

**The Use of Cake Learning Application in Learning Speaking Skill of The Tenth Grade  
Students of MAN 1 Majene**



**A Thesis**

Submitted in partial fulfillment of the requirements for the degree of sarjana Pendidikan (S.Pd) in  
English education study program tarbiyah and teaching department state Islamic collage of  
Majene

BY :

**Muh. Muhyiddin. R. Mahmud**

**Reg. Number: 10256117014**

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHING TRAINING DEPARTMENT  
STATE ISLAMIC COLLEGE OF MAJENE**

**2021**

**PERNYATAAN KEASLIAN SKRIPSI****Mahasiswa yang bertanda tangan di bawah ini:**

**Nama** : Muh. Muhyiddin. R. Mahmud  
**Nim** : 10256117014  
**Tempat, Tanggal Lahir** : Majene, 05 September 1999  
**Program Studi** : Tadris Bahasa Inggris  
**Jurusan** : Tarbiyah dan Keguruan  
**Alamat** : Majene  
**Judul** : **The Use of Cake Learning Application in Learning Speaking Skill of The Tenth Grade Students of MAN 1 Majene**

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika di kemudian hari terbukti bahwa ini merupakan duplikat, tiruan, plagiat, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya, batal dengan hukum

Majene, 15 November 2021  
Penyusun,

Muh. Muhyiddin. R. Mahmud  
NIM .1025617014

### PENGESAHAN SKRIPSI

Skripsi yang berjudul **"The Use of Cake Learning Application In Learning Speaking Skill of The Tenth Grade Students of MAN 1 Majene"** yang disusun oleh **Muh. Muhyiddin. R. Mahmud**, NIM: 10256117025, Mahasiswa Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Kamis, tanggal **8 November 2021 M**, dan dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan (S.Pd.) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.

Majene, 10 Desember 2021 M

Ketua : Dr. Muh. Dalip, M.Th.I.

Sekretaris : Uswatunnisa, S.Pd, M.Hum.

Munaqisy I : Rabiatal Adawiah, S.Pd.,M.Hum.

Munaqisy II : Syamsinar, S.Pd., M.Pd.

Pembimbing I : Rina Marlina, S.S, M.Hum.

Pembimbing II : Achmad Taqlidul Chair Fachruddin, S.Pd, M.Pd.

Diketahui oleh:  
Ketua Jurusan Tarbiyah dan Keguruan,

Dr. Hamzah S Fathani, S.Ag, M.Th.I  
NIP. 19710623201411 1 001

## ACKNOWLEDGEMENT

### بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise is due to Allâh, the Lord of the Worlds. We give thanks to the presence of Allah SWT. who has bestowed his grace and health on all of us so that we are still given the opportunity to carry out our daily activities, one of which is worshiping him and especially for us as students, namely seeking knowledge. Shalawat and greetings we send to our lord, namely our king Rasulullah SAW. which is thanks to him who has succeeded in rolling the mats of disbelief and who has succeeded in flying the rugs of Islam.

The authors do not forget to express their deepest gratitude to all parties who have participated in the preparation of this thesis, because the authors realize that this thesis could not be completed without the guidance, direction and cooperation of various parties. Therefore, it is appropriate for the authors to express their high appreciation and gratitude to all parties, including:

1. Prof. Dr. Wasilah, S.T., M,T as the Head of STAIN Majene.
2. Dr. H. M. Nafis Djuwaeni, M.A as the head of STAIN Majene for the 2017-2020 period.
3. Dr. Muladi, S.Ag., M.Sos.I. as the first vice chairman in the academic and institutional fields at STAIN Majene.
4. Dr. Suddin Bani, M.Ag., as second vice chairman in general administration, planning, and finance at STAIN Majene.
5. Dr. Anwar Sadat, S.Ag., M.Ag., as the third vice chairman the field of student affairs and cooperation at STAIN Majene.
6. Dr. Hamzah S. Fathani, S.Ag., as the Head of the Tarbiyah and teacher training department at STAIN Majene.
7. Rina Marliana SS., M. Hum as my first advisor in the preparation of research proposal for the guidance, advice, and motivation given.
8. Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd as my second advisor in the preparation of research proposal for the guidance, advice, and motivation given.

9. Syamsinar, S.Pd., M. Pd as the second examiner.
10. Rabiatul Adawiah, S.Pd., M. Hum as the head of the study program of English at STAIN Majene and at the same time as the first examiner.
11. The Head of MAN 1 Majene school and all the teachers who have given permission and research opportunities in order to complete this thesis.
12. All of the tenth grade of science student who helped me in conducting research in order to complete this thesis.
13. Arjuna Aswan Basri, Umy Syahra Dewi, Selvianah Darwis, Arjuna, Sry Wahyuni, Nurfasyirah Andinatantri, Nurbaeti, Nursabra, Gusman, Saripah and Muslimin who helped me to find ideas for conducting research in order to complete this thesis.
14. All of my friends who are at UNM Makassar and UIN Makassar. Thank you for helping and providing input and also the percentage steps in the completion of this thesis.
15. My parents H. Rukman Mahmud and Hj. Asmirah Thala Ali who have given me enthusiasm, motivation, and financed me in completing this thesis. Your love, sacrifice and compassion will never be defeated.

Constructive criticism and suggestions are highly expected by the authors in order to produce better and useful research for the development of English Education Study Program

Majene, 15 November 2021  
compiler,

Muh. Muhyiddin. R. Mahmud  
NIM .1025617014

## ABSTRACT

**Muh. Muhyiddin. R. Mahmud**, *The Use of Cake Learning Application in Learning Speaking Skill of The Tenth Grade Students of MAN 1 Majene*. (Supervised by Rina Marlina and Achmad Taqlidul Chair Fachruddin).

The objective of the research were to see the students' responses in learning speaking through Cake Learning Application at MAN 1 Majene and the strenghts and the weaknesses of the Cake Learning Application at MAN 1 Majene. This research used qualitative and the sample of this research is the first semester of tenth grade of exact one of MAN Majene of the academic 2020-2021. This research used purposive sampling to choosed samples and there are several indicators to choosed samples,(1) students must have a handphone, (2) students must have sufficient storage space to be able to download the application that the researcher provides, (3) students must have quota or WIFI, and (4) students must have confident to speak. Instruments of this research were observations, interview and documents.

The students responses towards Cake Learning Application could see on interviews among researcher and students after using Cake Learning Application which is have good and positive responses. The strength of this application were provides a new vocabulary, provides subtitles where users can see where the word wrong, helped and easier for students to practice students' speaking with native speakers and easier students to get the Cake Learning Application in Playstore. The weakness of this application were must have good network (must 4G or using WIFI) and the number of advertisement that appear.

**Keywords:** *Learning Speaking, Cake Learning Application*

## CHAPTER 1

### INTRODUCTION

#### **A. Background**

English is commonly used in every sector of life, including science, technology, and business, as a foreign language. Since they believe that English is an important language in the era of globalization, this situation allows people to be able to communicate in English. Besides being useful, English is also helpful because it allows use to connect with people all over the world, obtain useful access to technology, and obtain better jobs and education. Every human being should have four language abilities to communicate with others. Reading, writing, listening, and speaking are the four skills. It was made to teach English. Speaking is one of the most crucial abilities in learning English. In international communication, English is becoming increasingly crucial. “Speaking talent,” according to Bygate (2003), “Is the ability to use spoken language to explore ideas, intents, thoughts, and feelings with other people in such a way that the message is clearly presented and well understood by the listeners”. Speaking is described as the process of creating and communicating meaning in a verbal or oral form (Chaney, 1988 and Gebhard, 1996). Producing systematic verbal utterances to express meaning is what speaking entails (Nunan, 2003).

Furthermore, Tarigan (1981) defines speaking skills as the ability to convey a speech articulation or to speak a talk to communicate an idea and a message. Speaking skills, according to Lado (1961), is described as the ability to report actions or situations in precise terms, as well as the ability to converse or convey a sequence of ideas fluently. To summarize, speaking skills is a skill that involves projecting speech sounds to communicate and transmit messages or ideas.

Speaking as an effective language skill is given less weight in formal education when it comes to English teaching and learning. Reading and writing are mainly focused by the teachers. Some teachers believe that giving students writing/reading assignments makes them more settled and quiet, resulting in a good and more efficient teaching-learning environment, as opposed to giving them speaking assignments, which tends to make the class very noisy. Furthermore, the reading-writing test in informal education gives an excessive amount of weight to the English exam. There is rarely a speaking or oral production test. As a result, students believe that speaking is unimportant for studying.

In the observation, the researcher observed the activeness and the course of the process of learning English, especially learned about speaking skill by used Cake Learn Application in Tenth Exact 1 grade of MAN Majene students. The researcher talked with Wakamad MAN 1 Majene and also the english teacher about what the rules of school with pandemic Covid 19 before come in to the class. The researcher got the information from Wakamad MAN 1 Majene that the school has 2 cycles in 1 month, in 1 only twice the teachers could meet students in the class or face to face. The researcher also got information from the english teacher about what happend students in the class and when online or daring.

The teacher also told the researcher that when in the class or luring, stundents more different in pandemic covid and before pandemic covid comes. The interested of students also down slowly because many things one of is pandemic covid made the students becomes little bit not interested, that was the information from observation.

Through observation at MAN Majene, the researcher found the data that the the students at that school have a huge problem with a lack ideas. Students have not ideas what the students will say. Furthermore, students are unmotivated and have lost interest in learning. Speaking in the classroom can be a lot fun if the teaching and learning process is exciting, increasing the students' interest in learning. The next reason is that students do not have as much time in class to practice English, so they do not have the same ability to talk. The third reason is that students lack trust in their ability to speak English, nervous, and afraid of making mistakes. The final consideration is that there are no enjoyable media in which to learn and teach speaking in the classroom. There are no media that can assist students in communicating.

Based on the research before, the researcher would like to use the application learning Cake which this different with research before. The research before not used Cake application. They use another application such as SPEAK APP, Duolingo and etc. Because that The researcher want to something special and different, the researcher want to use Cake application.

Based on the above, the researcher tries to created speaking activities more efficient for students learning English by deciding suitable and effective teaching methods for speaking, the researcher tries to teach speaking using the Cake Learning English Application as a tool. Cake Application was one of those unique apps for learning English, according to Iman, (2020). It is provided by the playlist corporation, and the application is 7.3 MB in size. Even though the app was released March 22, 2018, the

number of downloads has surpassed 50 million. Language research is made more fun by the fact that can learn English by having a short, friendly conversation. And the talk can be enjoyed with videos from YouTube with Indonesian subtitles.

A sentence or grammar could be learned from YouTube video, as well as how to use it in a conversation. To fully comprehend the sentence or grammar being studied in a short video, it will be repeated multiple times. Besides, one of Cake's speaking features allows users to communicate with native English speakers. Can also use the speech recognition function to check English pronunciation, record voice and get live feedback.

Cake is more capable of implementating more appropriate and relevant learning approaches today, according to Aldijana (2021). Short videos in different categories are provided to users in this English-learning app, and there are numerous vlogs, movies, and podcasts with text and translation in our language.

According to Ananda (2019), this APP is deal for improving speaking skills since its main function is a speaking course. It also includes vidoes from various channels that the user can watch and practice speaking with its keyword. People can use this APP to teach speaking skills since it can check students' pronunciation, allowing people to determine if they have a strong pronunciation or not. People can also select students' levels from this APP and adapt them to students' levels. Which range from basic to advanced.

Finally, the researcher would like to research the title "The Use of Cake Learning Application in Learning Speaking Skill of Tenth Grade Students of MAN 1 Majene".

## **B. Identification of Problems**

Based on the context, the researcher found several issues, including : (1) a lack of speak, (2) a lack of vocabularies, (3) a lack of time in the classroom for practicing English, and (4) students who were not confident, anxious or afraid of making mistakes while speaking English.

## **C. Research Questions**

The research questions of this research are :

1. What the students' responses in learning speaking through Cake Learning Application?
2. What are the strenghts and the weaknesses of Cake Learning Application?

#### **D. Objectives of The Research**

According to the research problems mentioned above, the following is the research's goal:

1. To see the students' responses in learning speaking through Cake Learning Application at MAN 1 MAJENE
2. To see the benefit Cake Learning Application for students at MAN MAJENE

#### **E. Research Significances**

##### 1. Theoretical significances

The research aims to applied an Android application model that can be used as supplementary materials to help students enhance their speaking skills. They will be able to learn useful words, gestures, and dialogues through the application, which help them improve their speaking skills. The application would help to advance the science of English education. The incorporation of current technology into English education will provide a new perspective on effective English teaching, particularly for distance learners. Since the app is built for android phones, which are the most popular devices in today's world, students will be able to learn whenever and wherever they want, regardless of time or location constraints.

##### 2. Practical significances

This research is expected to have practical benefits, specifically in terms of describing the use of the Cake Learning Application in improving students' speaking skills. Furthermore, the researchers hope that this research would be useful for:

##### a. To the participants in the research

The participants would be more successful at learning English as a second language. Participants are expected to improve their English proficiency through efficient learning, especially their speaking ability, as a result of their exposure to this new media. Furthermore, the participants would have a good attitude toward English as a result of the study, which provides an exciting method for learning the language. Students, as participants, will potentially provide input on the new technique's implementation.

b. To the audience

The effectiveness of learning English show to the audience. Furthermore the audience encourage to investigate the research product in learning English. Finally, they will be motivated to conduct similar research on a similar topic.

c. To the researcher

The researcher will used new media to use as a supplement in teaching English to students, and the study will encourage the other researcher to look at other strategies for improving English education technology in a fun and successful ways.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Related Studies

There are several similar studies conducted before. The researcher found four studies that had some issues with the speaking ability and the use of Cake learning application to solve them. To understand what has been studied previously, it is necessary to study some studies performed by previous researcher. The researcher would be able to perform a similar analysis or expand on what has been studied previously by analyzing some relevant studies. Four studies relating to speaking ability and the Cake learning application were discovered by the researcher.

Aditya, David Silistiawan (2016) had conducted the researcher under title “SPEAK APP, Android Application Model to Improve The Midwifery Students’ Speaking Competence” at Aisyiyah Health Science College of Yogyakarta. He is concludes that the problem is students midwifery more exposure and speakings practices because the English class for one meeting a week in four semesters might not be enough for their exposure. Midwefirey students need supplementary materials that they can learn anytime and anywhere in their free time without time and dimension limitation.

Malasari (2017) had also conduct a research under the title “Android Application To Improve Senior High School Students’ Speaking Skill” at Senior High School Yogyakarta. She is concludes the problem are many students regard speaking as difficult because they do not have enough time to practice it both at school and outside of school. Furthermore, students are hesitant to practice their English because they have difficulty pronouncing English phrases. One of the issues with developing their speaking ability at school is a lack of vocabulary. Teachers often ask students to speak English in the classroom or engage in role-playing while learning new expressions. These methods are fine, but they are ineffective for students because they only have a small amount of time in the classroom to engage in such activities. Due to a lack of English exposure both within and outside of the classroom, students struggle to learn the language, which harms their speaking ability.

Saripudin (2020) also had conducted a research under the title “The Implementation of Cake Application In Learning English Speaking Skills”. From research conducted, he concluded that the implementation of learning speaking through the cake application have two flaws: students must go through multiple steps to develop good pronunciation, and

students must have sufficient equipment such as smartphones, tablets, or computers, as well as a good internet connection.

Ananda (2019) also had conducted a research under the title “Improving Students Speaking Skills Through Learning Cake – Learn English For Free App”. He said there are three domain features in this APP: 1) go through each expression again, 2) take a pop quiz and study the expressions, and 3) learn some tips and tricks. This paper will provide the user with the following information: 1) a description and procedure for teaching speaking, and 2) a list of resources for teaching speaking. 2) Cake Learning Application function, 3) Cake Learning Application implementation to the speaking ability, 4) a preview of the content and the teaching method for improving speaking skills with Cake Learning Application. Cake Learning Application is ideal for improving speaking skills since its main features is a speaking course. It also includes videos from various channels that the user can watch and practice speaking with its keyword. The user can use this APP to teach speaking skills since it can check students’ pronunciation, allowing us to determine if they have a strong pronunciation or not.

Based on the four previous of related studies below, the researcher conclude that students have some problems such as lack of vocabulary, lack of motivation and nervous to make mistakes, etc and also same on the research method is qualitative research. The researcher also found the differences between previous research and this research such as using application as media of learning such as the previous research used SPEAK APP while this research will use Cake Learning Application, previous research below also have object is midwifery students while this research at MAN 1 MAJENE students’.

## **B. Some Pertinent Ideas**

### **1. Speaking**

#### **1.1 The Definition of Speaking**

Speaking is a communication talent that is considered productive. Speaking, according to Cameron (2016), is one of the productive uses of language because people use it to actively express their ideas to others so that they can be understood. Other characteristics of language should be considered by a speaker to convey the meaning clearly and accurately. Brown (2004) classifies motivational speaking into four groups. The first is imitative, which is concerned with the capacity to accurately enunciate words. The second method is intense, which focuses on the generation of brief linguistic segments. The third type of contact is responsive, which is defined as a

series of short discussions. The fourth is extensive, in that it provides a large number of opportunities for speakers.

Speaking is one of the four English skills that most people want to master to communicate in English. Speaking is the most common language that is learned in the early stages of life or during childhood. Speaking is a language capacity that develops in infancy, is followed by listening skills, and is learned at the same time as speaking skills, according to Tarigan (1990). Brown (2000) agrees, stating that from a communicative, pragmatic perspective of the language classroom, listening and speaking skills are inextricably linked, particularly in conversation. Speaking is a form of communication in which a person interacts with others by using verbal language.

Speaking involves creating verbal utterances to convey meaning (Nunan, 2003). Speaking is described as the process of communicating ideas and knowledge to the listener, not just verbal utterances that convey meaning. Brown and Yule (1983) support this assertion, stating that speaking is used to communicate needs such as requests, information, service, and so on. In this sense, the speakers shared their thoughts as well as the information they wanted to convey to the listeners.

Speaking is a crucial skill for improving language learning. Speaking is a method for communicating ideas that are organized and developed in responses to the needs of the listener (Tarigan, 1987 cited in Heriansyah, 2012). For many foreign language students, learning to speak is quite tough. According to Nunan (1991), as cited in Heriansyah (2012), developing speaking skills is the single most significant part of learning a second or foreign language for most people, and success is judged in terms of being able to carry on a conversation in the language. When learning to talk, students confront challenges such as pronunciation, fluency, intonation, fillers, correctness, shyness, and lack of confidence. As a result, as English teachers, we must motivate our students to practice speaking every day and offer feedback on each practice so that students can evaluate the results and fix their errors.

Speaking is a type of oral communication in which people share information. "Speaking is an interactive process of building meaning that involves producing, receiving, and processing information," according to Brown (2000). According to Harmer (2007), speaking is a talent that has become an important element of daily life since it is the means through which people build social interactions as human beings. Speaking is the most significant ability of language since it is a tool or instrument for communication. People can express their ideas, opinions, or thoughts about the world

by speaking. People can then convey their ideas and messages to others by using their speaking abilities.

One of the abilities that students must master while learning English is speaking. Speaking allows us to connect with others. Speaking is a part of daily life that we take for granted, according to Thornbury as mentioned in Kusumaryani (2019). As a foreign language learner, speaking is one of the abilities that are difficult to perfect because we must be able to communicate fluently. Speaking promotes the formation of fluency in spoken English as quoted in Hurniah (2015). While learning to talk, we must also pay attention to grammar, precision, and word fillers. According to Natsir (2016), speaking is a skill that requires communicative skills. Pronunciation, intonation, grammar, and vocabulary.

According to Jeremy Harmer (2001), speaking fluently needs not only an understanding of grammatical forms but also the ability to process information and language quickly and easily (p. 269). Speaking is a productive aural/oral ability that entails creating systematic verbal utterances to convey meaning, according to the state (David Nunan 2003, p. 44). Based on the definition above, it can be concluded that speaking ability is the ability to explain oneself in a situation and communicate successfully with others. Speaking is sometimes thought to be an easy procedure to teach. People with no training are hired to teach conversation at commercial language schools all over the world. While speaking is quite natural, communicating in a language other than our own is far more difficult.

The skill of speaking is the most useful. It is inextricably linked to hearing; when we speak, we create the text, which should be meaningful. We may find speaker, the listener, the message, and the feedback like communication. Speaking is inextricably linked to pronunciation since it encourages students to learn the English sound. According to Harmer (2001), all language has four core abilities: receptive skills such as reading and listening, and productive skills such as speaking and writing. All are equally important, and if we want to have a balanced approach, we should aim to incorporate all of them into our lectures whenever possible. We often wish to concentrate on one skill while incorporating others to create an “integrated” skill lesson.

## **1.2 Learning Speaking**

The teacher should understand the concepts of speaking instruction when the teacher teach speaking. There are various concepts in teaching and learning to speak, according to Anuradha, et al. (2014), as mentioned in Hussain (2018):

1. From the first day, encourage students to speak. If not, the teacher should teach the students as soon as possible, rather than waiting until the teacher has a store of words, phrases, or sentences.
2. Allow students to repeat what they say if that is all they have to say.
3. Accept it for the time being if a student responds to a question with a single word.
4. Allow students to talk freely in English, regardless of the student level of proficiency.
5. Propose structures/words and have the students apply them in a variety of situations, drilling as much as possible.
6. Encourage students to use the back-chaining or tail-forwarding approach to combine more than 10 sentences to create large sentences.
7. As much as possible, organize role play and pair work an supervise the learners to correct the active learners and active the inactive ones.
8. Be well-prepared in terms of lesson planning, activites, and chores ahead of time.
9. Allow learners to make mistakes and errors in the early stages. Interruptions and corrections stifle learning and discourage students.
10. Special flaws should be considered, and the teacher should be sympathetic to the need for individual attention.

In reality, many indonesian students who study English find the language difficult to acquire and practice. According to Brown and Yule (1983), one of the most challenging areas of language acquisition for the instructor or assist students with is spoken language production or learning to converse in the foreign language. Because of the practical issue, each writer may concentrate on his or her work without distracting the rest of the class throughout the written output. According to Brown and Yule (1983), the most significant issue is a lack of time in class to learn the language.

When someone is listening to them and responding to or providing feedback on their speech, students do not have enough time to practice the language in a true communcative environment. Another reason indonesian students believe English is difficult to learn is that English is not their primary language of communication.

Speaking a language is extremely challenging for foreign language learners, according to Shumin in Richards and Renandya (2002), since effective oral communication involves the capacity to utilize the language effectively in social situations. Every day, Indonesian students communicate with one another in Indonesian. They miss out on opportunities to practice the language since they do not speak it every time. As a result, Indonesian students struggle to constantly practice speaking English. The instructor is supposed to apply an appropriate method to assist students in overcoming hurdles in learning to speak.

The ability to talk has been discovered to be a vital talent required for students' success in life. The most crucial component of acquiring a language, according to Nunan (1991: 39), is mastering the skill of speaking. According to Ur (1996: 120), among the four talents (listening, speaking, reading, and writing), speaking appears to be the most crucial. According to Celce-Murcia (2001: 103), the capacity to speak a language is associated with understanding that language for most individuals since speaking is the most basic form of human communication. So speaking should not be overlooked in English class, and the instructor should focus on teaching students to always strive to communicate every single thought linked to the topic in English.

Learners can convey their thoughts, opinions, or ideas by speaking, telling stories, informing or explaining, requesting, talking, and discussing. We may demonstrate the many roles of language by speaking. According to Alam (2013), speaking competence comprises both productive and receptive abilities of comprehension. When students participate in speaking activities, such as expressing their opinions or ideas, telling stories, and so on, they practice using the language (productively) to send messages to their friends, and they must consider the listener who will receive and understand the messages, so that the listener understands what the speaker wants to convey and, finally, the listener can respond to it (receptive). It is seen to be beneficial in increasing learning, as stated by Staab (1992) in Alam (2013). Oral language is crucial not just as a critical communication tool that empowers us in our everyday lives, but also as a great way to learn. He believes that speaking as an oral communication ability is a lifetime activity and that it is most likely our most significant communication instrument.

Students learning English as a foreign language must practice the language regularly in the classroom by participating in various activities. Speaking proficiency may be achieved through practice exercise. Practice activities are defined by Richards

and Lockhart (1996) as tasks that entail the performance or learning of a previously given item.

### **1.3 Teaching Speaking with Technology**

Teaching speaking entails instructing students on how to generate English words and utterances with sufficient stress, intonation, and context. According to Richard and Renandya (2002), speaking is used for a variety of purposes and requires a variety of skills. They claim that understanding the rules that account for how spoken language reflects the context of the situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity in which the speakers are engaged entails knowledge of the rules that account for how spoken language reflects the context of situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity the speakers are involved in.

Teachers, on the other hand, will find it difficult to teach their students if they lack the confidence to practice their speaking skills in the classroom. Teachers must be able to develop a learning environment that enables students to practice speaking and allows them to improve their speaking ability in this case.

More people want to be able to communicate in English now that it has become a foreign language. As a result, more people are interested in studying English in a formal or informal setting to develop their communication in English.

Providing English learners with a tool that allows them to record their voice to practice speaking may be beneficial so they would not be embarrassed to make mistakes in front of others. This type of tool can assist students in recognizing and correcting their errors over and over. When students see themselves on videotapes, it is easier for them to consider their flaws (Healey, 1999). The given tool does not necessarily have to be a videotape, it may be another type of tool, such as recording tool that performs the same purpose as a videotape and helps students identify their errors.

### **1.4 Speaking Aspects**

Certain requirements must be met to communicate well and effectively. Harmer (2001) proposed five aspects: pronunciation, vocabulary, grammar, fluency, and comprehension. Language learners must use their skills in speech productions in

addition to learning grammar, vocabulary, pronunciation, speaking fluency, and comprehension. According to Goh and Burns (2012), learners must acquire four different types of speaking skills, which are mentioned in the table below.

Core skills	Specific skills
<p>a. Pronunciation</p> <p>Produce sounds from the segmental and suprasegment levels of the target language.</p>	<ul style="list-style-type: none"> <li>● Pronounce the vowels, consonants, and blended sounds of English.</li> <li>● Use word stress to imply meaning in famous words.</li> <li>● Convey new and old knowledge using various intonation patterns.</li> </ul>
<p>b. Speech function</p> <p>Execute a specific communicative feature or speech act.</p>	<ul style="list-style-type: none"> <li>● Request: permission, help, clarification, assistance, etc.</li> <li>● Express: encouragement, agreement, thanks, regret, good wishes, disagreement, disapproval, complaints, tentativeness, etc.</li> <li>● Explain: reasons, purposes, procedures, processes, cause, and effect, etc.</li> <li>● Give: instructions, directions, commands, orders, opinions, etc.</li> <li>● Offer: advice, condolences, suggestions, alternatives, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>● Describes: events, people, objects, settings, moods, etc.</li> </ul>
<p>c. Interaction management</p> <p>During encounters, keep conversations and debates under control.</p>	<ul style="list-style-type: none"> <li>● Initiate, maintain, and end conversation</li> <li>● Offer turns</li> <li>● Direct conversations</li> <li>● Clarify meaning</li> <li>● Change topics</li> <li>● Recognize and use verbal and non-verbal cues.</li> </ul>
<p>d. Discourse organization</p> <p>Establish extended discourse in a variety of spoken genres using socioculturally relevant linguistic conventions.</p>	<ul style="list-style-type: none"> <li>● Use lexical and grammatical choices to create coherence and continuity in extended discourse.</li> <li>● Make use of discourse markers and intonation to signal changes in the discourse, such as a shift in subject.</li> <li>● Structure spoken texts using linguistic conventions for different communicative purposes, such as recounts and narratives.</li> </ul>

## 2. Learning Media

The technology, symbol systems, and processing capabilities of media can be used to characterize it. The most evident attribute of a medium is its technology: the mechanical and electrical factors that define its operation and, to a lesser extent, its form and other physical characteristics. These are the features that are usually used to categorize a media, such as television or radio. If these features have any cognitive impact, they are mainly indirect. Size, shape, and weight make it more probable that a student will learn with a book rather than a learning with media computer while riding the bus, however, this preference is changing as computers get smaller, lighter, and cheaper. However, some cognitive consequences of technology are more immediate. The size and resolution of many computers displays, for example, may make reading their texts more challenging than reading the text of some books (Haas, 1989).

The fundamental consequence of a medium's technology, on the other hand, is to enable and confine its other two capabilities: the symbol systems it may employ and the operations it can accomplish. A computer with a graphics board or a speech synthesis board, for example, can use different symbols in its presentations than a computer without these facilities. Computers having adequate memory to execute experts systems can analyze data in different ways than those without. These new symbol systems and processes, rather than the technology itself, are likely to account for the cognitive consequences of these systems.

The ramifications of the symbol and processing capacity for learning are numerous. The link between a medium's symbol systems and mental representations is described by Salomon (1974, 1979). Symbol systems are modes of appearance (Goodman, 1976), or collections of elements (words, picture components, etc.) that are interconnected by syntax within each systems and employed in certain ways in connection to fields of reference. (Words and phrases in a text can represent people, things, and actions, and they can be organized to tell a story.) A medium's ability to utilize certain symbol systems can be characterized and perhaps distinguished from other media. Thus, television may be regarded as a media capable of exploiting both visual and audio-linguistic symbol systems (among others). These characterizations can also be used to specify media overlap or equivalency. Thus, video and motion picture films may be regarded as identical in this way, but radio can only use a subset of these symbol systems.

According to Salomon (1974, 1979), these qualities should be utilized to identify, differentiate, and assess media since they are crucial to how learners represent and process information from a medium. He claims that particular symbol systems are better at expressing specific activities than others, and that information provided in different symbol systems is represented differently in memory and may need different mental abilities to interpret. This position is supported and expanded upon by the evidence presented here. For example, research will be conducted to demonstrate how specific media's symbol systems may relate mental representations to the real world in ways that learners with little prior knowledge struggle to achieve on their own without the representation of information in these symbol systems.

However, as will be shown, symbols are insufficient to define a medium and its cognitive consequences. Information is not only stored in memory; it is also processed. Media may also be classified and differentiated by certain characteristics that can be utilized to process or operate on the accessible symbol systems. Thus, using video discs, information may be searched or the rate of advancement adjusted in ways that broadcast video cannot. Even though both have access to the same symbol systems, including processing features in the description of media might provide important differences between videodisc and broadcast video. In fact, computers are defined more by their massive processing capabilities than by their access to a particularly distinctive variety of symbol systems.

A medium's processing skills can supplement those of the learner; they can enable operations that the learner can execute or perform those that the learner cannot. According to Salomon (1988), if such processes are explicit and fit within Vygotsky's (1978) zone of proximal development, the learner may eventually incorporate them into his or her repertoire of cognitive processes. This review will look at studies that show how particular media's processing capacities affect and develop the dynamic features of learners' mental models.

However, while a medium may be identified and differentiated by a typical cluster, or profile, of symbol systems and processing capabilities, some of these capabilities may not be employed in a specific learning episode (Salomon & Clark, 1977). A video presentation, for example, may utilize little or no presentational symbols (e.g., a talking head presentation). Alternatively, a viewer may let a videodisc presentation play through without using the offered search tools. In these circumstances, a virtual media is established consisting of the profile of symbol

systems and processing capabilities employed during the session; A television effectively becomes a radio, and a videodisc player becomes a broadcast television. Only the capabilities of the virtual medium can be anticipated to influence learning processes and outcomes.

Whether or not a medium's capabilities affect learning relies on how they relate to the specific learning situation- the activities and learners involved-and how the instructional design uses the medium's capabilities. Tasks differ in terms of their environmental qualities as well as the demands they make on the learner to develop mental representations of certain information and to operate on that knowledge in specific ways. Learners differ in their processing capacities, the information and procedures retained in long-term memory, their motivations and goals for learning, and their metacognitive understanding of when and how to employ these processes and information.

Many learners, maybe the majority, can and frequently do generate meaningful representations and operations for themselves from externally available knowledge, independent of the media employed. However, learners will benefit the most from using a specific medium with certain capabilities (as opposed to using a medium without these) if the capabilities are used by the instructional method to provide certain representations or perform or model certain cognitive operations that are relevant to the task and situation and that the learners cannot or do not perform or provide for themselves. In sum, these representations and processes impact problem solving as well as the ability to produce and apply representations in later encountered scenarios. This perspective on media learning as a continual, reciprocal interaction between person and situation-between learner and mediated information-is consistent with Snow's (1989) growing aptitude-treatment interaction paradigm.

So far, media have been characterized and recognized by their symbol systems. Some media can be distinguished more meaningfully by what they can do with information- that is, their ability to handle symbols. This is especially true with computers, the prototypical or alter information from one symbol system to that from another (Dickson, 1985). A student can enter printed text, which a computer equipped with a voice synthesizer can convert into speech. The computer may generate graphs using equations, numerical data, or analog inputs. The following research examines how computers may be used to assist students in creating relationships between symbolic domains, such as graphs, and the real-world events they reflect. According to

the findings, the computer's transformation capabilities, rather than its symbol systems, are critical in this respect.

Using MBL to connect the real world to symbols. Understanding the link between diverse sign systems and the real world they depict is an essential element of school learning. However, students are frequently unable to apply what they learn in school to real-world problems (Resnick, (1987). This connection can be made using the computer's transformative capabilities.

Graphs are a good example of this. Mokros and Tinker (1987) discovered frequent mistakes in graphs interpretation among seventh and eighth-grade students. Two patterns were discovered. For starters, there was a lot of graph-as-picture misunderstanding. Half of the students who drew a graph depicting a bicyclist's speed uphill, downhill, and on flat stretches depicted hills and valleys instead of speed. In a less noticeable pattern, 75% of students answered erroneously when asked to indicate maximum warming or cooling on a graph. Approximately half of the 75 percent chose the highest (or lowest) point on the graph to represent the most rapid shift.

According to Sadiman (2002), media is everything that is used to transfer messages from the sender(s) to the receiver(s), and it can be utilized to activate the learners' thoughts, feelings, and interest in speaking. Teachers can utilize media to spark students' ideas and encourage them to actively participate in the teaching and learning process by using media to teach speaking.

Levie and Lenzt (2013) claim that there are three types of media: audio, visual, and audiovisual. The phrase "visual media" refers to educational aids that rely on the usage of a visual communication channel. Simulation of visual media, thankfully, gives students the best potential results in terms of teaching and learning, such as re-remembering and memorizing the subject.

### **a. Mobile Learning**

An app, web app, internet app, iPhone app, or smartphone app are all terms used to describe a mobile application. A mobile application, sometimes known as an app, is a type of used programming designed to operate on a mobile device, such as a smartphone or tablet PC (Technopedia, 2018). Because of these apps, the mobile phone has become such a vital part of so many people's lives that it could be claimed that it aids in the organization of their lives (Oza, 2017). There are applications for almost anything nowadays. Apps can help ESL students of all ages and levels learn

more effectively in the classroom and at home if the user are used correctly. Apps that focus on specific skills can also be found. Some apps, for example, focus on listening comprehension and speaking, while others concentrate on grammar.

It is impossible to deny that technology has played a role in human life, including education. Technology has enabled people to be more realistic and effective in their daily lives in recent years. It continues to develop at a rapid pace. People are beginning to abandon their personal computers in favor of cell phones and tablets, which are more convenient and powerful. According to Facer in Kukulska (2006), mobile technologies were already “a familiar part of the lives of most teachers and students” many years ago, at least in the UK. Mobile learning (m-learning) is a new form of learning that takes advantage of the versatility of learning devices like cell phones, personal digital assistants (PDAs), tablet computers, and MP3 players. Users can obtain information and knowledge at any time, including when on the run, thanks to these devices.

In developing countries, mobile devices have been used in the teaching and learning process. Mobile learning is also commonly used in education to provide students with a handheld computer from which to learn (El – Hussein and Cronje, 2010). Advanced mobile devices, such as smart cellular telephones, are extremely common among people, owing to their wireless and portable nature. Users can interact when on the move these features. As a result of their ability to operate on multiple levels, these devices have become increasingly common.

The use of mobile devices in education is known as mobile learning. Social learning, according to Chen et al. (2012), is the use of mobile devices for pedagogical purposes. It can be used as a source of information or as a learning tool. Similarly, Geddes (2004) described mobile learning as the acquisition of any knowledge or skill through the use of mobile technology, anywhere, at anytime, resulting in a behaviour change, according to Chen et al. (2012).

Sharples (2006) argues in Kukulska-Hulme and Shield (2008) that while mobile learning is often characterized by its use of mobile technologies, more recent thinking has emphasized the learner’s versatility. It demonstrates the effectiveness of mobile devices for learning anywhere and at anytime. Mobile devices, according to Trifanova et al. (2004), are “any unit that is lightweight, autonomous, and unobtrusive enough to accompany us in any moment.” Supporting Trifanova’s term, mobile learning is characterized as “any educational provision where the sole or dominant technologies

are handheld or palmtop devices” (Geddes, 2004) and by the methods used: mobile learning can be defined as “any educational provision where the sole or dominant technologies are handheld or palmtop devices” (Traxler, 2005).

There are some guidelines for using mobile devices in the classroom. Elias (2011) examines and interprets eight basic design principles for mobile learning. There are the principles: (1) fair usage, (2) versatile use, (3) easy and intuitive, (4) perceptible knowledge, (5) error tolerance, (6) low physical and technical effort, (7) learner community and help, and (8) instructional environment. The contents should be available for fair use. It is accessible to students of various abilities, computers, and locations. The design should be versatile enough to accommodate a wide variety of individual skill, desires, schedules, levels of connectivity, and method choices. Simple and intuitive design and navigation should be familiar to the user. Any details in the text should be easily discernible, such as by using captions, descriptors, and transcription. Next, it has a strong tolerance for effort, which suggests that it could be helpful in a learning environment. As a result of the low physical and technological effort, the devices provide a less distracting atmosphere. Learning communities and encouragement can be created by forming groups and using appropriate resources, allowing students to scaffold and assist one another. Last but not least, there’s the educational atmosphere. The teacher can engage with the students in a variety of ways (course delivery).

#### **b. Mobile Application**

Using a mobile application has become a requirement in today’s world. Tamhane et al. (2015) found that mobile technology is changing the way we live and is beginning to change the way we learn. Learning may be provided in a variety of ways to allow individuals to learn at any time and from anywhere: people can use mobile devices to access educational resources, connect with others, and create content both within and outside of the classroom. In addition to mobile learning, measures to promote broad educational priorities, such as efficient school system management and improved communication between schools and families, are also included.

### **3. Mobile Assisted Language Learning**

Mobile-Assisted Language Learning (MALL) is an acronym for mobile-assisted language learning. This is the application of mobile technology to the study of

languages. MALL differs from computer-assisted language learning in that it makes use of personal and portable devices, emphasizing the consistency or spontaneity of access and interaction through various contexts.

According to Valamathi (2011), MALL is a method of language learning that is supported by the use of mobile devices such as cell phones, MP3players, MP4players, and PDAs. This method helpful for everybody today especially in teaching learning because this time is technology era, the user supposed to keep up with the times if the user gonna expand. Furthermore, according to Chen (2013), MALL is the formal or informal learning of a foreign language using mobile devices. People could use anywhere and anywhen to make people enjoy without any constrarints.

#### **4. Cake Application**

Cake is a program that can be used to learn English. Playlist Corporation created Cake Learning Application, and the most recent version of Cake Learning Application was released on December 17, 2019. Cake Learning Application is a free educational application. The user will see all the application s made by the same developer as Cake Learning Application and compare them to 96 other Android applications. This application is currently available for free. This application is available for Android 4.4 and up from APKFab or Google Play. On APKFab.com, all APK / XAPK files are oirginal and 100 percent secure to download. People can also learn real English from videos in this application . Every day, new short English conversation videos are added Learn English quickly and for free.

The Cake Learning Application is South Korea's newest and most popular Android mobile application. It's a program that teaches people how to talk more effectively. It gives people the confidence and abilities they need to talk effectively on stage, in front of an audience or in everyday situations. According to Sinha (2019), it can be a lot of fun for people to listen to their recordings. It is the best software for learning to speak English since it uses video to show us an example of a word that will be very useful in everyday conversation (Batoool, 2019).

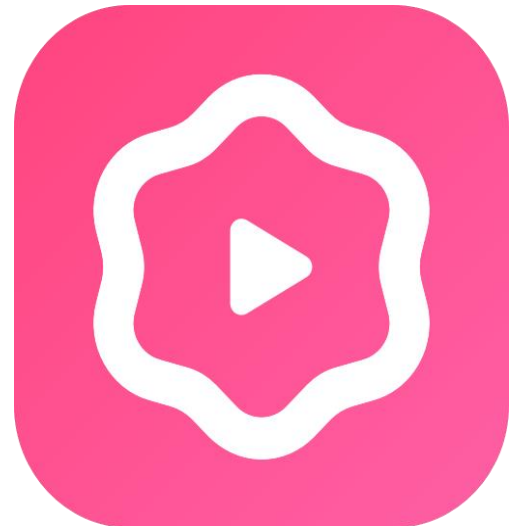
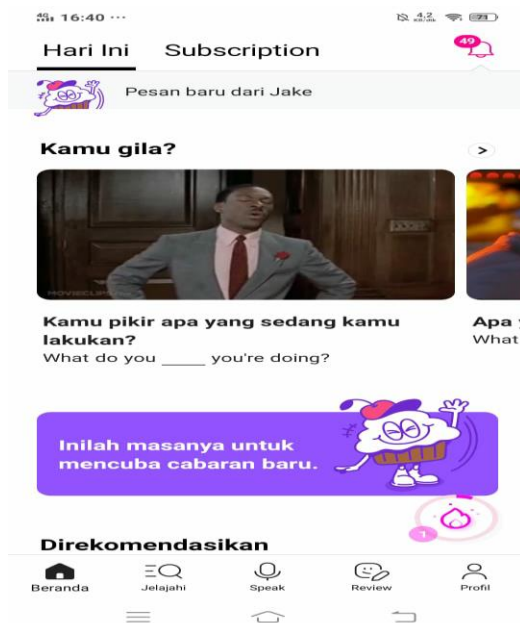
The researcher discovered that the Cake Learning Application on Google Play offers the following features: Chanel. It has a wealth of English conversation, speaking themes, and English idioms culled from Youtube. Record yourself speaking. Speak the important word after watching the video on the channel. One word stands out in each video. Check the word's speaking ability as you study the subject. Use AI Speech

recognition to double-check the pronunciation. Simply record your voice and receive feedback right away. Speak. These tools allow you to develop speaking skills by simulating a discussion with a native speaker. The following topics are covered by Speak: -Practice. It's a public speaking event. Make an effort to converse with native speakers. Record yourself speaking alternately sentence by sentence and receiving comments afterward. Goals for each day. It keeps track of how long you've been learning English with Cake Learning Application. it's completely free. Enjoy learning without having to pay for anything.

This application can be downloaded from the Google Playstore based on the above description. To use this application, people must first sign up. People can sign in using Facebook or Google account, instead, people can use guest mode, which does not require people to sign in but only allows people to access free episodes (material for speaking practice). People can also learn real English from videos in this application. Pleasant, short English conversation videos are posted every day, allowing users to learn English quickly and for no cost.

In the speaking course, the user must first listen to the conversation before being prompted to respond in response to what the user have heard. This application will automatically correct our pronunciation, if the user mispronounce a word, it will appear striped and red. The user should go through the conversation again and again before the user get it right.

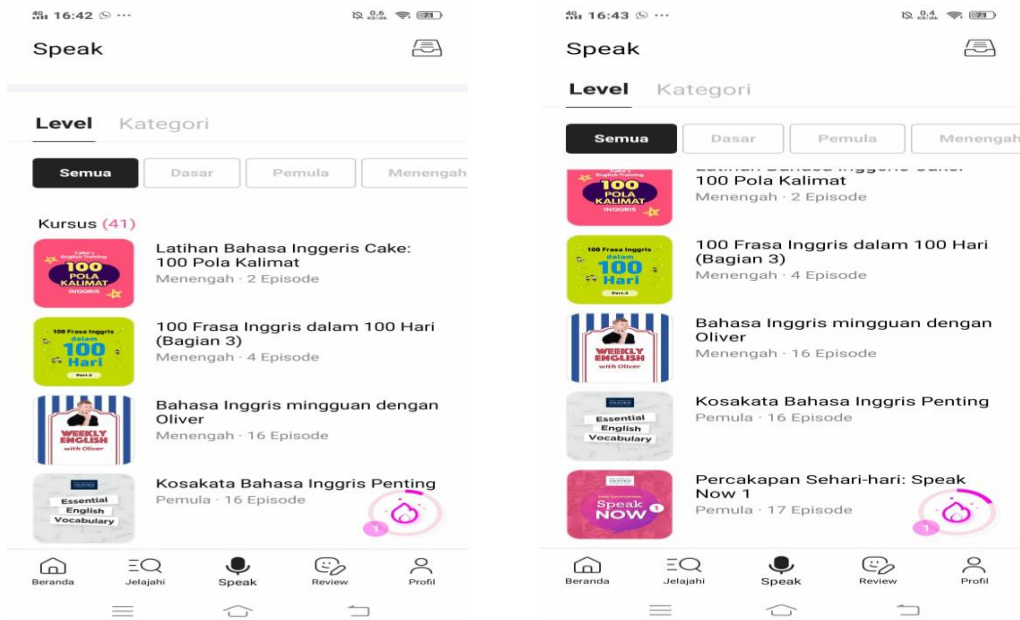
There are 3 steps to use Cake application learning:



**Figure 2.1 The logo and the initial appearance of the cake application**

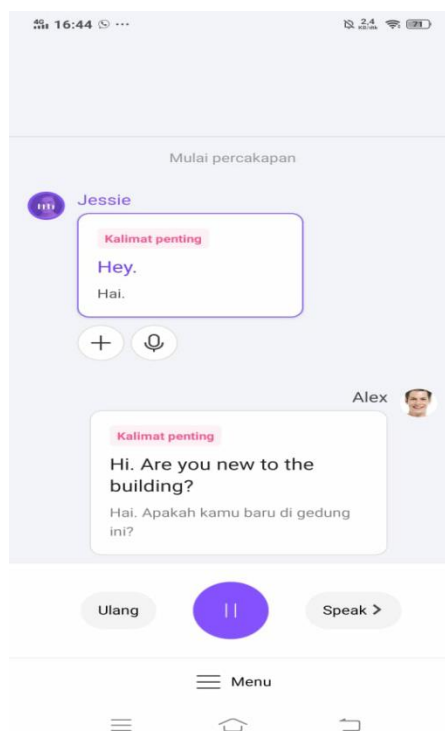
First steps which the user due to use Cake Learning Application is download this application in PlayStore and types Cake Learning Application down on the *searching* place until the user got the logo which. When the user open this application, the first display that the user are going to see is the based on the picture above. The user can there, there are several menu for the examples *beranda*, *jelajahi*, *speak*, *review*, and *profil*. *Beranda* is first display which to view some videos up to date. *Jelajahi* is item to searching what the user find out. *Review* is some videos which the user have seen them. *Profil* is our identity.

In *beranda*, the user can watch short videos from youtube, those videos could help the user to added their vocabulay exactly because in the short video, Cake Learning Application told the user to find out words that lost in that short video with pay attention to the subtitle which there in the short video. Many themes that deserves in the short video, so the user can choose what the user want to watch and what the user like. Also, the user can saw the make face of the actors in the short video when they speak, and it could be improving the pronunciation form saw the make face of the actors and also could improving their speaking, but it different when the user a 'speak' features.



**Figure 2.2 display after pressing the word “speak” which has a microphone icon**

After that, the picture below would like that if the user tap speak (the microphone image below) to practice speaking. In here, the user could see there are many levels and categories, and the user should know that there are 2 styles. Monolog and dialogue. Because the form speaking that the researcher investigate is speaking conversation, so the user should looking for speaking conversation at level same the picture below and tap.



**Figure 2.3 display icons used to practice speaking skills**

After that, direct to tap start episode 1 to start the learning like picture below or if the user ever used and want to continue, the user could tap *lanjutkan membaca*. After the user tap *episode 1*, the first thing the user do is the user must listening the conversation such as the ilustration, and after that the user repeat with use our voice. Cake application learning ready for use and enjoy it.

## **CHAPTER III**

### **RESEARCH METHDODOLOGY**

#### **A. Research Design**

This research used a qualitative approach, this research utilizes a descriptive qualitative approach. Qualitative research, according to Sugiono, is research in which researchers are used as essential instruments, data gathering methodologies are combined, and data analysis is inductive (Sugiono. 2010: 9). Qualitative research, according to Poerwandi (2005), generater and anayses descriptive data such as interview transcripts and observations.

The reason for employed this method is that the goal of this research is to learn about actual occurences in natural settings rather than under controlled laboratory or experimental conditions. Furthermore, descriptive qualitative research is more suited to utilize because the research needs to go directly to the field with the goal of research. This research applied a qualitative method that is phenomenological. Phenomenological phenomena are events that occured or are true in the realm of investigation.

#### **B. Participants**

The participants in this research are tenth grade students of MAN 1 Majene. This research took place during the first semester of the academic 2020-2021. The participants in this research are Tenth grade of Exact 1 students from MAN MAJENE. Purposive sampling, according to Sugiyono (2008), is a technique for evaluating samples with specific considerations. This process calculates the type of samples to be taken based on specific characteristics and objectives.

Because this is purposive sampling, therefore the researcher determines several indicators or requirements to be used as samples:

1. They must have a handphone
2. They must have sufficient storage space to be able to download the application that the researcher provides
3. They must have quota or network (can use WIFI)
4. They must have the confident to speak

## **C. Instruments**

### **a. Observation**

According to Creswell (2012), observation is the method of collecting knowledge by watching students and places at a research site. The benefits of used observation in a research are that it allows the user to capture information as it happened in a situation, study actual behavior, and study people who have difficulty verbalizing their thoughts. The researcher also observation to saw what happend in the class during used Cake Learning Application in learning speaking skill called observation sheet. There are several aspect that researcher would saw in the class.

### **b. Interview**

An interview is a form of data collection in which the respondent is asked questions about the research subject. Kumar (2005) claims that in qualitative research, interviews were used to collect data. The researcher conducted interviews with students as participants to gather data using Record to anticipate something lost or forgotten in the data transfer and to assist the researcher as an interviewer in obtaining more accurate info. The researcher did the interviews with meet with students and by call phone because there are students could not meet with the researcher, so the researcher did interivew by call phone.

### **c. Documents**

In research, records are a valuable source of knowledge. Documents, according to Cresswell (2012), provide useful information in assisting researchers' understanding of core phenomena in qualitative studies. The researcher goes on to say that documents are a strong source of text data for qualitative research. Document could be a strong proof for the researcher because inside in the document is proof activity researcher when the researcher go to the field. Document like photos, records, and etc.

#### **D. Procedure of collecting Data**

Following are data collection techniques needed by researchers in qualitative research:

##### 1. Primary data

###### a. Observation

The findings of this research are presented in the form of field notes. Observation is often made by researcher who participate in the learning process. During the learning process, the researcher keeps a close eye on the group's progress. Following the completion of the learning, the next researcher will take field notes.

###### b. Interview

The researcher would performed opened or one-sided questions and answers with the subject of the informant under investigation in this technique. Tenth Grade of Exact 1 of MAN Majene students served as informants.

The researcher asked the items or questions that have been planned directly in this method. This interview would took place in person with informants as well as virtually through electronic media. The research participants' responses would be reported as useful information from the informants.

##### 2. Secondary data

The results of documentation, in the form of photographs taken during the observation or interview process, would be used by the researchers. Photo, notes, and document screenshots taken during the interview process, as well as observations, would be used as research documentation data.

#### **E. Technique of Data Analysis**

Data analysis is the process of simplifying data so that it is easier to understood and read. As a result, the data analysis would be viewed as an interpretation or summary of field observations or those gathered through the interview, observation, and documentation process.

### 1. Data reduction

Data reduction is a form of analysis that concentrates, selects, discards, and organizes, and sharpens the conclusions. This is all about the process of “raw data” that exists or is collected in written field notes being simplified (Sugiyono 2017).

### 2. Presentation of Data

The information gathered in the field is sorted into what is required and what is not, then grouped and given problem boundaries. The data should be presented in such a way that it is clear which data is substantive and which data is supporting (Sugiyono 2017).

### 3. Conclusion Withdrawal

Drawing conclusions is a tentative inference that would shift if clear supporting evidence is discovered during the next data collection stage (Sugiyono 2017). The findings presented are credible if the initial conclusions are supported, accurate, and consistent when the researcher return to the field to collect data.

## CHAPTER IV

### FINDING AND DISCUSSIONS

#### A. Finding

##### 1. Students Responses Towards Cake Learning Application

The researcher spent around an hour and a half in class teaching about the Cake Learning Application's methods and making the most use of the time provided. The researcher taught English, particularly speaking, in a unique way; he did not just come to class empty-handed, but he also carried tools or media to help students learn English, such as the Cake Learning Application. This application is unusual for students; they have never heard of it since it is referred to as a new media for learning English. Although Instagram and Youtube have the potential to become learning media for students, the researcher chose Cake Learning Application to help students see what they wanted to achieve. Students became intrigued in the Cake Learning Application after some of them asked questions about it because they had no prior knowledge of it. As a consequence, students were questioned about what was included in the application, what students could do with it, the advantage to students, and so on.

Because the term was new to them and they didn't know how to say it, students had trouble pronouncing it during practice speaking using the Cake Learning Application. Overall, students who like this application could see on interviews among researcher and students after using Cake Learning Application, even a student is saying that more get spirit to the researcher because giving information about Cake Learning Application, as stated below :

*"bah bisa kayaknya kak bagus lagi supaya menambah kayak tambah semangatki siswa toh mau pakai"*

(it could be good for students because it could make students have spirit when using this application).

The students' comments to learning to speak with the Cake Learning Application were largely positive, with no negative replies. The researcher could sense students' reactions to the Cake Learning Application during the process of using it, with many questions from students about the pronunciation of words that were new to them, such as the word "building," which some students did not know how to pronounce and was a new word to them. Some pupils mispronounce the term "building," saying "building" and "building," respectively, whereas the correct pronunciation is "building," and the researcher advised to teach how to pronounce that word. The term "apartment" was difficult for students to pronounce; some students pronounced "apartemen," but the

correct pronoun is "apar'men," without mentioning the letter T, and the researcher will explain how to pronounce it, among other things. Students are unfamiliar with shortened terms in English, such as the word "I'd" in the Cake Learning Application sample dialogue, and they inquired about what the word stands for and how it is pronounced. Some students pronounce "I'd" as "aik," and one even stated "adul," but the correct pronunciation is "aid," with the letter d behind the word clearly visible. This was seen in the students' behavior during the learning process. The majority of the students were extremely thrilled when the teacher described the points above, since Cake Learning Application is an excellent teaching tool for students, as it engages them in learning to speak. According to the previous interviews, there are a variety of good reactions from students who learnt to speak through the use of a Cake Learning Application, such as training students speaking, students pronouncing, getting a new vocabulary, and so on.

The presence of some students who were curious about Cake Learning Application because these students were still asking about the researcher's application or in connection with the application, as evidenced by the presence of some students who were curious about Cake Learning Application because these students were still asking about the researcher's application or in connection with the application because if students asked questions that are not related to the idea, this is already considered disrespectful behavior.

When the researcher arrived to class to teach English with the Cake Learning Application, he was given an observation form to fill out. The researcher discovered numerous components of the research and criteria that occurred in the classroom to answer the students' replies based on the findings of the observations sheet. Used as a feature. The researcher described Cake Learning Application shortly before practice before explaining the methods to practice. Two features are employed in the Cake Learning Application for distinct objectives, one of which is the speak feature. In the Cake Learning Application, the feature speak is learning, which allows the user to practice mentioning or speaking a word or sentence in a conversation with native speakers. The researcher employed the speak feature because the instructor intended to teach speaking skills to students using a Cake Learning Application. There are two types of feature speak: monologue and dialogue. The teacher selected the dialogue form because the researcher intended it to be easier and more commonly experienced by students in real life. The *speak* feature provided a sort of monologue and

conversation, with the researcher selecting the dialogue. This allowed the researcher to practice speaking. Students are viewed and listened to in this segment as they engage in talks regarding "introductions." There are many themes in feature speak, such as opinion and idea themes, praise themes, character themes, and so on, but the researcher chose the introduction theme because students see people conversing with each other all the time in their daily lives, and it draws their attention to the fact that they only need to develop their words or sentences to speak, so the researcher chose the introduction theme. This issue was also chosen by the researcher since it was intended to teach and inform students about the phrases and sentences used while introducing oneself.

**The Class's Atmosphere.** The atmosphere in the classroom was quite powerful as the researcher taught and performed the use of Cake Learning Application till the finish. Because the students had just recently heard about Cake Learning Application in class, the researcher discovered that students in the tenth grade were conducive and active. Students' interest motivated them to study this program since they want something quick and easy to obtain. The researchers in the classroom are in a state of closeness and harmony with one another. Researchers discovered that students did not know each other since they seldom spoke to each other in class owing to covid 19.

Covid 19 has caused a slew of issues throughout the world, especially in Indonesian education. To break the Covid 19 distribution chain, the government enacted a slew of regulations, one of which is to turn classroom learning into an online experience. At this moment, the government has begun to enable students to attend school as usual, subject to a number of agreements and the preservation of health regulations, one of which is whether learning activities are conducted online or offline. The school's regulations, which alternatively apply online and offline learning methods, allow students to get to know one other better. This is what gave some students greater confidence and made them more open to the Cake Learning Application, which they had only recently learned about. Because of this, students are usually noisy and disruptive because they know each other. However, when the researcher entered the classroom, students were a little bit noisy at first, but not excessively so. However, once the researcher explained that there was something new for students that could benefit them in the future, students began to focus on that subject slowly until the end. Students are confident in themselves.

One of the elements of the Cake Learning Application, *speak*, was briefly taught in advance so that students might grasp how to utilize it later in practice. In the course, the researcher indicated, there would be a practice of chatting with one of the native speakers via the Cake Learning Application. After listening to a dialogue provided by native speakers, students will be asked one by one to practice by speaking with one of the native speakers afterwards.

The objective of this application is to see and assess the students' bravery to speak in front of the class or in their seats, as well as to state that if students make mistakes during practice, they want to fix their faults to be accurate again. If the word mentioned is not marked out in red, it implies that the pronunciation is accurate; nevertheless, if the word that is uttered continually is crossed out in red, it signifies that the pronunciation pronounced by the student is incorrect. When students began practicing speaking until they reached the end, some students immediately dared themselves to speak with native speakers in Cake Learning Application practice, despite the fact that some tried several times because they received low points. Their enthusiasm was high, but they were embarrassed to practice standing in front of their peers, so they practiced in their respective chairs.

## 2. The Strength and Weakness

The research found several strengths and weaknesses when learning English, especially speaking, by using the Cake Learning Application, which is listed in the table below:

Streghths	Weaknesses
1. Provides a new vocabulary	1. Must have good network (must 4G or using WIFI)
2. Provides subtitles where users can see where the word wrong	
3. Helped and easier for students to practice students' speaking with native speakers	2. The number of advertisement that appear.
4. Easier students to get the Cake Learning Application in Playstore	

Cake Learning Application was supplied by the researcher as a learning medium for students, particularly those with speech difficulties. One of the key features of this program is that it allows users to improve their speaking skills by mimicking native speakers. Cake Learning Application also provides a new vocabulary for users who may never have heard of or have heard of but do not know how to pronounce it because, in the form of conversations, Cake Learning Application provides subtitles that users can see and that will automatically be embedded in the brains of users of that word. When employing Cake Learning Application, researchers are sometimes constrained since a good network is essential to ensure that practice does not stagnate. The researcher also discovered several adverts in the Cake Learning Application, as a consequence of the researcher's frequent usage of the application, which resulted in advertisements being shown. After all, the more frequently this software was used, the more advertisements would show.

Because these students were employed as samples in this study, the users, specifically the students in this study, also participated in the usage of the Cake Learning Application. Students benefit from using Cake Learning Application, as evidenced by some of the responses given by students to researchers after using this application. For example, one of the features of Cake Learning Application is a feature whose main purpose is to help train users' speaking skills, which helped and made it easier for students to practice their speaking skills. Another significant advantage for students is the acquisition and addition of new language, since there are many new words that they see and hear, allowing them to expand their vocabulary. Students benefit from vocabulary because the more words they know from their acquired vocabulary, the more words they can say while speaking; all they have to do is learn how to pronounce the words they have acquired.

When students use the Cake Learning Application, they may encounter issues similar to a network problem. Cake Learning Application is an online media that requires a good internet connection to use. The 4G network is currently fantastic, and it will be even better when combined with a WI-FI network. The researcher discovered that when students were taught Cake Learning Application in the field, the school's WI-FI network was unavailable to them for a variety of reasons; nevertheless, students had cellular data and, on average, a 4G network, which made

it simpler for them to utilize this application. The quantity of advertising that display is the second challenge that students face while utilizing a Cake Learning Application. Cake Learning Program contains adverts since this application requires a network to function effectively, and the more this Cake Learning Application is used, the more ads will show.

## **B. Discussions**

The goal of this research for the tenth grade students of MAN 1 Majene is to determine their required and created new media. Because they are based on their required analysis, the researcher's media are appropriated and tied to the students'. One strategy for increasing students' learning motivation and improving their English abilities, particularly their speaking ability, is to analyze their needs based on their hobbies. According to Honeck's (2013) findings, learning requires motivation, and one method to give that motivation is through the use of engaging and appealing media.

The key challenge of English teaching and learning at school, according to Aditya, David Silistiawan (2016), is the restricted meeting hours to practice speaking; as previously said, the contents comprised of speaking materials, and the lesson contained speaking exercises. However, the speaking assignments could only be completed in a limited amount of time in class. This issue was also discovered in this research, where the time spent using the Cake Learning Application to learn English, particularly in speaking, was quite short, and the learning process seemed extremely rapid.

According to Ananda (2019), you may use this app to teach speaking skills since it can analyze your students' pronunciation and tell you whether or not they have good pronunciation. When the researcher arrived to class and utilized the Cake Learning Application, he discovered that students could see their pronunciation by utilizing one of the Cake Learning Application's features, the speak feature.

During the teaching and learning process of speaking using the Cake Learning Application, students were driven to engage actively and provide their best speaking performance. These findings support Harmer's (2015) hypothesis that digital media would make it simpler for students to speak up in a dialogue in the form of words, phrases, or even sentences.

Furthermore, students were intrigued by the use of Cake Learning Application media in presentations, practice, and productive activities; in the teaching and learning process, the students always paid special attention to the Cake Learning Application; the students received sufficient inputs such as vocabulary, grammar, and pronunciation by using Cake Learning Application as a digital media to inspire their ideas to speak. The students, on average, contributed more to each learning activity. This seems to support Briggs' (1970) claim that media are physical instruments used to interact with pupils and inspire them to study.

Furthermore, students competed with one another to exhibit their best performance in speaking activities by providing a welcome environment and rewarding students for their engagement and successes during the teaching and learning process. Because the students were not scared, they took an active role in the teaching and learning process using the Cake Learning Application. This finding supports a previous research by Harmer (2014), who found that teens are appealing if they are engaged, have a lot of creative potential, and are dedicated.

The use of suitable media in the teaching and learning process helps students meet their learning goals. Bahadorfar and Omidvar (2014) highlighted the internet, podcasts, video conferencing, movies, and voice recognition as generic instruments for teaching English. In this scenario, the researcher uses a single application that incorporates several of the aforementioned generic technologies. Cake Learning is a cutting-edge technology that combines the internet, videos, and speech recognition into an one application.

Cake Learning is a video program that collects and organizes a vast number of YouTube videos (Albahlal: 2019). Students found a range of videos in the Cake Learning Application, and what sets them apart is that each movie on the Cake Learning Application has been designed to be as easy to grasp as possible. Just a few examples include repetition of the acquired language, emphasis, good transcription, and superb audio. The students benefited from this feature. The Cake Learning Application also has speech recognition. This makes it easier for students to practice speaking. The students were given the results of the voice recognition assessment in the feature "speak."

During the teaching and learning process of speaking using the Cake Learning Application, students were driven to engage actively and provide their best speaking performance. As a consequence, students were able to speak with their peers in

English with confidence. Harmer (2015) asserted that students who engage in digital media are more likely to speak up in the form of words, phrases, or even sentences.

Getting students to communicate in the classroom, according to Harmer (2007), might be challenging if the classroom climate is pleasant, such as students who get along with one another and whose English is at an adequate level. He did add, however, that it will be difficult for the teacher to get the students to talk if they are unwilling to do so, the topic chosen is inappropriate, the structure of the teaching plan is flawed, or if an unexpected occurrence occurs; as a result, the teacher's position and strategies are critical.

On September 4, 2021, the researcher began teaching and doing study in class X MIA 1. Before entering the class, the researcher informed one of the students in class X MIA 1 the day before that the researcher would be going to class X MIA to teach English, specifically Speaking, using the Cake Learning Application, and that the researcher would encourage the researcher's students to download the Cake Learning Application before entering the class. The researcher entered the classroom and greeted the students, instructing them to pray before proceeding to the next activity. The researcher then introduced himself and asked the students to introduce themselves, after which the researcher explained why the researcher was coming to school and teaching one of the English learning applications, Cake Learning Application.

The researcher described Cake Learning Application starting with the logo, which was pink in color and shaped like a doughnut, and the user could download it from the Android Playstore. The students were instructed to access the Cake Learning Application beginning with the first display, which comprised many short films with missing words, which the users were expected to view in order to discover the missing word. to finish the phrases. Because the researcher intends to utilize this application for media that may be used to train students' speaking, the researcher tells the students to hit the talk icon below on the initial display on Cake Learning Application. Because the students were using Cake Learning Application for the first time and opted with the topic everyday discussion, the researcher advised the students to choose a level for them to use during practice. The researcher directed the students to choose the beginning level. Following that, the Cake Learning Application will display a daily dialogue with subtitles spoken by native speakers so that students may see and hear what is being said. Due to their ignorance and lack of

understanding about Cake Learning Application, researchers discovered several students who inquired about it. For example, students inquired, "Where did you acquire Cake Learning Application?" "How did you come to chose this software for learning English, particularly speaking?" Several questions posed by students were used by the researcher to get knowledge for himself as well as fresh knowledge for future students.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Cake Learning is a contemporary and useful program that may be used as a supplement to a speaking lesson. It encourages students to engage in class actively and cheerfully. Students may focus more on learning to speak when they utilize the Cake Learning Application, and they won't have to worry about making a mistake because the application delivers fast feedback.

After doing research in the field, the researcher came to the conclusion that students enjoy Cake Learning Application. The students believe that the Cake Learning Application will aid and facilitate their English speaking practice. Cake Learning Application also assisted them in determining where students were making mistakes when speaking, as well as the simple and clear steps for using Cake Learning Application, which piqued students' interest in using it. While Cake Learning Application is new to many students, their enthusiasm and curiosity about it piqued their interest and compelled them to try it. Students were also given a new vocabulary word that they had only heard on this app.

#### **B. Suggestion**

The researcher made some recommendations to English instructors, students, and other researchers who were interested in undertaking comparable studies in this section.

##### **1. To The Teacher**

The first suggestion is for MAN 1 Majene instructors. Students wanted a new method to increase their enthusiasm for learning, and students wanted to see something that is currently available in the student environment. English teachers should use learning media or learning applications because students wanted a new method to increase their enthusiasm for learning. The teacher should make sure that their students are not bored with what they are studying in class by creating something new for them to do.

## 2. To The Students

The second proposal is for tenth-grade MAN 1 Majene students. Students should be informed that the learning application is meant to supplement their English study. For example, if students want to develop their speaking abilities, they should practice them regularly in a real-life setting where they would be exposed to English.

## 3. To The Researcher

The last suggestion is for other researchers who wish to undertake the same research. Using app inventors to create an android app has a number of drawbacks. The most common problem involves the application's size. Future researchers who wish to perform similar research should consider the size of the media they intend to use. All of the media used in the application should be reduced to tiny sizes without affecting their quality. Researchers in the future will need to be creative as well. They had just considered the activity's design as well as the program's operation. As the media has gotten more intriguing, it has become more appealing.

## BIBLIOGRAPHY

- Albahlal, F. S. (2019). The Impact of Youtube on Improving Secondary School Students' Speaking Skills: English Language Teachers' Perspectives. JALLR, 1-17.
- Aldijana. (2021, January 11). *Cake, Aplikasi Belajar Bahasa Inggris Saingan Berat Duolingo*. Diambil kembali dari [mojo.com](https://mojok.co/terminal/cake-aplikasi-belajar-bahasa-inggris-saingan-berat-duolingo/): <https://mojok.co/terminal/cake-aplikasi-belajar-bahasa-inggris-saingan-berat-duolingo/>
- Ananda, R. (2019). *Improving Students Speaking Skill Through Cake-Learn English For Free App*. Rizka.
- Bahadorfar, M., & Omdivar, R. (2014). Technology in Teaching Speaking. AIJMR, 10-13.
- Batool, T. (2019, December 30). *Cake app Reviews*. Retrieved from Google Play: [https://play.google.com/store/apps/details?id=me.mycake&hl=en\\_US&showAllReviews=true](https://play.google.com/store/apps/details?id=me.mycake&hl=en_US&showAllReviews=true)
- Brown, G. a. (1983). *Discourse Analysis*. New York: Cambridge University Press.
- Brown, H. D. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy. 2nd edition*. London: Longman.
- Baygate, M. (2003). *speaking*, New York: Oxford University Press.
- Cameron, Lynne. 2016. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press
- Chen, I, C. Y. (2012.). Effects of presentation mode on mobile language learning. *A performance efficiency perspective Australian Journal of Educational Technology.*, Vol .28(1). 122-137.
- Creswell, J. W. (2012.). *Educational Research (4th ed)*. Boston.: Pearson Education, Inc.
- Elias, T. (2011). *Universal instructional design principles for mobile learning*. Diambil kembali dari International Review of Research in Open and Distance Learning, 12(2), 143 156: <http://www.eric.ed.gov/PDFS/EJ920738.pdf>
- Goh, C. C. (2012.). *Teaching Speaking: A Holistic Approach*. Cambridge.: Cambridge University Press.
- Harmer. (2017). *The Practice of English Language Teaching (4th Edition)*. Essex: Pearson Ed. Ltd. - (2001.). *How to Teach English: An Introduction to the Practice of English Language Teaching*. Essex.: Addison Wesley Longman Limited. -

- (2007). *The Practice of English Language Teaching* (Third ed.). London: Longman Group.
- Heriansyah, H. (2012). *Speaking Problems Faced By The English Department Students*.
- Iman. (2020, March 27). *12 Aplikasi Belajar Bahasa Asing Untuk Android, Makin Mahir Tanpa Kursus*. Diambil kembali dari trikinet.com: <http://trikinet.com/post/aplikasi-belajar-bahasa-asing>
- Kusmaryani, W. (2019). The Influence of Mobile Applications on Students 'speaking skill and critical Thinking in English Language Learning. doi: 10.1088/1742-6596/1193/1/012008.
- Kukulka-Hulme, A. a. (2006.). *Researching new and emerging technologies in language Education*. Unpublished presentation to internal Open University.: UK INTELLECT research group.
- Natsir, R. Y. Improving Students' Speaking Ability By Using Synchronous Communication Strategy. *Exposure: Jurnal Pendidikan Bahasa Dan Sastra Inggris*, vol. 5, No. 2, 2016, p. 130, doi: 10.26618/ejpb.v5i2.844.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw Hill Companies.
- Oza, H. (2017,). *Hyperlink InfoSystem*. Retrieved from *The Importance of Mobile Applications in Everyday Life!*: <https://www.hyperlinkinfosystem.com/blog/the-importance-of-mobile-applications-in-everyday-life>
- Richard, J. C. (2002.). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge.: Cambridge University Press.
- Sugiyono. (2017). *Metode Penelitian Pendidikan: Pendekatan Kualitatif, Kuantitatif, Dan R&D*.
- Sinha, U. (2019). *Cake app Review*. Retrieved from Google Play: [https://play.google.com/store/apps/details?id=me.mycake&hl=en\\_US&showAllReviews=true](https://play.google.com/store/apps/details?id=me.mycake&hl=en_US&showAllReviews=true)
- Tarigan, H. G. (1990). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Tamhane, K. D. 2015. *Mobile Learning Application*. 3, pp. 3-6

- Traxler, J. (2007). Defining, discussing, and evaluating mobile learning. *The moving finger writes and having writ...International Review of Research in Open and Distance Learning*, 8(2),1-12.
- Trifanova, A. K. (2004). Mobile ELDIT: challenges in the transitions from an e-learning to an m-learning system. *Trento, Italy: University of Trento. Retrived from: <http://eprints.biblio.unitn.it/archive/00000532/01/>*, hal. 4911.
- Valarmathi, K. E. (2011). Mobile Assisted Language Learning. *Journal of technology for ELT. 1.2 (April 2011) December 15, 2015.*
- Wiriatmadja. (2006). *Metode Penelitian Tindakan Kelas*. Bandung: Pt Remaja Rosdakarya.

# APPENDIX

## A. Instruments Observation

In the observation, the researcher will observing the activeness and and the course of the process of learning English, especially learn about speaking skill by using Cake Learn Application in 10th grade of MAN Majene students.

The purpose of this activity is to obtain data during learning process by using Cake Learn Applicaiton. There are also has aspects observed:

### 1. Features used.

There are some features in this apps but in this activity the researcher just using one features, the name is features *speak*.

### 2. Atmosphere in the class.

The atmosphere here is the condition in the class, from students not focus on the learning and annoying, to become condusive and make students could focus on one goal.

### 3. Students confident.

In this case, the researcher want to know the students confident, how brave the students want to speak by using Cake Learning Application. The researcher want to know is that Cake Learning Application have difficulty when during used this application and is that students understood when used Cake Learning Application.

No.	Aspect to Observe	Criterion	Yes	No
1.	<b>Features Used</b>	1. Using speak featured 2. Using dialogue form	✓ ✓	
2.	<b>Atmosphere In The Class</b>	1. Student's behaviour from noisy became condusive. 2. Students became active and energetic 3. Students have relationship with each other.	✓ ✓ ✓	
4.	<b>Students' Confident</b>	1. Students became brave to speak 2. Students have not fear or nervous for speak on front of their friends. 3. Students would correct their mistakes if they make mistakes. 4. Students have difficulty used the application 5. Students asked when they have no idea during used application	✓ ✓ ✓	✓  ✓

**B. Some questions to participants during the interview:**

1. Have your teachers ever used applications in learning section?
2. If so, what applications or media have the user used when learning section?
3. What do you think about that application?
4. Have you ever heard of the Cake Learning Application?
5. What do you think about Cake Learning Application?
6. Do you have difficulty after used Cake Learning Application?
7. Is the Cake Learning Application useful in learning English?

**Description of Interview**

The researcher interviewed students who took part in learning the use of the Cake Learning Application with 6 students from 10 students who participated at that time. The researcher took 5 days to conduct interviews with the students because these students did not immediately send the video at the same time, the first day two students sent the video until the fifth day via WhatsApp. Researchers conducted interviews with students who were sampled in school and via cellphone due to conforming to school rules and schedule rules that applied there. 6 students who were obtained by the researcher were directly interviewed after these students sent their introductory videos via WhatsApp which was mandated directly by the researcher. These 6 students are all girls and there are no boys because of the 10 students who participated in the class, only 2 boys were present during class and only female students sent their introduction videos. The 6 students were given several questions that had been prepared by the researcher to find out several things ranging from learning media to the benefits and difficulties faced by students when using the Cake Learning Application taught by the researcher.

The first students to send their introduction video and the first to be interviewed by a researcher named Iga Safrianti. Iga Safrianti sent a video of

her introduction on 4 September 2021 and the first student was interviewed by the researcher on 22 September 2021. According to Iga safrianti, she said that she just heard about Cake Learning Application. She said that Cake Learning Application has benefited because it could teach pronouns and could add vocabulary like her statement “karena bisa mempelajari pengucapan dan bisa menambah kosa kata”. Cake Learning Application have not difficulty according Iga Safrianti with her statement “tidak ada ji kak karena jelas ji petunjuknya”.

The second student who sent her introductory video on September 4, 2021 and was interviewed by researcher was Fakhira Azzahrah. Researcher interviewed Fakhirah Azzahrah on September 22, 2021. According to Fakhirah Azzahrah, Cake Learning Application could add vocabulary and how to pronoun in English with her statement “pendapat saya dapat menambah kosakata, cara berbicara dalam bahasa inggris”. Fakhirah Azzahrah also could take vocabulary from Cake Learning Application with her statement “Iye kak ada, Cake, Building, Cat, name dan banyak lagi”. Cake Learning Application is useful in English subject with Fakhirah Azzahrah statement “bermanfaat, karena bisa menambah vocabulary, cara berbicara kita dalam bahasa inggris.”

The third student who sent her introductory video and was interviewed by the researcher was Safirah Salsabilah. Safirah Salsabilah sent her introductory video on September 5, 2021, and was interviewed by researchers on September 25, 2021. According Safirah Salsabilah, Cake Learning Application is could train English especially in English speaking and it could be get vocabulary from the application and alsı it becomes add knowledge with her statement “menambah wawasan, bisa melatih bahasa inggris, melatih cara berbicara bahasa inggris dan bisa dapat kosakata dari itu aplikasi”, and also with Cake Learning Application, it could told us where is our mistake. There are vocabulary that could she took from the application with her statement “kayak cat kucing my name nama saya ya indak terlaluu banyak tapi setidaknya ada”.

The fourth student who sent her introductory video and was interviewed by the researcher was Dewi. Dewi sent her introductory video on September 6, 2021, and was interviewed by researchers on September 22, 2021. According to Dewi, Cake Learning Application is good because it could train how to pronoun English with her statement “bagus karena na ajariki cara bahasa inggris yang benar dan pengucapannya juga”. She said that it is difficult in the beginning especially how to use but after the researcher try to explain the application, she already understands. Meanwhile, she has not yet taken vocabulary from the application but she said that Cake Learning Application could add vocabulary from the application.

The fifth student who sent her introductory video and was interviewed by the researcher was Adelia Agil. Adelia Agil sent her introductory video on September 4, 2021, and was interviewed by researchers on September 25, 2021. According to Adelia Agil, the Cake Learning Application is good especially in voice notes with could see the text and it is a new application for her, meanwhile, it still has difficulty because it is a new application in English learning. Also, Cake Learning Application could take vocabulary from it and get how to pronoun the word with her statement “lumayan sih, penyebutan sama-sama you’re welcome”. According to her, this application could be good for students because it could be made students become has to spirit when using this application.

The sixth student who sent her introductory video and was interviewed by the researcher was Qanitah Millah. Qanitah Millah sent her introductory video on September 6, 2021, and was interviewed by researchers on September 27, 2021. According to Qanitah Millah, Cake Learning Application is a good application because it could train the pronoun, there is vocabulary that could be taken. She said also that many advertisements in the application. the advertisement is emerge because the user always used the application. She could take vocabulary from the application with the statement “Build membangun, remember masih ada lagi sih”.

From the conclusion of interviews conducted by researchers to students, students like learning with Cake Learning Application with many benefits that students get from using this application such as being able to train student's pronunciation told where students are wrong when speaking, and also getting new vocabulary that students get in Cake Learning Application.

### **Informan 1**

**Nama : Iga Safrianti**

**Kelas : X MIA 1**

**Waktu dan Tempat Wawancara : 22 September 2021 di MAN Majene**

### **Hasil Wawancara**

**Researcher** : “selama di MAN Majene pernah tidak guru Anda memakai aplikasi pada saat pembelajaran berlangsung?” (as long as you study English in class, has your teacher ever used an application in learning English?).

**Iga Safrianti** : “Pernah kak” (I have ever).

**Researcher** : “Apa itu?” (what is that?)

**Iga Safrianti** : “Quiziz.com”.

**Researcher** : “Apa.... Apa isinya itu aplikasi?” (what.... what is in inside of the application?)

**Iga Safrianti** : “Quiz....Quiz bahasa inggris”. (Quiz...english quiz).

**Researcher** : “Siapa yang bawakan itu aplikasi? ibu siapa?” (who is bring that application? who is the teacher?)

**Iga Safrianti** : “Ibu Tiwi” (Ma'am Tiwi).

**Researcher** : “Barusan diajar kemarin?” (Yesterday is the first time they teach you?)

**Iga safrianti** : “Iye” (Yes).

**Researcher** : “Apa manfaatnya itu kira-kira?” ada tidak?” (what is the benefit of the application ? is there any benefit?)

**Iga Safrianti** : “Ada kak” (yes it is)

**Researcher** : “Apa itu?” (what is that?)

**Iga Safrianti** : “ehmmm hehehe”

**Researcher** : “Bentuk soal berbahasa inggris?” (is the form in English?)

**Iga Safrianti** : “Terus na kosongi satu kalimat toh kak kosong” (and then the sentence is empty)

**Researcher** : “jadi ada satu kalimat terus ada kata yang hilang, begitu?” (so there is sentence that there word is lost, is in't?)

**Iga Safrianti** : “iye kak” (yes)

**Researcher** : “okay, kalau aplikasi yang saya bawakan kemarin yang Cake Learning Application, sudah pernah dengar?” (Okay, so what about application that I taught yesterday, do you ever hear?)

**Iga Safrianti** : “Barusan kak” (I just hear that)

**Researcher** : “kemarin kita sudah pelajari kan, bagaimana menurut Anda tentang aplikasi itu ?” (yesterday we have taught it, so how about your opinion about the application ?)

**Iga Safrianti** : “Sangat .... heheheh karena bisa mempelajari pengucapan dan bisa menambah kosa kata”. (it is very ..... heheh because we could taught pronoun and we could add vocabulary?)

**Researcher** : “okay kalau kesulitan yang didapatkan ketika menggunakan aplikasi itu, ada tidak?” (okay so is there any difficult when you using that application?)

**Iga Safrianti** : “ tidak ada ji kak karena jelas ji petunjuknya” (there is no difficulty because the steps is clear.)

**Researcher** : “kira-kira berguna tidak kalau misalnya aplikasi ini kita bawa pada saat pembelajaran bahasa inggris?” (is the application has benefit if we bring into the learning English?)

**Iga safrianti** : “berguna kak karena banyak kosa kata didalamnya” (Yes because there are so many vocabulary in there)

**Researcher** : “Kalau boleh tahu, sudah berapa banyak kosa kata yang di dapat di dalam aplikasi tersebut ?” (how many do you get the vocabulary in the application)

**Iga Safrianti** : “hehehehe hmmm heheh”

**Researcher** : “tapi setidaknya aplikasi ini membantu Anda kan?” (but at least this application could help you, right ?)

**Iga Safrianti** : “iye kak” (yes).

**Informan 2**

**Nama** : **Fakhirah Azzahrah**

**Kelas** : **X MIA 1**

**Waktu dan Tempat Wawancara** : **22 September 2021 di MAN Majene**

**Hasil Wawancara**

**Researcher** : “Kemarin sempat belajar juga aplikasi Quiziz itu?” (did you teach a Quiziz application yesterday?)

**Fakhirah Azzahrah** : “Iye kak” (Yes I did)

**Researcher** : “Apa yang Anda dapatkan di aplikasi tersebut?” (what did you get at the Quiziz Application?)

**Fakhirah Azzahrah** : “kosakata yang banyak didalam” (there is a lot vocabulary at the application)

**Researcher** : “Kalau Cake Learning Application baru pertama kali didengar?” (are you just hear about Cake Learning Application?)

**Fakhirah Azzahrah** : “Iye”. (Yes It is)

**Researcher** : “Bagaimana pendapat Anda tentang aplikasi itu?” (What do you think about the application?)

**Fakhirah Azzahrah** : “Hmmm pendapat saya heheh eeee dapat menambah kosakata, cara berbicara dalam bahasa inggris, itu ji kak”. (Hmmm in my opinion heheh eeee could add vocabulary, how to pronoun in English, it is)

**Researcher** : “Kesulitan yang didapat ada tidak?” (did you get a difficulty from the application?)

**Fakhirah Azzahrah** : “Hmm tidak ada ji kak”. (Hmm there is no any difficulty)

**Researcher** : “ada tidak vocabulary yang Anda dapatkan di dalam aplikasi tersebut?” (did you get any vocabulary inside the application?)

**Fakhirah Azzahrah** : “Iye kak ada, Cake, Building, cat, name dan banyak lagi hheheh.” (yes I did, Cake, Building, Cat, Name and many eheheehh.)

**Researcher** : “kalau kita bawa ke pembelajaran bahasa inggris ini aplikasi apakah bermanfaat?” (is the application useful when we bring to the English subject?)

**Fakhirah Azzahrah** : “bermanfaat, karena bisa menambah vocabulary, eee cara berbicara kita dalam bahasa inggris. Itu ji kak hehehe” (it is useful, because could add vocabulary, ee how to speak in English, it is heheeh )

### **Informan 3**

**Nama : Safirah Salsabilah**

**Kelas : X MIA 1**

**Waktu dan Tempat Wawancara : 25 September 2021 Melalui Telefon**

### **Hasil Wawancara**

**Researcher** : “Selama Anda di MAN Majene, apakah guru Anda pernah menggunakan aplikasi pada saat pembelajaran berlangsung?” (As long as at MAN Majene, are your teacher ever use an application during learning?)

**Safirah Salsabilah** : “eeee tidak kak, tidak pernah” (eee No, never)

**Researcher** : “kalau Cake Learning Application sudah pernah dengar sebelumnya?” (did you ever hear before about Cake Learning Application?)

**Safirah Salsabilah** : “Tidak pernah kak” (No., Never)

**Researcher** : “Menurut Anda, Cake Learning Application itu seperti apa?” (What do you think according to your opinion about Cake Learning Application?)

**Safirah Salsabilah** : “Menambah wawasan kak, bisa melatih bahasa inggris, melatih cara berbicara bahasa inggris kak dan bisai banyak didapat kosakata kak dari itu aplikasi”. (From the application, we could add our knowledge,

could train our english especially in English speaking and it could be get vocabulary from the application.)

**Researcher** : “kalau kesulitan yang didapatkan saat menggunakan Cake Learning Application, ada tidak?” (Is there any difficulty from Cake Learning Application when you use it?)

**Safirah Salsabilah** : “Tidak ada ji kak kesulitan yang didapatkan”. (There is no any difficulty)

**Researcher** : “Kalau kosakata ada tidak yang di dapatkan di dalam Cake Learning Application itu?” (did you get any vocabulary in Cake Learning Application?)

**Safirah Salsabilah** : “kayak cat kucing my name nama saya ya indak terlalu banyak ji juga kak tapi setidaknya ada” (Like Cat kucing My name nama saya , not too much but at least there is vocabulary that I know)

**Researcher** : “Cake Learning Application berguna tidak di dalam mata pelajaran bahasa inggris?” (Is Cake Learning Application useful or nor in English subject?)

**Safirah Salsabilah** : “Bergunai kak karena kalau sempamanya salah pengucapanta kak na perbaiki i na kasi tauki kak kesalahannya eee sama hmmm bisai ditau nilainya kak oo ” (It is very useful because if our pronoun is wrong, then the application tol dus where the word is wrong and could saw our result)

#### **Informan 4**

**Nama : Dewi**

**Kelas : X MIA 1**

**Waktu dan Tempat Wawancara : 22 September 2021 Di MAN Majene**

#### **Hasil Wawancara**

**Researcher** : “kemarin, Anda juga mempelajari aplikasi yang sama dengan teman kelas Anda?” (did you teach the same application with your friends yeseterday?)

**Dewi** : “Iye kak” (Yes)

**Researcher** : “aplikasi itu bermanfaat?” (is it the application useful?)

**Dewi** : “iye kak” (Yes)

**Researcher** : “Kalau Cake Learning Application barusan Anda dengar?” (are you just hear about Cake Learning Application?)

**Dewi** : “Iye kak”. (Yes)

**Researcher** : “Bagaimana menurut Anda tentang Cake Learning Application?” (what do you think about Cake Learning Application?)

**Dewi** : “Bagus i kak karena na ajariki cara bahasa inggris yang benar dan pengucapannya juga.” (It is good because it taught us how to make our English good and the pronounce.)

**Researcher** : “Ada lagi?” (is there anymore?)

**Dewi** : “Ndk ada mi kak” (there is no more)

**Researcher** : “Kesulitan yang didapat ada?”

**Dewi** : “eee Awal-awal ji eeee waktu mennggunakan kak sulit tapi eee sulit cara menggunakannya tapi setelah dijelaskan alhamdulillah sedikit-sedikit mengerti” (it is difficuly when the beginning especially when how to use but after you explain alhamdulillah I understand.)

**Researcher** : “di Cake Learning Application ada kosa kata yang Anda tahu?” (is there any vocabulary that you know at Cake Learning Application?)

**Dewi** : “belum heheh” (not yet).

**Researcher** : “Kalau kita bawa Cake Learning Application ini ke pembelajaran bahasa inggris, apakah akan bermanfaat ?” (If we try to bring Cake Learning Application into the English subject, will it be useful?)

**Dewi** : “hmmmm bisa melatih hmmm pengucapan dan membantu kosakata hmmm membantu menambah kosa kata.” (hmm could train hmmm pronoun and could vocabulary hmmm add vocabulary.)

### **Informan 5**

**Nama : Adelia Agil**

**Kelas : X MIA 1**

**Waktu dan Tempat Wawancara : 25 September 2021 Melalui Telefon**

### **Hasil Wawancara**

**Researcher :** “Kan kemarin Anda tidak hadir di kelas, belajar Cake Learning Application dari mana?” (Where did you learn about Cake Learning application? because you did Not attend in the class.)

**Adelia Agil :** “baru yang hmmm sebelum anu kak baru ku download baru kubuka juga kupelajari ji, ku buka begituji saja baru kayak pelajaran voice-voice apa itu penyebutan salah atau indak” (just like hmmm before, I just download and I opened and learned it just like that like voices learning like what is that like now the correct or incorrect in speaking in pronoun.)

**Researcher :** “Selama di MAN Majene gurunya pernah tidak bawa aplikasi pada saat pembelajaran berlangsung?” (Did your teacher ever bring application during Learning at MAN Majene?)

**Adelia Agil :** “Sebenarnya itu yang na bilang temanku ee aplikasi quiz sebenarnya bukan kak, bukan kayak bukan ji khusus bahasa inggris begitu bukan ji aplikasi itu, itu ji quiz-quiz bukan bukan, tidak selamanya bahasa inggris, jadi bercampur, umum”. (Actually, what my friends said about quiz application, it is not like just English learning, not only English, it is all of learning in there.)

**Researcher :** “Kalau Cake Learning Application sudah pernah dengar sebelumnya?” (have you ever hear about Cake Learning Application?)

**Adelia Agil :** “Baru ji kak baruka dengar”. (I just hear about Cake Learning Application.)

**Researcher :** “Menurut Anda Cake Learning Application itu seperti apa?” (What do you think Cake Learning Applicatiton?)

**Adelia Agil** : “ehh menurut pribadi nah kak agak bagus sih karena baruka juga pertama kali dapat aplikasi begitu dengan voice note sebenarnya google juga ada tapi eee indak begini ee aplikasi Cake na kasi liat ki textnya yang salah. Di google bisaki voice note tapi tidak na kasi liatki textnya begitu”. (ehh according to my opinion, it is good because I just new and also the first time got application like that with voice note actually it is same in the google but in google we could not see the text where is the incorrect.)

**Researcher** : “Selama menggunakan Cake Learning Application ada kesulitan tidak?” (Have you got difficulty during use Cake Learning Application?)

**Adelia Agil** : “hmmm kesulitan? Banyak sih kak sebenarnya karena baruka juga pakai toh belum lamapi, kayak anunya toh cara pakai aplikasinya yang mau kutindis kayak masih bingung ka yang mana ini. hehe”. (difficulty? Actually it is to many difficulty because I just new to use this application it is not long time yet use it, like how to use this application, what I should pressed like I am confuse which one.)

**Researcher** : “kalau kosakata yang ada di dalam Cake Learning Application, sudah ada ditahu?” (have you known the vocabulary in the Cake Learning Application?)

**Adelia Agil** : “ehhh lumayan sih kak, yaaa penyebutan sama-sama you’re welcome eee kulupai heheh astagfirullah”. (It is so so, like how to say sama-sama you’re welcome ee I forget heheh astagfirullah)

**Researcher** : “kalau Cake Learning Application ini kita bawa ke pembelajaran bahasa inggris berguna tidak?” (Have Cake learning Application benefit if the application bring to English subject?)

**Adelia Agil** : “Bah bisa kayaknya kak bagus lagi supaya menambah kayak tambah semangatki siswa toh mau pakai” (it could be good for students because it could made students become has spirit when using this application.)

## **Informan 6**

**Nama : Qanitah Millah**

**Kelas : X MIA 1**

**Waktu dan Tempat Wawancara : 27 September 2021 Di MAN Majene**

### **Hasil Wawancara**

**Researcher :** “ Selama di MAN Majene, pernah tidak guru Anda membawa aplikasi pada saat pembelajaran berlangsung?” (Have your teachers ever bring application during learning at MAN Majene?)

**Qanitah Millah :** “Pernah kak itu aplikasi quiziz” (yes the quiziz application)

**Researcher :** “Quiziz itu seperti apa sih” (What is the Quiziz?)

**Qanitah Millah :** “Latihan kayak kuis” (Practice like a quiz)

**Researcher :** “Apa yang ada dapatkan di dalam aplikasi tersebut?” (What did you get in the application?)

**Qanitah Millah :** “Banyak kak banyak latihannya” (It is many practices )

**Researcher :** “Kata teman Anda bahwa bukan cuman mata pelajaran bahasa inggris di dalam tapi mapel umum juga ada” (Your friends said that not only english subject inside the application but another subjects)

**Qanitah Millah :** “Bisa ki pilih mapel ini kak begitu” (We could choose any subjects in the application)

**Researcher :** “kalau Cake Learning Application sudah pernah dengar sebelumnya?” (Have you ever heard Cake Learning Application ?)

**Qanitah Millah :** “Baru dengar kak waktu ta kita yang mambawa kak” (It is new for me when you bring that application)

**Researcher :** “Kalau menurut Anda Cake Learning Application seperti apa sih?” (What do you think about Cake Learning Application?)

**Qanitah Millah :** “Bagusi pa karena bisaki latihan pengucapannya, ada diambil kosakata” (It is good because it could train the pronoun, there is vocabulary that could be took )

**Researcher :** “Kesulitan yang didapat ada tidak?” (have you get difficulty from the application?)

**Qanitah Millah :** “Iye kak cuman itu ji iklannya kak hehehe”

**Researcher :** “Ada tidak kosakata yang didapatkan di Cake Learning Application?” (is there vocabulary that you could took from Cake Learning Application?)

**Qanitah Millah :** “Build membangun, remember masih ada lagi sih heheh”  
(Build membangun, remember and many more)

**Researcher :** “Kalau misalnya Cake Learning Application ini kita bawa ke mata pelajaran bahasa inggris berguna tidak?” (Is the Cake Learning Application useful when it comes to English subject?)

**Qanita Millah :** “Berguna karena melatih pengucapannya, menambah pengetahuan kosakata” (it is because train the pronoun, add vocabulary knowledge )

**Researcher :** “Kira-kira terlatih tidak Speaking Anda dengan aplikasi ini?”  
(Is your Speaking increase by this application?)

**Qanitah Millah :** “Terlatih, ada perkembangan tapi sedikit ehehhe” (Yes it is there is development but just little hehhe)

## B. Documentation

### 1. Observation and Sharing With Teachers



## 2. Teach students with using Cake Learning Application



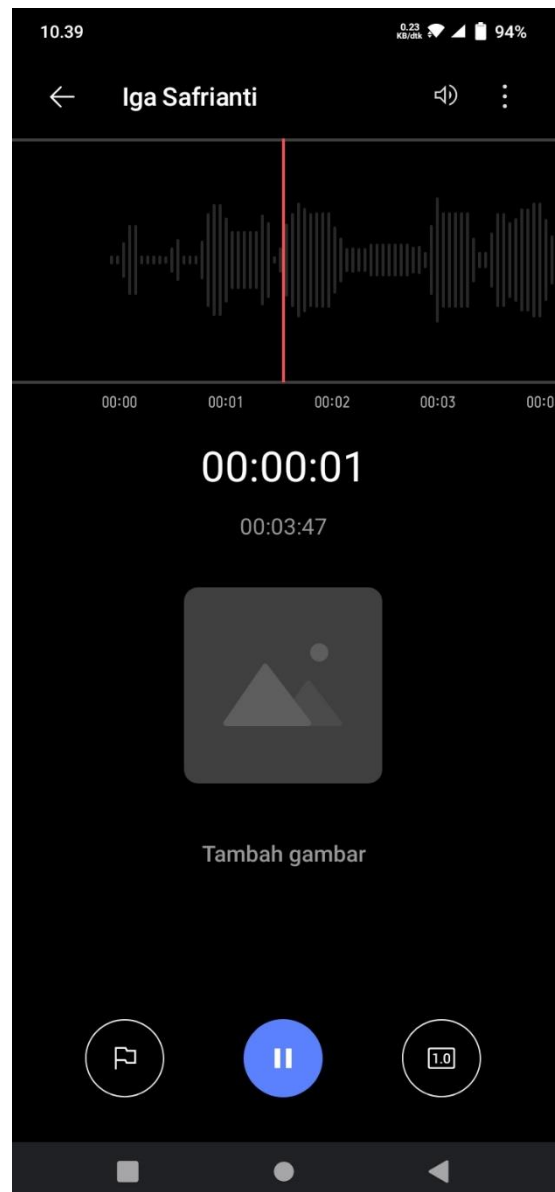
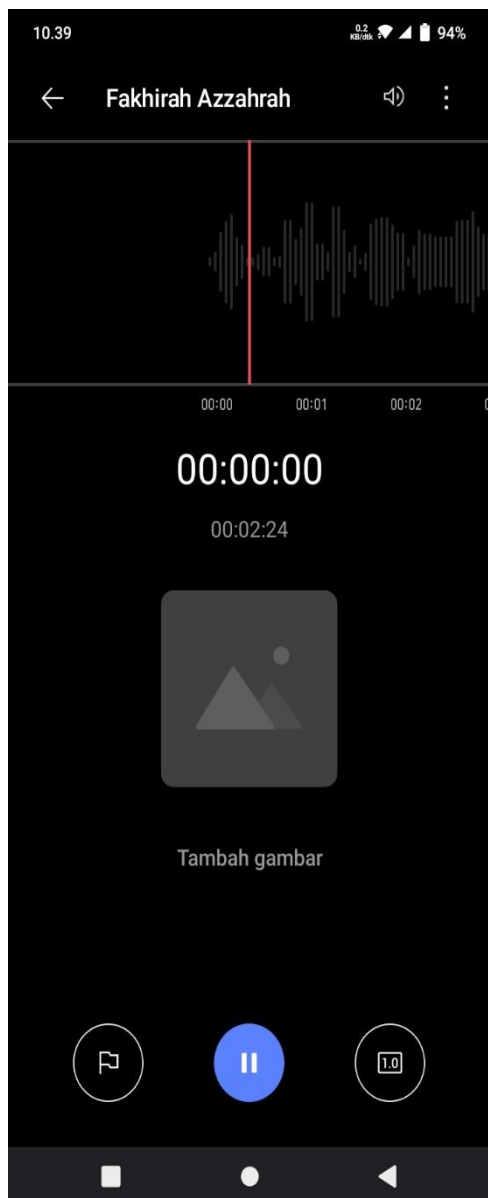


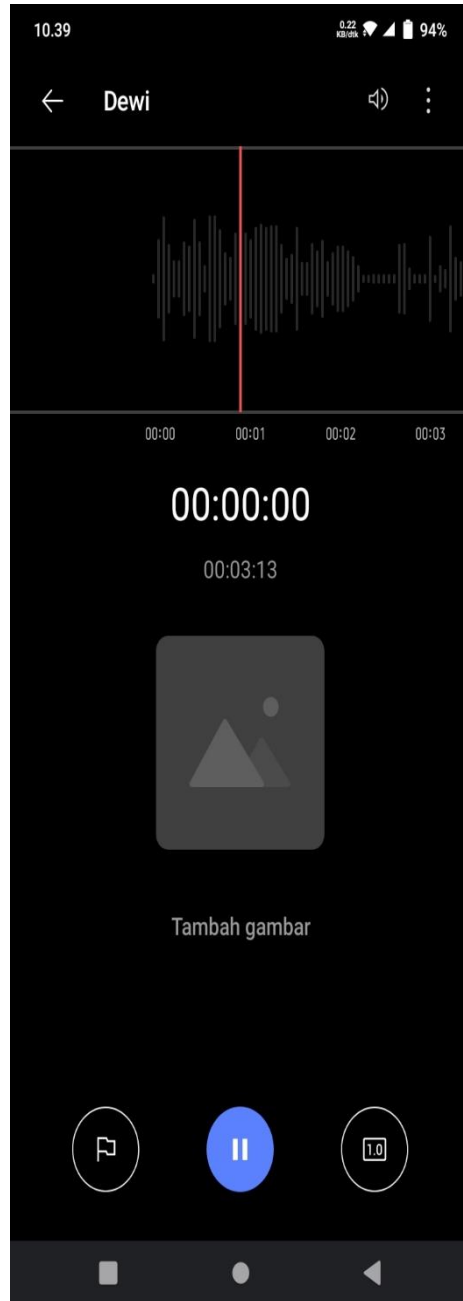
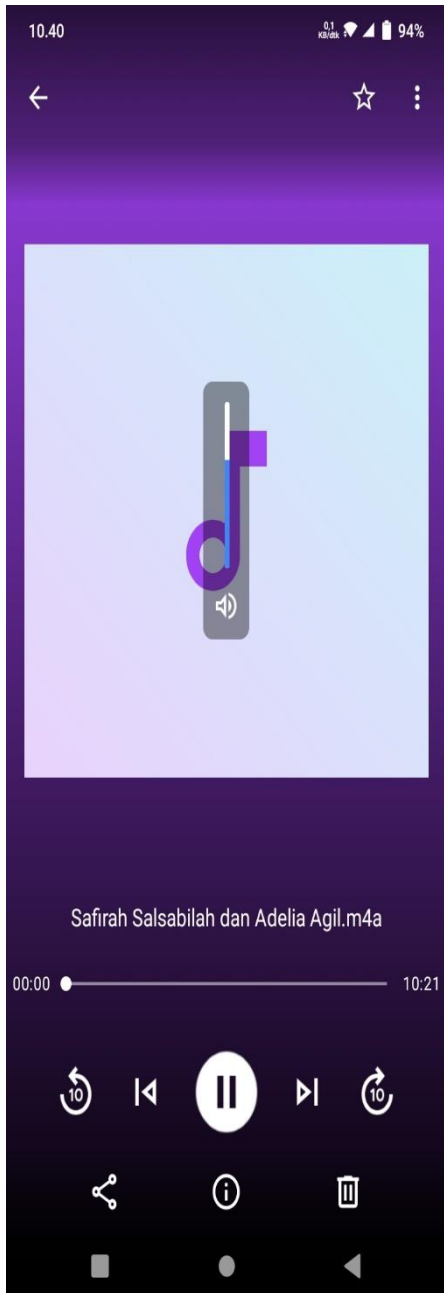
### 3. Interviews with students via offline

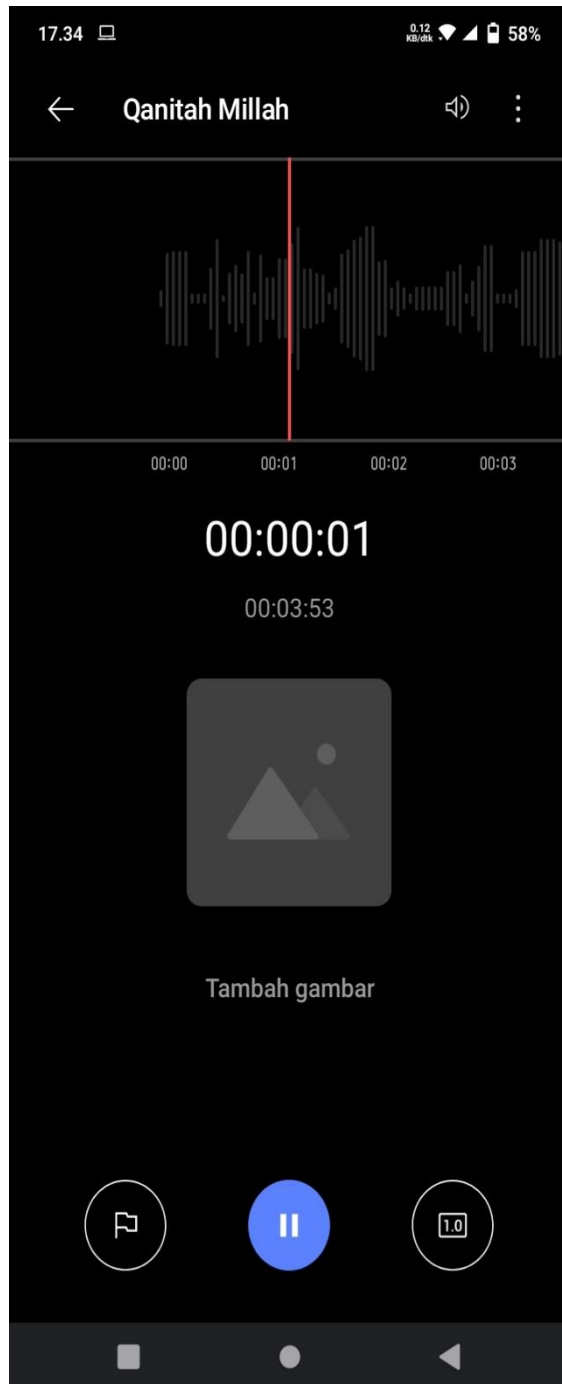




## 1. Students records during interviews









**PEMERINTAH KABUPATEN MAJENE**  
 DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU  
 (DPM-PTSP)  
 Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar



#### **IZIN PENELITIAN**

Nomor : 314/IP/DPM-PTSP/MM/IX/2021

Berdasarkan Peraturan Bupati nomor : 53 Tahun 2018 tentang Pelimpahan Kewenangan Penandatanganan Pertzinan dan Non Pertzinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/343/VIII/2021 Tanggal 31 Agustus 2021 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

**N a m a** : MUH. MUHYIDDIN R MAHMUD  
**Pekerjaan** : Mahasiswa  
**N I M** : 10256117014  
**Program Study/Jurusan** : S1. Tadris Bahasa Inggris  
**Universitas** : STAIN Majene  
**Alamat** : Jl. KH. Daeng Lingk. Binanga

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul "THE USE OF CAKE LEARNING APPLICATION IN LEARNING SPEAKING SKILL OF TENTH GRADE STUDENT OF MAN 1 MAJENE" dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exampilar foto copy hasil Penelitian kepada Bupati Majene Cq.Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene  
 Pada Tanggal : 01-09-2021  
 Kepala Dinas



**M. DJAZULI M. SP. MH**  
 Pembina Utama Muda  
 19690703 199803 1 007