

CHAPTER II

LITERATURE REVIEW

A. Conceptual Description

1. Speaking

a. Definition of Speaking

Speaking is one of the main skills in language learning and plays an important role in the communication process because it allows a person to convey messages directly. Some experts offer perspectives that highlight the complexity of speaking. According to Nunan (2018) speaking is an oral skill that involves the ability to produce sentences verbally to convey the speaker's meaning. This ability is not only related to how someone produces speech, but also how they construct appropriate language structures so that the message can be understood by the listener. Furthermore, Nunan (2015) emphasizes that speaking includes a person's ability to express ideas, feelings, thoughts, and emotions, as well as respond to stimuli orally. Thus, speaking is a two-way communication process that requires the speaker not only to be able to convey messages, but also to understand the context of the conversation and provide appropriate responses.

In addition to being a means of conveying ideas, speaking also functions as a social tool that allows individuals to interact and build relationships in everyday life. Harmer (2007) states that speaking is a language skill that humans use to interact, collaborate, and build social closeness through

verbal communication. When someone has good speaking skills, they can convey messages more effectively, respond appropriately to their conversation partners, and participate actively in various conversational situations Brown (2001) also emphasizes that speaking is not limited to uttering words, but also involves the ability to understand context, adjust responses, and maintain continuity of interaction in two-way conversations. Thus, speaking is a complex skill because it requires mastery of linguistic aspects, fluency, and confidence so that the communication process can take place effectively and meaningfully. This ability also reflects a person's social competence, because through speaking, individuals can express themselves, show attitudes, and negotiate in various communication situations. interaction in two-way conversations. Thus, speaking is a complex skill because it requires mastery of linguistic aspects, fluency, and confidence so that the communication process can take place effectively and meaningfully. This ability also reflects a person's social competence, because through speaking, individuals can express themselves, show attitudes, and negotiate in various communication situations.

Although speaking is an important skill, for many language learners this ability is often difficult to master. Mastering speaking is not only a matter of knowing vocabulary or grammar rules, but also involves the ability to combine language elements, fluency, and communication strategies simultaneously. Zhang (2009) also states that speaking remains the most difficult skill for most English

learners, so they often find it difficult to communicate fluently and effectively. This difficulty is not only caused by linguistic aspects, but is also influenced by situational and psychological factors, such as shyness, lack of confidence, anxiety, or social pressure when interacting. Therefore, a holistic and comprehensive approach is needed to overcome this anxiety about speaking, involving teachers, classmates, the overall learning environment, and learners, as well as regular practice and understanding the context of communication (Sari & Susanti, 2025).

b. The Function of Speaking

As a form of verbal communication, speaking has many functions. According to Brown and Yule (1983), speaking naturally has three main functions: speaking as interaction, speaking as transaction, and speaking as performance.

1. Speaking as interaction,

The main function of speaking skills as social interaction is how a group of people can exchange messages with each other, the goal is that the message conveyed can be understood and responded to properly. The effectiveness of the response depends on speaking skills, including articulation, word choice, intonation, and listening. In social interaction, understanding the socio-cultural context, body language and expressions are also involved, the goal is to create understanding, and achieve common

goals.

2. Speaking as transaction

Transactional speaking focuses on the speech that is delivered by individuals to others so that they understand what we want to convey is clear and accurate. There are two things that need to be considered in speech as a transaction: first, focus on the message to be conveyed so that the recipient can understand what is conveyed. second, namely exchanging information by asking a question so that both parties understand what is conveyed.

3. Speaking as performance

This type of speaking focuses on monologue rather than dialog. It is used as a performance, such as speeches, public lectures, announcements, and storytelling. Examples include classroom presentations, debates, and giving important information.

c. The Aspect of Speaking

Brown (2004) explains that speaking ability can be assessed through five aspects, namely pronunciation, grammar, vocabulary, fluency, comprehension. These five aspects are used to see how well a learner uses English in conversation.

1. Pronunciation

Refers to the way a person speaks words so that they are clearly understood when speaking. To speak English fluently, a person needs to be able to pronounce sounds correctly, use appropriate stress and intonation, and speak fluently.

2. Grammar

Grammar consists of the rules used to arrange words into meaningful sentences. By understanding grammar, a person can construct correct sentences in conversation. Therefore, speakers need to be able to use the appropriate grammatical forms according to the situation.

3. Vocabulary

Vocabulary is one of the most fundamental components of language. Vocabulary includes words, fixed expressions, phrases, phrasal verbs, and idioms. Without sufficient vocabulary, a person will struggle to convey ideas or communicate effectively, whether speaking or writing.

4. Fluency

Fluency is the ability to speak continuously without frequent pauses or hesitation. Someone with good fluency can convey a message smoothly, even if there may still be errors in grammar or other aspects.

5. Comprehension

Comprehension involves the ability to understand

and grasp information in communication, whether as a speaker or a listener. With good comprehension, a person can understand the meaning of the conversation taking place.

d. The Teaching of Speaking

Teaching and learning speaking in the classroom should not only focus on everyday words or expressions, but also emphasize communication in real-life situations. In addition, Hadfield (1999, as cited in Bohari, 2020) states that speaking learning serves as a bridge for learners to connect classroom learning with life outside the classroom, thereby creating opportunities for practice, meaningful communication, and meaningful situations, as well as encompassing three important stages in developing speaking skills, namely preparation, speaking practice, and feedback, which provide a systematic framework for teachers to help students learn to speak effectively and in a structured manner.

a. Preparation

In this first stage, teachers prepare materials, topics, and teaching strategies that are appropriate for the abilities and needs of their students. In addition, teachers can provide key vocabulary, phrases, or sample dialogues that are appropriate. Students who are well prepared feel more confident and ready to engage

in speaking activities, and this also helps reduce confusion during practice.

b. Practice

This stage is the core stage, where teachers can give students the opportunity to actively use language in various activities, such as role-playing, small group discussions, giving short presentations, or question and answer sessions. They can start with structured speaking exercises and then move on to free speaking, so that students become more accustomed to expressing their own opinions and ideas. These varied practice activities help students improve their fluency, pronunciation, and choice of appropriate vocabulary when speaking.

c. Feedback

This stage is important to help students understand their strengths and weaknesses in speaking. Teachers provide constructive feedback, both individually and in groups, emphasizing things such as proper grammar, pronunciation, volume, and communication strategies. Feedback is not only corrective, but also motivates students to continue improving their speaking skills. In addition, teachers can ask students to reflect on their own performance, making the learning process more active and participatory.

According to curriculum used at SMAN 04 Seluma, there are various materials in teaching speaking skills that include the use of expressions in daily

communication. However, this study focuses on the materials that are relevant to the research objectives, namely: greetings, introducing oneself, talking about food, declining invitations, expressing feelings, expressing opinions, apologizing, as well as making and giving permission.

2. Cake Application

a. Definition of Cake Application

Cake Application is application developed by South Korea. Cake Application can be used and downloaded for free on PlayStore for Android and AppStore for iOS users. After downloaded, you should choose one of language it can be Indonesian or English. We can used it by registering and log in via Google Account or Facebook. This application has so numerous highlights for learning English such as speaking device to hone speaking utilizing exchange, observing video to upgrade speaking abilities, and figure fill within the blank and comparing the proper reply to assist memorize each expression (Chotimah & Pratiwi, 2022).

Cake is a free app created by Cake Corp that was released on March 22, 2018. This app has a lot of features for learning English, such as a speaking tool to practice speaking using dialogue, watching videos to improve speaking skills, and guessing the correct answer and comparing it to help memorize each

expression. One of the features is speaking practice that can be used to encourage conversation with native speaker (Redjeki & Muhajir, 2022).

Cake is an English language learning application that assists learners in learning the language via audio, video, and network services. The app will empower learners to practice the language in their native language or English, which is highly important because many popular apps do not allow learners to learn English from English (Momeni, 2022)

b. The Advantages of Application

The Cake app is a new mobile application developed to assist in the English language learning process, particularly in speaking skills. The app is accessible for free, making it an affordable learning solution for everyone. By utilizing the concept of mobile learning, Cake provides a flexible and easily accessible platform, allowing learners to improve their language skills without any restrictions on time or place. The app's design focuses on interaction and relevant material, and incorporates learning elements such as games to increase user engagement. This approach offers a different way of learning from conventional textbooks. Therefore, Cake is considered a potential tool for learners who aim to master English for practical

purposes.

In addition to the above advantages, the Cake app also offers various other benefits that make it the ideal choice. First, this app is perfect for improving speaking skills because it is fundamentally designed as a speaking course, placing oral practice as its main feature. Second, as a rich source of content, Cake provides a variety of videos from various authentic channels that users can watch, allowing them to practice pronunciation and dialogue with the available keywords. Third, from a teaching perspective, this app is very helpful for teachers because it provides a function to assess students' pronunciation, allowing teachers to effectively determine the quality of their pronunciation. Fourth, Cake offers the flexibility needed in modern teaching by allowing users to select and adjust the difficulty level of the material, from basic to advanced, so that the material presented is always relevant and challenging according to each student's ability (Octavianita et al., 2022)

c. The Disadvantages of Cake Application

Although the Cake app offers various advantages as a medium for learning English, especially in improving speaking skills, there are still some disadvantages to using this app. Some of its features and

material structure still pose challenges for some users, especially those who need full access, network stability, or more organized material presentation. Therefore, it is important to understand some of the shortcomings of the Cake app so that users can adjust their learning strategies more effectively.

Several disadvantages of the Cake app need to be considered in the context of its use as a learning medium. Although Cake provides a lot of free content, some material is still paid. There are a number of videos and premium features that can only be accessed through a subscription package. Non-premium Cake users are limited not only in terms of paid features, but also in the frequency of viewing free content through the life system (hearts) with a maximum daily viewing limit of five times. If the lives run out, users must wait approximately five hours for them to recharge. Alternatively, they can watch ads a maximum of twice a day to earn an additional five lives per ad, allowing them to continue their learning session without interruption. This limitation applies not only to video features but also affects several other features within the app.

In addition, the Cake app is highly dependent on a stable internet connection. Activities such as

playing videos, accessing exercises, and updating materials require a good network. If the connection is not sufficient, the learning process can be disrupted, for example, videos may not play smoothly or exercises may stop midway. Another disadvantages lies in the wide variety of videos that are not well structured. Although Cake provides many interesting short videos, the material is not always organized based on skill level or specific themes. As a result, some users especially beginners may have difficulty finding material that best suits their needs and learning level (Buludadi, 2023).

d. Procedures of Using Cake Application

Steps to use the cake app:

1. Download and Install the App

Download and install the Cake app via the Play Store or App Store. Once the app is installed, open it and click “Start Now.” Next, select the language you want to learn, either English or Korean, then select Indonesian as your primary language in the “From” section.



Figure. 1 Cake Account Login

2. Selecting a Learning Category

After selecting a language, users can choose the category of material they want to learn. Click “Start Now”.



Figure. 2 Cake Account Login

3. Registration Process and Using the App

When the main screen appears, click the icon in the right corner of the screen to register. Users can choose to log in using their Google or Facebook account. After successfully logging in, users can start using the Cake app for learning.

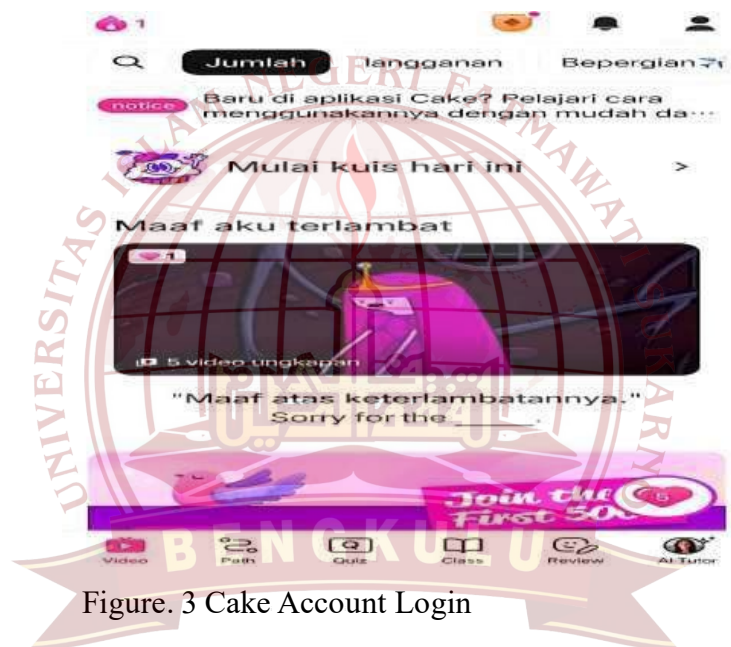


Figure. 3 Cake Account Login

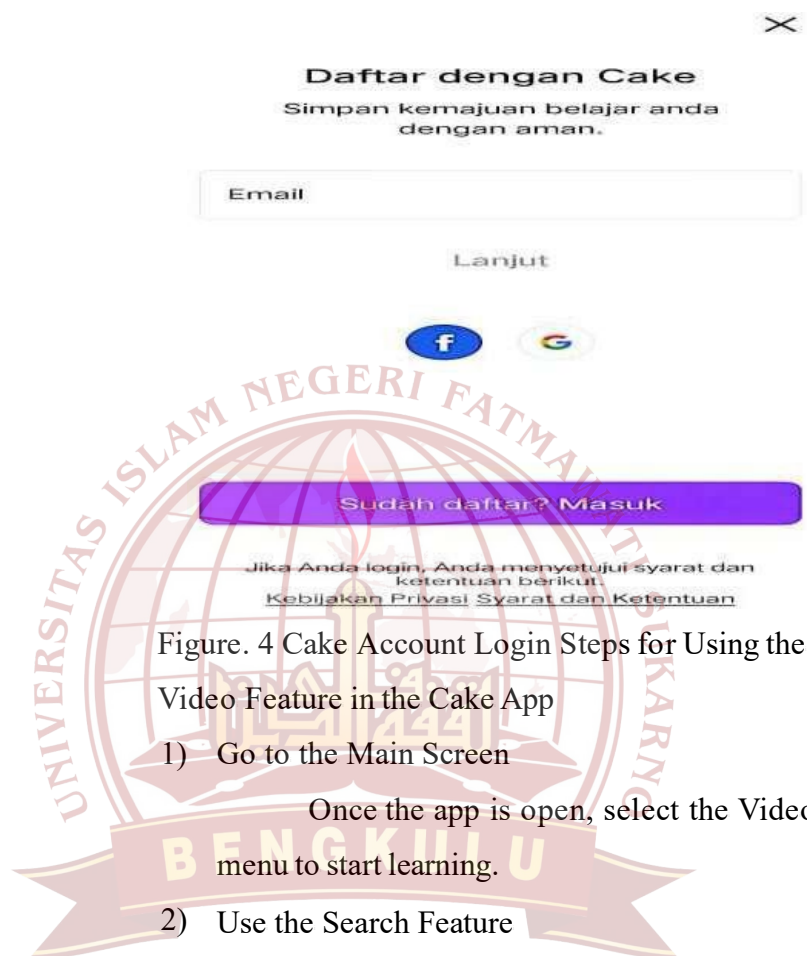


Figure. 4 Cake Account Login Steps for Using the Video Feature in the Cake App

1) Go to the Main Screen

Once the app is open, select the Video menu to start learning.

2) Use the Search Feature

Type in specific keywords, such as feelings or apologies, to find videos that suit your needs.

3) Select Videos by Category

If you don't want to search manually, select one of the available categories, such as travel, food, daily vlogs, or everyday expressions, to see a collection of relevant videos.

4) Select and Play Videos

Once you find the video you want, play it. English and Indonesian subtitles will appear to aid your understanding Pronunciation Practice When the video is playing, the app provides automatic sentence repetition practice. Users can press the microphone icon to imitate the pronunciation.

5) Pay Attention to the Life System

In the free version, users can only watch a maximum of five videos due to a life system that limits the number of views. Once the lives are used up, users must wait for them to recharge or switch to the premium version. This limitation does not only apply to the video feature, but also affects several other features within the app.

B. Previous Study

There have been several previous studies on task based learning to improve students' speaking skills. Some of these studies have similar topics; therefore, the author chose to refer to several relevant studies, starting with the first one from (Paramita et al., 2022) entitled *The use of cake application to improve speaking ability*. This study employed a quantitative approach with a quasi-experimental

design, specifically the Pretest–Posttest Non-Equivalent Control Group Design. The population of this study consisted of students from the D3 Civil Engineering Study Program, comprising two classes with a total of 24 students. The sample was selected using a cluster random sampling technique. Research data were obtained from test results comparing pretest and posttest scores. The instrument used in this study was a speaking test. The results showed that the use of the Cake application in the Civil Engineering Department had a significant effect on students' learning outcomes, as indicated by a t value of -6.317 with a significance value of $0.000 < 0.05$. These findings indicate that the Cake application is effective in improving students' learning outcomes. The similarity is that Both studies examine the effect of using the Cake application on speaking skills, and employ a quantitative design with a quasi-experimental approach. Meanwhile, The difference is that in terms of academic level, population, and sample, the previous study involved students of the D3 Civil Engineering Study Program as the population with a sample of 24 students. In contrast, the present study was conducted at the senior high school level, with a population of 209 students and a sample of 60 students.

The second study from (Wahyuni & Fitri, 2023) entitled *The Influence of Cake Learning Application on*

Students' Speaking Ability. This study employed a pre-experimental approach. The research design used was a pre-experimental method with a one-group pretest–posttest design. This study used one class as the research sample through a convenience sampling technique, with a total sample of 33 students. To collect the data, the researcher used a test to measure students' speaking ability. In analyzing the data, the researcher applied a paired t-test using SPSS version

25. The results of the data analysis showed that the mean score of students' speaking ability after being taught using the Cake learning application (78.24) was higher than before being taught using the application (57.64). Therefore, it can be concluded that there was a significant effect on students' speaking ability before and after being taught using the Cake learning application. The similarity is that Both studies examine the effect of using the Cake application on speaking skills, employ a quantitative approach, involve tenth-grade students as the research population, and analyze the data using SPSS version 25. Meanwhile, the difference is that The differences lie in the research design and sample size. The previous study used a pre-experimental design, whereas the present study applies a quasi-experimental design. In addition, the previous study involved 33 students as the sample, while the present study used 60 students as the sample.

The third study from The second study from (Hidayat, 2024) entitled *The Effect Of Using Cake English Application To Improve Students Speaking Skills At Islamic Senior High School Of Nurul Islam Sekarbela*. This study employed a quantitative approach. The research design was A pre-experimental design with a one-group pretest–posttest model. The sample of this study consisted of 27 second- students of SMA Nurul Islam Sekarbela. The instrument used in this study was a test. The research findings showed that the mean pretest score was 45.00, while the mean posttest score was 76.37. Furthermore, based on the t-test results, the mean posttest score was higher than the pretest score, indicating a difference between students' speaking skills before and after the treatment was applied. The significance value of the paired-sample t-test was 0.000, which was lower than 0.05 ($0.000 < 0.05$). Therefore, the statistical hypothesis indicated that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. This means that the Cake English application has a significant effect on students' speaking skills. The similarity is that both studies examine the effect of using the Cake application on speaking skills, employ a quantitative approach, are conducted at the senior high school level with tenth-grade students as the research population, and use a t-test for data analysis. Meanwhile, the difference is that in terms of academic level, population, and

sample, the previous study involved students of the D3 Civil Engineering Study Program as the population with a sample of 24 students. In contrast, the present study was conducted at the senior high school level with a population of 209 students and a sample of 60 students.

The fourth study from (Agustin et al., 2022) entitled *The Effectiveness Of Utilizing Cake Application In Speaking ability of 10th Students at Smk Pgri Sooko*. This study employed a quantitative method with a quasi-experimental design consisting of two classes: an experimental class that received the treatment and a control class that was taught using a conventional method. The research data were collected through an oral test. The data obtained were analyzed using an independent samples t-test with SPSS version 16. The results of the t-test showed that the calculated t-value (2.171) was higher than the t-table value at the 0.05 significance level (1.725), and the two-tailed significance value was 0.036, which is lower than 0.05. It can be concluded that the Cake application has a significant effect on the speaking ability of tenth-grade students at SMK PJRI Soikok. The similarity is that both studies examine the effect of using the Cake application on speaking skills, employ a quantitative design with a quasi-experimental approach, are conducted at the senior high school level with tenth-grade students as the research population, and use a t-test for data

analysis. Meanwhile, the difference is in the research setting and the version of SPSS used. The previous study was conducted at SMK PJRI Soikok and analyzed the data using SPSS version 16, whereas the present study was conducted at SMAN 04 Seluma and analyzed the data using SPSS version 25.

The fifth study from (Chaniago, 2022) entitled *The Effect Of Cake Usage As Mobile Assisted Language Learning On Students' English Speaking Skill At Smp Hang Tuah 1 Belawan*. This research employed a descriptive quantitative approach. The sample consisted of 67 students, and the research instrument used was a questionnaire. The data were analyzed using a t-test and the coefficient of determination to determine the effect of Cake application usage on students' English speaking skills. The results of the questionnaire analysis showed that the t-test produced a significance value of $0.000 < 0.05$ and a calculated t-value of 19.101, which was higher than the t-table value of 1.668. Based on the coefficient of determination results, it was found that 84.9% of the use of the Cake application contributed to the improvement of students' English speaking skills at SMP Hang Tuah 1 Belawan. Therefore, it can be concluded that the use of the Cake application (X) has a positive and significant effect on students' English speaking ability (Y). The Cake application can be used as an

alternative online learning medium for speaking materials. The similarity is that Both studies examine the effect of using the Cake application on speaking skills, employ a quantitative design, and analyze the data using a t-test. Meanwhile, the difference is that in terms of academic level, population, sample, and research design, the previous study was conducted at SMP Hang Tuah 1 Belawan with a sample of a quasi-experimental 67 students using a descriptive quantitative design. In contrast, the present study was conducted at the senior high school level with a population of 209 students and a sample of 60 students using a quasi-experimental design.

C. Theoretical Framework

The following theoretical framework is presented in easier--understand language and adapted to the research topic entitled “The Effect of Cake Application Toward Student Speaking Mastery at Tenth Grade of SMAN 04 Seluma”. This study covers two main variables that form the basis of the research and are used to describe the relationship between the use of the Cake application and the development of students' speaking skills.

1. Variable X (Independent Variable)

In this study is the use of the Cake application as a learning medium for students. The use of this application was observed to see its effect on improving students' speaking skills. Cake was applied in the

learning process as a tool that provides more interesting, interactive, and accessible speaking exercises, thereby helping students practice speaking more effectively.

2. Variable Y (Dependent Variable)

In this study refers to the improvement in the speaking skills of seventh grade students after using the Cake application. The focus of this variable is to assess the development of students' speaking skills as a result of using the application. This study also seeks to identify the extent to which Cake contributes to helping students practice speaking more effectively and to see if there is significant improvement in their speaking skills.

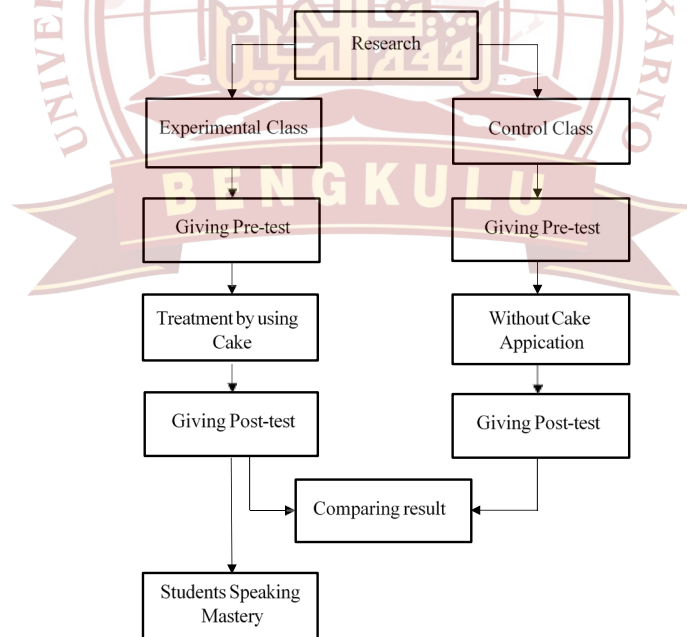


Figure. 5 Conceptual Framework

D. Research Assumptions

Based on the research assumptions, it is estimated that the speaking skills of students at SMAN 04 Seluma can be significantly improved through the use of the Cake application. Through the use of this application, students are expected to be encouraged to practice speaking more actively through various interactive exercises that are interesting and relevant to everyday communication contexts. This is expected to help them construct sentences more accurately and produce clearer and more organized speech. In addition, because the Cake application offers interesting and varied exercises that encourage the use of language in real situations that can be immediately practiced in everyday life, it is believed that the use of this application can help students understand and apply vocabulary and language patterns more effectively. Thus, it is estimated that the use of this application will increase student motivation to learn, because the available features provide a more interesting learning experience that is different from conventional learning.

E. Hypothesis

Based on the research problems that have been identified, the researcher formulates the following hypothesis:

1. Null Hypothesis (Ho): There is no significant effect of using the Cake application on improving the speaking skills of tenth grade students at SMAN 04 Seluma
2. Alternative Hypothesis (Ha): There is a significant effect of using the Cake application on improving the speaking skills of tenth grade students at SMAN 04 Seluma.

