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The Effect of Using Cake Application on Students Speaking Skill of the 8th Grade at SMP Negeri 3 Tembuku

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ABSTRACT

This study aimed to determine whether there was a significant effect of Cake application on students speaking skill at the eighth grade of SMPN 3 Tembuku. This study used a quasi-experimental method with a non-equivalent control group design. The population of this study was the eight-grade students of SMP N 3 Tembuku. The sample consisted of 54 students, divided into 27 students in the experimental class and 27 students in the control class. The instruments used in this study were pre-test and post-test in the form of speaking tests. The data were analyzed by using ANCOVA. The result showed that the pre-test score had a significant effect on the post-test score, $F(1,51) = 129.992$, $p = 0.001$. After controlling the pre-test scores as a covariate, there was a significant difference between the experimental class and the control class, $F(1,51) = 32.491$, $p = 0.001$, $\eta p^2 = 0.389$. This indicated that the students who were taught by using Cake application achieved better speaking skill than those who were taught by using Busuu application. Therefore, the use of the Cake application had a significant effect on students' speaking skill.

Keywords: *cake application, speaking skill, quasi-experimental.*

How to Cite:

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INTRODUCTION

English is currently the most widely used language in various countries in the world and has a big influence in various areas of life. English is used by people from various countries as a means of communication to understand each other's language differences (Yasminto, M., 2024). Therefore, English has an important function as an international language of communication in modern life, so this language is considered important to be learned and mastered by many people as a tool for communicating widely. English also plays an important role in developing students' speaking skill in the learning process. Therefore, English is essential in many situations, especially in English learning in schools (Siregar et al., 2021). Through English language learning in schools, students are introduced to the use of English in both daily and academic activities. This helps students develop basic English language skills such as listening, speaking, reading, and writing. These four aspects, speaking is the most frequently used skill and receives the most attention in English learning, as it is directly involved in communication.

Many people say that speaking is considered one of the most important communication skills and is highly needed in the learning process. As a foreign language, this skill has a significant role in Indonesia in various ways. Therefore, schools need to provide a learning environment that encourages students to actively practice speaking so they become accustomed to using English in a variety of communication situations. This skill is used to communicate or convey important information to others (Crisianita & Mandasari, 2022). These skills play a vital role in building students' confidence in communicating, enabling them to interact better and feel confident in expressing their opinions. In learning English, speaking skill are one of the most difficult aspects to learn for some students because there are several sounds in English that are not found in Indonesian (Suryani et al., 2021). Thus, in this learning process, technological assistance is needed to make it easier for students to understand various English sounds, provide examples of accurate pronunciation, and support the speaking practice process more effectively.

Integrating technology into language learning is currently in demand and popular because it makes students more interested in learning English. According to Nafa (2020), in this modern era, the use of technology has adapted to the learning process and increasingly influences the way students acquire knowledge. The increasingly widespread use of technology demonstrates that changes in language learning are part of developments occurring across various fields. In line with this, learning applications are present as a solution to increase students' interest in learning and open access to education that is more practical and easily accessible. The use of this technology is in line with constructivism theory by Vygotsky states that language learning occurs through social interaction, where language serves as a primary tool in constructing knowledge (Wardani et al., 2023). This theory supports learning that emphasizes active student involvement and the use of media or technology as a mean to create meaningful learning experiences.

Currently, technology offers various innovations, one of which is the Cake application which helps the process of learning students' speaking skill. Utilizing the Cake application in the education sector is one way to integrate technology into the classroom, to facilitate students in practicing their English-speaking skill. According to Chotimah, (2022) the use of applications in the learning process can help students understand more quickly and not get bored easily because of a new technique. The Cake application provides students with the flexibility to learn anywhere and anytime without the need for face-to-face interaction. This feature is especially beneficial for shy students, as users can practice their speaking skill without feeling pressured or anxious (Syafi, et al., 2024). Students can practice at their most comfortable time and place, making it easier to focus on learning without feeling embarrassed in front of others. This

way, speaking skill can develop gradually and make them more confident in using English.

As a language learning application, the Busuu application is a language learning application designed to help users learn various foreign language, especially English. This application can be used easily, practically, and interactively through various practice features, learning materials, and speaking exercises (Maesaroh, 2021). The Busuu application encourages interactive learning by giving students the opportunity to learn languages and practice speaking alongside other members of the user community. This makes the learning process more effective and enjoyable. In addition, students can also study independently anytime and anywhere using this application, so that students can improve English skills more optimally.

There is previous research that discusses The Effect of Using Cake Application on Students Speaking Skill. A study conducted by Rahmadani et al., (2024) showed that the use of the Cake application has a significant effect on students' speaking skills. This study has only compared the Cake application to traditional learning methods, such as textbooks, without comparing it to similar digital learning tools like the Busuu application. Therefore, this study is different from the previous ones because it investigates the effect of Cake application on students' speaking skill and compares it directly with Busuu application as a similar digital learning platform. The comparison is conducted to identify which application provides better support in improving students' speaking skill. Based on this consideration, the objective of this study is to know the effect of using Cake application on students speaking skill at the eighth grade of SMP N 3 Tembuku.

METHODS OF RESEARCH

This research employed a quantitative approach with a quasi-experimental design to determine the effect of the Wayground Application on speaking skill of 8th grade students at SMP N 3 Tembuku. Quasi-experimental research used a comparison group with different treatments. This design was chosen because a quasi-experimental was used to comparison between groups that receive different forms of treatment, without involving groups that are not given any treatment at all (Manshur & Husni, 2020). The research subjects were divided into two groups, namely an experimental group and a control group. Purposive sampling was used to take samples to choose classes that have the most relevant and in-depth information to answer the objectives, research questions and could use mobile phones during the learning process. The population in this study was the eighth-grade students at SMP N 3 Tembuku, with a total of 80 students distributed across three classes from VIII A to VIII C. The sample consisted of class VIII A (27 students) as the experimental class and class VIII B (27 students) as the control class, making a total of 54 participants. The independent variable in this study was the use of Cake application as a learning medium, while students' speaking skill acted as the dependent variable.

To collect the data, the study followed three main stages using a speaking test as the instrument. The same task was used in the pre-test and post-test to measure the development of students' speaking skill before and after being given the treatment in which students were asked to verbally convey How to Make a Cup of Tea, which is a procedural text material. Students' speaking performance in both tests was assessed using an assessment rubric that covered four aspects, namely pronunciation and intonation, fluency, comprehension, and vocabulary. The data analysis techniques included descriptive statistical analysis to determine the mean, median, mode, standard deviation, range, and variance. To test the assumptions for hypothesis testing, a normality test using the Shapiro-Wilk test and a homogeneity test employing Levene

Statistic were conducted. Further analysis was conducted by applying ANCOVA test to determine whether there was effect in students' speaking skill scores between the two classes after controlling the pre-test scores as a covariate. The final statistical decision to reject or fail to reject the null hypothesis was evaluated based on the significance value at the 0.05 level.

RESULT AND DISCUSSION

Result

A total of 27 students of class VIII A were designated as the experimental group. Their speaking skills learning focused on pronunciation and intonation, fluency, comprehension, and vocabulary. A pre-test was administered to determine students' initial speaking skills before the treatment was given. Next, students participated in three treatment sessions using the Cake application. Through various speaking-oriented learning activities, such as listening to authentic conversations, imitating expressions, and practicing speaking independently, this application provided opportunities for students to develop their speaking skills. After all treatments were completed, a post-test was administered to measure students' speaking skills after using the Cake application. The following table presents the results of the pre-test and post-test of the experimental group after receiving treatment using the Cake application.

Test	N	Min	Max	M	SD	V
Pre-test	27	37	75	54.07	11.128	123.840
Post-test	27	50	94	75.81	10.481	109.849

The average score of the experimental group increased from 54.07 in the pre-test to 75.81 in the post-test. This improvement, with scores ranging from 37–75 before treatment and 50–94 after, indicates a significant gain in students' speaking skill after using the Cake application. Students of class VIII B totaling 27 students are the control group. In the control group, the pre-test and post-test are the same as the experimental group. However, the treatment in the control group uses Busuu application.

Test	N	Min	Max	M	SD	V
Pre-test	27	37	75	55.85	11.441	130.900
Post-test	27	50	94	67.78	11.872	153.256

That shows the average score of the control group increased from 55.85 (pre-test) to 67.78 (post-test), with scores ranging from 37–75 to 50–94. This indicates an improvement in speaking skill through the use of Busuu application. Students in the experimental group learned speaking skill using Cake application, while the control group used Busuu application. Both methods aimed to measure which approach was more effect. The Cake application encourages students to be more active in practicing speaking through authentic conversations, pronunciation exercises, and independent speaking activities, while the Busuu application provides a variety of language materials and exercises that support the development of speaking skills. The post-test results between both groups were then analyzed to evaluate speaking skill effect based on the different treatments.

Post-Test	N	Min	Max	M	SD	V
Experimental	27	50	94	75.81	10.481	109.849
Control	27	50	94	67.78	11.872	153.256

Post-test results show that students in the experimental group who used Cake application out performed those in the control group who used Busuu application, with an average score of 75.81 compared to 67.78. Before conducting the parametric test, the researcher first performed normality and homogeneity tests. The Shapiro-Wilk test was used for the normality test because the sample size was less than 100. The result showed that the data were normally distributed, as the significance value was greater than 0.05.

		Shapiro-Wilk		
		Statistic	df	Sig.
Students result	Pre-test Experimental	.937	27	.102
	Pre-test Control	.943	27	.149
a. Lilliefors Significance Correction				

The Shapiro-Wilk test results showed that the pre-test data for both groups were normally distributed, with significance values of 0.102 for the experimental group and 0.149 for the control group ($p > 0.05$).

		Shapiro-Wilk		
		Statistic	df	Sig.
Students result	Post-test Experimental	.941	27	.131
	Post-test Control	.946	27	.167
a. Lilliefors Significance Correction				

The results showed that the post-test data were normally distributed, with significance values of 0.131 for the experimental group and 0.167 for the control group ($p > 0.05$). Following the normality test, the researcher conducted a homogeneity test using Levene's Statistic to determine whether the data variances were homogeneous. Data is considered homogeneous if the significance value is greater than 0.05.

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pre-test Result	Based on Mean	.012	1	52	.913
	Based on Median	.012	1	52	.912
	Based on Median and with adjusted df	.012	1	51.131	.912
	Based on trimmed mean	.009	1	52	.926

That shows the pre-test data is homogeneous, with a significance level of 0.913 ($p > 0.05$). This means there is no significant variance difference between the experimental and control groups.

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Post-test Result	Based on Mean	2.561	1	52	.116
	Based on Median	2.464	1	52	.123
	Based on Median and with adjusted df	2.464	1	51.387	.123
	Based on trimmed mean	2.537	1	52	.117

That shows the post-test data is homogeneous with a significance level of 0.116 ($p > 0.05$). Along with the normality test results, this confirms that both assumptions for conducting a parametric test are met. Therefore, an Analysis of Covariance (ANCOVA) can be used to analyze the significance of differences in students' post-test scores. After confirming the data was normal and homogeneous, the researcher conducted an ANCOVA test to determine whether there was a significant difference in speaking skill between the experimental and control groups after controlling the pre-test scores as a covariate. The hypothesis tested was:

Null Hypothesis (H_0): There is no significant difference in students' speaking skill between the students who are taught by using Cake application and those who are taught by using Busuu application at the eighth grade of SMPN 3 Tembuku. If the significance result (2-tailed) is higher than 0.05 ($p > 0.05$), the null hypothesis is accepted.

Alternative Hypothesis (H_1): There is a significant difference in students' speaking skill between the students who are taught by using Cake application and those who are taught by using Busuu application at the eighth grade of SMPN 3 Tembuku. If the significance result (2-tailed) is lower than 0.05 ($p < 0.05$), the null hypothesis is rejected and the alternative hypothesis is accepted.

If the significance value is less than 0.05, H_0 is rejected and H_1 is accepted. The test results are summarized in the following data recapitulation.

Test of Between-Subjects Effects						
Dependent Variable: Post-test						
Source	Type lll Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5785.175	2	2892.587	76.532	.000	.750
Intercept	1260.322	1	1260.322	33.346	.000	.395
Pre-test	4913.156	1	49913.156	129.992	.000	.718
Class	1228.021	1	1228.021	32.491	.000	.389
Error	1927.584	51	37.796			
Total	286067.000	54				
Corrected Total	7712.759	53				

The ANCOVA results show a significant difference in speaking skill scores between the experimental class and the control class after controlling the pre-test scores as a covariate, with $F(1,51) = 32.491$, $p = 0.001$, $\eta p^2 = 0.389$. Since the significance value was less than 0.05, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. This indicated that the students who were taught by using Cake application achieved better speaking skill than those who were taught by using Busuu

application.

Discussions

This study aimed to answer the research question, namely, Is there any effect of Cake application on students speaking skill of 8th grade at SMPN 3 Tembuku? Based on the data results, this study showed a significant difference between the experimental group and the control group. The average post-test score in the experimental group was higher (M = 75.81, SD = 10.481) than the control group (M = 67.78, SD = 12.880). The results of ANCOVA showed that there was a significant difference between the experimental group and the control group, $F(1,51) = 32.491$, $p < 0.001$, $\eta p^2 = 0.389$. Since the significance value was lower than 0.05, the alternative hypothesis was accepted. This means that the students in the experimental group and the control group had significantly different post-test scores after the treatment. This finding confirms that the use of the Cake application was more effect in improving students' speaking skill than the use of the Busuu application.

One possible reason for this result can be seen in several aspects, namely the applications features, the content provided, and the applications interface. This is in line with the Technology Acceptance Model (TAM) proposed by Fred Davis, which states that users find it easier to use technology that is considered useful and easy to use (Saskia, 2024). Cake application offers short video clips, speak and repeat, and AI pronunciation feedback, helping students listen, imitate, and improve their pronunciation directly. Busuu application offers structured lessons, conversation practice, and community feedback, focusing on unit-based practice. Content wise, Cake application utilizes more videos of daily conversations to help students become more familiar with using English in real-life conversations, while Busuu application emphasizes structured learning so that students cannot directly choose the material want to learn. Cake application interface is simple, engaging, and user-friendly, making students more comfortable and engaged during speaking lessons, while the Busuu application interface looks more formal and focuses on the arrangement of learning materials, so some students feel the application appearance is less attractive during speaking lessons. The difference explains why the experimental group obtained a higher post-test score than the control group.

The results of this study are consistent with several previous studies which also showed that Cake application gave a positive effect on students' speaking skill. The first was a study conducted by Alvionita & Marhum, (2024) showed that the use of the Cake application has a positive influence on students' speaking skill. A similar results were found in a study by Wahyuni & Fitri, (2023) shows that the Cake application can still be used effectively to improve students' speaking skills. Another study conducted by Dewi & Makassar, (2025) found that the use of the Cake application has a positive impact on students' speaking skills. Aqilah, (2023) also reported result that the Cake application provides interactive features that support speaking practice and help improve students' speaking skills, motivation, and engagement in learning.

Even though this study has already reached the result, this study is not far from its weakness. First, this study was conducted only in a short treatment period and involved only two classes of the eight-grade students at SMPN 3 Tembuku. For this reason, the results cannot be generalized to students in other school or at different grade levels. Second, this study focused only on procedural texts, so the results may differ if applied to other types of texts. Third, this study only used a speaking test to measure students' skill after the treatment. Although this test can indicate the results of students' skill as a whole. Therefore, future

research is recommended to use more than one type of assessment, such as observation and video or audio recordings, so that the results obtained can provide a more complete picture in analyzing students speaking skill. Based on these limitations, future research is expected to involve a wider sample, use a longer treatment period, and use a more diverse range of assessment instruments to provide a more complete picture of students speaking skill.

CONCLUSION

This study aimed to examine the effect of using the Cake application on students' speaking skill in the eighth grade at SMPN 3 Tembuku. The findings showed that there was a significant difference in students' speaking skill between Cake application and Busuu application in the eighth grade at SMPN 3 Tembuku. Students who were taught by using Cake application achieved better speaking skill than those who were taught by using Busuu application. The post-test results indicated a difference between the experimental class and the control class. The experimental class obtained a mean score of 75.81 with a standard deviation of 10.481, while the control class obtained a mean score of 67.78 with a standard deviation of 12.880. These results showed that the students in the experimental class achieved better speaking skill than the students in the control class. The ANCOVA test result also showed that there was a statistically significant difference between the two classes after controlling the pre-test scores as a covariate, $F(1,51) = 32.491$, $p = 0.001$, $\eta p^2 = 0.389$. These findings indicate that Cake application was more effect than Busuu application in improving students' speaking skill. While both applications contribute to the learning process, the Cake application provides stronger support in helping students practice speaking, particularly in conveying the sequence of steps in procedural texts. The higher scores achieved by the experimental group may be related to the learning process the students experienced during the treatment. In this study, the Cake application was used as a medium to help students practice speaking, understand language usage, and evaluate their practice results through a feedback feature. This process helped students pay more attention to pronunciation, vocabulary, and fluency. These findings indicate that students need learning media that not only create a pleasant learning atmosphere but also support the development of speaking skills. However, this study has several limitations. The study was only conducted on eighth-grade students at SMPN 3 Tembuku, so the results cannot be widely generalized. Furthermore, the short duration of the study did not allow for identifying the long-term effects of using the Cake application. This study also focused only on procedural texts and used quantitative data from speaking tests without being supported by qualitative data such as interviews or classroom observations.

SUGGESTION

Based on the findings of this study, several suggestions are offered. Students are advised to utilize the Cake application independently to practice their speaking skills through its available features, including AI-based pronunciation feedback. Teachers can use the Cake application as a medium for speaking learning, combined with Task-Based Learning (TBL) syntax, to make learning activities more focused and support student engagement in speaking practice. For schools, it is suggested to provide support in the form of providing adequate technological facilities, such as stable internet access and digital learning support devices, so that the use of learning application can run optimally. Furthermore, future researchers are

advised to conduct research in different contexts, grade levels, and schools to obtain more diverse results. Research can also be expanded by using different types of text, extending the research duration, implementing more varied data collection techniques, and comparing the Cake application with other English learning applications.

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