CHAPTER I

INTRODUCTION

A. Background of the Study

English is a foreign language that is taught from the beginning of schooling to university. There are four skills that must be mastered during the language learning process, namely speaking skills. According to Nurhayati (2020a), speaking and writing are two productive skills as they create product in form of sounds and writings. In learning English, speaking is a practice and criterion for assessing fluency in the mastery of a language. Therefore, mastering speaking skills is very important if they want to communicate more spontaneously. Thornbury (2015) speaking skill is the ability to produce appropriate, correct, and relevant spoken language in a particular social context, as well as use language creatively and flexibly. The purpose of learning a foreign language is for students to be able to communicate in that language so that it is useful to them in certain situations. To hone speaking skills, students must be given many opportunities to practice and receive constructive feedback.

In learning speaking skills, one of the things that must be possessed is to memorize much vocabulary. The more vocabulary we master, the easier we can express ourslves in English and the more precise and varied the language we use. However, the problem that arises after that is that they still need help to transfer their knowledge in direct communication, such as responding when talking to others.

There is a difference in what is thought and said; they understand answers for other people but need help to express them when constructing sentences in the brain. The researcher hypothesizes that this may be due to several variables, including a lack of peer practice due to the limited casual discussion in English, especially among SMPN 2 Gondang students. As a result, they need to more practice their speaking skills, respond slowly, get stuck trying to explain their ideas, and still need help with pronunciation.

At this time, other types of English learning media besides books, students and teachers can utilize various language applications. One of them is a software called Cake Application which offers a variety of content in the form of entertaining and curious English conversation videos. This program created by Playlist Corporation can fit a lot of video discussion content into a device capacity of only 14 MB and still allows users to access it for free. The Cake application provides grammar, vocabulary, and idiom explanations adapted for elementary, beginner, intermediate, and high school levels. One of the features contained in this application is the 'Speech Recognition' feature. This feature helps users assess their pronunciation fluently by working with the pronunciation correction results to be detected immediately after being recorded. Users can also play sample conversations multiple times to repeat dialogue and receive feedback directly from the application. Thus, using this application helps English learners improve basic speaking skills by increasing vocabulary and fluency in pronunciation.

After realizing that speaking is an important component in teaching language, the researcher was interested to find out whether the Cake application

was effective in learning English, especially students' speaking skills. On the other hand, the researcher considers the cake application a suitable medium for speaking skills because it presents video content that provides new words with various levels of adjustment. According to Nurhayati (2020b), audiovisuals such as video are considered better instrument than audio because the students were able to see the shape lips and tongue position from the native. In short, users can hone their speaking skills by watching video series on the Cake app, which is more exciting and entertaining because learning is easier to understand.

Oral learning materials used in class still need to be fully utilized. Many students have yet to use it effectively, for example, in asking and answering questions in ordinary discourse. According to Sartika (2019), the first element contributing to this is that most students prefer to speak English aloud. Second, poor English skills make students prefer to be silent or speak in their native language. Third, speaking, learning media still needs more originality and creativity. According to Kurum (2016), that fluidity rather than truth is the focus of modern speaking teaching. Speaking exercises in a foreign language class often fall into one of three categories: mindfulness-raising, regulated, or self-taught exercises. As a result, the class significantly impacted the ways of speaking learned. Mastery is uneven, and teachers can overcome this with innovative media.

The existence of technology makes things easier for everyone, including learning speaking skills. According to Reimann (2018), technology can monitor and evaluate individual progress in learning and help teachers adapt their teaching to meet individual needs. According to Togar (2016), the rapid development of

multimedia technology. Utilized in education, such as the presentation of audio, visual, and animation effects, are very useful in teaching English. With the right technology, students can receive various educational resources and be motivated to learn a new language. Consequently, the researcher decided to investigate Playlist Corporation's Cake program, a software designed as a learning tool.

This research uses media applications that enable users to access content and information through mobile devices such as smartphones. Based on that, the researcher took the same case from previous studies that used the Duolingo application media. Duolingo is a language teaching platform that offers free online courses available on mobile and web applications (Ajisoko, 2020; Irawan & Wilson, 2020; Niah, 2019; Nushi & Eqbali, 2017; Tiara & Rahman, 2021). Duolingo has previously proven very effective in teaching receptive listening and reading skills. The Duolingo application carries the concept of "play while learning" to make it more fun for all ages. This application can be self-made to support learning activities according to daily topics and can make it easier for us, especially education practitioners, to practice English skills (Fauziyyah, 2019; Widyastuti, 2018). The cake application is similar to Duolingo; however, what is different about this app is that it has more varied content, and users can play slower versions of spoken recordings than the original. This makes it easier for users to digest and imitate what the person in the video said. Unlike Duolingo, which is meant for many languages, the cake only focuses on learning English. The present study addresses this gap by reporting that the speaking proficiency score of Duolingo students who completed the beginner-level course material in the English course is effective.

Based on this, the researcher is interested in conducting research using application. The focus of this research is speaking skills, regarding previous research that said that speaking skills are considered the most important but also the most difficult skills in language learning compared to reading, writing, and listening (Bygate, 2018; Masoumeh, 2017; Nunan, 2015) Many language learners find it difficult to express themselves in spoken language, they stop speaking because they cannot find the right words and expressions. In order to speak, learners need to develop several sub-skills, including adequate vocabulary, knowing how to arrange words and phrases in sentences, and using correct pronunciation (Brown, 2018; Goh & Burns, 2019; Thornbury, 2018; Zuhriyah, 2017). However, it is challenging for beginners to speak English. They need help speaking for many reasons, such as a lack of ideas to tell, vocabulary to express ideas, opportunities to speak, and a lack of engaging teaching methods that can motivate them to speak.

The researcher uses the drill method in this study, supported by previous research, which says that this method encourages students' speaking skills to improve because it is done repeatedly. This method is an effective technical skill effort aimed at making the material quickly understandable while applying it (Anggraini, 2018; Brown, 2014; Kurniawan, 2017; Mylsidayu, 2017). The drill method can be used to improve the language's pronunciation, intonation, and rhythm. The drill method can also help students expand their vocabulary and develop language skills, but it must be used selectively and integrated with more diverse learning strategies (Harmer, 2015; Nunan, 2015; Richards & Rodgers, 2014; Thornbury, 2018). Using the drill method can significantly improve skills

and get the desired results. However, its use must be adapted to the context of learning that is beneficial to students and should be used only sometimes. So that students get bored or lose interest in language learning.

Research effectiveness can be achieved following the previous study that effectiveness is a measure that states how far the quantity, quality, and time targets have been achieved. The more significant the percentage of targets achieved, the higher the effectiveness. Effectiveness is always related to the relationship between the expected results and the actual results achieved. In other words, effectiveness shows how far the achievement of results is in accordance with the goals set (Anggrayni, 2018; Creswell, 2014; Hidayat, 2018; Octavianita, 2022; Yusliati, 2018). Teaching methods, course design, and other factors will influence learning effectiveness. Regarding the assessment of learning effectiveness, it can be seen whether a student's learning effectiveness is suitable based on his academic success and being able to apply these skills and knowledge in everyday life (Hattie & Yates, 2014; McTighe & O'Connor, 2019; Jones, 2016; William, 2018) Therefore, the conceptual definition of effectiveness can be interpreted as the ability of researchers to have a positive impact in solving problems or increasing understanding of a phenomenon measured through various aspects, such as research design, methodology, positive impacts produced, and their contribution to theory development or problem-solving.

This study aims to determine the effectiveness of the Cake application towards speaking skills. According to Nurhayati (2019a), Indonesian people have faced a new paradigm era, namely learning can be done in a fun way. This

application offers speaking practice with daily video updates that are varied and fun for users to learn English. Students need to download this software for free to their smartphones to use it anywhere and anytime. In this method, the researcher hopes to determine whether junior high school students will find the Cake program useful if they frequently use it for speaking practice. The purpose of this study was to find out whether the cake application can effectively help students practice their speaking skills. The researcher intends to conduct experimental research titled "The Effectiveness of Using Cake Application towards the Speaking Skills of the Eighth Grade Students of SMPN 2 Gondang Tulungagung."

B. Focus of the Study

The researcher formulates the research problem following the background: "Is the use of the Cake application effective on the speaking skills of the eighth-grade SMPN 2 Gondang students?"

C. Purpose of the Study

The purpose of this study was to measure the effectiveness of cake application and sets clear expectations for the speaking abilities of the eighth-grade SMPN 2 Gondang students.

D. Formulation of Hypothesis

Based on the research problem "Is the use of Cake application effective on the speaking skills of the eighth grade SMPN 2 Gondang students?"

The researcher formulates a hypothesis as follows:

1. Null Hypothesis (Ho): There is no significant difference in students' score after learning to use the Cake Application and before using the Cake Application.

2. Alternative Hypothesis (Ha): A significant difference exists in students' score before and after learning to use the Cake Application.

E. Significant of the study

1. Theoretical

   The findings of this study should be helpful for future studies who wish to investigate if utilizing the Cake program might enhance specific aspects of learning English. This research will likely serve as another source for researchers in the future. Additionally, this research is anticipated to enhance students' speaking abilities in the classroom.

2. Practical

   1) For the Teacher

      The researcher expects teachers to be motivated by the study's findings to become better at teaching English, mainly speaking abilities. By utilizing the Cake Application, the researcher also expects teachers to use media more creatively as a teaching technique based on its efficacy.

   2) For the Students

      The researcher also believes that students can practice their speaking abilities by using the Cake program, which features appealing images that make learning easier when in a learning mood.

It is envisaged that students will gain from and experience improved skills by using this program anywhere and at any time.

3) For the Researcher

The researcher thinks that by serving as a reference, this research aid other researchers in evaluating the Cake application's effectiveness in enhancing learners' knowledge of particular abilities from various perspectives.

F. Scope and Limitation of the Study

This study only looks at how well students can improve their speaking abilities by watching and repeating brief video content when using the Cake Application. Students at SMPN 2 Gondang in the eighth grade served as the study's subjects. In order to fully understand the usefulness of the Cake application in teaching English, especially speaking skills, the researcher carry out the research to the very conclusion.

G. Definition of Key Terms

The researcher offers many definitions or explanations of the key terminology in this study to prevent misunderstandings, as follows:

1. Cake Application

With its capabilities, the free language learning program Cake can help users speak more clearly. Appropriate for honing speaking abilities. There are apps available for iOS and Android that teach languages. Playlist

Corporation's Cake Learn English for free is a collection of videos with subtitles in the education area.

2. Speaking Skills

Speaking is a technique for people to communicate with one another that allows them to convey their thoughts, feelings, and opinions in a way that others can understand. There are several aspects in speaking, namely vocabulary, pronunciation, grammar, and fluency.

3. Drill method in Cake Application

The drilling method is a teaching strategy designed to help students learn by repeatedly repeating the same thing to perfect a skill and make it permanent.