaking skills, and the standard deviation of the student's scores. Additionally, the researcher showed the students' scores in the parts of speaking skills following, Accuracy (A), Fluency (F), and Comprehensibility (C), completely passing the pre-test in those areas. The result of pre-test results for students' speaking abilities is as follows.

Table 4.1 The score of students' speaking skills in the pre-test

No	Respondent	Aspect of speaking			Score	Total score
		A	F	C		
1	R1	2	2	2	6	2

2	R2	1	2	2	5	1.67
3	R3	1	2	1	4	1.33
4	R4	1	1	1	3	1
5	R5	2	2	1	5	1.67
6	R6	1	2	2	5	1.67
7	R7	1	1	1	3	1
8	R8	1	2	2	5	1.67
9	R9	2	1	1	4	1.33
10	R10	2	1	1	4	1.33
11	R11	1	1	1	3	1
12	R12	1	1	1	3	1
13	R13	1	2	1	4	1.33
14	R14	1	1	2	4	1.33
15	R15	1	1	2	4	1.33
16	R16	1	2	2	5	1.67
17	R17	1	1	2	4	1.33
18	R18	2	1	1	4	1.33
19	R19	1	1	1	3	1
20	R20	1	2	2	5	1.67
Mean score		1.25	1.45	1.45	4.15	1.38

Notes: A: Accuracy

F: Fluency

C: Comprehensibility

The researcher gave the students' accuracy, fluency, and comprehensibility scores in this section.

1) Accuracy

The researcher compiled the data using SPSS 23 to specify descriptive statistics and the percentage score of students' accuracy in the pre-test. It shows that students' maximum score is 2, and the minimum is 1. The table also explained that students' mean accuracy score in the pre-test was 1.25, and the standard deviation error was 0.44426. The descriptive statistics table and the accuracy percentage are shown as follows.

Table 4.2 Descriptive Statistics of Accuracy in the Pre-Test

N	Valid	20
	Missing	0
Mean		1.2500
Std. Deviation		.44426
Minimum		1.00
Maximum		2.00

Table 4.3 The Percentage score of Students' Accuracy in Pre-Test

	Frequency	Percent	Valid Percent	Cumulative Percent	Classification
Valid					
1.00	15	75.0	75.0	75.0	Very Poor
2.00	5	25.0	25.0	100.0	Poor
Total	20	100.0	100.0		

The table declared that none of the students reached the excellent, very good, good, and the average for the evaluation. Fifteen students' attained a very poor category, and fifth students earned a poor class. In other words, 75% of students have a very poor class, and 25% have a poor class.

2) Fluency

The researcher compiled the data using SPSS 23 to specify descriptive statistics and the percentage score of students' accuracy in the pre-test. It shows that students' maximum score is 2, and the minimum is 1. The table also explained that students' mean accuracy score in the pre-test was 1.45, and the standard deviation error was 0. 51042. The descriptive statistics table and the accuracy percentage are shown as follows.

Table 4.4 Descriptive Statistics of Fluency in Pre-Test

N	Valid	20
	Missing	0
Mean		1.4500
Std. Deviation		.51042
Minimum		1.00
Maximum		2.00

Table 4.5 The Percentage Score of Students' Fluency in Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent	Classification
Valid	1.00	11	55.0	55.0	55.0	Very Poor
	2.00	9	45.0	45.0	100.0	Poor
	Total	20	100.0	100.0		

The table declared that none of the students reached the excellent, very good, good, and the average for the evaluation. Eleventh students' attained a very poor category, and ninth students earned a poor class. In other words, 55% of students have a very poor class, and 45% have a poor class.

3) Comprehensibility

The researcher compiled the data using SPSS 23 to specify descriptive statistics and the percentage score of students' accuracy in the pre-test. It shows that students' maximum score is 2, and the minimum is 1. The table also explained that students' mean accuracy score in the pre-test was 1.45, and the standard deviation

error was 0. 51042. The descriptive statistics table and the accuracy percentage are shown as follows.

Table 4.6 Descriptive statistics of Comprehensibility in Pre-Test

N	Valid	20
	Missing	0
Mean		1.4500
Std. Deviation		.51042
Minimum		1.00
Maximum		2.00

Table 4.7 The Percentage Score of Students' Comprehensibility in Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent	Classification
Valid	1.00	11	55.0	55.0	55.0	Very Poor
	2.00	9	45.0	45.0	100.0	Poor
	Total	20	100.0	100.0		

The table declared that none of the students reached the excellent, very good, good, and the average for the evaluation. Eleventh students' attained a very poor category, and ninth students earned a poor class. In other words, 55% of students have a very poor class, and 45% have a poor class.

b. Post-Test

The researcher displayed the students' speaking test results in this section. The researcher calculated the data using SPSS 23. The researcher determined the

mean score, the range of students' percentage value in speaking skills, and the

standard deviation of the student's scores. Additionally, the researcher showed the

students' scores in the parts of speaking skills following, Accuracy (A), Fluency

(F), and Comprehensibility (C), completely passing the pre-test in those areas. The

result of pre-test results for students' speaking abilities is as follows.

Table 4.8 The Score of Students' Speaking Skills in Post-Test

No	Respondent	Aspect of speaking			Score	Total score
		A	F	C		
1	R1	5	4	5	14	4.67
2	R2	3	4	5	12	4
3	R3	4	5	5	14	4.67
4	R4	3	3	4	10	3.33
5	R5	3	3	4	10	3.33
6	R6	5	4	5	14	4.67
7	R7	3	4	4	11	3.67
8	R8	3	4	3	10	3.33
9	R9	3	3	4	10	3.33
10	R10	4	5	5	14	4.67
11	R11	4	3	3	10	3.33
12	R12	4	4	4	12	4
13	R13	4	5	5	14	4.67
14	R14	5	4	5	14	4.67

15	R15	4	4	4	12	4
16	R16	4	4	5	13	4.33
17	R17	3	4	5	12	4
18	R18	4	4	5	13	4.33
19	R19	4	5	5	14	4.67
20	R20	3	4	5	12	4
Mean score		3.75	4	4.5	12.25	4.084

Notes: A: Accuracy

F: Fluency

C: Comprehensibility

The researcher gave the students' accuracy, fluency, and comprehensibility scores in this section.

1) Accuracy

The researcher compiled the data using SPSS 23 to specify descriptive statistics and the percentage score of students' accuracy in the post-test. It shows that students' maximum score is 5, and the minimum is 3. The table also explained that students' mean accuracy score in the post-test was 3.75, and the standard deviation error was 0.71635. The descriptive statistics table and the accuracy percentage are shown as follows.

Table 4.9 Descriptive Statistics of Accuracy in Post-Test

N	Valid	20
	Missing	0
Mean		3.7500
Std. Deviation		.71635
Minimum		3.00
Maximum		5.00

Table 4.10 The Percentage Score of Students' Accuracy in Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent	Classification
Valid	3.00	8	40.0	40.0	40.0	Average
	4.00	9	45.0	45.0	85.0	Good
	5.00	3	15.0	15.0	100.0	Very Good
	Total	20	100.0	100.0		

The table declared that neither of the students reached the excellent, poor, and very poor categories. Eighth students' attained an average sort, ninth students earned a good variety, and a third gained a very good class. In other words, 40% of students have an average rate, 45% have a good rate, and 15% have a very good rate.

2) Fluency

The researcher compiled the data using SPSS 23 to specify descriptive statistics and the percentage score of students' accuracy in the post-test. It shows that students' maximum score is 5, and the minimum is 3. The table also explained that students' mean accuracy score in the post-test was 3.75, and the standard deviation error was 0.71635. The descriptive statistics table and the accuracy percentage are shown as follows.

Table 4.11 Descriptive statistics of Fluency in Post-Test

N	Valid	20
	Missing	0
Mean		4.0000
Std. Deviation		.64889
Minimum		3.00
Maximum		5.00

Table 4.12 The Percentage Score of Students' Fluency in Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent	Classification
Valid	3.00	4	20.0	20.0	20.0	Average
	4.00	12	60.0	60.0	80.0	Good
	5.00	4	20.0	20.0	100.0	Very Good
	Total	20	100.0	100.0		

The table declared that neither of the students reached the excellent, poor, and very poor categories. Fourth students' attained an average sort, twelfth students earned a good category, and a fourth gained a very good class. In other words, 40% of students have an average rate, 45% have a good rate, and 15% have a very good rate.

3) Comprehensibility

The researcher compiled the data using SPSS 23 to specify descriptive statistics and the percentage score of students' accuracy in the post-test. It shows that students' maximum score is 5, and the minimum is 3. The table also explained that students' mean accuracy score in the post-test was 4.5, and the standard deviation error was 0. 68825. The descriptive statistics table and the accuracy percentage are shown as follows.

Table 4.13 Descriptive Statistics of Comprehensibility in Post-Test

N	Valid	20
	Missing	0
Mean		4.5000
Std. Deviation		.68825
Minimum		3.00
Maximum		5.00

Table 4.14 The Percentage Score of Students' Comprehensibility in Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent	Classification
Valid	3.00	2	10.0	10.0	10.0	Average
	4.00	6	30.0	30.0	40.0	Good
	5.00	12	60.0	60.0	100.0	Very Good
	Total	20	100.0	100.0		

The table declared that neither of the students reached the excellent, poor, and very poor categories. Two students' attained an average sort, the sixth student earned a good category, and the twelfth gained a very good class. In other words, 40% of students have an average rate, 45% have a good rate, and 15% have a very good rate.

2. The mean Score and Standard Deviation of Students' Speaking Skills in Pre-Test and Post-Test

After describing the analysis data of descriptive statistics and the percentage of students' scores from pre-test and post-test in speaking, the researcher calculated the descriptive statistic data of pre-test and post-test using SPSS 23. The data analysis is presented in the descriptive statistic table below.

Table 4.15 The Mean Score and Standard Deviation in Pre-Test (T1) and

Post-Test (T2)

		Pre_Test	Post_Test
N	Valid	20	20
	Missing	0	0
Mean		1.3830	4.0835
Std. Deviation		.29297	.54164
Minimum		1.00	3.33
Maximum		2.00	4.67

Table 4.15 sample statistics unveiled that the standard deviation in the pre-test is 0. 29297 and the post-test is 0.54164. It also showed that the mean score of students on the pre-test was 1.38, and the mean score on the post-test was 4.08. The table showed that the mean score of students in the post-test was higher than students' scores in the pre-test. To conclude, Cake application effectively taught speaking skills to students.

The researcher applied Test analysis and measured the score using SPSS 23 to find out whether the pre-test and post-test were significantly different and to find out the result of the hypothesis in this research. The development of a paired sample statistic, paired sample correlation, and paired sample test can be seen in the following tables.

Table 4.16 The Paired Sample Statistic of Pre-Test and Post-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	1.3830	20	.29297	.06551
	Post_Test	4.0835	20	.54164	.12111

Table 4.16 revealed that the mean pre-test score was 1.38, and the post-test was 4.08. The standard deviation for the pre-test was 0.29297, and the post-test was 0.54164. The standard error means pre-test score was 0.06551, and the post-test score was 0.12111. The results from that table told that students' score terrace from 1.38 to 4.08.

Table 4.17 The Paired Samples Correlation of Pre-Test and Post-Test

	N	Correlation	Sig.
Pair 1 Pre-Test & Post-Test	20	.191	.421

Table 4.17 explained that paired sample correlation of the pre-test and post-test showed the correlation of the students' competence before and after treatment is 0,191. In other words, there was a correlation between students' competence in speaking before and after treatment.

Table 4.18 The Paired Sample Test of Pre-Test and Post-Test

	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1 Pre-Test – Post-Test	-2.70050	.56453	.12623	-2.96471	-2.43629	-21.393	19	.000

Table 4.18, the researcher obtained that t_c (t_{count}) = 21.393 and df (degree of freedom) = 11. While the t_t (t_{table}) = 2.093, the degree of freedom (df) = 19, with the standard significant = 0.05 (5%). Based on the table above, the significant 2-tailed value is 0.000, which is smaller than the significant value of 0.05. This result shows that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. It means there is a significant difference before and after using Cake application as the media in teaching speaking.

B. Discussion

This research demonstrates the difference in test results before and after the researcher administered treatment. The research process began with a pre-test before moving on to the learning process, which consisted of six meetings using a Cake application. The students were then given a post-test to assess their learning outcomes from the previous treatment. In this study, the researcher recruited 20 students to participate in the pre-test, treatment, and post-test. Students were given a theme, after which they created descriptive text and spoke about it. This activity is carried out to relieve students' boredom and to boost students' self-confidence in research.

The researcher discovered that using the Cake application in learning how to speak well and confidently helped students create a new environment. This research demonstrated the effectiveness of Cake application in improving students' speaking skills based on the statistical score. Using SPSS 23, the significant 2-tailed score was determined to be 0,000, less than the significant standard score of 0,05 (5%). This statistic analysis score calculated indicated that the H_a was proofed.

Meanwhile, H_0 was turned down. It demonstrated that using Cake application media causes differences in student scores, specifically in speaking ability. In this research, 20 students served as the sample.

From the treatment result using the Cake application, it can be said that the post-test results have increased. The value of t_c (t_{count}) = 21.393 was higher than t_t (t_{table}) = 2.093. For this reason, it can be concluded that using Cake application media effectively improve students' speaking skill in the eleventh grade of Islamic Senior High School Daarul Ulum As'adiyah Parumpanai.
In pre-test and post-test, researcher showed an increasing score of students.

From the accuracy (A) students got a correct pronunciation while using Cake application because in that application there is tools for students can find and practice correct pronunciation easily, this statement also supports that Anisa Fitria et.al in her research said the Cake application as a proper teaching media in speaking because this app allows students to check their pronunciation, teachers can determine whether or not their students have good pronunciation.[30]

Then, the Fluency (F) Cake application has many of shorts videos from native speaker. It helps students in a way to speak more comfortable with the perfect intonation and expression. According to Hapipah et.al in her research said there are so many students who can and are able to provide learning through video or voice rather than knowledge or reading books, the Cake application can stimulate students' interest in improving their English speaking skills. The researcher

---

[30] Anisa Fitria, Asri Dwimaulidiyanti, and Salwa Nur, "The Implementation Of Cake Application In Learning English Speaking Skills," in *International Conference on Education of Suryakancana*, (2021), https://doi.org/10.35194/cp.v0i0.1326

discovered the students' perceptions of using the Cake application for speaking skills based on the interview results. The Cake application has numerous advantages and positive effects on students' English-speaking processes. [31]

Last, the comprehensibility (C) students got to express their idea and talk enjoyable with the help of the Cake application. Also, they could find perfect sentences to show their intention with, this results in line with Nurina in her research said the students' first issue was that they were hesitant to speak in English when they practiced. They didn't know how to respond when the teacher asked them questions. The second issue is that students are unable to undertake a smooth dialogue. They fail to extract information from the text about the topic, main idea, and other details.[32]

The findings of this study show that using the Cake application improves the student's speaking ability. The Cake application can help students speak more confidently and effectively than before. On the other hand, students may be motivated and enthusiastic about the learning process, as well as interested in learning, because they may use the Cake application as their first English learning application. As a result, the researcher discovers that using a Cake application effectively improves students' speaking skills.

Several previous findings were consistent with this research. Winda Yanthiin in her research, she found that students are able to use Cake application to

---

[31] Hapipah et al., "Students' perceptions of Using Cake Application for Speaking Skills at The First Grade of SMA Negeri 1 Jambi," *Jelt: Journal of English Lamguage Teaching,* Vol 5 No 1 (2021), http://jelt.unbari.ac.id/index.php/jelt/article/view/71/78.

[32] Ai Siti Maryam Suryani et al., "The Implementation of Cake Application for Speaking English in Online Learning," *Proceedings International Conference on Education*, (2021), 118–23, http://conference.upgris.ac.id/index.php/allure/article/view/2030/1051

learn speaking skills.[33] Her research supports the result of this study that students are good at using the Cake application to learn speaking skills. The Cake application is a modern and great application that students use as support media for speaking lessons. It provokes students to learn actively and happily in the classroom. With the Cake app, they can focus more on learning to speak and not worry about making mistakes while practicing because the application gives them direct feedback.

This research showed result in teaching and learning using Cake application, the students were encouraged to participate actively and showed their best performance. This application allows students to speak English confidently with their friends, this results in line with Ade Putra Pulungan and Dr. Masitowarni Siregar M.Ed they said Cake application is appropriate application in teaching and learning English language and can improve parts of speaking[34].

The statistical analysis showed that the Cake application positively affected the development of English vocabulary. Students improved their language by focusing on fixed phrases and everyday expressions using the Cake application. Mena Bonifaz in his research concluded that using Cake application as learning media more effective than traditional media learning[35].

[33] Winda Yanthi, "The Use Of Cake Application In Teaching Speaking To Senior High School's Students," *The 2nd Bogor English Student and Teacher (BEST) Conference* Vol.2, (2020), http://pkm.uika-bogor.ac.id/index.php/best/article/view/1082.

[34] Ade Putra Pulungan and Masitowarni Siregar, "Developing Cake App As Digital Media For Teaching Speaking In Junior High School," *Journal of Applied Linguistics of FBS Unimed* Vol 9 No 3, (2020), https//doi.org/10.24114/genre.v9i3.24461.

[35] Mena Bonifaz Christian Daniel, "Cake Learn English App And The English Language Vocabulary," *repository Universidad Técnica de Ambato* (August 4, 2020), https://repositorio.uta.edu.ec/jspui/handle/123456789/31666.

In this research found that the application's efficiency and positive effect improved their speaking skills, especially the pronunciation. Using the Cake application helps students practice and learn a new word with the correct English pronunciation. Chusnul Chotimah in her research showed that using the Cake application helps students practice and learn a new word with the correct English pronunciation. In addition, the Cake application can improve students' performance in ESP.[36]

Researcher found that the Cake application was practical learning for the students because the Cake application helped the students to speak and develop speaking skills. It turned out that the students were enthusiastic about the learning process, and the students vividly and confidently recounted the memorable experience in their learning activities, this results in line with Anisa Fitria et.al in their research showed that Cake application media in assisting students for expressing their ideas makes it a suitable medium for speaking instruction.[37] Additionally, the Cake application helps the students develop and enhance their native-speaker-like vocabulary and pronunciation.

Some of reason why Cake application is intereresting and effective for students' learning as follow:

1. Cake application give direct feedback to the students

2. Cake application shows an interesting shorts video in many category

---

[36] C Chotimah, "The Use of Cake Application on Students'Speaking Skill in English for Specific Purposes (Esp)," *Lingua Jurnal Pendidikan Bahasa* (juny 23, 2022), doi:10.34005/lingua.v.

[37] Anisa Fitria, Asri Dwimaulidiyanti, and Salwa Nur, "The Implementation Of Cake Application In Learning English Speaking Skills," in *International Conference on Education of Suryakancana*, (2021), https://doi.org/10.35194/cp.v0i0.1326

3. Cake application has quiz menu

4. Cake application give a star as reward

5. Cake application develop students speaking skill and also listening skill

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research presented above, the researcher concludes that using Cake application media can improve students' speaking abilities. Students'while using Cake application gave good feedback, start from the pronunciation and vocabulary are getting better compared students before using Cake application. Students also talked in comfortable and more confident. The procedure of the researcher stages demonstrates a difference between before and after treatment with Cake application. From the students' pre-test and post-test results, the t_o (t_{count}) value is 21.393, with the df (degree of freedom) value of 19, and the t_t (t_{table}) value for the standard of significant level 0,05 (5%) on df=19 is 2.093. It means that the t-count value is greater than the t-table value. The fact that the students' post-test scores are higher than their pre-test scores demonstrates the effectiveness of the treatment stage in assisting the students in improving their speaking skills. The Cake application can be approved as a learning media to improve students' speaking skills.

B. Suggestion

In today's digital age, the English teacher must select appropriate and up-to-date media when teaching. Using Cake application effectively creates an excellent ambiance to capture the students' attention. Furthermore, the students can freely converse and have fun. Students must find some learning application that suitable to their learning style. In addition, students should consider how the Cake

application implementation will help them gain confidence in speaking natively and generate new ideas for expressing their opinions. Then, further researcher could find suitable object to implement Cake application or other application English learning. The researcher also hopes that future research will closely relate to the modernization of teaching techniques.

BIBLIOGRAPHY

Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktek.* 1st edition. Jakarta: Rineka Cipta. 2015.

Arung, Fernandes. "Improving The Students' Speaking Skill Through Debate Technique." *Journal of English Education (JEE)* Vol.1, No.1. (March, 2016). http://usnsj.com/index.php/JEE/.

Bahadorfar, Maryam, and Reza Omidvar. "Technology In Teaching Speaking Skill." *Acme International Journal of Multidisciplinary Research* Vol.-II. Issue-II. (April,2014). http://www.aijmr.net.

Bonifaz, Mena Christian Daniel. "Cake Learn English App and The English Language Vocabulary." *Repository Universidad Technica de Ambato.* (August 4, 2020). https://repositorio.uta.edu.ec/jspui/handle/123456789/31666.

Brown, Steven, and Lawrence Melamed. *Experimental Design and Analysis.* USA:SAGE Publications. 2012. doi:10.4135/9781412984218.

Chotimah, C. "The Use of Cake Application on Students'Speaking Skill in English for Specific Purposes (Esp)." *Lingua*, 2022. doi:10.34005/lingua.v.

Fitria, Anisa, Asri Dwimaulidiyanti, and Salwa Nur. "The Implementation Of Cake Application In Learning English Speaking Skills." In *International Conference on Education of Suryakancana,* (2021). https://doi.org-10.35194/cp.v0i0.1326.

Fitriani, Yustina, Murti Bandung, and Mohtana Kharisma Kadri. "Humanitatis Journal of Language and Literature Students' Perspective of Online Learning on Speaking Class During Covid-19 Pandemic" 7, no. 1 (2020). https://journal.universitasbumigora.ac.id/index.php/humanitatis/.

Gerot L, P Wignell. "Making Sense of Functional Grammar. Sydney: Gerd Stabler. AEE Publishing. 1994.

Harmer, J. 2007. The Practice of English Language Teaching. Third ed. London: Longman Group.

Henning, G. *Writing English Language Test*. 18 edition. Newyork: Longman. 1990.

Indara, Nurhaliza et al. Interview about Speaking Ablities Students. MA Daarul Ulum As'adiyah. East Luwu. (December,2021).

Khodjaeva, Saodatkhan. "The Influence of Teaching Media in Learning English Language." *Society and Innovations* Vol 2, no. 3/S (2021). doi:10.47689/2181-1415-vol2-iss3/s-pp208-211.

Knapp, P., & Watkins, M. (2005). Genre, text, grammar. Sydney: University of New South Wales Press Ltd.

Kusmaryani, W., B. Musthafa, and P. Purnawarman. "The Influence of Mobile Applications on Students' Speaking Skill and Critical Thinking in English Language Learning." In *Journal of Physics: Conference Series*, Vol. 1193. Institute of Physics Publishing, 2019. doi:10.1088/1742-6596/1193/1/012008.

Leong, Lai-Mei, and Seyedeh Masoumeh Ahmadi. "An Analysis of Factors Influencing Learners' English Speaking Skill." *International Journal of Research in English Education* 2, no. 1 (March 1, 2017): 34–41. doi:10.18869/acadpub.ijree.2.1.34.

Munawwaroh, Khidayatul, and Kartika Dewi. "38 Students' Perceptions of Using Cake Application for Speaking Skills at The First Grade of SMA Negeri 1 Jambi Students' Perceptions of Using Cake Application for Speaking Skills at The First Grade of SMA Negeri 1 Jambi." *Jelt : Journal Of English Language Teaching*. Vol. 5, 2021.

Nopriyanto, Eko. "Student's Descriptive Text Writing in SFL Perspectives Indonesia University of Education (UPI)." Indonesian Journal of English language Teaching and Applied Linguistics Vol.2 (1). (2017). www.ijeltal.org.

Nurhayatin, Titin, and Susana. "Teaching Speaking Descriptive Text Using Cue

Card At Senior High School." *Voice of English Learners* 1, no. 1 (2020). http://jurnal.ugj.ac.id/index.php/ELTERA/article/view/1984.

Putra Pulungan Masitowarni Siregar, Ade. "Developing Cake App As Digital Media For Teaching Speaking In Junior High School." *Journal of Applied Linguistics of FBS Unimed* Vol.9 No.3. (2020). https://doi.org/10.24114/genre.v9i3.24461.

Romero, Betsabe Navarro. "Improving Speaking Skills Through Instruction." R*esearchGate*.(September,2015).https://www.researchgate.net/publication/44 045670.

Sadiman, S Arif, dkk. 2009. Media pendidikan. Jakarta: Raja Grafindo Persada

Safitri, Nurul Aulia. Improving students Speaking Skill Through Advertising Product at The Second Grade of MAN Suli. *Palopo: Repository Iain Palopo*. (2016)

Silvia, Deny KM. "Al-Ishlah Teaching Media : Necessity And Importance."Al-Ishlah Jurnal Pendidikan. (2017). https://doi.org/10.35445/alishlah.v9i1.4.

Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R & D.* 1st edition. Cv Alphabeta: Bandung. 2005.

Suryani, Ai Siti Maryam, Chyntia Nurinsani, Gunawan Indra Purnama, Irfan Luqmanul Hakim, and Lulu Khoerun Nisa. "The Implementation of Cake Application for Speaking English in Online Learning." *Proceedings International Conference on Education*, 2021.

Tran, T.T Oanh. "The Efficiency of E-Teaching Activities in Teaching Speaking Skills for English Major Students." *AsiaCALL Online Journal* 12, no. 4 (2021): 1–8. https://asiacall.info/acoj.

Wamnebo, Wiwin, Hanapi Hanapi, Riki Bugis, and Nanik Handayani. "Students' Speaking Skill in Oral Descriptive Text by Using Video at Tenth Grade in SMA Negeri 1 Namlea." *Jurnal Jupiter* 16, no. 2 (2018): 98–111.

https://www.researchgate.net/publication/325092111.

Yanthi, Winda. "The Use Of Cake Application In Teaching Speaking To Senior High School's Students." The 2nd Bogor English Students and Teacher(BEST) Conference. Vol 2. (2020). http://pkm.uik-bogor.aceh.id/index.php/best/article/view/1082.

APPENDICES
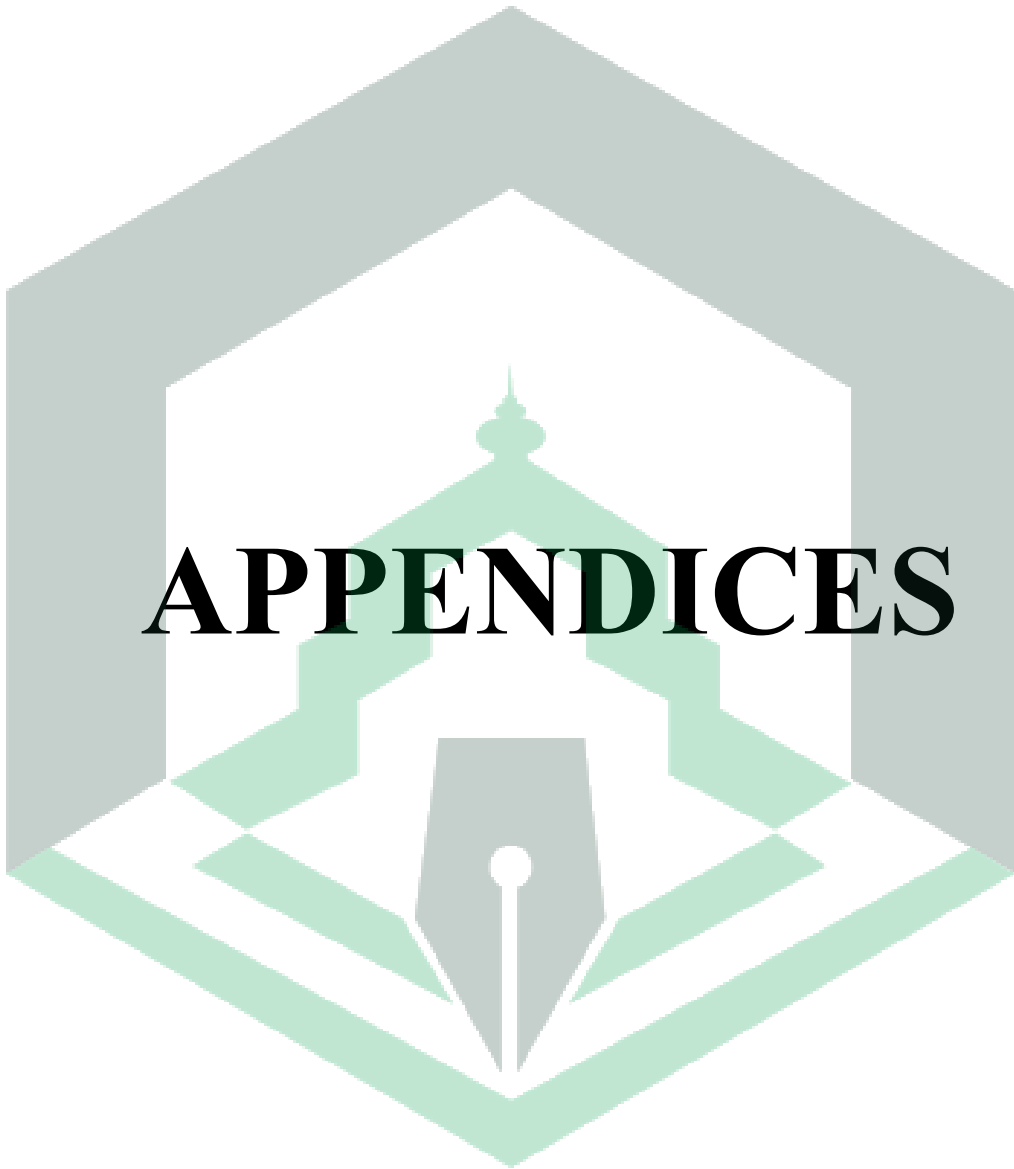
TRANSCRIPT PRE-TEST

1. Elephants are the largest land animal in the world. They come from Asia and Africa. They are herbivores. They eat grass, leaves, twigs, and fruit. An elephant has a large body with four legs. It has large but thin ears and small eyes.

2. Most people in the world have a pet. I also have it. My pet is a dog, named Johny. Color is brown. Brown eyes too. I got this pet from my garden. One a week, he follow me to the garden. He is smart. He like to play in the garden. I love him very much because he is my friend and always protect me.

3. Elephant are big animals. Elephant also have a trunk and two tusks near the trunk. Elephant has four legs and have tails like animals in general. Elephant is an animal that can be ride. Elephant are mammals that cannot jump.

4. My father have cows, but we never take the milk or the meat. Usually, the cow is birth and have baby, we will raise and sell the cow. Sometimes we also keep the cow to get more baby.

5. Panda looks like weak animals but it is not. Panda eats bamboo and eat all the time. Panda is animal from china. I like Panda because they're cute. Panda is the very cute animal I've ever seen. His body is black and white colored. Panda's body is almost look alike with bear.

6. I have chicken have two legs. He has long and sharp claws. He also has a lot of thick and thick fur. He also has a comb on top of his head and has a beak that is used to peck food

7. I have 3 chickens, 2 female and 1 male. They are local chickens, we usually called as "ayam kampung". The male is more colorful than female, with two or more color. The male are also bigger than female.

8. Cows are mammals, they have big body, and many skin colors. They usually eat grass. Cows are also one of the animals that are close to human life.

9. I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. It have big eyes. My rabbit likes to eat carrot and other vegetables.

My rabbit used to jump everywhere and hard to catch. I don't wanna lost my rabbit because I love him very much.

10. Dogs are one of the animals that are widely keep by humans. He has many colors. Has a sharp teeth. A large body, and small ears, he has four legs, and a long tail.

11. Chicken is two legend animals that have sharp nails and have different colors besides that chickens also have unique voice and have a beak to pick food.

12. Duck has two legs, which have membranes, white and clean fur. Have a rat, her long neck and a wide beak. Ducks also like to swim in rivers or in mud. Sometimes often have eggs random.

13. Rabbits are mammals that are found in many parts of the earth. Rabbits reproduce by giving birth. Rabbits have small bodies and various skin colours. They usually eat vegetables.

14. I have a cat as my pet. She is really playful, she like to play with me. He have orange fur, his fur is so soft and I like it. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes.

15. My dad buy a bird as pet. It is love bird. He really love it. His name is yeye. He have red and orange fur. He is really tiny. My father always take care of it. From food and drink.

16. Goats are mammals that have four legs. Have fur of various colors. Have wide ears. Have short horns. Have a short tail. They usually eat grass. Have a large body.

17. I go to night market and buy a beautiful golden fish. He has golden-yellow colour. His head and belly is round and big. I put it on my aquarium. I love him when he's swimming, he's really cute. It is really relaxing by just seeing him swimming.

18. Cats are one of the most common pet you can find in someone's house. He has four legs and has a different colors of fur. They are curious and love being cuddled by human.

19. Elephant is a herbivor animal and eat all almost all of the vegetations and fruits. They have almost hairless skin, wide ears, four legs, and long trunk. Elephants is known as the largest mammals. The elephants also have very sharp auditory because they have big and wide ears

20. Giraffes are the tallest mammals in the world. We can see it in zoo. A giraffe has a long neck and long legs. The neck helps it to eat leaves from the tall trees. On the top of its head, there are small horns. They are used to protect the head when fighting.

TRANSCRIPT POST-TEST

1. The bedroom is my favorite room. The wall color is blue, which is my favorite color. It has one snug bed that faces the window. Every morning, the sun shines through my window and wakes me up. I put my table for study and do my prep at the corner. Beside that table, there is a massive wardrobe wherever I place all of my garments. My father created the wardrobe on my behalf of me as my birthday present. On the left aspect of the table, there's a shelf wherever I place all of my favorite books. On the table, there's a lamp, laptop, stationery, and notebook.

2. Borobudur temple is one of the historical tourist destinations located in the Magelang area of central java. This temple can be a photo spot because the environment around the temple is beautiful and well maintained. At certain hours, tourist can see mountain views from Borobudur temple. Not only that, local resident often use the front gate of the temple for traditional ceremonies with can also be witnessed by visitors. This temple also certified by UNESCO as a world heritage.

3. Classroom is a room in a school building which function as a place for face to face activities in the teaching and learning process. The furniture in this room consists of student desks, student chairs, boards, and other room accessories for the class. Classroom is the place I meet my friends. I love my classroom because it decorated beautifully.

4. Malaysia is a country that I want to visit. I want to study there. Kuala lumpur is a capital city of Malaysia. Malaysia use malay language as their first language and English as second language and little same from Indonesian language. Malaysia also not to far from Indonesia. Malaysia have Petronas twin towers, that are among the world tallest buildings.

5. Saudi Arabia is a country lead by a king. Saudia Arabia is one of the largest oil producing and exporting countries in the world located in south west asia. Saudi

Arabia is the birthplace of Arabs and Islam and sometimes called "the Land of the Two Holy Mosques" in reference to Al-Masjid al-Haram (in Mecca), and Al-Masjid an-Nabawi (in Medina), the two holiest places in Islam. Arabic is the exclusive official language in Saudi Arabia. Saudi Arabia is famous for oil, to be the origin of Islam, Arabian horses, the world's largest sand desert, the world's largest oasis, Arabian coffee, countless palaces, veiled women, countless mosques, Bedouins on horses, Bedouins on camels.

6. So far I have already eaten many kinds of food, but there is one food which becomes my favourite food. It is fried rice. I do really like the fried rice a lot, and I can eat it as much as possible. Even though I have already been full, I am still able to eat fried rice. I am always in good feeling when I eat the fried rice. I have already become addicted to the fried rice. I have eaten many kinds of the fried rice in many places. All of the fried rices that I have eaten have no difference taste a lot.

7. Indonesia is a country in south east asia, it has 18,100 islands. People live on about 6.000 of these islands. The capital of Indonesia is Jakarta on java modern Indonesia began on the 17th of august 1945. At 10 o'clock on that Friday morning, ir soekarno read indonesia's declaration of independence. Indonesia Independence Day is a national holiday. The president now is Joko Widodo.

8. Kim jennie is a very popular celebrity from the Korean pop idol group blackpink. She is the main rapper and lead vocal of the group. She was born in South Korea and raised in new zealand. She is talented and often described as face of the group as she can sing, rap, dance well. Her group is very famous among the other group. She is the ambassador of many luxury brands in the world.

9. Revan is one of my friends he has a hobby of playing games free fire he has a thin body,straight hair and short body, with small black eves and brown skin. He weihts 43kg and his height is 145cm, he is the second child of three siblings.

10. Bilqis is a women. She is my cousin. She live at my mom house. Her hobby is cooking. Sometimes, I ask her to make food for me when I crave something. Her religion is islam. Bilqis has white skin, black eyes, and sharp nose she has thick but curly hair. She has thin body, because she rarely eat.

11. Baso limbu is my friend. He is my classmate and the first friend that I met in school. I call him baso. He is 15 years old. He is a student from MA DARUL ULUM he has 3 brothers and one sister. He lives in Kolaka. His hobby is foot ball. Baso has a short body, his height is 158 cm and his weight is 43 kg he has dark skin and a sharp nose. He is a quite nice and we like him.

12. Evan is my friend and also my classmate. He is a head of the class. His hobby is playing football. I also like to play football with him. He has a rather fat body his hair is straight and. His body is tall with black eyes and brown skin. His weigh is 50 kg and his height is 168 cm he is the second child of 2 siblings.

13. Football is a team sport played between two teams of eleven players using a spoterical ball. The object of the game witch is played on a wide restangular field, is to scome by putting the ballinto the adversary goal.
The goal is kept by a goal keeper who is allowed at the exception of other players, to use his/her honds in the game.

14. Badminton is one of the many sports in the world since a long time, this one sport has been popular and favored by the public. A number of precius moment, from susi susantis victory at the 1992 olympics in Barcelona to the donation of the greysia pollii/apriyani rahayu gold medal at the Tokyo 2020 olympics have also colored the history of badminton in Indonesia.

15. Basketball is a sports consisting of two teams of five people each competing to score points by putting the ball into the opponent's basket. Baskeball is a game created by a sports teacher name james neismith in the 1891. At that time, james wanted to make a game that his students could play indoors, especially in winter.

16. I like to eat many Indonesian foods. My favorite food is chicken satay. My family and I often go to the food court center in our town. There we can find many food stalls. My mom usually orders chicken satay for me. The chicken meats are tender and easy to chew. The chicken satay is so tasty. Usually enjoy the chicken satay with rice cake and peanut sauce. I like to dip my chicken satay in peanut sauce because it makes the chicken satay taste richer. I like to eat chicken satay because they do not have any bones.

17. France is a country located on the continent of eropa- precisely in western erope. In addition to the metropolitan territory located on the European continent France also has several island and overseas territories located another continents.

18. The Eiffel Tower is situated on the Champ de Mars in Paris. It has get to be both a worldwide symbol of France and a standout amongst the most conspicuous building on the planet. The tower is the most astounding building in Paris and the most-went by landmark on the planet; a huge number of individuals visit it consistently. The specialist, Gustave Eiffel, thought of his name for this tower.

19. Jakarta is the capital city of Indonesia. Jakarta dominates Indonesian's administrative, economy, cultural activities, Jakarta is a major commercial and transportation hub within Asia. Jakarta has more people than any other cities in Indonesia. The climate is hot and humid year-round. Rainfall occurs throughout the year. Merdeka Square with Monas (The National Monument) dominates the city's central district. Surrounding the square are Merdeka palace, the presidential palace, the National Museum, and the Istiqlal Mosque.

20. London is Britain's biggest city. It is a very old city and dates back to Romans. It is a city of beautiful buildings and churches, and it has many beautiful parks. It also has some of the best museums in the world. London is very crowded in summer. It is a popular city with foreign tourists and has more than eight million visitors a year. The city is famous for its shopping and has many excellent

department stores. London has an excellent underground railway system, so it is easy for tourists to get around. There are plenty of good restaurants in London. You can get excellent British food, and London has lots of good French and Italian restaurants.

1st Meeting

Teacher and students get to know each other

Students listened to teachers' instruction

2nd Meeting

Teacher explained about the topic

Teacher gave a topic for pre-test

3rd Meeting

Students come forward to explained their topic

Students listened to their friends

4th Meeting

Teacher gave next topic for treatment

Teacher helped students for their topic

5th Meeting

Students and teacher did some brainstorming

Students asked some questions

6th Meeting

Students listened to their friend

Students did some question and answer

7th Meeting

Students did some research video in Cake application

Students showed their results text

8th Meeting

Students come forward to did a post-test

Students got ready for the post-test

Teacher and students took a picture for the last meeting

Students took a picture for the last meeting