CHAPTER I
INTRODUCTION

A. Background of the Study

The study of speaking skills has become an important aspect of the English language. Speaking is one of the skills to be mastered by students to communicate in English. Torky states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.[1] In addition, Hari said that the purpose of English is to develop the ability (competence) to communicate in English.[2]

The development of the English language has led to expectations that English is an international language that is becoming an important and widely used aspect. The statements mentioned above are the opinion of Brumfit said that "English is an international language that it is the most widespread medium of international communication". In addition, the study of English has an important role to play in its use in Indonesia. English is a foreign language that has become a compulsory subject for students in Indonesia starting from elementary school to university level. According to the Department of National Education 2004a, the Content Standards of English subjects, including competency standards (SK) and basic competencies (KD) are categorized into four language skills, which include: listening, speaking, reading, and writing.[3] One of the abilities to

[1] Aryuliva Adnan Welli Septia Dionar, "Improving Speaking Ability of Senior High School Students By Using Truth or Dare Game," *Journal of English Language Teaching* 7, no. 2 (2014), http://ejournal.unp.ac.id/index.php/jelt.

[2] Siswandi, "Proses Pembelajaran Bahasa Inggris Di SMP Negeri Pekanbaru Provinsi Riau," *Jurnal Ilmu Pendidikan Sosial, Sains dan Humaniora* 4, no. 1 (2018): 395–412.

[3] Mutiara O Panjaitan, "Penilaian Mata Pelajaran Bahasa Inggris," *Jurnal Pendidikan dan Kebudayaan* 16, no. 3 (2010): 313.

be able to communicate is speaking skills. In this study, it will focus on students' speaking skills because the author is convinced that by Speaking we can understand what is spoken by other people who use English.

A common phenomenon that occurs is that many students make the paradigm "English is difficult". As a matter of fact, English is one of the subjects that is mandatory and important to master at the junior high school or MTs level, by the 2013 Curriculum (K13). Based on pre-interviews conducted by researchers on several students in the Seventh grade of MTs Masyariqul Anwar, on August 4, 2023. It interviewed that, the students assume that English is a difficult thing, students reveal that they have difficulty when speaking English, the majority of students have studied basic English at the elementary school level, and students also said that learning activities are less interesting.

Furthermore, based on pre-observation in the classroom, on August 9, 2023. It observed that, first: students were less interested in learning language, it was seen that they were less active in the classroom. Second, students are less enthusiastic during the learning process, it looks like the learning process is not fun. The material being taught is still relatively simple, such as how to introduce yourself and others, expressions, and how to have daily conversations. Although this material has been studied previously at the elementary school level. However, this does not make it easy for students to accept or be interested to learn it. With these conditions, the learning situation in the classroom becomes less conducive, as well as the students' lack of motivation to learn.

Another issue, based on the findings in the classroom while teaching English in seventh grade at MTs Masyariqul Anwar. As a matter of fact, it reveals that student speaking skills were not satisfactory. Several problems prevent students from mastering English speaking,

including difficulty in English pronunciation, lack of vocabulary mastery, less practice or speaking exercises, and lack of motivation to learn English. This is based on the results of the pre-cycle test in self-introduction material of Seventh grade at MTs Masyariqul Anwar, on August 9, 2023. In the results of the 35 students, only 3 students reached the minimum criteria of completeness and 32 students scored below the minimum criteria of completeness.

To improve language skills, teachers need to choose the appropriate learning media to increase students' interest in English, and as a support for success in learning. According to Handayani in Jenal Mutaqin argued that "Learning media will stimulate students to express their minds, opinions, ideas to express their feelings directly".[4] The use of learning media will make learning activity more interesting and interactive. Because the learning media has an existence not only as a teaching tool but also as a stimulus to motivate and communicate with students to be more effective Marfuah in Jenal Mutaqin said that with technology especially for educators, this has challenging implications for pedagogy. In the era of technology, we observe a lot of new applications that appear today that can be used as learning media and can be easily downloaded for free via mobile on the Google Play Store. Some of these learning applications include Duolingo, Elsa Speak, Cake Application, and so on. The Duolingo app uses gamification techniques that provide both written and voice-activated learning, which helps encourage more people to learn languages.[5] ELSA Speak app to facilitate learning in pronunciation of

[4] Erna Nursyamsiah, "Penggunaan Media Aplikasi Duolingo Dalam Meningkatkan Penguasaan Kosakata Bahasa Inggris Siswa Kelas VII SMP Negeri 3 Agrabinta Cianjur," *Jurnal Paedagogy* 8, no. 1 (2021): 67. DOI: 10.33394/jp.v8i1.3251.

[5] Agus Wilson and Sutrisno Sutrisno, "Efektifitas Aplikasi Cake Terhadap Kemampuan Penguasaan Kosakata Bahasa Inggris Siswa," *Research and Development Journal of Education* 8, no. 1 (2022): 263.

daily English. Of the many applications available on the Google Play Store, researchers selected the Cake application to be investigated.

Cake Application features the concept of "Playing while learning". The online-based learning known as "Cake Application" is the most popular application on the Play Store with over 100 million installs. The Cake application was launched on March 21, 2018, and its last update was on May 30, 2021. It is interesting that the Cake application provides learning materials by units with speaking exercises in an attractive and fun feature. In this feature, there is a mission trip, which is in the form of quizzes and exercises related to learning materials in English that must be completed. This application introduces the "Path" feature, where a user must complete a mission in the form of a quiz and practice speaking or pronouncing a sentence in English and will immediately get a correction or score from the application, whether the sentence is correct or not. After that, at the end, there will be a review quiz to recall the material that has been learned. The researcher chose the Cake application. Research relevant to this study is research conducted by Nainggolan et al., in a study conducted on high school X-grade students, which found that students' motivation and English language skills (Speaking) can increase because learning is more enjoyable with the use of cake application.[6] Furthermore, to overcome this issue, it is important to explore more in-depth. However, these assumptions must be tested scientifically.

Based on the prior, the researcher is confident that the final findings of this study will reveal some new insights, especially to know the students' progress in speaking skills by using Cake application, and to investigate the use of Cake application in speaking skills. With the title:

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[6] Wilson and Sutrisno, "Efektifitas Aplikasi Cake Terhadap Kemampuan Penguasaan Kosakata Bahasa Inggris Siswa."

"Improving Student's Speaking Skills by Using Cake Application" *(A Classroom Action Research at the Seventh Grade of MTs Masyariqul Anwar)*

B. Statement of the Problem

Based on the background of the problem in this research, as follows:

1. How is the student's progress in speaking skills of self-introduction material by using Cake application in the seventh grade of MTs Masyariqul Anwar?

2. How to apply Cake Application in student's speaking skills of self-introduction material in the seventh grade of MTs Masyariqul Anwar?

C. The Aim of the Study

Based on the statement of the problem, the aims of this research are:

1. To know the student's progress in speaking skills of self-introduction material by using Cake application in the seventh grade of MTs Masyariqul Anwar.

2. To investigate the use of Cake Application of self-introduction material in the seventh grade of MTs Masyariqul Anwar.

D. The Significance of the Study

There are two significances of this study, namely theoretically and practically. On one hand, theoretically, this research hopefully can contribute more to the literature and practical knowledge about the utilization of cake applications as a medium to improve English speaking skills, so that it can be used as a reference support for future publications of other authors on the same topic.

On the other hand, practically, this research will contribute to some parties, such as: First, contribute to English teachers, the implementation of the Cake Application to improve or increase students' speaking skills. Second, for students, this study may be beneficial to students to improve their speaking skills by using the Cake Application. Lastly, for schools, this study can be used as a consideration in motivating teachers to conduct an innovative, effective, and efficient learning process by applying cake application media.

E. Previous Study

So far, the researcher has found things related to this research and took some of them as references. It can be explained as follows:

The first previous study, entitled "The Implementation of Cake Application for speaking English in Online learning" by Ai Siti Maryam Suryani, Chyntia Nurinsani et al., this research aims to implement the Cake application in online learning of English Speaking in the 6th semester of FKIP at the University of Majalengka, then also to know the students' perceptions of the Cake application. The researchers used qualitative explanation as a research method. The researchers used observation and interviews as data collected. The finding of this study is that students were interested in using the Cake application because it is easy to apply, and there are many features to help their speaking skills. In addition, this study showed the students are interested in using the cake application because it is easy to implement, and has many features to help their speaking skill.[7]

The second study, entitled "Elsa Speak" In An Online Pronunciation Class: Students' Voices" Rolisda Yosintha, Agnira Rekha.

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[7] Chyntia Ai Siti Maryam Nurinsani et al., "The Implementation of Cake Application for Speaking English in Online Learning," *Proceedings International Conference on Education* (2021): 118–123.

The present study sought to find out how students perceived the process of pronunciation teaching and learning using Elsa Speak during online learning. This study used a mixed-method approach to investigate the attitudes of 112 English Department students towards Elsa Speak used in their online pronunciation classes. By analyzing data collected from questionnaires and interviews. The findings of this study are that some recommendations for the future application of technology in an online learning setting could be offered. First, the university should invest more in lecturer professional development. It is crucial to update lecturers' pedagogical competencies to satisfy the students' needs during online learning with technologies. Second, lecturers and students should promote a positive attitude toward online learning. This situation is not easy for anyone. Thus, there should be more understanding of the situation and communication between lecturers and students to develop a learning contract that accommodates both needs. Lastly, since online learning requires more autonomy during the learning process, students are expected to have more self-regulation to manage their learning process.[8]

The third study, entitled "Investigating the Role of Cake App in Improving the Speaking Skills of English Foreign Language Learners Case of First-Year English Students at Biskra University" by Bariza Rihani. This study is an investigation of one of those technological techniques which is the "Cake Application" in enhancing first-year students at the Foreign Languages Department, English Division, Mohamed Khither University of Biskra. The research conducted was descriptive following a qualitative approach in which the attitudes and

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[8] Rolisda Yosintha and Agnira Rekha, "'Elsa Speak' in an Online Pronunciation Class: Students' Voices," *IJEE (Indonesian Journal of English Education)* 9, no. 1 (2022): 160–175.

opinions of students and teachers were described and analyzed. The research claimed that they were interested in the Cake App because of its many advantages, such as studying anytime and anywhere, getting feedback, and a variety of practicing activities to improve their pronunciation and speaking skills. The finding of this study demonstrated the importance of the integration of the "Cake Application" in developing the speaking skill and then the postulated hypothesis was confirmed; therefore, English foreign learners are recommended to use this application in developing their speaking in the future.[9]

The fourth study, entitled "Penerapan Media Aplikasi Duolingo dalam Meningkatkan Penguasaan Kosakata Bahasa Inggris Siswa SMP Negeri 3 Agrabinta Cianjur" by Erna Nursyamsiah. This research is a classroom action research conducted in two cycles, with the research subjects being 22 students of class VII. Data collection was carried out through observation, test results of learning, and performance. The research data analysis technique used qualitative and quantitative descriptive analysis. The finding of this study is that Duolingo application media can improve vocabulary mastery of seventh-grade students of SMP Negeri 3 Agrabinta Cianjur. [10]

The fifth study, entitled "The Effectiveness of Using Cake Application on Students' Pronunciation Skills at Smp Unismuh Makassar" by Sri Hermawati. The research has tended to focus on the effectiveness of using cake apps in students' pronunciation in the ninth grade, rather than on the problems that occur in general. The finding of

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[9] Bariza Rihani, "Investigating the Role of the 'Cake Application' in Enhancing English Foreign Language Learners' Speaking Skill The Case of First Year Students of English at Biskra University," *Letters and Foreign Languages English Language Sciences of the Language Submitted* (Biskra University, 2021).

[10] Nursyamsiah, "Penggunaan Media Aplikasi Duolingo Dalam Meningkatkan Penguasaan Kosakata Bahasa Inggris Siswa Kelas VII SMP Negeri 3 Agrabinta Cianjur."

this study is that the t-test score is higher than the t-table score. The t-test score of pronunciation is higher than the t-table (8.21>2.03693). The research conducted shows that the use of the Cake application on students' pronunciation is effective.[11] However, it's not clear whether the use of cake application can be improved.

The similarities of the five previous studies with this research are the methods of research, and learning media. However, the differences are the objects of study and the subject of study, previous studies focused more on improving speaking skills conducted by the sixth-semester students, while this study focuses more on improving speaking skills by seventh-grade students at MTs Masyariqul Anwar.

F. The Organization of the Writing

This paper is arranged into five chapters, every chapter has some points to explain the chapter.

Chapter I Introduction, contains background of the study, statement of the problem, the aim of the study, the significance of the study, previous study, and organization of the writing.

Chapter II Theoretical Framework, this chapter consists of the theories from some experts we have conducted research related to this research.

Chapter III Methodology of Research, contains a method of the research, the place and time, procedure of research, the technique of data collection, the technique of data analysis, and the achievement indicator.

Chapter IV Finding and Discussion, this chapter explains research finding, and discussion.

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[11] Sri Hermawati, "The Effectiveness of Using Cake Application on Students' Pronunciation Skills at Smp Unismuh Makassar" (Universitas Muhammadiyah Makassar, 2022).

Chapter V Closing, this chapter consists of a conclusion and suggestion.