THE EFFECT OF CAKE USAGE AS MOBILE ASSISTED LANGUAGE LEARNING ON STUDENTS' ENGLISH SPEAKING SKILL AT SMP HANG TUAH 1 BELAWAN

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ABSTRACT This research aims to analyze the effect of Cake usage on students' English speaking skill in SMP Hang Tuah 1 Belawan. This research was a descriptive quantitative research. The research sample were 67 students. The research instruments were a questionnaire. The data was analyzed by T-Test and Coefficient of Determination to know the effect of Cake usage on students' english speaking skills. The research results on the questionnaire found that from T-Test, it showed Sig. value 0,0000 was lower than 0,05 and T_{Score} 19,101 was higher than T_{Table} 1,668. From Coefficient of Determination, it showed that 84,9% of Cake usage effected the improvement of students' English speaking skill at SMP Hang Tuah 1 Belawan. It was discovered that cake usage (X) had a good and significant impact on students' English speaking abilities (Y). The Cake usage can be used as an alternative online teaching media for speaking material.

Keywords: Cake, Mobile Assisted Language Learning, English Speaking Skill

A. INTRODUCTION

T echnological developments have changed almost all aspects of human life, include in education which brings change and renewal to teaching and learning process themselves. Mobile technology is slowly integrating with the learning process. This mobile technology is known as mobile learning. Mobile learning provides unlimited use of time and distance to students.

Since the enactment of Large-Scale Social Restrictions (LSSR) by the government in order to break the chain of the spread of Covid-19 virus and the Ministry of Education and Culture stop the face-to-face learning process. Teachers and students are required carry out the learning process from home or called online learning. With The existence of mobile learning will certainly provide a new experience for teachers and participants educate.

Currently, a lot of research has been done on the development of mobile assisted language learning. A number of mobile applications has been widely developed to support skill improvement, for example in learning English including listening, speaking, reading and writing.

The usage of mobile applications supports educational institutions in a variety of different ways, including the achievement of distance learning goals. The application of online learning can also be assisted by the usage of various media. Virtual courses, for example, can use Google Classroom, Edmodo, and Schoology, as well as instant messaging apps like WhatsApp. Students

can communicate, interact, and cooperate (directly/synchronously and indirectly/asynchronously) with their learning resources (databases, experts/instructors, libraries) via mobile applications, even if they are physically separated or even far apart (Losi, 2022).

Among the four skills, speaking skills are the important role. According to González (2012), speaking skill is one aspect of language the most challenging for students to master. Speaking skill is considered as a fundamental thing in the process of communicating or expressing opinions.

Tuttle (2013) argues that students tend to be less confident and less enthusiastic in learning English speaking skills. This is in line with the preliminary observations were made by the researchers and found several problems related to speaking skills in English. The online learning of English which is applied at SMP Hang Tuah 1 Belawan has resulted in the limitations of teachers in teaching speaking skills. Usually, the teacher will practice the pronunciation of words and sentences in English in the classroom. Students will also practice some English dialogues. However, because of these limitations, students tend to be reluctant and afraid to speak in English. When the researchers asked some questions in English, students tended to be shy and stammer in expressing their opinions. It could be seen that students were afraid and made mistakes in pronouncing some words.

One of mobile applications that can help to improve students' speaking skills in those problems and situations is Cake application. Cake is a mobile-based application that provides an opportunity for users to practice speaking skills through simulated conversations with native English speakers. Cake can be accessed easily and for free via Google Play or the App Store. Cake can be accessed anywhere and anytime and provides flexible learning time for students. Therefore, this study focuses on the effect of Cake usage as a learning media on students' speaking skill in English.

Cake is one of the most recent mobile apps for English learning in 2018. Korea was the one that came up with the idea. This application can help you enhance your English speaking skills. Learners can speak English fluently and even confidently in public. Learners study English using the Cake program by watching YouTube videos and subscribing to the channels they enjoy. They can learn through listening to audio, such as a conversation. All voice recognition is available in this program. They have the ability to record their own voices. As a result of the feedback provided by this program, they will be able to determine which words are incorrectly pronounced. Every learner's recording will be granted an A if all words are correctly pronounced, and a B, C, or D if there are mistakes in pronunciation. Another advantage of

using this app for learning English is that it contains numerous English expressions, words, and idioms that are highly helpful and must be known by English learners in the form of short video scripts or audio. This program is useful not just for learning to speak English, but also for listening, grammar, and vocabulary (Suryani et al., 2021).

B. REVIEW OF LITERATURE

Cake

Cake is a mobile application that can be accessed by anyone, anywhere and anytime and can be downloaded from the smartphone's users. The Cake application has received a rating of 4.8 and has been downloaded by nearly 10 million users from various countries. Cake provides unlimited access for users to practice speaking with a simulated conversational model with native speakers. Cake will display a snippet of the video/film followed by the native voice of a native speaker when saying the word or sentence. Cake users can also learn pronunciation by recording a voice and Cake will provide immediate feedback.
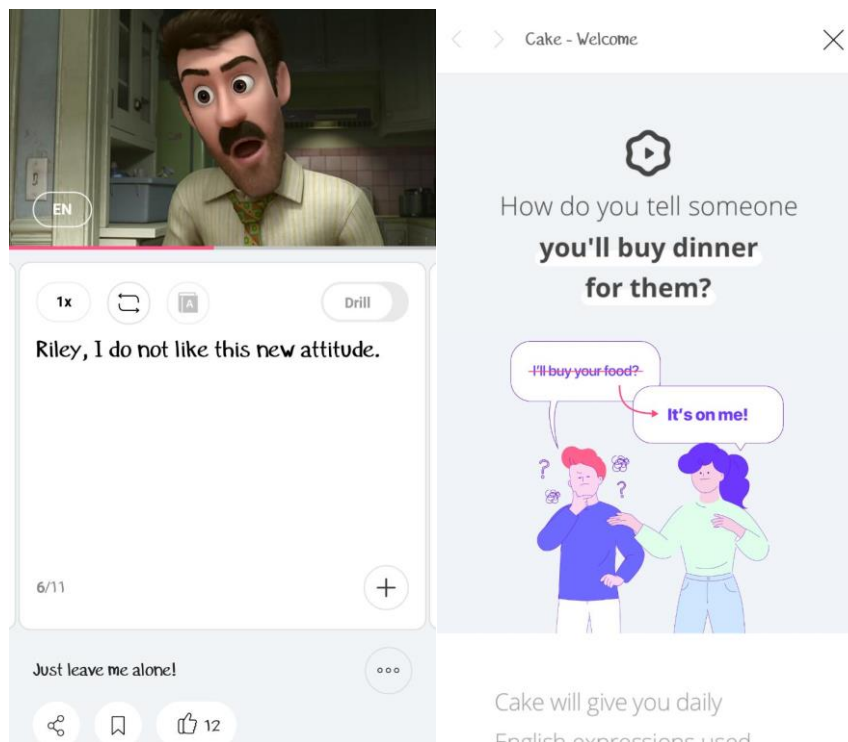
Source: Cake Application

Figure 1. The Appearance of Cake Application

He (2018) stated that Cake application was proven to be able to improve students' oral competence, in this case related to speaking and pronunciation skills. Cake application is also recommended to be implemented as a mobile-assisted language learning to increase students' interest in learning to speak and then improve their speaking skills in English. Cake application offers fun facilities, provokes the curiosity of students and eliminates boredom when using it.

There are several advantages to learning speaking through the cake application; this app is appropriate for improving speaking skills because its main feature is a speaking course; additionally, this app provides you with some videos from various channels that you can watch and practice speaking with its keyword. You can use this app to teach speaking skills because it allows you to assess your pupils' pronunciation, allowing you to determine whether or not they have good pronunciation. You can also use this app to select a student's level and match it to your pupils' level; the levels range from basic to advanced (Fitria et al., 2021).

Mobile Assisted Language Learning

According to Gangaiamaran and Pasupathi (2017), mobile-assisted language learning is the use of personal devices and easy to carry anywhere that facilitates the learning process by emphasizing aspects of sustainability or spontaneity in certain contexts. Godwin (2011) added that mobile applications have great potential to practice and improve English pronunciation, such as phonemes, stress, and personal intonation. Kim and Kwon (2012) have conducted a study that mobile applications explore the effectiveness of learning English. The mobile app makes it easy to access and flexible wherever the user is. Mobile apps provide more independent learning opportunities.

Zou (2015) proved through his research that learning using mobile applications can be adapted to English learning and independent learning. The mobile application also provides learning resources that support students to practice during and after class. In other words, the presence of a mobile application provides many benefits and conveniences and supports the improvement of student speaking skills.

Speaking Skills

Hussain (2018) argues that speaking skills are fundamental skills that must be mastered by students. Speaking skills are taught in a rapid series of stages. However, students are forced to know and be able to speak English in class even though English is not necessarily their mother tongue. Anuradha, et al (2014) added that learning speaking skills should provide opportunities

for students to practice and make errors or mistakes when speaking because that's when the teacher's role is needed to sympathize and motivate students.

Burns and Seidlhofer (2002) assume that speaking skills are the way a person expresses ideas and knowledge and engages in communication. The process requires a decision from the speaker in determining why, how, and when to start communicating according to the context of the conversation that arises.

According to Nunan (2003), teaching English speaking skills for foreign language learners means:

- Teach the ability to speak according to voice patterns
- Using patterns of emphasis, intonation and rhythm of words and sentences
- Choose appropriate words and sentences based on the plot, audience, situation and appropriate material.
- Organize thoughts in meaningful and logical stages
- Using language as a form of expression of judgment on something
- Use language quickly and confidently with little or no pause, and this is called fluency in speech.

By the display of Cake 's good features, it can attract the attention of its users to continue using Cake. Cake application is very helpful for students, especially during the current Covid-19 pandemic because students can still practice speaking independently anywhere but still follow the established English learning outcomes. This is also supported by the results of research by Fitria, et al (2021) where their findings prove that students feel comfortable and interested in learning speaking skills using Cake application.

The use of Cake application is expected to be able to provide a fun, meaningful and independent learning experience so that students remain enthusiastic in practicing these speaking skills by simulating direct conversations with native speakers. The final result to be achieved is that students are able to speak using English fluently in accordance with the provisions of skills that must be achieved by foreign language learners.

C. METHOD

The research was done in a descriptive quantitative research. The research was done in SMP Hang Tuah 1 Belawan, North Sumatra. The research samples were 67 students in two different classes. The research instruments were a questionnaire. The questionnaire consisted of 30 statements, and the scale was interpreted as 1 for "strongly disagree", 2 for "disagree", 3

for "neutral", 4 for "agree", and 5 for "strongly agree" (Gamble, 2013). The data collection was done by these following steps:

a. The research team provided an understanding to students about the Cake application usage. The research team also asked students to use Cake application in learning English speaking skills for 1 month.

b. Students must regularly use the Cake application for at least 1 hour a day.

c. Students were given a questionnaire in order to collect data to be processed at the data analysis stage. Closed questionnaire which contained a collection of statements or questions that are structured and arranged systematically using a Likert Scale in the form of multiple choice where respondents only needed to mark one answer to the question.

Then, the data were analyzed by using Instrument Test, Classical Assumption Test, Simple Linear Regression Analysis, Hypothesis Testing and Coefficient of Determination Testing. To make it easier to analyze the data, the researchers used SPSS (Statistical Package for Social Science) version 20.0 program (Sugiyono, 2012).

D. FINDINGS AND DISCUSSIONS

Findings

The Effect of Cake Usage on Students' English Speaking Skills

The Cake usage in learning English at SMP Hang Tuah 1 Belawan is a new thing for teachers and students alike. After making observations in the field, the researchers found that during online learning process, the teachers only relied on the books usage in the process of delivering information to students. The books usage, which are only printed media, makes it difficult for students to learn subject matter related to speaking skills. Due to limited media, teachers cannot teach speaking skills directly to students.

By the introduction of Cake usage, it becomes a new hope for teachers and students in overcoming these limitations. Teachers can still monitor the student's learning process and outcomes. Students can also improve their speaking skills by using Cake. Teachers and students were very enthusiastic in responding to this Cake usage.

1. **Instrument Testing**

The validity and reliability test were done to test the research questionnaire. Validity test was done by using item analysis. The validity test results could be seen in Table 1 below:

Table 1. The Validity Test Results

Variables	Item	R$_{Score}$	R$_{Table}$	Description
Cake Usage (X)	X1	0,670	0,2369	**Valid**
	X2	-0,186	0,2369	Invalid
	X3	0,664	0,2369	**Valid**
	X4	0,720	0,2369	**Valid**
	X5	0,300	0,2369	**Valid**
	X6	0,775	0,2369	**Valid**
	X7	0,604	0,2369	**Valid**
	X8	0,723	0,2369	**Valid**
	X9	0,663	0,2369	**Valid**
	X10	0,597	0,2369	**Valid**
	X11	0,605	0,2369	**Valid**
	X12	0,590	0,2369	**Valid**
	X13	0,597	0,2369	**Valid**
	X14	0,504	0,2369	**Valid**
	X15	0,324	0,2369	**Valid**
Students' English Speaking Skills (Y)	Y1	0,241	0,2369	**Valid**
	Y2	0,087	0,2369	Invalid
	Y3	0,365	0,2369	**Valid**
	Y4	0,416	0,2369	**Valid**
	Y5	-0,061	0,2369	Invalid
	Y6	0,275	0,2369	**Valid**
	Y7	0,476	0,2369	**Valid**
	Y8	0,492	0,2369	**Valid**
	Y9	0,635	0,2369	**Valid**
	Y10	0,636	0,2369	**Valid**
	Y11	0,524	0,2369	**Valid**
	Y12	0,322	0,2369	**Valid**
	Y13	0,456	0,2369	**Valid**
	Y14	0,324	0,2369	**Valid**
	Y15	0,590	0,2369	**Valid**
	Y16	0,401	0,2369	**Valid**
	Y17	0,447	0,2369	**Valid**
	Y18	0,436	0,2369	**Valid**

Based on the validity test results in Table 1, the question items on two variables were valid if the question item had an R_{Count} which was higher than R_{Tabel} with a significance level below 0.50. From the validity test, there were 14 valid question items on Cake Usage variable (X) and 16 valid question items on English Speaking Skills variable (Y).

Furthermore, the reliability test results could be seen in Table 2 below:

Table 2. The Reliability Test Results

Variables	*Conbarch's Alpha*	Description
Cake Usage (X)	0,840	Reliable
Students' English Speaking Skills (Y)	0,675	Reliable

Based on Table 2, all questionnaire instrument data on both variables were reliable, because all question items had Cronbach's Alpha value which was higher than 0.60.

2. Classical Assumption Test

2.1 Normality Test

The normalization test in this research used One-Sample Kolmogorov-Smirnov test which was contained in the following table:

Table 3. The Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		67
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	8,38292824
Most Extreme Differences	Absolute	,077
	Positive	,062
	Negative	-,077
Test Statistic		,077
Asymp. Sig. (2-tailed)		,200

a. Test distribution is Normal.

b. Calculated from data.

Based on the test results in Table 3, a significance value of 0.200 wass obtained. The value is higher than $\alpha = 0.050$. Thus, the distribution assumption in this test was normal.

2.2 Linearity Test

Table 4. The Linearity Test Results

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Students' English Speaking Skills (Y) * Cake Usage (X)	Between Groups	(Combined)	2143,708	31	69,152	,967	,536
		Linearity	9,741	1	9,741	,136	,714
		Deviation from Linearity	2133,967	30	71,132	,994	,503
	Within Groups		2504,083	35	71,545		
	Total		4647,791	66			

The linearity test results showed that F_{Score} of 0.994 was lower than F_{Table} of 3.991 and sig. Deviation from Linearity was 0.503, which was higher than 0.05, so it could be concluded that there was a significant linear relationship between Cake Usage variable (X) and Students' English Speaking Skills variable (Y).

2.3 Multicollinearity Test

Based on the test results in Table 5, the tolerance value of the Cake Use variable (X) is 1,000 is greater than 0.10, it can be concluded that there is no deviation from the classical assumption of multicollinearity between independent variables in the regression model.

Table 5. The Multicollinearity Test Results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	46,405	4,794		9,680	,000		
	Cake Usage (X)	,038	,102	,046	,369	,713	1,000	1,000

a. Dependent Variable: Students' English Speaking Skills (Y)

2.4 Heteroscedasticity Test

Table 6. The Heteroscedasticity Test Results

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	7,467	2,997		2,491	,015
	Cake Usage (X)	-,021	,064	-,041	-,334	,740

a. Dependent Variable: Abs_RES

By using the Glejser test, it could be seen that the heteroscedasticity test results showed that the significance value obtained was 0.740 higher than 0.05, so it was found that there were no symptoms of heteroscedasticity in this regression model.

3. Verification Analysis

3.1 Simple Linear Regression Analysis

Simple linear regression analysis was done to determine the presence or absence of the effect of changes in the dependent variable on the independent variable.

Table 7. The Simple Linear Regression Analysis Result

| | **Coefficients**[a] | | | | |
| | Unstandardized Coefficients | | Standardized Coefficients | | |
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	21,160	1,304		16,230	,000
Penggunaan *Cake* (X)	,612	,032	,921	19,101	,000

a. Dependent Variable: Students' English Speaking Skills (Y)

Based on the simple linear regression analysis results, the regression equation Y = 21.160 + 0.612X was obtained. From this equation, it could be seen that:

a. A constant of 21.160 meant that if Cake Usage (X) variable did not exist, then there was Students' English Speaking Skills (Y) variable value of 21.160.

b. The regression coefficient of Cake Usage (X) was 0.612. The positive coefficient meant that there was a positive relationship between Cake Usage (X) variable on Students' English Speaking Skills (Y), which meant that every time there was an increase in Cake Usage (X) variable by 0.612, Students' English Speaking Skills (Y) variable would also increase by 0.612.

3.2 T-Test

The hypotheses in this research were:

H_0 = There was no effect of Cake Usage (X) on Students' English Speaking Skills (Y).

H_a = There was an effect of using Cake Usage (X) on Students' English speaking skills (Y).

This test was conducted to determine how the effect of Cake usage (X) on Students' English Speaking Skills (Y). The calculation results in Table 7 showed that the Sig. 0.000 was lower than 0.05 and T-Score value was 19.101 which higher than T-Table value of 1.668, so it could be concluded that there was a positive and significant effect of Cake Usage (X) on Students' English Speaking Skills (Y).

3.3 Coefficient of Determination

The coefficient of determination test was used to measure how far the regression model's ability to explain the effect of variations in the dependent variable is.

Table 8. Coefficient of Determination Test Results

| | | **Model Summary** | | |
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,921ª	,849	,846	2,243

a. Predictors: (Constant), Cake Usage (X)

The calculation results in Table 8 showed that the coefficient of determination obtained was 0.849. This explained that 84.9% Cake Usage (X) affected Students' English Speaking Skills (Y) while the remaining 15.1% was affected by other variables which were not examined in this research.

Discussions

The quantitative data analysis results indicated that there was a positive and significant effect of Cake usage on students' English speaking skills. This was proven by the fact that 84.9% Cake Usage (X) effected Students' English Speaking Skills (Y) at SMP Hang Tuah 1 Belawan. This finding was supported by Fitria, et al (2021) who supported Cake usage in learning English speaking skills. Students felt enthusiastic while learning to use Cake and they also have confidence in speaking English.

This finding was in line with the research was done by Hamdani & Puspitorini (2022). It was found that the majority of students agreed that Cake application provided them with more opportunities to improve their speaking skills; they were interested in improving their speaking skills independently through Cake application; they were able to practice speaking as many times as they wanted using Cake application; and they enjoyed selecting materials on Cake application to improve their speaking skills. Cake application helped them solve their problem in improving speaking skill, Cake application gave them more motivation in improving speaking skill, Cake application enabled them to control their own learning, Cake application in their own time made English language learning more interesting, Cake application could help them solve their problem in improving speaking skill, Cake application could help them solve their problem in improving speaking skill, Cake application could help them solve their problem in improving speaking skill, Cake application could help them solve their problem in improving speaking skill,

Cake application could help them solve their problem in improving speaking skill, Cake application

A research also supported the researchers' finding. Octavianita et al. (2022) found that Cake is a smartphone application that can help you learn English. It is one of the forms of technology that is employed in the education field. It's a simple program to use and it's absolutely free. The purpose of this study is to see if a cake application can help students learn English in a classroom context. The researchers gathered information from a literature review and other document analysis as a research strategy. How is the Cake application for speaking English in online learning implemented, is the research question? According to the findings of the survey, students are interested in using the Cake app since it is easy to use and includes a variety of features that help them improve their speaking skills.

E. CONCLUSION

Based on the previous of quantitative data results, it can be concluded that Cake usage is very influential in improving students' English speaking skills at SMP Hang Tuah 1 Belawan. Students' English Speaking Skills (Y) at SMP Hang Tuah 1 Belawan were found to be affected by 84.9 percent on Cake Usage (X). It was discovered that cake usage (X) had a good and significant impact on students' English speaking abilities (Y). The Cake usage can be used as an alternative online teaching media for speaking material. The Cake usage can be one of creative and innovative online learning medias that can improve English speaking skills.

Based on the conclusions above, the suggestions that can be taken into consideration for further research are that students' English skills should improve and meet the learning outcomes that have been determined, it is necessary for the teacher's attention to integrate the speaking learning materials in English learning syllabus at school with learning materials/topics in Cake application. So that the focus of learning will be in line with one another and will give a good result in improving students' English skills more optimally.

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