

CHAPTER II

LITERATURE REVIEW

A. Cake Application

1. Definition 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 people become better speakers. Confident for others, speaking in good public skills, or in everyday life. Sinha (2019) 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 Batool, (2019).

In this app, people can also learn native English from videos. Have fun, Short English Conversation videos are updated daily, so users can learn English quickly and completely free.

- a. Users can learn selected original English expressions from YouTube and see similar phrases in one place, it only takes a few minutes a day to improve your English.

- b. The Cake App offers oral exercises that simulate conversations.
- c. The Cake App offers oral exercises that simulate conversations with native speakers.
- d. Can be used for AI voice recognition to check pronunciation. Simple recording. We will welcome comments soon.
- e. The Cake App is completely free and has no annoying ads.

We may collect a number of stars as a reward for successfully

completing tasks, such as tasks to achieve learning goals in apps. There is also a quiz in the Cake App. We need to fill in the missing words in the sentence. This sentence is a prayer word studied earlier. In addition to filling in the blank words, a test is also carried out by spelling the words spoken in the application. In the Cake App, we can choose the learning goals and progress we want to achieve using the app, and we can understand the learning progress based on the stars earned and the level passed. The test of reading stories and filling in

the blanks can be done before, during, and after conversations in basic English class. By the way, vocabulary learning is suitable for the pre-conversation stage. Vocabulary mapping games can be played at the pre-dialogue stage. Image reading can be done at the dialogue stage and post-speaking stage.

2. Basic Features and Procedure of Cake Application

- a. To access this application, you must first log in. You can log in with your Facebook account or your Google account.
- b. Please note that you can also use the guest mode, that is, you do not need to log in, but when you use the guest mode, only free episodes (Oral practice materials) are provided.
- c. Before using the Cake Application, the first thing to do is download it from the Play Store. After the application is downloaded.
- d. There are 9 languages, including Indonesian and English. Next, we are asked to log in via Google or Facebook. Look at the image below.
- e. Once logged in, we will see the home page of the application, which contains the Start menu, Search, Chat, Library and Profile. Then in the upper right corner there is a bell icon with notifications. In the upper left corner are the "Today"

and "Subscribe" menus. In the search menu, there are many options, such as movies, beginner auditions, travel, comedy, pop, American TV series, TV series, etc

3. Effectiveness of using the Cake Application to Improve

Speaking Ability

1. Speaking Quiz

This quiz challenges students' speaking and phrase memory. In one level, students will find sentences repeatedly appearing to be answered. So that students' memory of sentences will also be honed. After completing the four levels, students will get prizes in the form of several stars as student scores.

2. Collect Sparks Every Day

In the Cake application, students will be invited to consistently follow every English challenge. students need to set learning targets per day at Cake. For example, students target 20 minutes per day, then every 20 minutes students play at Cake, the spark of students will increase.

3. Watch videos on Cake Application

There are many English videos displayed on Cake Application, students can choose the videos they like. In

these videos can make students learn proper pronunciation from the native speaker's way.

4. Students Are Competing

This last feature is like a superior feature of Cake. The concept of the game it really doesn't feel right if there is no competition. Each score in the form of stars that students get from the results of the challenge, will be accumulated and compared with other players. Cake is not only intended for Indonesian people who want to learn English, but is universal. So that students can set and choose the basic language of student applications.

B. Role-Playing Technique

1. Definition of Role-Playing Technique

According to Dananjaya (2013) role play is an activity in learning process which is the students should not be worry, because in this role play activity, the real situation of live will be create. This activity differ with drama, the duration is very short. The teacher only gives short scenario and the students feel free to modify or improve the situation and character.

Role-playing clearly promotes effective interpersonal relations and social transactions among participants. "In order for

a simulation to occur the participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves" (Tompkins in Diyah, 2002). To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills. Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning

To strengthen the arguments, Thornbury (2005:96) states, "That speaking activities involving role play activities, in which learners take an imaginative leap out of the confines of the classroom, provide a useful springboard for real-life language use. As a result, situations that learners are likely to encounter when using English in real world situation can be stimulated and a greater range of registers can be practiced than are normally available in classroom talk.

2. Steps of Role Playing Method

In the application of this role-playing method, there are several steps it needs to be done so that this method can take place properly, namely :

a. Heating

Warming can be interpreted by introducing the type of story that will be handled by them. The author describes some of the actors and conditions of the story until all students understand the story that will they bring it. Teachers trying to introduce students to the problem is something that everyone needs to master it.

b. Choose A Player

Choosing a player can be done by the teacher, namely by directly appointing students or by forming a group.

c. Setting The Stage

In this case, the teacher discusses with students where and

how that role will be played and what are the needs will be required. Stage arrangement can be done simply, such as discussing scenarios that describe the sequence of the game the role is who first appears, and followed so on.

d. Teachers appoint some learners as observers

The teacher appoints several students as observers. Nevertheless, it is important to note that observers here are also actively involved in role-playing games. For this reason, even if they are assigned to observers, teachers should give them a role assignment to be actively involved in the role-playing game.

e. The role-playing game begins

Role-playing games are implemented spontaneously. At first, it will be many students are still confused about playing the role they should he did. There may even play a role that is not the role. If the role-playing game is far off track, the teacher can stop it to immediately go to the next step.

f. Teachers and learners discuss the game

Teachers and students discuss the game earlier and evaluate the roles performed. Proposed improvements will appear. Some students may want to change roles. Or even the cheerful plot will change slightly (nonhistorical). Whatever the outcome of the discussion evaluation is no problem.

3. Purpose of Role-Playing Methods

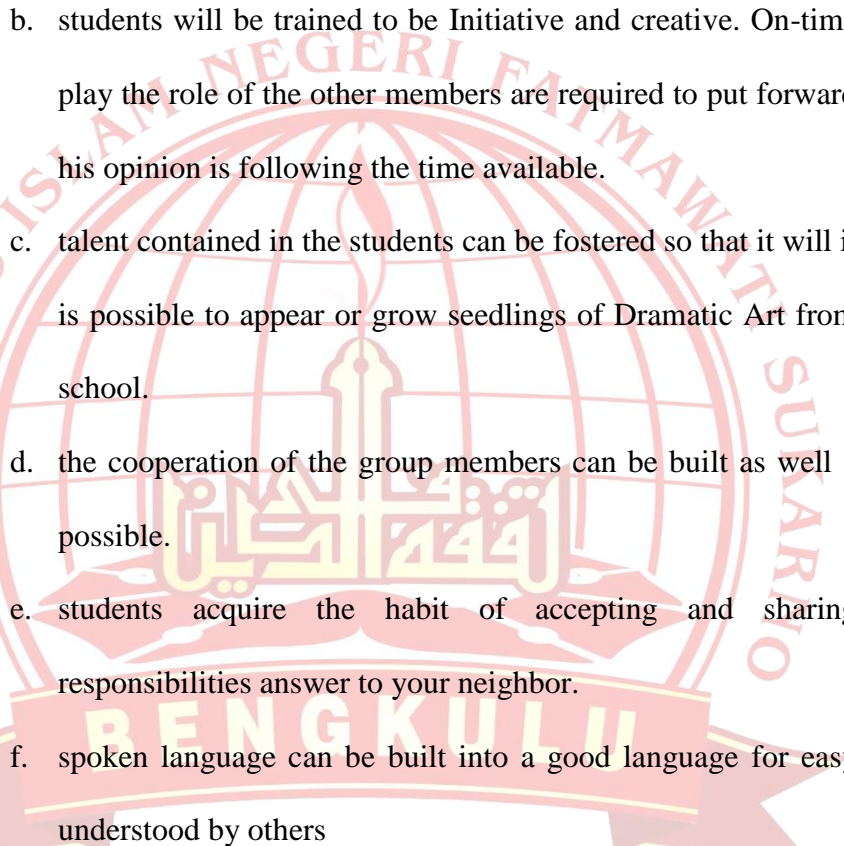
There are many kinds of Role-playing methods where some are more suitable than others to achieve learning goals. Specific objectives for this method of Roleplaying in the approach skill-based is to acquire a skill, ability or attitude that is often through the behavior model with set of criteria, train these properties until completely internalized by following the existing criteria, demonstrate the nature of others usually with the purpose of assessment/evaluation.

The purpose of applying this method is :

- a. provide a concrete experience of what has been learned
- b. illustrate the principles of the learning material
- c. increase awareness of social issues
- d. Prepare or provide the basics of a congruent discussion
- e. foster interest and motivation to learn learners
- f. provide a means to express feelings hidden behind a desire

4. Advantages and disadvantages of Role Playing methods

In the use of learning methods, there must be advantages and lack thereof. The advantages of playing methods these roles are as follows:

- 
- a. the student trains himself to train, understand and remember the contents material to be assembled. as the player must understand, understand the content of the story as a whole, so that the memory of students must be sharp and durable.
 - b. students will be trained to be Initiative and creative. On-time play the role of the other members are required to put forward his opinion is following the time available.
 - c. talent contained in the students can be fostered so that it will it is possible to appear or grow seedlings of Dramatic Art from school.
 - d. the cooperation of the group members can be built as well a possible.
 - e. students acquire the habit of accepting and sharing responsibilities answer to your neighbor.
 - f. spoken language can be built into a good language for easy understood by others

In addition to having the advantages of this method of role-playing or Role-playing also has disadvantages, namely:

- 1) role-playing methods require a relatively large amount of time.
- 2) requires high creativity and creativity.

3) Not all subject matter can be presented through this method.

4) Most students appointed to role-play feel embarrassed to play a certain scene.

5) if the implementation of role-playing fails, not only can have a negative impact but at the same time the purpose of learning not yet been reached.

Each learning method certainly has its shortcomings-each, therefore the teacher should be able to minimize it with make learning planning a structured and appropriate.

C. Speaking Ability

1. Definition Speaking Ability

"Speaking ability" is composed of two words: speaking and ability. It is revealed one by one to avoid misunderstandings about the meaning of speaking ability. Speech is the ability to make sounds or words to express or convey thoughts, opinions, or desires. The ability of a potential force is the ability to do something physically or mentally. This explanation could be interpreted as a combination of ability and speech. That is the ability to tune sounds to express or convey the thoughts, opinions, and desires of others.

Djiwandono (Munir, 2005, p. 16) defines speaking as "an activity in which the thoughts and feelings that arise from a message or idea are verbally expressed to give a speech."

Brown (Florez. 1999) defines speech as an interactive process of meaning construction that involves the generation, reception, and processing of information. Speaking can occur in linguistic and nonverbal communication, as well as in information exchange.

Speech, as previously defined, is a productive ability to construct meaning that includes the generation, reception, and processing of information using common linguistic or nonverbal signs. People take turns speaking according to the speaking principle, and each language has a specific socially written phrase. Speaking abilities are defined in this study as students' ability to benefit from self-efficacy in conversation and communication by using English fluently.

Speaking in linguistics term has various definitions. In Oxford Advanced Learner's Dictionary, speaking means saying something to express ideas and opinions. Kushartanti defines speaking as a set of voices uttered by one and understood by someone else (Kushartanti 2005). It means to deliver thought or opinion.

Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably

colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, and receptive skills), speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences and use less specific vocabulary than in written language.

There are lots of definitions for speaking according to some experts. Speaking is a process of conveying or sharing ideas orally (Eliyasun, Rosnija, and Salam, 2018:1). Therefore, if learners do not learn how to speak and never practice in the classroom, they soon lose interest in learning and get the motivation to learn or practice English speaking. A learner who does not develop strong oral skills during this time will find it difficult to keep pace with their peer in the later years. Additionally, according to Zuhriyah (2017:122), speaking is a way for people to express something and for communicating with other people orally. Speaking is the first way to interact with others in the social community because in daily

activities people cannot be separated from interaction and communication.

2. Teaching Speaking

Teaching has basic meaning as the process to give information to students. When doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students. Many experts have differently defined the word teaching. According to Feiman-Nemser and Buchmann (in Ball and Forzani, 2009) define teaching as the work of helping people learn “worthwhile things,” which, as they pointed out, adds an explicitly moral dimension. Furthermore, Cohen (in Ball and Forzani, 2009) stated that teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly.

Thornbury (2005) give the definition of speaking as interactive and requires the ability to cooperate in the management of speaking turns. According to Thornbury speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. Kayi (2006) added that speaking is the productive skill in the oral mode. It, like the other

skills, is more complicated than it seems at first and involves more than just pronouncing words.

According to Nunan in Kayi (2006:1), teaching speaking means that the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Teaching and learning process of English in Senior High School is based on the curriculum of the school. The curriculum is the theoretical reference (speaking,reading,listening and writing skill). SMK N 3 Kaur is using the K13 curriculum. This curriculum is a curriculum of value which is occupied by character building.

The teaching of speaking and writing at junior and senior high schools today are still viewed as hard job by some teachers. This is not only caused by the fact that the teacher should teach various genres but it is also caused by the demand of syllabus known as

Curriculum 2013. In the syllabus, for instance, the teacher is required to achieve a wide range of competences in his/her teaching. For this purpose, the teacher has to seek suitable methods and techniques and also relevant activities. Moreover, because there are several genres that must be taught, the teacher should have sufficient knowledge about those genres he/she is going to teach.

According to Mulyasa, whether learners can increase and use their knowledge, appraise the worth of character, and demonstrate positive attitudes in their daily conduct is unrelated to the execution of the 2013 curriculum (Zaim, 2017). In the Core Competences (Kompetensi Inti/KI), the values are mentioned. There are four competencies in this set (KI 1 to KI 4). Spiritual aspects are addressed in KI 1, social aspects (behavior) are addressed in KI 2, knowledge is addressed in KI 3, and skills are addressed in KI 4. Basic Competences (abbreviated as KD) are the benchmarks for building indicators' competencies. The teaching and learning activities in the 2013 curriculum are scientifically based. Observing, questioning, gathering information, associating, and communicating are the five steps of the strategy. As a result, communicative language learning,

inquiry-based learning, project-based learning, discovery learning, problem-based learning, and task-based learning are all incorporated into the teaching technique. Furthermore, communicative language learning (CLL) is an efficient way for developing speaking skills

3. Function of Speaking

According to By Richard et al. (2005), mastery of speaking skills in English is something that is a priority for many second and foreign language learners. Some linguists have tried to categorize the function of speech in human interaction. According to Brown and Yule there are three functions of speaking: speaking as interaction, speaking as transaction, and speaking as performance.

Each speaking activity is very different in terms of form and function and also asks different questions (Zarrabi, 2018).

a. Speak as interaction

Speak as a conversation with what we say as a conversation. This is interactive communication that is done spontaneously by two or more people. Its about how people try to convey their message to others. Therefore, they must use speaking skills to communicate with others.

The main objective in this function is social relations. Focus more on the conversation and how they want to present themselves to each other from the message.

b. Speak as a transaction

Create conversations about focusing on the message being conveyed and making others understand what we want to convey, clearly and accurately. In this type of spoken language, students and teachers focus on what meaning or speech they can understand.

c. Speak as a performance

In this case, speaking activities focus more on monologues than on dialogue. The function of speaking as an opening occurs in speeches, public speaking, announcing in public, reopening stories, telling stories and so on. From the above resolutions, it can be agreed how to speak has many meanings, they talk about agreement when speaking in public. All speaking functions are related to guide people in speaking activities.

4. The Element of Speaking

Shakur in Mora (2010; 3) says that there are at least five components of speaking skills, namely comprehension, fluency, grammar, vocabulary, and pronunciation.

a. Pronunciation

Pronunciation is the way for people to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. When a teacher teaches English, she/he needs to be sure that her/his students can understand when they speak. They need to be able to say what they want to say. It means that their pronunciation should be at least sufficient for the purpose. Pronunciation includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English words correctly.

b. Comprehension

Comprehension becomes an important factor in speaking. This measures the understanding of the conversation. Comprehension is the study of how well

students understand a language. Hornby (1995: 235) states that comprehension is the power of understanding an exercise aimed at improving or testing one's understanding of a language in written or spoken. In sum, comprehension can be defined as the ability to understand spoken English. Comprehension in speaking is the aim of many language learners,

c. Fluency

Wolfe-Quinter in Koizumi (2005: 46) defines fluency as how fast and how much a learner speaks without frequent pauses because of functionless repetitions, self-corrections, and false starts in coping with real-time processing. Fluency is the quality of being capable to speak without hesitation.

d. Grammar

Grammar and speaking have a close relationship. In addition to the sound system, learners must be taught by using a structured system of language. Learners must be given insight into word order, inflection, and derivation into the other meaningful features of the English language. It will help students to speak fluently.

e. Vocabulary

Hornby (1974:979) defines vocabulary as a range of words known or used by a person in a trade, profession, etc. If students have many vocabularies, it will be easier for them to express their idea. Everybody who wants to speak English well, she/he has to know the ways of speaking English. Speaking is different from the other skills. In speaking, students need to know about comprehension, fluency, pronunciation, grammar, and vocabulary.

5. Types Of Speaking

In learning speaking skills usually, every teacher has different ways of developing learners' speaking abilities. In teaching English speaking skills to English foreign language learners teachers have their way so that their learners can practice in front of the class. This depends on the material that will be taught by the teacher. The way can be a short conversation, monologue, dialogue, drama, and others. According to Brown (2007:327), there are some types of speaking performance as explained in the following.

a. Imitative

In psycholinguistic theory according to Darjowijoyo (2005:1) people generally do not feel that the use of language is very difficult. Language usage can be done easily because they are habit and done repeatedly. A baby at the age of one and a half years will imitate the word heard by him without knowing the meaning that is spoken. The utterances of one word that is imitated grow into utterances of two words and then eventually become complex sentences. Furthermore, learners should often listen to a native speaker's speech on a tape recorder, videos, or other and then practice it. This is done to try an intonation counter or to pinpoint a certain vowel sound. The purpose of imitation is not to focus on meaningful interaction, but for focusing on some particular element of language form. Brown (2007:328) states that given an opportunity to learners to listen and to orally repeat certain strings of language that may pose some linguistic difficulty either phonological or grammatical.

b. Intensive

Intensive is different from imitative. Imitative emphasizes pronunciation or phonological aspects, while intensive not only stresses pronunciation or phonological

aspects but also learners should know the meaning to respond to certain tasks. Brown (2007:329) intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

Responsiveness is very important in conversation because it can stimulate learners how to respond properly and correctly when someone gives a question or comment. A small example, is when a teacher asks "how are you today?" learners can respond with the answer "pretty good, very well, fine or other" and can ask again the interlocutor like "how about you?". Therefore, speakers are stimulated to speak promptly. Usually, this is done in response to a short conversation, making a simple request comment, and others.

d. Interactive

Interactive is almost the same as responsive. Two types of speaking, both of which have the purpose to respond to the conversation from the interlocutor, whether a question or comment. The difference between responsive and interactive is the number of people in the conversation.

According to Rahmawati and Ertin (2014:201) in interactive, the number of speakers also matters as sometimes it needs more than two people in conversation.

e. Extensive

Extensive speaking involves a wide range of speech production. Extensive is the highest level of speaking or it can be said that extensive is the most difficult type of speaking performance because it is a process of broadening the ability to speak. It is not just like answering in a short conversation, but in the extensive speaker should develop his speaking skill. Usually extensive is done monologue by doing activities such as an oral report, speech, summaries, storytelling, and other. Furthermore, extensive speaking can be said as the ultimate speaking skill that requires strong language components (Rahmawati and Ertin, 2014:201).

6. How to Measure Speaking Ability?

To determine the measurement of speaking ability there are several ways including :

4. Create Rubric

The use of a rubric to create valid data in the assessment so that there are no gaps and clear criteria for

assessing students can be used to decide what assessment to use for evaluation. For that just select the criteria you will use to assess students and list them on the left side of the page. Then create an even number of columns at the top of the page. This column will represent your student's potential skill level. For each criterion, determine what level of ability the student needs to demonstrate at each of the four levels. For example, the most straightforward way to label a box in a rubric is, "*Meets high expectations, meets low expectations, slightly underperforms, does not meet expectations*". The more rubrics you create, the more detailed your description will be. Then, as you evaluate each student, determine at what level he or she is doing. Take the average level between the criteria and you have an objective grade with suggestions for areas that your students can improve.

5. Pronunciation

Pronunciation is the most important quality of language learning. Although most second language learners will never have the pronunciation of a native speaker, poor pronunciation can make communication difficult and prevent an ESL student from communicating their meaning. When

evaluating the pronunciation of your students, listen to clearly formulated words, the appropriate pronunciation of unusual spellings, as well as assimilation and abbreviations in appropriate places. Listen to the intonation. Do students use the correct intonation for the type of sentences they pronounce? Do they know that the intonation of the question differs from the intonation of the statement? Listen to these pronunciation skills and determine what level your student is reaching.

Note: pronunciation: pronouncing speech sounds, including articulation, stress, and intonation, is necessary for proper communication because if used incorrectly, the message may be misunderstood.

6. Vocabulary

Once you have noticed the level of pronunciation of your students, switch to the dictionary. The meaning of vocabulary and the production of vocabulary are always two separate Word banks in the mind of a speaker, the mother tongue as well as the second language. You should encourage your students to have a large vocabulary of production and a larger vocabulary of recognition. For this reason, it is useful

to rate your students on the level of vocabulary they can produce:

* Do you use the specific vocabulary that you have instructed in this semester?

* Do they use appropriate vocabulary for the context in which they are speaking?

Listen to the level of vocabulary your students can produce without prompting and then decide how well they are doing in the field

7. Accuracy

Grammar, the correct use of the language system, which includes pronunciation and vocabulary, has always been and will always be an important issue in the study of foreign languages. In any language. However, correct writing of sentences in a test is not the same as accurate spoken grammar. As your students talk, listen to the structures and grammatical tools you have taught them. Can they use a lot of time? Vote them? Is the order of the words correct? All of these and more are important grammar issues, and an effective speaker will successfully incorporate them into his or her language.

8. Communication

Every student may struggle with grammar and pronunciation, but how creative is he or she when communicating with the language they know? Assessing your students' ability to convey his/her ideas means looking at their creative language they know to understand their points. A student with a low level of vocabulary and grammar may have excellent communication skills if he can make you understand them, while an advanced student associated with produced dialogues may not be able to be expressive with language and thus will have low communication skills. Don't let the lack of language skills prevent your students from expressing themselves. The more creative they are with language and the more unique ways they express themselves, the better their overall communication skills will be.

9. Interaction

Being able to say what you mean in a foreign language is one thing, communicating with others is another. Interaction is their ability to interact with others during communicative tasks. Ask questions of your student. Watch how they talk. Can they understand and respond? Can you

answer when asked? Do they respond appropriately in a conversation? All these are elements of interaction and are necessary for clear and effective communication in English. A student with effective interaction skills will be able to answer questions and follow along with a conversation that is going on around him. Great oratorical skills will not take anyone very far if he or she cannot listen to other people and respond appropriately. Encourage your students to listen as they speak and have appropriate responses to others in the conversation

10. Fluency

Fluency is basically being able to speak fast enough without pausing and stopping too much. This is probably the easiest quality to judge about your student's speaking. How easy is it to talk? How easy are words? Are there any significant gaps and gaps in the student's speech? If anything, your students struggle with fluency. Fluency does not improve at the same rate as other language skills. You can have excellent grammar and still not be fluent. You want your students to feel comfortable when talking to you or other English speakers. Fluency is an assessment of this ease of

communication and is an important measure when evaluating speech.

D. Previous Studies

Researcher discovered the same thing in three previous studies Agustin first research project (2022) is titled " The Effectiveness of Utilizing Cake Application In Speaking Ability of 10th Student's at SMK PGRI Sooko. This study was done at SMK PGRI Sonko, where there were English-language difficulties among the students. The purpose of this study is to ascertain whether the Cake application improves students' speaking abilities. The quantitative approach taken in this work uses a quasi-experimental design with two classes as samples; the experimental class received therapy utilizing the cake application, whilst the control class uses the traditional approach. Data from the oral exam was gathered. The results of the independent sample t-test performed on the obtained data in SPSS 16 show that the t count (2.171) was greater than the table at the significance level (0.05) Moreover, 1.725 has the value of (sig.) 2-tailed 0.036-0.05, indicating that the Cake application has a large.

Second, The research was conducted Fitria (2021) is titled “The Implemetation of Cake Application In Learning English Speaking Skill”, Technology is incredibly crucial to use in today's world. Young kids now use technology for their studies, and it can assist both teachers and students in carrying out learning activities. Many applications are already available that might help kids learn more quickly. The cake app, for instance, can be used to learn how to talk. Pronunciation is a skill that is practiced by speaking, which is one of the most crucial aspects of learning English. The cake application is one of the many tools available to teachers and students to improve speaking skills. An application that can be used to learn English is called Cake. Playlist Corporation created Cake Learn English for Free. Cake – Education

And the last, The research was conducted by Nuraeni(2020) is titled” The use of Cake Applicaation In Teachnhing Speaking To Senior High School’s Student’s”. Students are standing on the edge of a technological revolution that is called industry revolution 4.0, rather than leading students to pure memorization, creating a good teaching method with using technology as a media is desired. Therefore, it is essential to today's educator, an

English teacher should be able to integrate a teaching method with appropriate media to bring together in the classroom to gain the goal of teaching and learning effectively in an enjoyable way. This article explores the use of Cake application in teaching speaking to senior high school students. The aim of this study was to find out whether the use of Cake application in teaching speaking skill to senior high school students, and the students' perception about Cake application. The approach of this study was qualitative. Observation, questionnaire and interview were used as the instruments of eliciting the data. The subjects of this study were the tenth grade science one students of SMA PGRI 3 BOGOR. The results are those application creating fun learning, improving students' motivation and their speaking skill, also affects students' confidence.

Based on the three previous studies above they use Cake applications to help improve the ability to speak to participants using qualitative methods and the results are almost all positive and here the difference with my research, I examined the effect of Cake applications assisted role play techniques on student's interpersonal interaction ability using quasi methods because it

will be better when the media juxtaposed with learning techniques.

E. Hypothesis

Ha: Role-Play Technique Assisted Cake Application has a significant impact on students' speaking abilities.

Ho: Using Role-Play Technique Assisted Cake Application has no significant effect on students' speaking ability.

The assumption of the hypothesis is as follows:

1. If the t-test exceeds the t-table by 5%, the null hypothesis is rejected and the alternative hypothesis is accepted. It means that there is a significant difference between students' speaking abilities when using Role-Play Technique Assisted Cake application media and students' speaking abilities when not using Role-Play Technique Assisted Cake Application at the tenth grade SMK N 3 Kaur department of Student's X TKJ .Cake Apps can help students improve their public speaking ability.
2. If the t-test t-table is significant at 5%, the null hypothesis is accepted and the alternative hypothesis is rejected. It means that there is no significant difference between students speaking ability using Role-Play Technique Assisted Cake

Application and students speaking ability without using Cake App media at the tenth grade SMK N 3 Kaur department of Students's TKJ. Role-Play Technique Assisted Cake App media can help students improve their speaking skills.

F. Conceptual Framework

Speaking is one of the skills that student must master while learning English. We can connect with other people by speaking. According to Thornbury (2005) as cited in Kusumaryani (2019) Speaking is a part of daily life that we take it for granted. Speaking is one of the skills that is not easy to master as a foreign language learner because we have to be able to speak with fluency. In spoken English, speaking would promote the production of fluency (Rivers, 2004) as cited in Hurinah (2015). We must also pay attention to grammar, precision, and word fillers while learning to speak. Natsir (2016) state that speaking is the ability that requires the process of communicative competence, pronunciation, intonation, grammar and vocabulary.

The purpose of this study was to see how effective the application of cake improve students ' speaking skills for a month. As a result, researchers used an experimental approach. First, the researcher explains how to download and use application; then,

after a few weeks, researchers will assess how effective application is and whether it has a positive impact on learning by reviewing the resulting report to determine improvements after using application; and finally, the researcher will assess the student's ability to understand features of the application cake and evaluate the accuracy of students and smoothness.

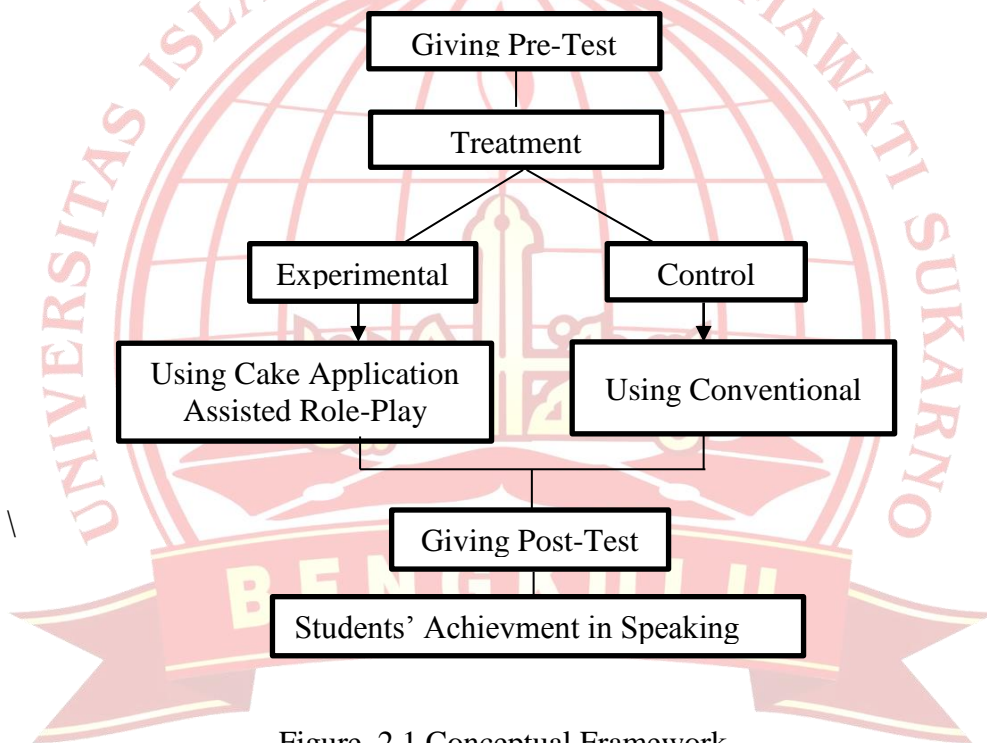


Figure 2.1 Conceptual Framework

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