

CHAPTER 1

INTRODUCTION

A. Background

Language plays a crucial and irreplaceable role in human life, serving as the primary means of communication. Through speaking skills, a person can convey messages verbally more effectively and efficiently, creating better interactions with others. In learning English, there are four interrelated skills: listening, speaking, reading, and writing, with speaking skills being a crucial component of oral communication. Students are expected to master all four English language skills, especially speaking skills. Speaking skills are important for students because they are a measure of success in learning to speak, which can be gauged by students' ability to convey their ideas verbally. Students speak by expressing themselves and their feelings so listeners can understand what they are saying (Wahyuni & Utami, 2021).

One of the most important measures of students' success in learning English is their speaking ability. Students who are proficient in speaking will be able to converse with others, express their thoughts, and do many other things. However, students still struggle to communicate. According to Zhang (2009) Speaking is still considered by most English-speaking students to be the most challenging skill to master,

and many students still struggle to communicate effectively in English. The use of inefficient, inflexible, and repetitive teaching strategies is one of the many factors that make it difficult for students to communicate in English.

Based on observations at SMA Negeri 04 Seluma on Monday, October 7, 2024, it was discovered that the English learning process is still dominated by a conventional approach, where teachers frequently assign assignments and rely on a single textbook as the primary learning resource. Students are also required to bring a dictionary as an aid to every meeting. Textbooks are used directly to deliver material, without the support of other learning media that could enrich the student's learning experience. This condition results in a monotonous and unengaging learning process. On the other hand, teachers have compile module learning as guidelines in designing channel activities in each meeting. However, the implementation of module the not yet utilized optimally to create activities that can increase involvement and participation active student in learning .

Researchers also found that SMAN 04 Seluma has basic facilities such as computers and projectors, but their use in English learning remains very limited. Teachers often rely solely on textbooks as the sole learning resource, without the support of technology-based, engaging, or interactive learning media. Researchers also found that many students still have

difficulty pronouncing words. Students still struggle to pronounce English vocabulary correctly and accurately. This is evident when they are asked to read dialogue or imitate pronunciation from textbooks, where most still make mistakes with basic vocabulary. Furthermore, students demonstrate low confidence when speaking English, both in class and when given opportunities to practice. They tend to be reluctant to express their ideas in English, preferring to remain silent or speak softly. This condition results in low motivation for students to develop their speaking skills independently.

To overcome this problem, more engaging and interactive learning media that encourages students to practice speaking more naturally is needed. One such medium is the Cake app, an Android-based mobile application from South Korea. This app provides various features such as short videos with native speaker conversations, interactive exercises to practice and memorize expressions, and real-time feedback on the accuracy of the user's pronunciation. All of these features are designed to help improve students' speaking skills (Ridhallah et al., 2024). These findings are in line with Xiaoyu He (2018) who states that the use of the Cake app allows students to control their learning process, overcome difficulties in speaking, and increase student engagement in English language practice. Therefore, the Cake app is recommended as learning medium for students who want to improve their

English speaking skills more effectively.

Several previous studies have highlighted the effectiveness of the Cake app in improving students' speaking skills. A study conducted by (Wahyuni & Fitri, 2023) examined the use of the Cake app in teaching speaking and reported significant improvements in student performance. The findings revealed that students' average grades increased from 57.64 before implementation to 78.24 after learning through the Cake app, demonstrating its positive contribution to speaking development. Similar result were also found in a study by (Hidayat, 2024) who examined the impact of the Cake learning application on students' speaking skills. The study showed a significant increase in the mean score from 45.00 in the pre-test to 76.37 in the post-test. Further statistical analysis using a paired sample t-test confirmed a significant difference between students' speaking performance before and after the treatment, as the significance value was lower than the accepted level ($0.000 < 0.05$). These results indicate that the Cake English application plays a significant role in improving students' speaking skills.

Based on the results of previous research, the use of technology in the learning process has been proven to increase students' effectiveness in learning English, especially through the use of technology-based learning media. Rahmawati (2021) stated that technology can help students learn a language by

providing them with access to various authentic sources, such as articles, videos, and interactive exercises, which help them understand the use of language in real-world situations. This diversity of learning resources allows students to understand better, and can be accessed anytime and anywhere they want. Although technology has many benefits, the learning process at SMAN 04 Seluma still does not utilize it. Learning is still dominated by traditional methods, such as lectures, memorization, note-taking, and group discussions, which often make students less motivated. This condition shows that more interactive learning innovations that are in line with the current needs of students are needed. Therefore, this study uses the Cake application as a learning medium to improve students' speaking skills at SMAN 04 Seluma. Finally, based on the above phenomenon, researchers interested in conducted entitled The Effect of Cake Application Toward Students Speaking Mastery Academic Year 2024-2025.

B. Identification of the Problem

Based on the background of the problem as the author has described above, the problem identification is as follows:

1. Lack of interesting, interactive, and technology-based learning media to improve students' speaking skills at SMAN 04 Seluma.
2. Lack of confidence in speaking English among students at SMAN 04 Seluma.

3. Students find it difficult to speak English well and correctly.
4. Students lack motivation to practice speaking independently.

C. Limitation of the Research

Based on the identification of the above problems, this study is limited to the effect of cake application toward students speaking mastery at the tenth grade students of SMAN 04 seluma academic year 2024-2025.

D. Research Question

Based on the identification of the problems and background of the research above, then the researcher formulated the research question as follow:

Is there any significant effect of cake application toward students speaking mastery at the tenth grade students of SMAN 04 seluma academic year 2024-2025?

E. The Objective Of The Research

Based on the above objective, the researcher aimed to determine whether there was a significant effect on students taught using the cake application compared to students not taught using the cake application toward students speaking mastery at the tenth grade students of SMAN 04 seluma academic year 2024-2025.

F. Significance of the Research

The result of this research is hoped useful for:

1. Teoritical Significance

This study is expected to help improve English language learning, particularly through the use of interactive digital media. The findings of this research can also enhance understanding of how effective Cake is as a learning tool for improving students' speaking skills. In addition, this study may serve as a reference for other researchers who wish to investigate how speaking-learning applications can help students improve their speaking

2. Practical Significance

This research is expected to provide practical significance for the following parties:

- a. For Teachers: This study provides teachers with an innovative alternative learning media to enhance students' speaking skills, assists them in designing more varied and less monotonous lessons, and serves as a reference for integrating digital applications into lesson plans or teaching modules.
- b. For Students: This study helps students improve their English speaking mastery through engaging, interactive, and easy-to-use media, while also enhancing their motivation and confidence as they can

practice independently through authentic dialogues and native-speaker videos.

- c. For School: This study supports schools in improving the quality of technology-based learning, expands their insight into effective digital media for English language learning, and helps evaluate the use of modern learning applications.
- d. For Other Researchers: This study serves as a source of data and empirical reference regarding the effectiveness of the Kue application in speaking instruction, offers methodological insights for quasi-experimental studies, and opens opportunities for further research such as longitudinal, comparative, or media development

G. Definition of Key Terms

The following definitions are provided so that readers have the same understanding or perception for some of the terms used in this study. It also aims to avoid misunderstandings between readers and researchers. These terms are explained below:

1. Cake Application

The Cake App is a mobile application designed to help students improve not only their speaking skills but also their listening abilities. The app offers two language options, English and Korean, allowing students to focus on the language they want to learn. In speaking practice, students learn by

watching short videos that contain specific expressions. They are then asked to repeat and record these expressions as part of the learning tasks. Additionally, the app allows students to choose their learning level according to their abilities, making the learning process more flexible and effective (Rachmawati, 2023).

2. Speaking Mastery

Speaking mastery is a person's ability to understand what others are saying and to grasp the information or statements being conveyed. In addition, this skill also includes the ability to express ideas, opinions, and feelings clearly to others. With good speaking mastery, an individual can exchange information and knowledge effectively, ensuring communication flows smoothly and is mutually understood. Speaking mastery is not just about pronouncing words correctly, but also about understanding the listener and delivering messages appropriately in various situations (Gunawan, 2022).