

CHAPTER I

INTRODUCTION

A. Background Of The Problem

The ability to speak a foreign language, especially English, is becoming an increasingly important skill in the current era of globalization. In the world of education, work and international social interaction, speaking skills enable individuals to communicate effectively, convey ideas clearly and build relationships across cultures. The development of technology and the rapid flow of information also require today's generation to be able to actively participate in various global forums, both in person and virtually. Therefore, mastering speaking skills is not only a plus, but has become an essential need that supports one's academic and professional success in the modern era.

Student's speaking ability today is influenced by various interrelated factors, both internal and external. Factors such as learning motivation, self-confidence, social environment, teaching methods, as well as access to modern learning media such as digital platforms and communication technologies play an important role in the development of speaking skills. In addition, the frequency of language use in daily life as well as the opportunity to interact directly with native speakers are also crucial. In the midst of rapid technological advancement and globalization, understanding the factors that

influence speaking ability is important so that language learning strategies can be adapted to the needs and challenges of the times.

Ideally for junior high school students in speaking ability, they are already able to express simple ideas or information in English with sufficient fluency, clear pronunciation, and correct basic sentence structure. They feel confident to speak without fear of making mistakes because they are in a supportive and interactive learning environment. With teacher support, engaging classroom activities such as role plays or discussions, and access to additional learning resources, students can develop their speaking skills gradually and naturally. However, in some junior high schools such as SMP Negeri 9 Kota Serang, many students start learning English from the first year of entering the school because in some elementary schools they learn not taught foreign languages but local languages, meaning that some students learn English from the basics.

However, for example, assessing the ability of grade 8 students means that students have studied English for two years, which is enough time to reach the ideal situation. In fact, students' speaking skills are still poor because they are heavily influenced by internet-related technologies and gadgets such as smartphones. Approaching technology and the internet to students should be done in a directed and educational manner, with the aim of supporting an interactive, creative and relevant learning process. Teachers need to introduce technology as a learning tool, not just entertainment, by utilizing digital

learning platforms, educational videos, and reliable online information sources. This approach must also be accompanied by digital literacy learning, so that students are able to use the internet wisely, critically and responsibly. With the right mentoring, technology can be an effective tool to increase learning motivation, broaden horizons, and develop 21st century skills such as collaboration, communication, and problem solving.

Because students are very familiar with technology and the internet, researchers want to suggest and investigate using an application on a smartphone to be implemented in the learning process. There are many applications that can be used in the teaching and learning process, one of which attracts researchers is Cake Application. The application is a mobile technology that focuses on learning foreign languages, which is the advantage of this application is that it provides several features such as learning materials using unique animated videos with audio from native speakers and subtitles, several quizzes and topics that can attract students.

The statement above can be proven by previous research, one of which is by Nabilla Dwi Hardiana and Yani Lubis in a journal entitled “Cake Application as a tool for Boosting Vocabulary Mastery in EFL Edeucation”, then there is Steviana Kristani, Herlina and Ferri Hidayad in a journal entitled “Implementing The Cake Application In Students‘ English Classroom”, then there is also Sang Ayu Made Diah Utami Putri, et al., in a journal entitled “A

Systematic Review on Cake Application for Students' Learning Motivation and Vocabulary Mastery". From the results found in the three previous studies, it can be ascertained that the Cake application can attract interest and improve students' abilities in English. Therefore, researchers are also interested in conducting a study with the title "Cake Application to Enhance Student's Speaking Ability" where in this study it is intended to find out whether the CAKE application has an effect or not in developing students' speaking skills.

B. Identification Of Problem

From the background of the problem that has been stated above, the following problems can be identified:

1. How important speaking skills are for students' career paths.
2. What can influence students' speaking skills.
3. How students approach technology in learning.
4. What students can do in using technology and the internet.
5. What are the technology media that can be used in the learning process.
6. Whether the cake application is able to develop students' english speaking skills.
7. Whether cake application can attract students' interest in learning.

C. Limitation Of Problem

In order to make this research more focused, the problem is limited as follows; Whether the cake application is able to develop students' English speaking skills.

D. Formulation Of Problem

The formulation of problem in this study is as follows: “Is there any influence of Cake Application towards student’s speaking ability?”

E. Objective Of The Research

In line with the formulation of problem above, the purpose of this study is to find out Is there any influence of Cake Application towards student’s speaking ability?

F. Benefits Of The Research

The research is expected to provide a number of benefits, especially in the development of junior high school students' English speaking skills. Practically, the CAKE application offers an engaging and interactive learning medium through features such as authentic conversation videos, pronunciation exercises, as well as automatic feedback on students' pronunciation. This can help students practice speaking independently outside of class, increase confidence, and reduce anxiety when speaking in public. With a technology-

based approach, CAKE is also able to increase students' learning motivation as the learning format is in line with the characteristics of today's digital generation. In addition, teachers can use this application as a tool to measure students' speaking development more systematically through recorded practice results. Theoretically, this research contributes to the development of technology-based learning innovations, especially in the context of English language teaching at junior high school level. It can also serve as a reference for researchers and educators in applying app-based learning media to effectively improve students' oral communication skills.

G. Previous Research

The researcher had found some previous studies that are concerned with the use of cake application to enhance students language skills as follows:

Cake Application as a Tool for Boosting Vocabulary Mastery in EFL Education by Nabilla Dwi hardiana dan Yani Lubis. This study aims to assess the efficacy of the Cake app in improving English vocabulary among Grade 8 students, to find out whether the Cake application significantly enhances vocabulary proficiency among 8th-grade EFL students. This study used a quantitative methodology, using a one-group pre-test and post-test design. The research results indicated a significant improvement in students' proficiency in vocabulary after the use of the Cake program, as shown by a mean pre-test

score of 53.67 and a post-test score of 76.00. The study's findings indicate that using the Cake application is a successful method for enhancing pupils' proficiency in English vocabulary.¹

Implementing The Cake Application In Students' English Classroom by Steviana Kristanti, Herlina, and Ferri Hidayad. This study aims to find out how to use the Cake Application in English classes for students and examining the opportunities and difficulties encountered in doing so at Vocational High School 8, Palembang. Data were gathered by the researcher using observation, questionnaires, and documentation, all of which were qualitative methods. This study involved observation, documentation, and questionnaires to students of SMK Negeri 8 Palembang to assess the use of CAKE application in learning narrative text with Genre-Based approach. CAKE application is considered effective in increasing students' interest and ability in listening and speaking skills. However, there were some obstacles such as limited devices, internet quota, and materials that were not fully in accordance with the curriculum. In general, students responded positively to the use of the CAKE app because it makes learning more interesting and fun.²

¹ Nabila Dwi Hardiana and Yani Lubis, "Cake Application as a Tool for Boosting Vocabulary Mastery in EFL Education", *RETORIKA: Jurnal Ilmu Bahasa*, Vol. 10, No. 2, (August, 2024), 594-602.

² Steviana Kristanti, Herlina and Ferri Hidayad, "Implementing The Cake Application In Students' English Classroom", *ESTEEM : Journal of English Study Programme*, (January, 2024), 256-265.

A Systematic Review on Cake Application for Students' Learning Motivation and Vocabulary Mastery by Sang Ayu Made Diah Utami Putri, Ni Made Ratminingsih, and Made Hery Santosa. This study aims to find out the integration of MALL, especially the Cake Application, in improving students' learning motivation and vocabulary mastery. This study was a systematic literature review used PRISMA method, and the data and information on this study were gathered from journals and articles published from 2012-2023. This research found that a teenager in a secondary learning level who likes to learn with technology, this application provides them with audio-visual media. Cake Application is integrated learning media using videos and audio features to make students enjoy learning with this app. Students feel energized and engaged in their learning motivation. They will be willing to start their learning process and impact their ability in a new language, such as generating new vocabulary.³

Based on the previous studies reviewed, several similarities and differences can be identified in relation to the present research. The three studies by Hardiana & Lubis, Kristanti et al., and Putri et al. consistently show that the CAKE application positively contributes to students' language development, particularly in enhancing vocabulary mastery, listening ability,

³ Sang Ayu Made Diah Utami Putri, Ni Made Ratminingsih and Made Hery Santosa, "A Systematic Review on Cake Application for Students' Learning Motivation and Vocabulary Mastery", Vol. 3, No.02, (August, 2023), 139-153.

and learning motivation. These findings align with the present study in demonstrating that CAKE provides engaging audio-visual input, interactive activities, and enjoyable learning experiences that support language learning. However, the focus and research approaches in the previous studies differ from those of the current study. Hardiana & Lubis used a one-group pre-test and post-test design to examine vocabulary mastery, while Kristanti et al. applied qualitative methods, such as observations, documentation, and questionnaires to analyze the use of CAKE in teaching narrative texts. Meanwhile, Putri et al.'s systematic review demonstrated that CAKE increases students' motivation and vocabulary acquisition, particularly among technology-oriented secondary learners. In contrast, the present study employed a quasi-experimental design involving a control group and an experimental group to investigate the effect of CAKE on students' speaking performance, using direct speaking assessments and analytic rubrics based on speaking components. Therefore, while previous studies confirm CAKE's effectiveness in various language skill areas, this study extends the existing body of research by providing empirical evidence on its impact on speaking skills, an area that has received less attention in earlier investigations.

