

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

The researcher would like to present some of the previous research in this area. Several researchers have studied how children can improve their speaking skills using applications.

The first research that has been conducted entitled “The Effect of CAKE Application on Students’ Speaking Ability” Hamdani (2022). The research methodology using the quantitative research method with pre-experimental design. The research population was seventh-grade students of MTs Laboratory UINSU Medan with a total sample 21 students who student used as the experimental group. The sample technique using on the criteria set by researcher which was non-probability with purposive sampling. The instruments technique consists of pre-test, treatment, and post-test. In pre-test and post-test, the researcher used speaking test in the form of interview and monologue. The pre-test was given before the treatment and the post-test was given after the treatment. The technique of analyzing the data using t-test in SPSS Version 26 with 5% (0.05) level of significance. The findings revealed that the mean value of post-test was higher than the pre-test (54.29 > 34.48). Then, in the result of Wilcoxon test revealed that the student a Sig. (2-tailed) was 0.000 which was student than 0.05 ($0.000 \leq 0.05$). It can be seen that there was significant effect of CAKE Application on students’ speaking ability at seventh-grade students MTs Laboratory of UINSU Medan.

Based on the findings and result of the research, the CAKE Application is worthy of being applied by English teachers to improve students' speaking ability.

The second Wilson & Sutrisno (2022) conducted research entitled "The Effect of CAKE Learning Application on Students' English Vocabulary Mastery." This research was conducted at SMK PGRI Tambun Bekasi. The method in this research is the qualitative method. The number of students surveyed was 349 students with a sample taken of 30. The data source was the vocabulary mastery variable. From the variables above, the students to the respondents' (students') questions are based on the tests given by the researcher. The technique of collecting data on the results of learning English in this study was the process of giving treatment to students, namely the experimental group and the control group. The experimental group was given English vocabulary material using computer-based technology CAKE Application learning media, while the control group was given English vocabulary material using printed technology learning media. The result of the study identifies the effects of using CAKE Application on students' English vocabulary mastery. There is a significant interactive effect of learning media and students' interest in learning English (sig 0.05. = 0.018 and F count = 5.824).

The third Anggraini (2022) the title of this study is "The Implementation of CAKE Application in Teaching Pronunciation at SMA N 1 Balong Ponorogo." This research was conducted at SMA N 1 Bolong Ponorogo. The purpose of this research is to find out the Implementation of the CAKE Application in Pronunciation Teaching. The research was using qualitative method. The

instruments were using pretest and posttest. The sampling on students of class X Science 2 at SMA N Balong Ponorogo with research subjects a total of 27 students. Based on the data from the pretest and posttest scores, N-Gain score = $(\text{score post-test} - \text{score pre-test}) / (\text{score post-test} + \text{score pre-test})$ Category Interpretation of N-Gain Effectiveness Percentage (%) Interpretation <40 Ineffective 40-55 Less Effective 56-75 Quite effective >76 Effective. The results of the research found that there was an increase in learning outcomes and student activities on each indicator.

Fourth, Paramita (2022) with the research title "Using the CAKE Application to Improve Speaking Skills". This research was conducted at the Bali State Engineering Polytechnic. The purpose of this research is to improve students' speaking skills through the CAKE Application. Quantitative research design is research with a quasi-experimental approach. The design used is "Pretest - Posttest Non-Equivalent Control Group Design". There are two groups used in this study, namely the experimental group using the CAKE Application and the control group using the conventional method (without using an application). The population of this study were D3 Civil Engineering students consisting of two classes of 24 students. They were selected by cluster randomly. It's the data on the test to compare pre-test and post-test scores. The instrument used in this study was a speaking test. The results show that the use of the CAKE Application in the Civil Engineering Department affects student learning. Results, as evidenced by the hashtag t analysis, a Z value of -6.317 is obtained with Sig.0.000 <0.05. It means that CAKE Application effective to improve student learning outcomes.

The last is Chaniago (2022) with “The Effect of Using Cake on the English-Speaking Skills of Hang Tuah 1 Belawan Middle School Students”. This study aims to analyze the effect of using Cake on students' English-speaking skills. This research was conducted at Hang Tuah 1 Belawan Middle School. This research uses quantitative methods. The instrument used is a questionnaire. Sampling consisted of 67 students. The results of the research on the questionnaire showed that the T test showed Sig. the value of 0.0000 is lower than 0.05 and the T-Score is 19.101 higher than the T-Table is 1.668. The coefficient of determination shows that 84.9% use of Cake has an effect on improving the English-speaking skills of students at SMP Hang Tuah 1 Belawan. It was found that the use of cakes had a good and significant effect on students' English-speaking ability. The use of CAKE can be used as an alternative online learning media for speaking material.

What distinguishes previous research from current research is that there are three things that are different between current research and previous research. First, in terms of research location, which has different characteristics from previous studies. The two methods used in previous research and current research are different; current research uses pre-experimental, while previous research uses quasi-experimental methods. The third is a quasi-experimental group from previous studies using two for data collection. While the experimental group in this study was given a treatment using the CAKE application in the teaching and learning process and only use one class.

2.2 Theoretical Framework

2.2.1 Concept of Speaking

One of the most important skills to be strengthened and developed as a way of communication is the ability to speak. Not only that, the most difficult components of language learning are developing speaking skills. Many language learners have difficulty expressing themselves verbally. They often struggle to express themselves adequately in a foreign language. They stop talking because they have psychological difficulties or can't find the right words and expressions. An excellent command of spoken English is required in today's world of media and public communication.

Meanwhile, Sada & Bunau (2019) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If student want to encourage students to communicate in English, student should use the language in real communication and ask them to do the same process. In production skills, the ability to communicate goes on without stopping, while in interaction skills, the learner negotiates. Both of these abilities can make it easier for students to improve their speaking skills. Both lecturers and students must be able to communicate effectively.

The capacity of students to speak, interact, and practice in real- life situations for fluent English with minimal correct syntax and a variety of useful vocabulary that helps others communicate with them is referred to as speaking skills in this study. Speaking, according to Nam & Boyd (2004) is an activity in which student pass information fromthe speaker to the listener. Herawati (2022) state that speaking is use to communicate with another people indeed and with people in the world. Speaking abilities are placed highest in the educational field. Speaking also can be effective to communication requires content that is easily understood by others, as student as significant and interesting to the audience. The capacity to talk fluently presupposes not onlya mastery of language features, but also the ability to process information and language. It means that fluent speakers must be able to focus on both language features and information and language processing on the fly. So that the speakers are able to convey their thoughts, interact with others, and respond to the feelings of others.

2.2.2 Types of Speaking

According to Brown (1994) they are five basic types of speaking, they are, imitation, intensive, responsive, interactive, and extensive speech as examples of different speech styles.

1. Imitation

Imitation is the first kind. The ability to simply reproduce (Imitate) a word,phrase, or perhaps a sentence is at one end of many types of speech performance. While this is really a phonetic level of spoken production, a number of prosodic, lexical, and grammatical language features can be included in the performance criteria.

2. Intensive

Intensive speaking involves producing a limited amount of language in a highly controlled context. An example of this would be to read aloud a passage or give a direct response to simple questions.

3. Responsive

Responsive is a type of speaking that emphasizes students' ability to speak English spontaneously. Such as by asking and understanding briefly. Such as short conversations, greetings, small talk, simple request, and comments.

4. Interactive

The duration and complexity of the engagement, which may encompass many exchanges and even multiple participants, is the distinction between responsive and interactive speaking. Interaction can take two forms of transactional language.

5. Extensive

The duration and complexity of the engagement, which may encompass many exchanges and even multiple participants, is the distinction between responsive and interactive speaking. Interaction can take two forms of transactional language. Speeches, oral presentations, and storytelling are examples of extensive oral production jobs in which the opportunity for oral participation from listeners is either severely constrained (possibly to nonverbal) or completely eliminated. For lengthy jobs, language style is typically more deliberative (Preparation is required), although student cannot rule out certain informal monologues, such as casually delivered speech.

2.2.3 Aspects of Speaking

Kayi (2003) proposes three elements that are used as the parameters in assessing the speaking. Those are accuracy, fluency, and comprehensibility:

1. Accuracy

Accuracy is ability to produce correct sentences using correct grammar and vocabulary in natural interaction (Brown, 2001). It means that accuracy is achieved by allowing the speaker to focus on the elements of phonology, grammar, and discourse in their spoken output. The aspect of accuracy in the speaking class is set by providing opportunities for the learners to be engaged in the context of daily life. The teacher should give the students communicative tasks and activities such as games, conversation, role play, debates, etc. Those kinds of activities can engage the learners in the natural interaction process whenever possible.

According to Harmer in Dilnoza & Kizi (2021) aspect of speaking can be divided as follows:

a. Pronunciation

Layman in Ansar (2015) states that in employing words from particular language student have to obey the rules surrounding it. This is to avoid the ambiguity or miss un misunderstanding of meaning that may arise. The way in which a particular word or language is pronounced is called pronunciation. misunderstanding of meaning that may arise.

b. Vocabulary

Thonbury in Pealson Education (2002) states that vocabulary is study of the meaning words, the vocabulary first in learning English how the words the use.

Therefore, the learners have to know the vocabulary first because one of the language's components that should be important to learn in supporting the students' ability in English. Richards (2001) says that vocabulary can be said as the main components of language and it is the first things will apply linguists turn their attention to. Vocabulary is list of word their meaning, especially in a book for learning a foreign language. Vocabulary means the appropriate diction which is used in communication. Having limited vocabulary is also a barrier that precludes learners from learning a language.

c. Grammar

One factor of influencing the students' speaking skill is the function grammar, the fact shows that the students sometimes want to speak with other people but they have lack of functional grammar. According to Yuliansih (2021) that grammar which subject matter is the organization of words in to variables communication, often representing many layers of structure, such as phrase sentences, and completes utterances.

2. Fluency

Fluency is how flow and efficiency when expressing ideas, especially in English. A few grammar mistakes will pop up here and there when explaining things, but the delivered in a way that is easy to understand and show that comfortable speaking English. According to Rahmat (2022) the components of creativity are fluency, namely the ability to generate a number of ideas, and elaboration, namely the ability to develop, issue ideas.

3. Comprehensibility

According to the Indonesian Translated English dictionary, the meaning of the word comprehensible is one that can be understood. Another meaning of comprehensible is understandable. Increased the most of aspects of speaking.

2.2.4 Concept of CAKE Application

The CAKE Application is an English learning application that serves to improve student learning activities in the field of English. This application provides features of speaking, writing, listening, and reading. CAKE is the latest Android mobile application developed by Korea. This is an app to help students become better speakers. Confident for others, speaking in good public skills, or in everyday life (Husna, 2021). It's great to help people who listen to it. This is the best app to learn to speak English, gives examples using videos, and the word is very useful to pronounce. In this app, students can also learn native English from videos. In the short English Conversation, videos are updated every day, so students can learn English quickly and completely free.

There are many advantages for students when learning using CAKE Application. For example, students can learn original English expression selected and see similar phrases in one place, It only takes a few minutes a day to improve students English. Then students can also practice oral which simulates conversations with native speakers and the CAKE Application can be used by students for voice recognition to check pronunciation of simple recordings. Then students can also collect a

number of stars as a reward for successfully completing tasks, such as assignments to achieve learning goals in the application. There is also a quiz on the CAKE Application. Students also need to fill in the missing words in the sentence.

In addition to filling in the blanks, students can also take tests by spelling out the words spoken in the application. In the CAKE Application, students can choose the learning goals and progress they want to achieve using the application, and they can understand their learning. Students can know their progress based on stars earned and levels passed. then students can also Test reading stories and filling in the blanks can be done before, during, and after conversations in basic English classes. By the way, vocabulary learning is suitable for the pre-conversational stage. Vocabulary mapping games can be played at the pre-dialogue stage. Image reading can be done at the dialogue stage and the post-speaking stage.

Then after students already know the advantages of learning English to practice speaking English, students also have to know about the basic features contained in the CAKE Application. Below is an example of some of the features of the CAKE Application.

- a. Before using the CAKE Application, the first student must download it from play store or app store.
- b. Students can login with Facebook account or Google account
- c. There are nine languages, including Indonesian and English, and student can log in via google account or Facebook like the picture below:

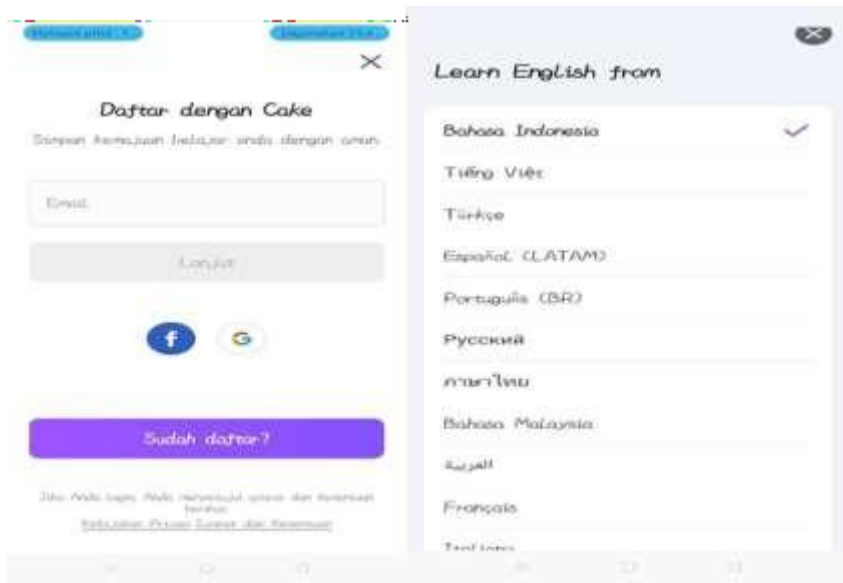


Figure 1. Cake Application

- d. After log in, students will see the application home page. Which contains the start, search, chat, library, and profile menu. Then in the upper right corner there is a bell icon with notifications. In upper left corner there are menu today and subscribe. On the search menu there are many choices, such as movies, beginner auditions, travel, comedy, pop, American series and TV series.



Figure 2.2 Home page of CAKE Application

2.2.5 CAKE Application for Teaching Speaking Skill

The use of the right media aids in achieving learning objectives during teaching and learning processes. Internet, podcasts, video conferencing, movies, and speech were recognized among the general technologies listed as useful for teaching English by Bahadorfar and Omidvar (2014). In this instance, the researcher makes use of an application that combines some of the aforementioned general technologies. The Cake program mixes the internet, videos, and speech recognition. It is a product of contemporary technology. A large number of videos are provided by the CAKE Application for YouTube (Albahlal, 2019).

The movies that the children discovered on the CAKE Application differed in that they made to be as simple as possible for them to understand. Because it contains a clear emphasis dialogue and repetition of language that easy to learn. So, students will be quicker to understand. According to Daryanto (2013), the process teaching and learning are essentially processes of communication, conveying messages from the introducer to the recipient. In the learning process, there is a message to be conveyed. The message can be in the form of information that is easily absorbed by the recipient, but can also be in the form of information that is abstract or difficult to accept. When the message conveyed cannot be received by the recipient, a solution is needed that can deliver the message. Media is a means or tool used to deliver messages from the sender to the recipient of the message, with the aim of increasing the recipient's understanding of the message.

The advantage of the CAKE Application is that it includes engaging graphics that can pique the interest of youngsters and adults alike in learning. The application's features are also quite simple to use. Dilnoza & Kizi (2021) defines learning media as anything that can be used to communicate ideas or information during the teaching and learning process in order to pique students' interest and attention. As learning tools, there are short movies that are read by native speakers. So that users can hear native speakers speak immediately. They can also use the accessible subtitles function when watching the brief video. Like in a video game, there are several awards and accolades to be earned, and can progress to a higher level if practice using the CAKE Application on a regular basis.

However, the weak point of CAKE Application is that it is too complex for beginners to use since when start the CAKE Application on the home page, students are instantly confronted with a big number of different types of short movies that are not organized by theme. For that, as a teacher must be able to provide clear directions about the advantages and disadvantages in learning to uses the CAKE Application, so students can understand and get maximum results in learning. According to Murni (2021) state that learning media can improve student learning outcomes, namely: teaching will attract more attention so that it can foster learning motivation; lesson materials will have a clearer meaning so that they can be better understood and will be able to master learning objectives better. Teaching methods will be more varied, and they will not rely solely on the teacher's utterance of words.

2.2.6 Hypothesis

This research applied two kinds of hypotheses as follow:

H₀: There is no significant effect of using CAKE Application in enhancing students' speaking skill at the tenth grade of SMA Swadipha Natar.

H₁: There is a significant effect of using CAKE Application in enhancing students' speaking skill at the tenth grade of SMA Swadipha Natar.