

**TEACHING ENGLISH SPEAKING SKILL THROUGH CAKE
APPLICATION FOR TENTH GRADE STUDENTS OF SMA
MUHAMMADIYAH 1 UNISMUH MAKASSAR**

(A Pre Experimental Research)



**Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial to Fulfill the Requirement for Degree
of Education in English Department**

A THESIS

FAUZIA HASMIN

105351101318

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

2023










LEMBAR PENGESAHAN

Skripsi atas nama **Fauzia Hasmin NIM 105351101318**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 188 Tahun 1444 H/2023 M, tanggal 09 Dzulqa'idah 1444 H/29 Mei 2023 M, sebagai salah satu syarat guna memperoleh gelar Sarjana Pendidikan pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jum'at 2 Juni 2023.

Makassar, 14 Dzulqa'idah 1444 H
3 Juni 2023 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag. 
2. Ketua : Erwin Akib, S.Pd., M.Pd., Ph.D. 
3. Sekretaris : Dr. Baharullah, M.Pd. 
4. Dosen Penguji :
 1. Erwin Akib, S.Pd., M.Pd., Ph.D. 
 2. Ariana, S.Pd., M.Pd. 
 - Muh. Arief Muhsin, S.Pd., M.Pd. 
 4. Andi Bulkis Magfirah Mannong, S.Pd., M.Pd. 

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar


Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934



UNIVERSITAS MUHAMMADIYAH MAKASSAR
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 PRODI PENDIDIKAN BAHASA INGGRIS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Telp : 0411-860937/041233155247
 Email : presdibg@unismuh.ac.id
 Research Service :
research@bg.unismuhmakassar.ac.id
 Website : bg.kip.unismuh.ac.id

APPROVAL SHEET

Title : Teaching English Speaking Skill Through Cake Application for
 Tenth Grade Students of SMA Muhammadiyah 1 Unismuh
 Makassar

Name : Fauzia Hasmin
Reg. Number : 105351101318
Programmer : English Education Department Strata 1 (S1)
Faculty : Teacher Training and Education

Makassar, 3 Juni 2023

Approved By

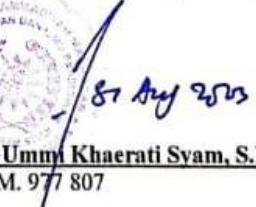
Consultant I : 
Erwin Akib, S.Pd., M.Pd., Ph.D.
 NBM. 860 934

Consultant II : 
Mahar Ha, S.Pd., M.Pd.
 NIDN. 091604830

Dean of FKIP
 Universitas Muhammadiyah Makassar


Erwin Akib, S.Pd., M.Pd., Ph.D.
 NBM. 860 934

Head of
 English Education Department


Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
 NBM. 977 807



COUNSELLING SHEET I



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU
PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodi@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

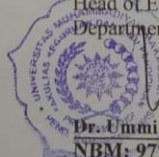
بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
COUNSELLING SHEET

Name : Fauzia Hasmin
NIM : 105351101318
Department : Pendidikan Bahasa Inggris
Title : Teaching English Speaking Skill Through Cake Application for Tenth Grade Students of SMA Muhammadiyah 1 Unismuh Makassar
Consultant I : Erwin Akib, S.Pd., M.Pd., Ph.D

Day / Date	Chapter	Note	Sign
		<p>Bibliography ditambahkan - (Sebelum yang sudah terdapat) Membaca di bibliography mulai buku sampai jurnal.</p> <p>Ch. V difambatkan penjelasan kebahasaan umum-masalah yang sudah terdapat.</p> <p>Ch. IV dijelaskan kembali sudah terdapat terdapat.</p>	

Makassar, April 2023

Approved by:
Head of English Education
Department



Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM: 977 807

COUNSELLING SHEET II



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU
PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
 Telp : 0811 1782101 (Secretary)
 Email : prodibg@unismuh.ac.id
 Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
COUNSELLING SHEET

Name : Fauzia Hasmin
 NIM : 105351101318
 Department : Pendidikan Bahasa Inggris
 Title : Teaching English Speaking Skill Through Cake Application for Tenth Grade Students of Sma Muhammadiyah 1 Unismuh Makassar
 Consultant II : Maharida, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
Senin, 3 April 2023	I - 3	=> Problem statement Objectives Conceptual framework	
Selasa, 9 April 2023	IV	Research findings	
Kamis, 6 April 2023	IV	Discussion	
Sabtu, 8 April 2023		ACC	

Makassar, April 2023

Approved by:
 Head of English Education
 Department



Dr. Emmi Khaerati Syam, S.Pd., M.Pd
 NBM: 977 807



MAJELIS DIKELITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERNYATAAN

Nama : Fauzia Hasmin
NIM : 105351101318
Program : English Education Department
TITLE : Teaching English Speaking Skill Through Cake Application for
Tenth Grade Students of SMA Muhammadiyah 1 Unismuh
Makassar

Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil jiplakan dan tidak dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, 25 Agustus 2023

Yang membuat pernyataan,

Fauzia Hasmin



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERJANJIAN

Nama : Fauzia Hasmin
NIM : 105351101318
Program : English Education Department
TITLE : Teaching English Speaking Skill Through Cake Application for
Tenth Grade Students of SMA Muhammadiyah 1 Unismuh
Makassar

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesainya skripsi saya, saya akan menyusun sendiri skripsi saya.
2. Dalam menyusun skripsi, saya akan selalu konsultasi dengan pembimbing.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi saya.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 25 Agustus 2023
Yang membuat perjanjian,

Fauzia Hasmin

MOTTO AND DEDICATION

“Slow is not always bad and fast is not always good. Everything Allah give at the right time. The important thing is that we have made an effort, let Allah determine the time to grant the prayer that is raised in the sky.”

This undergraduate thesis is dedicated to the researcher’s parents and the prosperity of the future education



ABSTRACT

Fauzia Hasmin, 2023. *Teaching English speaking skill through cake application for tenth grade students of SMA Muhammadiyah 1 Unismuh Makassar.* Under the thesis of English Education Department, faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Erwin Akib and Maharida.

This research aims to find out is there any improvement of the students' speaking accuracy especially in their vocabulary and pronunciation by using "CAKE" application for the tenth grade students of SMA Muhammadiyah 1 Unismuh Makassar.

The researcher used a pre-experimental research using quantitative design in analyzing the data. The instrument used was speaking test which contain pre-test, treatment and post-test. The population was the tenth grade students of SMA Muhammadiyah 1 Unismuh Makassar and the sample was X MIA class that was selected by using purposive sampling technique. The total number of students were 25 students.

The research findings indicated that the use of "CAKE" application in teaching speaking accuracy especially in vocabulary and pronunciation were giving significant effect to the students' speaking ability. It was proved by the mean score of students speaking accuracy in vocabulary of the pre-test was 66.84 then improved to be 77.04 in post-test and the mean score of students' speaking accuracy in pronunciation of the pre-test was 66.08 then improved to be 77.08 in post-test. In addition, t-test value higher than the t-table value ($17.791 > 2,064$). It means that there is an improvement by using "CAKE" application to improve students' speaking accuracy in vocabulary and pronunciation.

Keywords: speaking skill, "CAKE" application, pre-experimental

ABSTRAK

Fauzia Hasmin, 2023. Mengajarkan keterampilan berbicara Bahasa Inggris melalui aplikasi cake untuk kelas sepuluh siswa SMA Muhammadiyah 1 Unismuh Makassar. Skripsi Jurusan Pendidikan Bahasa Inggris, fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib dan Maharida.

Penelitian ini bertujuan untuk mengetahui apakah ada perkembangan pada ketepatan berbicara siswa terutama pada kosakata dan pengucapan mereka dengan menggunakan “CAKE” aplikasi untuk kelas sepuluh siswa SMA Muhammadiyah 1 Unismuh Makassar.

Peneliti menggunakan penelitian pre-eksperimen dengan desain kuantitatif dalam menganalisis data. Instrumen yang digunakan adalah test berbicara yang terdiri dari pre-test, treatment, dan post-test. Populasi adalah siswa kelas sepuluh SMA Muhammadiyah 1 Unismuh Makassar dan sampelnya adalah kelas X MIA yang dipilih dengan teknik purposive sampling. Jumlah siswa seluruhnya adalah 25 siswa.

Temuan penelitian yang ditunjukkan bahwa penggunaan aplikasi “CAKE” dalam pengajaran ketepatan berbicara terutama pada kosakata dan pengucapan memberikan efek yang signifikan pada keterampilan berbicara siswa. Hal ini dibuktikan oleh skor rata-rata ketepatan berbicara dalam vocabulary siswa pada pre-test adalah 66,84 kemudian meningkat menjadi 77,04 pada post-test dan skor rata-rata ketepatan berbicara dalam pengucapan siswa pada pre-test adalah 66,08 kemudian meningkat menjadi 77,08 pada post-test. Selain itu, nilai t-test lebih tinggi daripada t-table ($17,791 > 2,064$). Artinya, ada peningkatan dengan menggunakan aplikasi “CAKE” untuk meningkatkan ketepatan berbicara siswa dalam kosakata dan pengucapan.

Kata kunci: keterampilan berbicara, aplikasi “CAKE”, pre-experimental

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Robbil ‘Alamin, the writer is grateful for Allah SWT, the almighty who has mercy and blessing so that the writer enabled to finish this thesis. Greeting and sholawat always be sent to our prophet Muhammad SAW who has brought us from the darkness to the brightness.

During the preparation this under graduate thesis, the writer found help, support, advice and guidance from many people. Therefore, the writer would like to express her appreciation and sincere thanks to all of them particularly:

1. The first of all, my beloved parents and family Kaharuddin and Halpiah who always give me support, motivation and pray for me to finish this study.
2. High appreciation for Prof. Dr. H. Ambo Asse, M.Ag, as the Rector of the Universitas Muhammadiyah Makassar.
3. Erwin Akib, S.Pd., M.Pd., Ph.D, the Dean of the Faculty of Teacher Training and Education who is also the first consultant for writer.
4. Dr. Ummi Khaerati Syam, S.Pd., M.Pd, the Head of English Education Department.
5. Great appreciation and gratitude to the second consultant, Maharida S.Pd., M.Pd. that have given the writer guidance, advise, suggestion, knowledge and motivation to complete this thesis.
6. Thanks to all the English Education Department lectures and staff for all the knowledge given.

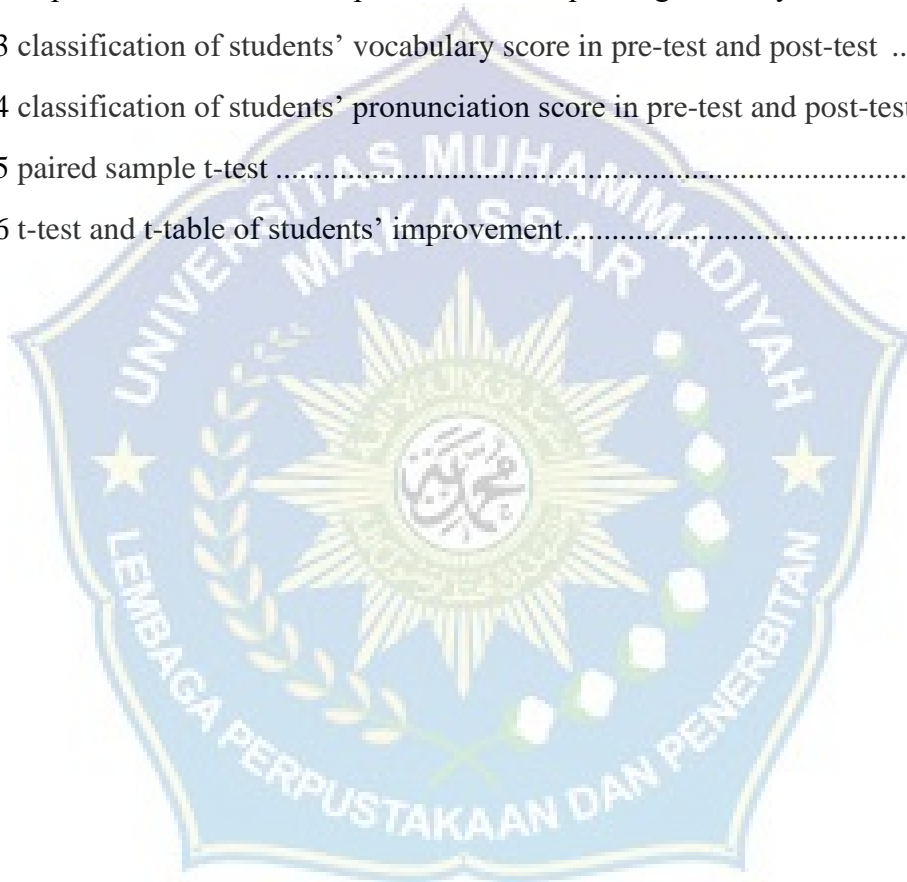
TABLE OF CONTENT

LEMBAR PENGESAHAN	i
APPROVAL SHEET	ii
COUNSELLING SHEET I.....	iii
COUNSELLING SHEET II.....	iv
SURAT PERNYATAAN	v
SURAT PERJANJIAN	vi
MOTTO & DEDICATION.....	vii
ABSTRACT.....	viii
ACKNOWLEDGEMENT	x
TABLE OF CONTENT	xi
LIST OF TABLE	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER I.....	1
INTRODUCTION	1
A. Background.....	1
B. Problem Statement.....	3
C. Objective of the Study	4
E. Scope of the Study	5
CHAPTER II.....	6
LITERATURE REVIEW.....	6
A. Previous Research Findings.....	6
B. Review of Theoretical Study	7

1. The Concept of Speaking	7
2. The Theory of “CAKE” Application.....	13
C. Conceptual Framework	21
D. Research Hypothesis	22
CHAPTER III	23
RESEARCH METHODOLOGY.....	23
A. Research Design.....	23
B. Variable of the Research.....	24
C. Population and Sample	24
D. Research Instrument.....	24
E. Procedure of Collecting Data.....	25
F. Technique of Data Analysis.....	26
CHAPTER IV	30
FINDINGS AND DISCUSSION	30
A. Research Findings.....	30
B. Discussion.....	38
CHAPTER V.....	42
CONCLUSION AND SUGGESTION	42
A. Conclusion	42
B. Suggestions	43
REFERENCES.....	44

LIST OF TABLE

3.1 classification of students' score	26
3.2 classification of students' score in speaking accuracy in vocabulary	26
3.3 classification of students' score in speaking accuracy in pronunciation....	27
4.1 improvement of students' vocabulary in speaking accuracy	31
4.2 improvement of students' pronunciation in speaking accuracy	32
4.3 classification of students' vocabulary score in pre-test and post-test	33
4.4 classification of students' pronunciation score in pre-test and post-test....	35
4.5 paired sample t-test	37
4.6 t-test and t-table of students' improvement.....	38



LIST OF FIGURES

2.1 video feature	15
2.2 video with subtitles feature	15
2.3 video with speaking challenge feature	15
2.4 English expressions conversation feature	16
2.5 the explanation of English expressions feature	16
2.6 speaking level feature	17
2.7 speaking categories feature	17
2.8 free class of the month feature	17
2.9 profil with achievement feature	18
2.10 profil with daily goals feature	18
2.11 conceptual framework.....	21
3.1 one-group pretest-posttest design.....	23
4.1 percentage of students' vocabulary score in pre-test and post-test.....	34
4.2 percentage of students' pronunciation score in pre-test and post-test.....	36

LIST OF APPENDICES

Appendix A Instrument.....	45
Appendix B Lesson Plan.....	46
Appendix C Findings	60
Appendix D Documentation	66
Surat Keterangan Bebas Plagiat	67
Surat Izin Meneliti Dari LP3M	68
Surat Telah Melakukan Penelitian	69
Kartu Kontrol Penelitian	70
CV	71



CHAPTER I

INTRODUCTION

A. Background

Language is one of the most important things in communication, because by using language, humans can convey feelings or thoughts so as to produce interactions between humans. One of the most popular languages for the whole world to master is English because English is an international language, so every country makes English their second language. This is the main factor why English must be taught in the school.

There are four skills in English that must be learned by students, those are speaking, writing, listening and reading. But the problem most often faced by students is in speaking skill. Speaking is the process of develop and distribute meaning through the use of verbal and nonverbal symbols. Speaking is an important part of learning and teaching a second language (Nasrullah, 2019).

In addition, Brown (1987: 202) pointed out that the summit of language learning is not only in mastering the form of language, but also in mastering the form of performing communicative functions. For Brown, the ability to speak English clearly is the conclusive goal of learning English. In order to achieve this goal, the English teaching process must focus on the cultivation of English speaking ability.

Based on the writers's experience as a student, students are constrained in speaking skills because of their lack of ability in vocabulary and pronunciation. Without mastering vocabulary and a good pronunciation, it will be difficult to

master speaking skills. According to Polar (2008 : 33) one of the most difficult aspect for students to master is speaking. There are several factors that affect speaking ability such as vocabulary and pronunciation. Vocabulary and pronunciation can improve speaking skill because vocabulary can affect accuracy and pronunciation can affect fluency of speaking ability.

Based on several research, speaking is one of four skill that must be mastered by the students. And also, speaking is really needed to produce effective communication in many language. However, speaking skill is the one of the most difficult for students to master English. Many students prefer to silent than speak up because the lack of vocabulary, on the other hand, although students have a lot of vocabulary but they do not know how to pronounce it, so students will still prefer to silent than speak up.

Based on the fact above, teacher must be finding the best way to teach English speaking. Teacher must be creative to create a good leaning process, make English lesson more interesting, give attention to the speaking component, so it can be improve students' speaking skill. Furthermore due to the rapid development of technology, teachers and students can take advantage of this opportunity to learn anything, especially English. Students can use their gadgets to learn English anytime and anywhere so that students will enjoy learning English more. Along with the development of this era, there are more technology based media that can help students improve their English, especially in pronunciation.

In addition to the development of technology, learning media are increasingly developing through gadgets such as applications that support learning English. One of them is the “CAKE” application, which provides many features for learning English such as watching videos, practice using dialogue, and guess fill the blank comparing the right answer and stimulate by native speakers. Batool (2019) said that it is a recommended application to learn speaking especially in English, it uses video to give us the example of word and then try to pronounce it. (Rouse 2007) An application is software that has a specific function. Some applications are independent with others are assisted by multiple programs. Programs included in the application help the application to work for the users.

In this case, the researcher believe that “CAKE” application can be a solution to students’ promblem in improving their pronunciation skill because this application provides free features to learn English. One of them is video feature, this feature make users even more exited to try and learn English. Other feature include speech recognition than can check our pronunciation by record our voice and get direct feedback of users’ pronunciation performance.

B. Problem Statement

Based on the background that researcher explained, the problem of the research are:

- 1) Is there any improvement of the students’ speaking accuracy especially in their vocabulary by using “CAKE” application of the tenth grade students of SMA Muhammadiyah 1 Unismuh Makassar?

- 2) Is there any improvement of the students' speaking accuracy especially in their pronunciation by using "CAKE" application of the tenth grade students of SMA Muhammadiyah 1 Unismuh Makassar?

C. Objective of the Study

Based on the background above, the objectives of the research are state as follow :

- 1) To find out is there any improvement of the students' speaking accuracy especially in their vocabulary by using "CAKE" application of the tenth grade students of SMA Muhammadiyah 1 Unismuh Makassar.
- 2) To find out is there any improvement of the students' speaking accuracy especially in their pronunciation by using "CAKE" application of the tenth grade students of SMA Muhammadiyah 1 Unismuh Makassar.

D. Significance of the Study

1. For Students

By involving the "CAKE" application in learning English, the students can be more interested and excited. They are not feel bored and enjoy because they are in a pleasant situation. Therefore, it make easier for them to remember what they have learned.

2. For Teachers

It can help for the teachers to find information while looking for English teaching techniques. That is way, it is easier to develop teaching methods and produce varied methods that brought by the teacher when teaching English, especially in teaching speaking skill.

3. For the Next Researchers

It can help for the next researcher to reproduce the reference who wants to conduct research about using “CAKE” application in teaching speaking skill.

E. Scope of the Study

Based on the formulation of the problem above, the researcher focused on using video as the features of “CAKE” application, and qualified to accuracy which are vocabulary and pronunciation as one of aspects in English speaking skill.



CHAPTER II

LITERATURE REVIEW

A. Previous Research Findings

In this part, the researcher find out some theories and literature that related to this research and provide relevenat knowledge in the field.

First, Fitria, Dwimaulidyanti, and Sapitri (2021), in their research used qualitative research with questionnaire and interview as instrument, that results show that students feel comfortable and interested in learning to speak with cake application.

Second, Nuraeni and Yanthi (2020) in their research explores the use of “CAKE” application in teaching speaking to senior high school students. With questionnaire and interview as the instrumen of this research, they received that those application developing fun learning, can enhance students’ speaking skill and their motivation, and additionally impact college students’ confidence.

Third, Anggaraini (2022) with the research lack of students’ ability in mastering English pronunciation caused by several factor. With a qualitative research, the result of this research that there was an increase in learning outcomes and student activities on each indicator.

Fourth, Putri (2020) with the research is aimed to finding out the students’ ability in speaking accuracy and fluency. This research used descriptive quantitative method and generate that students is still lack of speaking ability in terms of accuracy and fluency.

Based on related findings above, there are similarity and difference with the researcher. The similarities of this research with previous studies are : first on Fitria, Dwimaulidyanti, and Sapitri (2021), Nuraeni and Yanthi (2020), and Anggaraini (2022), they have same focused on mobile phone technology which is “CAKE” Application as language learning media, second on Fitria, Dwimaulidyanti, and Sapitri (2021), Nuraeni and Yanthi (2020) and Putri (2020) they have same focus on speaking skill. Meanwhile the differences between the present research and previous are : first on Anggaraini (2022) focus on pronunciation while this research is focus on speaking skill, second on Putri (2020) only focus on students’ ability in speaking skill without using “CAKE” Application while this research is using “CAKE” Application in teaching speaking.

B. Review of Theoretical Study

1. The Concept of Speaking

a. Definition of Speaking

Speaking is a skill to pronounce words that have meaning so that the other person can understand what is conveyed clearly. According to Adi et al (2020 : 244) speaking is the skill to pronounce strings of words so that what is in the mind can be clearly described and accepted by the listeners. Furthermore, the speaker must find the most appropriate words and correct grammar to communicate accurately and correctly, and to structure speech so that the listener can understand it.

According to Cameron (2001 : 40 cited in Putri 2020 : 7) speaking is a productive skill of the speech organ to express meaning that can be observed directly and empirically. This definition of speaking skill contains three main points. First of all, productivity refers to a person's ability to actively produce speech by coordinating the lips, tongue, teeth, vocal cords, larynx, pharynx and other speech organs. Secondly, expressing meaning means that the purpose of language production in verbal communication is to convey thoughts and experiences, so that the speaker can convey meaning to the listener. Third, direct and empirically observable means the phonological process by observing the speaker correctness and effectiveness (Putri, 2020 : 7).

Speaking requires learners not only to know how to express certain ideas language, such as grammar, pronunciation or vocabulary (linguistic competence), but also an understanding of when, why and how language is produced (sociolinguistic competence). Finally, language has its own capabilities, structures, and conventions that differ from written language (Burns & Joyce, 1997). A good speaker synthesizes this set of skills and knowledge to be successful at a given act of speaking (Sari, 2020 : 8)

There are many elements that influence language teaching in particular English speaking skill coaching, except teacher should choose the media this is suitable to be applied in coaching English speaking skill. They are additionally was hoping to know how to teach speaking properly by knowing the good manner in teaching English speaking skill.

Kathleen in Practical English Language Teaching stated for years, speaking has been taught by having students repeat phrases and recite textbook dialogue. Listening review exercises are designed to familiarize students with the pronunciation and structural patterns of the target language (the language the learner wants to learn). Presumably, people learn to speak by practicing grammatical structures and subsequently using them in conversation.

According to explanation above, the researcher conclude that speaking has an important role in communication where speaking is a skill to create meaningful words so that what is conveyed can be well understood by the other person, the better the way someone speaks, the better communication will be established with the other person.

b. The Elements of Speaking

1) Accuracy

The ability to use the language system accurately, whether written or spoken. According to Brown (2001 in Putri, 2020 : 14) accuracy is the ability to form correct sentences with correct grammar and vocabulary in interaction with nature. So it can be conclude that speaking accuracy is express idea with grammar roles correctly in communication.

This means achieving accuracy by having speakers focus on elements of discourse and grammar in their spoken output. Accuracy in the teaching of spoken language is created by providing opportunities for learners to participate in everyday life. Teachers should give students communicative tasks and activities, such as role play, games, conversations, etc. These types of activities allow

learners to engage in as natural an interactive process as possible. There are two types of accuracy as follow:

a) Vocabulary

Vocabulary is primary to verbal exchange if acquirer do now not recognize the meaning of the key words utilized by folks that deal with them, they'll be unable to participate within the communication. It is also very critical for the acquisition process(Furqon, 2017 : 6). Richard (2002 in Munir 2016 : 16) stated that vocabulary is one of the maximum obvious components of language and one of the first things carried out linguists turned their interest to. Vocabulary is list of words with their meanings, specially in a e book for gaining knowledge of a foreign language.

b) Grammar

Grammar is a rule of a language, the role of speak and write to make language easier to understand. Harmer (2001 in Rismasari, 2019) defines the term grammar because the description of the ways in which words can trade their bureaucracy and can becombined into sentences in that language. She also cites Hornby (1989) opinion that grammar as the rules in a language for changing the form of words and combining them into sentences.

c) Pronunciation

Pronunciation is the manner of a language or a word is typically verbal, the manner in which a person express a word by the mouth. Consistent with the definitions above, Hornby (1995:928) mention that pronunciation is the manner wherein a language is express by the mouth, the way wherein a word is stated, the

way someone tell the words of a language. From the definitions above, it shows conclusion that pronunciation is the manner individual utters a phrase or a language.

2) Fluency

Fluency is the ability to speak quickly and automatically, with markers such as speed of speech and few pauses, and is used to characterize the classification of a person's ability to communicate (Brown and Richards in Putri, 2020 : 12). In this definition, someone is fluent in a language when they are able to use grammatical structures and patterns accurately, quickly, and automatically when needed at normal conversational speed.

Students misunderstand with the concept of fluency, thinking it is the ability to speak quickly. Therefore, when they learn a language and speak it quickly, they consider themselves fluent in that language (Browne & Fulcher, 2017). Although fluency is related to speed, it's not the only aspect to consider. It is also related to rate; hesitation; repetition; and fix.

3) Comprehensibility

Comprehensibility is the procedure of expertise of the utterances despatched with the aid of speaker done by way of the listener. Also comprehensibility in talking method that human beings can understand what we say and we are able to understand what they are saying. In step with Harmer explains that, comprehensibility can occur if humans want to make communicate to every other, they have to speak due to the fact they have extraordinary data. If there is between them, it isn't an amazing verbal exchange if the people still confuse with what they

say. Similarly Clark and Clark defines that, comprehensibility has two not unusual senses. In its slender experience it denotes the building of which means and utilizes the speech act conveyed.

4) Smoothness

Smoothness is the ability to speak English through good clustering and reduced form (Brown in Hamid, 2015 : 29). Good clustering is fluent in English with phrases. This means that English cannot be spoken word for word, and the reduced form uses English with contractions, omissions, and diminished vowels (Hamid, 2015 : 29).

c. The Importance of Speaking

In speaking activity students are hoped to be able in communicating with different human beings due to the fact through speaking ability the students ought to explicit their ideas and know greater approximately the information they need. According to EduBirdie's article, speaking is a efficient ability in which speakers expresses and responses their ideas by using using language. From that statement, we can see that talking may be very important in our daily activities. Talking assist us to interact one every different to provide facts and the opposite as gets records in our community. There are three function of speaking, those are : speaking as interaction, speaking as transaction and speaking as performance (Juhari, 2016 : 12-14)

Speaking skills enable people to find new ways to talk about any topic or experience with others. Speaking fluently and correctly, with correct intonation and pronunciation, especially in a second or foreign language, adds to the

speaker's strengths. Excellent use of this ability to speak a second language can make the speaker a proficient communicator. Effective communication skills are one of the teacher standards in many countries around the world (Aslam, 2011)

In fact, a second language follows the same learning pattern as a first language: pre-production (where learners just listen), early production (they can use short speeches), language development (they try short conversations with friends), intermediate fluency and advanced fluency (students whose abilities are near-native speakers). Talking about the language in the target language is the best strategy for learning spoken language (Maguire, et al., 2010). Teacher education programs need to be strengthened for effective oral English instruction and assessment (Wedell, 2008)

2. The Theory of “CAKE” Application

a. Definition of “CAKE” Application

According to Fitria, Dwimaulyanti and Sapitri (2021) from cake application, students will learn brief English dialogue, discussion that are updated daily, learn english with video and allowing them to learn continually and quickly.

Furthermore, this application is one of the newest applications made by South Korea and is popular on Android mobile. This application may be free for downloaded from Google Play Store and also we could use it for free. This application can improve pronunciation ability because it has provided various features and is easy to use.

b. Features of “CAKE” Application

In this application, users will be presented with various features including short videos from various categories, such as snippets from podcasts, movies, and also vlogs complete with subtitles. With this video feature, users can also repeat words or sentences that are emphasized in the video so that it will be easier to improve pronunciation because users can more easily digest and imitate what people have just said in the video. Also according to Isabelle (2023) on her website that find the tools that work for students is one of the way to memorize vocabulary because everyone learns differently. So if students don't know what works for we yet, try as many different methods as possible - or a combination of them - flashcards, apps, lists, games or post-it notes are great ways to memorize vocabulary.

1) Video with speaking challenge

Most of the features of this application are videos that are equipped with subtitles. The subtitles that underline has a dictionary so apart from listening, we may also learn vocabulary from this feature. The dictionary in this feature is quite different from others dictionaries. This dictionary there are meaning, synonym, and audio of the word so we can listen to the words from the dictionary, what distinguishes it from other dictionaries are this dictionary has idioms, origin, games

and even the way how to use in a sentence of the word that users looking for so that it will make it easier for users to English.

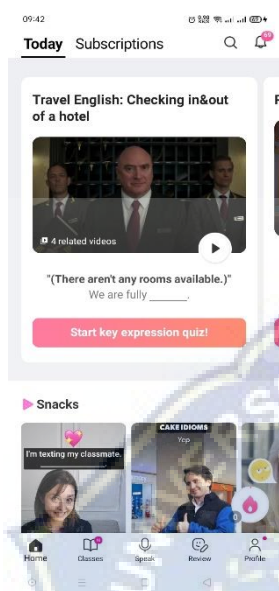


Figure 2.1 : Video Feature

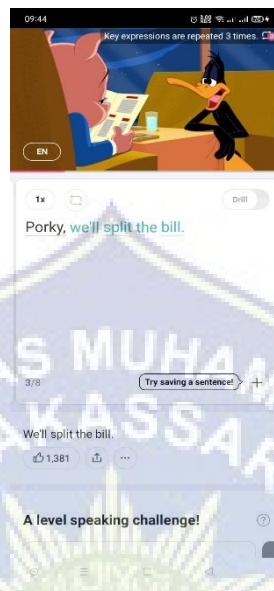


Figure 2.2 : Video with Subtitles Feature

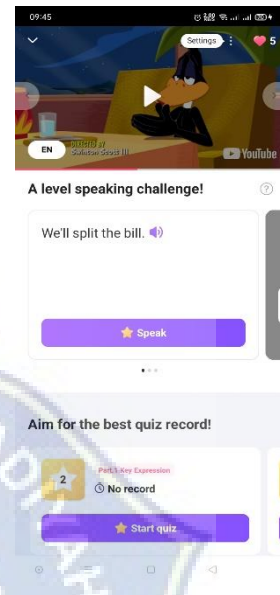


Figure 2.3 : Video with Speaking Challenge Feature

In addition, the disclosure of key expressions in this video will be repeated 3 times so that users are easier to remember how to pronounce it so that it is easier to do the speaking test when finished watching the video. Then users can try the speaking challenge where users can practice speaking according to the keywords that have been heard earlier. In this challenge, the application will assess the pronunciation or speaking ability. Users and also users can repeat their pronunciation before so that they can correct their pronunciation when it is still not correct. This features is provided to improve the students' speaking skills in vocabulary, pronunciation, fluency and grammar. With the "CAKE" application, students can practice speaking skills and facilitate conversations with native

speakers. There is also a function to check the student's pronunciation through student voice recognition (Anggraini S, 2022: 18).

If users scroll down, users will be faced the futur quiz. In this quiz, users are challenged with their speaking, writing, and listening because in the quiz we will complete the word in a sentence, writing what we have heard based on key expressions from the videos we have watched before. After passing the quiz, they will get a star where the more stars they get, the users can find out what rank they are in so that it will make them more enthusiastic in learning English. In this video feature there are seven videos where each video has one key expression.

2) Conversation with English expressions



Figure 2.4 : English Expressions Conversation Feature



Figure 2.5 : The Explanation of English Expressions Feature

In this feature users can listen to conversations by the native speakers with different English expressions every day and an explanation of these expressions has been provided. After that, users may practice their speaking from what they have heard earlier and have feedback that given by the application. So, apart from knowledge from key expressions, users may also practice their pronuncoation and speaking through this feature.

3) Speak

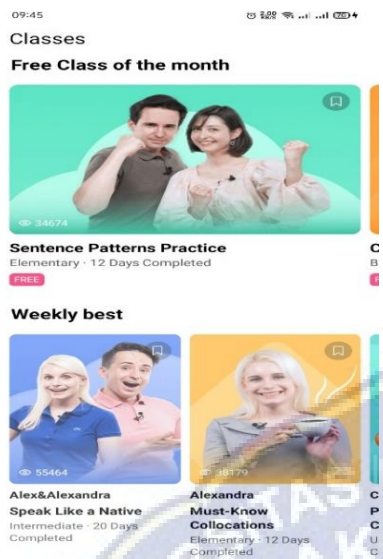


Figure 2.6 : Speaking Level Feature

Figure 2.7 : Speaking Categories Feature

In this feature has provided a level so that it can be adjusted to our ability level and categories to choose the category we want.

4) Free class of the month



Class of the month helps us learn grammar, writing, listening, and speaking which of course has provided levels and categories so that we are free to choose according to our wishes.

Figure 2.8 : Free class of the Month Feature

5. Profil

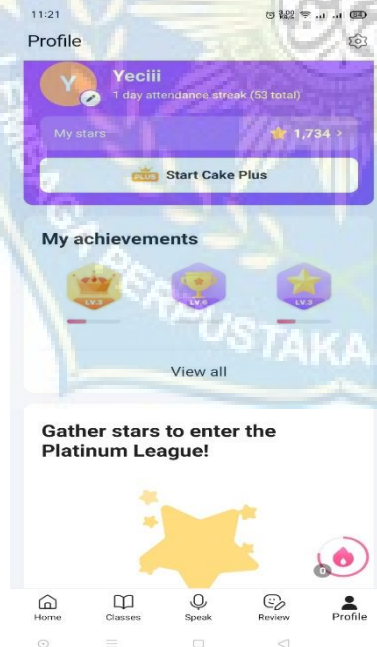


Figure 2.9 : Profil with Achievements Feature

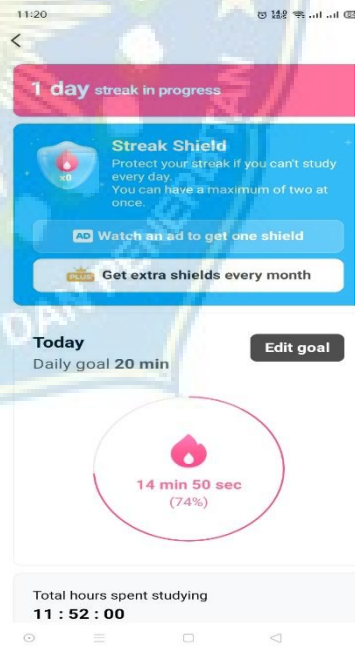


Figure 2.10 : Profil with Daily Goals Feature

In this feature, we can see to what extent the progress we have made so far is through increasing levels. In this feature we can see the study time per day and set an alarm as a reminder so that we can study consistently and also we can review what we have learned before.

a. The Benefit of “CAKE” Application

Mayora in Ikhwandi and Putra (2018: 20) video in language teaching, namely:

- 1) For students, using video is more engaging and entertaining than using audio material.
- 2) Using video to expose students' real language in natural situations.
- 3) Videos provide contextual and visual context for verbal interactions.

Tomas Bielinski (2021) on his video in Youtube review the benefits of cake application as follow:

- 1) It is an terrific concept to have a accomplice that assist us study from youtube clips due to the fact what better aid than all of youtube to research stuff and feature subtitles for the whole thing may be very cool.
- 2) The speak exercise appears pretty cool and it turned into pretty accurate in figuring out what was proper and what become wrong
- 3) We also can exercise speakme in dialogue

Based on the representation above and the experience of the researcher in using this application, that “CAKE” application is very useful in learning English. Through its interesting features, users will not be bored, let alone the varied features. For example the video, if the user is tired of using one video, then the user can choose a video with another genre. In addition, this application is easily accessible so that it will be more comfortable for students to use.

b. Deficiency of “CAKE” application

Therefore, all applications must have drawbacks including the "CAKE" application. In this application, only 5 hearts are given where the hearts are used to answer certain quizzes and watch videos that are locked and can only be opened using hearts. one heart for one quiz or video. Users are asked to wait for 1 hour to get a new heart when the heart is reduced.

C. Conceptual Framework

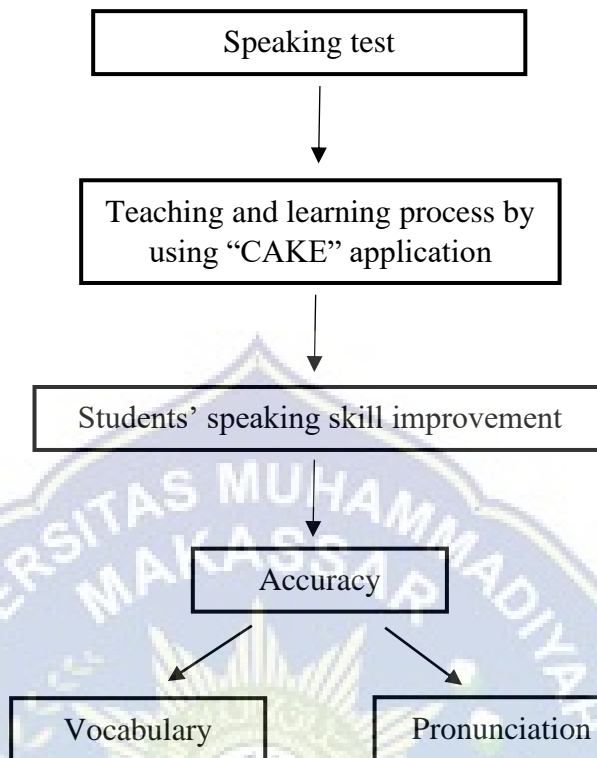


Figure 2.11 : Conceptual Framework

In this research, the researcher undertook pre-test, treatment and post-test to show students' speaking skill especially in accuracy (vocabulary and pronunciation) by using "CAKE" application. In the pre-test, the researcher already given oral test in order to know the students prior ability in speaking skill. Likewise with post-test, the researcher have also given oral test with a different topic from the pre-test to find out the students' progress.

In conceptual framework above, the researcher used pre-experimental research to find out is there any improvement of students' speaking skill especially in their accuracy by using "CAKE" application of the tenth grade students of SMA

Muhammadiyah 1 Unismuh Makassar. There are following meaning in the diagram above:

- a. Input refers to give teaching speaking skill.
- b. Process refers to use “CAKE” application as learning media in teaching speaking skill.
- c. Output refers to the impact of students’ speaking skill especially in their accuracy.

D. Research Hypothesis

H_0 (Null Hypothesis) : There is no improvement of the students’ speaking skill especially in their accuracy after using “CAKE” application in teaching speaking.

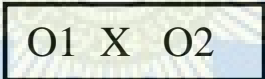
H_1 (Alternative Hypothesis) : There is an improvement of the students’ speaking skill especially in their accuracy after using “CAKE” application in teaching speaking.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research applied pre-experimental research using quantitative approach to analyze data. Research with pre-experimental is a research where the experiment is not serious because there are still external variable that may also impact the formation of the dependent variable (Sugiyono, 2017:109). In the pre-experimental research, there are three types, they are one-shot case study, one-group pretest-posttest design, and intact-group comparison but in this research, the researcher conducted one-group pretest-posttest design. According to Sugiyono (2017:111) the formula of one-group pretest-posttest design can figure as follow:



O1 X O2

Figure 3.1 One-group pretest-posttest design

Where :

O1 : Pre-test score (before treatment being given)

X : Treatmens

O2 : Post-test score (after treatment being given)

B. Variable of the Research

The variables of this research were teaching use “CAKE” application as an independent variable and students’ speaking skill especially in their accuracy (vocabulary and pronunciation) as a dependent variable.

C. Population and Sample

1) Population

The population of this research was the tenth grade of SMAN Muhammadiyah Unismuh Makassar which consist of two class namely X IIS and X MIA. The total number of this population was about 50 students.

2) Sample

The process to get sample of this research used purposive sampling technique which is a type of sampling based on the specific purpose, not based on the area or level. Therefore, the sample of this research was X MIA class which consist of 25 students. This class has been selected as a sample by the researcher based on observations by interviewing to the English teacher that this class was still lacking in speaking skill.

D. Research Instrument

This research used speaking test and recording as instruments. The researcher asked to the students to tell their experience about 2 until 5 minutes and recorded. This instruments applied to the pre-test and post-test segments with a duration of 2 times 45 menit for each segments. The pre-test aims to determine

the students' basic ability in speaking skill and has been done at the first meeting. While the post-test aims to determine the effect of using "CAKE" application in teaching speaking skill and has been done at the last meeting in the class.

E. Procedure of Collecting Data

The researcher used the following steps to collecting data:

a) Pre-test

Before doing treatment, the researcher was to give a pretest as the first meeting to specify the students' basic ability in speaking skill. In the pre-test, the researcher asked the students to tell their holiday experience because it related to the material to be taught which was recount text then it recorded by the researcher to make it easier in identifying the students' speaking skill especially in their accuracy (vocabulary and pronunciation).

b) Treatment

After giving pretest, the researcher has given treatments six times to the students on a different day. Treatment means that the researcher used "CAKE" application in teaching speaking skill then the students expressed their opinion about what they have seen in the video through "CAKE" application according to the learning material.

c) Post-test

Post test was the last data collection method. Post-test has been given by researcher to know the students' speaking ability after the students were given treatment. Same as pre-test segment, in the post-test segment, the researcher

asked the students to tell their experience in using “CAKE” application then recorded.

F. Technique of Data Analysis

Data collection thru post-test analysis of potensial statistical thru the following steps :

- 1) Group students’ scores into five based on the following criteria :

Table 3.1 : Classification of students’ score

Score	Classification
91 – 100	Excelent
75 – 90	Very good
61 – 74	Good
51 – 60	Average
0 – 50	Poor

(Depdiknas in Fattah, 2016 : 35)

- a) Speaking accuracy in vocabulary

Table 3.2 : Classification of students’ score in speaking accuracy in vocabulary

Classification	Score	Criteria
Excelent	91 – 100	The speaker using a wide variety vocabulary and does not make mistake in word choices.

Very good	75 – 90	The speaker using a wide variety vocabulary and only make few mistakes in word choices.
Good	61 – 74	The speaker using several variety vocabulary and using inappropriate word choices.
Average	51 – 60	The speaker using limited variety vocabulary and using inappropriate word choices.
Poor	< 51	The speaker using limited variety vocabulary and using many inappropriate word choices.

(Mansur in Hamid, 2015 : 47)

b) Speaking accuracy in pronunciation

Table 3.3 : Classification of students' score in speaking accuracy pronunciation

Classification	Score	Criteria
Excelent	91 – 100	Pronunciation and intonation are almost always very clear/accurated.
Very good	75 – 90	Pronunciation and intonation are usually clear/accurated with a few problem areas.

Good	61 – 74	Pronunciation and intonation errors sometimes make it difficult to understand.
Average	51 – 60	Frequent problems with pronunciation and intonation.
Poor	< 51	The students' speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication.

(Longman in Lukman, 2022 : 63)

- 2) The average value achieve by students both pretest (X1) and posttest (X2). To calculate the average score of students' speaking test used the following formula:

$$X = \frac{\sum x}{N}$$

Notation:

X : Mean score

$\sum x$: The sum of all score

N : The total number of students

(Gay in Nurul Anugrah, 2021: 43)

- 3) To find out the improvements percentage of students' in pre-test and post-test used SPSS with formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Notation:

P : Percentage

X₁ : The mean score of pre-test

X₂ : The mean score of post-test

(Arikunto in Askar, 2020: 31)

- 4) To find out the significant difference between the pre-test and post-test used SPSS with formula:

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notation:

T : Test of significance

D : Mean deviation

$\sum D^2$: The square of sum score of difference

$\sum D$: The sum of total score of difference

N : The total number of students

(Gay in Askar, 2020: 32)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter include of two sections. The first part is the research results and the second part is the discussion. Specifically embrace the findings and discussion of the research and a description of the results of the data analysis that will be discussed in the discussion section.

A. Research Findings

The results of this study relate to the classification of student scores based on the results of the research, using the speaking test instrument which consists of the students' pre-test and post-test. In this case, the researcher conducted two tests at the beginning and the end of the study which aimed to find answers to the research questions from the previous chapter. The researcher conducted a pre-test at the beginning of the study before the start of the treatment to determine students' basic ability in speaking skill, then after the treatment ended, the researcher conducted a post-test on students to measure and determine students' speaking ability, ability after treatment. If the results of the post-test are higher than the results of the student's pre-test, it means the "CAKE" application is effective to use in English learning media.

1. The improvement of students' speaking skill in term of accuracy

a. Vocabulary

The findings of this reasearch relate to students' score. This mean score related to improving students' speaking skill especially on their vocabulary through the following table.

Table 4.1 Improvement of students' vocabulary in speaking skill

Variable	Kind of Test	Students' Mean Score	Classification	Improvement (%) Pre-Test → Post-Test
Vocabulary	Pre-Test	66,84	Good	15%
	Post-Test	77,04	Very Good	

From the table above it can be seen that the progress of the students mean scores, especially the students' vocabulary before and after the test. In the pre-test, the average score of the students is 66,84 which was categories as a good classification. After the researcher treated the students, the average score of the students was 77,04 which was categories as very good classicfication. The result based on the students' average scores, especially in students' vocabulary, it improved by 15% from the pre-test to post-test. Before the treatment, students only spoke soberly, some students only spoke for a few second because they lacked vocabulary. It was different in the post test, after being given treatment, students spoke longer than the pre-test, many students using a wide vocabulary and only some students make few mistakes in word choices.

This proves that the use of “CAKE” application in teaching speaking can improve the students speaking accuracy especially in vocabulary. After the treatment, the students' mean score in speaking accuracy especially in vocabulary was improved from 66,84 to 77,04.

b. Pronunciation

The following table indicates the students' mean score especially on their pronunciation in pre-test, post-test, and the improvement of students' pronunciation.

Table 4.2 Improvement of students' pronunciation in speaking skill

Variable	Kind of Test	Students' Mean Score	Classification	Improvement (%) Pre-Test → Post-Test
Pronunciation	Pre-Test	66,08	Good	17%
	Post-Test	77,08	Very Good	

From the table above it can be seen that the progress of the students average score, especially on the students' pronunciation before and after the test. In the pre-test, the average score of the students was 66,08 score which was categories as a good classification. After the researcher administered the treatment to the students, the students scored an average of 77,08 which was categories as a very good classification. As a result, the average student performance especially in students' pronunciation improved by 17% before and after the test. In the post-test, some many students had almost or usually clear/accurated pronunciation and intonation so that what they conveyed could be understood. It was different before being given treatment, they had difficulty speaking because they did not know how to pronounce it.

This proves that the use of "CAKE" application in teaching speaking can improve the students speaking accuracy especially in pronunciation. After the

treatment, the students' mean score in speaking accuracy especially in pronunciation was improved from 66,08 to 77,0.

2. Scoring classification of students' speaking achievement in pre-test and post-test

a. Vocabulary

The use of "CAKE" application in improving the students' speaking accuracy especially in vocabulary can be seen from the result of the tests that has been given based on the scores students get, the researcher classifies the scores obtained into five categories which are describe in the table below.

Table 4.3 Classification of students' vocabulary score in pre-test and post-test

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1.	Excelent	91 – 100	-	-	2	8%
2.	Very good	75 – 90	6	24%	12	48%
3.	Good	61 – 74	9	36%	11	44%
4.	Average	51 – 60	10	40%	-	0%
5.	Poor	< 51	-	-	-	-
Sum			25	100%	25	100%

From the table above it can be seen that in pre-test, there are 10 students categorized as an average classification with a percentage gain of 40%, 9 students categorized as a good classification with a percentage gain of 36%, and 6 students categorized as a very good classification with a percentage gain 24%. Futhermore in the post-test, students have an increase after being given treatment where there

are 11 students categorized as a good classification with 44% percentage, 12 students categorized as a very good classification with 48% percentage, and 2 students categorized as an excellent classification with 8% percentage where before the treatment was carried out there were no students who were included in this classification.

In order to know clearly the students' score percentage of speaking accuracy in vocabulary, it may can see the chart below.

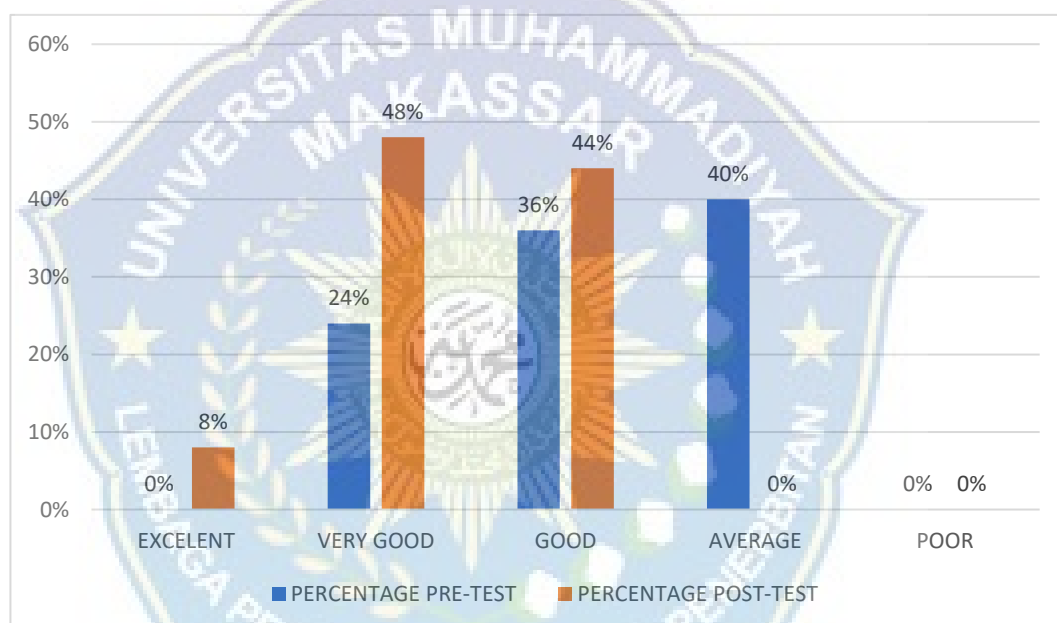


Figure 4.1 Percentage of students' vocabulary score in pre-test and post-test

The chart above shows there is improvement of percentage of the students' speaking accuracy especially in vocabulary which at pre-test, 40% students got average classification, 36% students got good classification, and 24% students got very good classification. While in the post-test, 44% students got good classification, 48% students got very good classification, and 8% students got excellent classification. It proves that there is significant improvement of

percentage of students' speaking accuracy in vocabulary by using "CAKE" application in teaching speaking skill.

b. Pronunciation

The use of "CAKE" application in improving the students' speaking accuracy especially in pronunciation can be seen from the result of the tests that has been given based on the scores students get, the researcher classifies the scores obtained into five categories which are describe in the table below.

Table 4.4 Classification of students' pronunciation score in pre-test and post-test

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1.	Excelent	91 – 100	-	-	2	8%
2.	Very good	75 – 90	8	32%	11	44%
3.	Good	61 – 74	5	20%	12	48%
4.	Average	51 – 60	12	48%	-	-
5.	Poor	< 51	-	-	-	-
Sum			25	100%	25	100%

From the table above it can be seen that in the pre-test, there are 12 students categorized as an average classification with 48% percentage, 5 students categorized as a good classification with 20% percentage, and 8 students categorized as a very good classification with 32% percentage. Then in the post-test, students have an increase after being given treatment where there are 12 students categorized as a good classification with 48% percentage, 11 students

categorized as a very good classification with 44% percentage, and 2 students categorized as an excellent classification with 8% percentage where before the treatment was carried out there were no students who were included in this classification.

In order to know clearly the students' score percentage of speaking accuracy in vocabulary, it may can see the chart below.

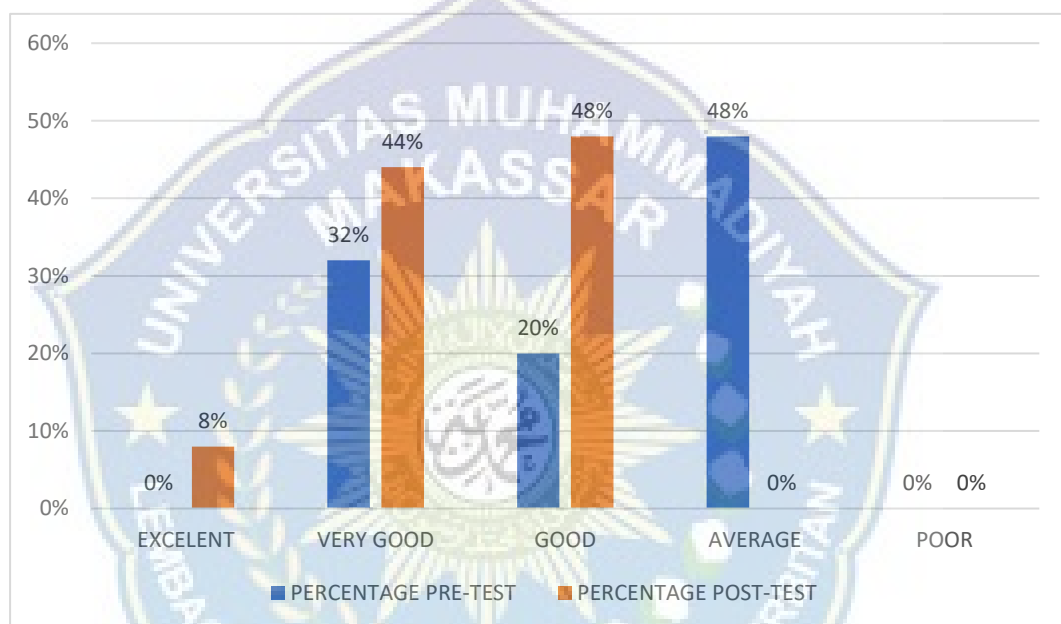


Figure 4.2 Percentage of students' pronunciation score in pre-test and post-test

The chart above shows there is improvement of percentage of the students' speaking accuracy especially in pronunciation which at pre-test, 48% students got average classification, 20% students got good classification, and 32% students got very good classification. While in the post-test, 48% students got good classification, 44% students got very good classification, and 8% students got excellent classification. It proves that there is significant improvement of percentage of students' speaking accuracy in pronunciation by using "CAKE" application in teaching speaking skill.

3. Hypothesis Testing

In order to decide the significance level of the pre-test and post-test, the researcher conducted t-test analysis at the significance level of α 0.05. If the significance value $\leq \alpha$ 0.05, H_0 is rejected and H_a is accepted. Significance values can be seen from the t-test results below.

$$\bar{D} = \frac{\sum D}{N} = \frac{268}{25} = 10,6$$

$$T_{value} = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} = 17,791$$

Table 4.5 paired sample T-test

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
		Mean	n	Mean	Lower	Upper			
Pair 1	posttest speaking - pretest speaking	10.6000	2.97909	.59582	9.37029	11.82971	17.791	24	.000

The hypothesis in this study is that H_0 and H_a claim that under H_0 (null hypothesis), there is no significant difference in students' speaking skill in this case on their vocabulary and pronunciation before and after using "CAKE" application treatment, while under H_a (alternative hypothesis) there is a significant difference in students' speaking skill in this case on their vocabulary and pronunciation by using "CAKE" application in learning.

The researchers used the SPSS 25 program to analyze the t-test. According to the output table, the T-test results obtained a significant value of 0.000, which is less than the value of $\alpha 0.05$. Also, the significance value of T in the distribution table is 0.05, which means that if the df (degrees of freedom) is 24, the result of the data above in the T value distribution table is $24 = 2.064$. To clarify the description, the researchers describe them in the table below.

Table 4.6 T-test and T-table of student' improvement

VARIABLE	T-TEST VALUE	T-TABLE VALUE
SPEAKING	17.791	2.064

Table 4.6 shows that the t-test value is higher than the t-table value ($17.791 > 2.064$). This means there is an improvement on students' speaking skill especially on their vocabulary and pronunciation by using “CAKE” application. From these data, it can be concluded that H_0 was rejected and H_a was accepted, implying that students' abilities improved significantly after using “CAKE” application treatment.

B. Discussion

This part of the chapter presents some discussion outcome of the pre-test and post-test results. When conducting the research, a pre-test was performed at the first meeting then giving treatment by using “CAKE” application, after that followed by a post-test. This discussion will describe the improvement in students' speaking skill after completing treatments.

a. The improvement of students' speaking skill dealing with vocabulary

In improving the students' speaking accuracy skill especially on their vocabulary the researcher used "CAKE" application in teaching speaking. Where the use of "CAKE" application can help students to increase their vocabulary and easier to remember it because of the features in the "CAKE" application.

The classification from poor to excellent or from the score 0 to 100 with the criteria had been proposed by Mansur in Hamid (2015 : 47). The data had been showed that in the pre-test there were no students in excellent score but there were many students in average score. In pre-test, some students found many difficulties in speaking like some of them could not speak because they lack of vocabulary, it made them difficulties to tell what they want to tell. It was so different with post-test that some of them got more high score than in pre-test. The students got a significance progress after treatments, they could speak better than pre-test.

According to the table 4.1, the mean score of the students' speaking accuracy dealing with vocabulary was 66,84 which it can be concluded that speaking accuracy dealing with vocabulary were categorized as good classification. The result of the post-test was 77,04 can be categorized as very good classification.

The result of post-test showed the significant progress obtained by students, most of students got very good classification, most of students success to improve their vocabulary score, in other word, the students' speaking accuracy dealing with vocabulary increased by using "CAKE" application. According to Isabelle (2023) on her website that find the tools that work for students is one of the way to memorize vocabulary because everyone learns differently. So if students don't

know what works for we yet, try as many different methods as possible - or a combination of them - flashcards, apps, lists, games or post-it notes are great ways to memorize vocabulary. So, teaching speaking skill especially in vocabulary can help students' to improved their ability by using "CAKE" application

b. The improvement of students' speaking skill dealing with pronunciation

To improve the students' speaking accuracy dealing with pronunciation the researcher used "CAKE" application in teaching speaking. Where the features of "CAKE" appliacion can help students to improve their pronunciation in speaking.

The classification from poor to excellent or from the score 0 to 100 with the criteria had been proposed by Longman in Lukman (2022 : 63). The data had been showed that in pre-test there were many students classified in good score. In pre-test, some students found many difficulties in speaking especially in pronunciation like some of students have enough vocabulary but they do not know how to pronounce it. It was so diiferent with post-test where some of them got very good score and there were two students got excellent score. They could better speak with a good pronunciation than pre-test.

From the table 4.2, the mean score of students' speaking accuracy dealing with pronunciation in pre-test was 66,08 that can be categorized as good clasification. While the result of post-test was 77,08 can be categorized as very good classification. It can be conclude that students' got significant progress in teaching speaking skill especially in pronunciation by using "CAKE"

apliacation. “CAKE” application provided the features to improve the students’ speaking skills in vocabulary, pronunciation, fluency and grammar. With the “CAKE” application, students can practice speaking skills and facilitate conversations with native speakers. There is also a function to check the student's pronunciation through student voice recognition (Anggraini S, 2022: 18).



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

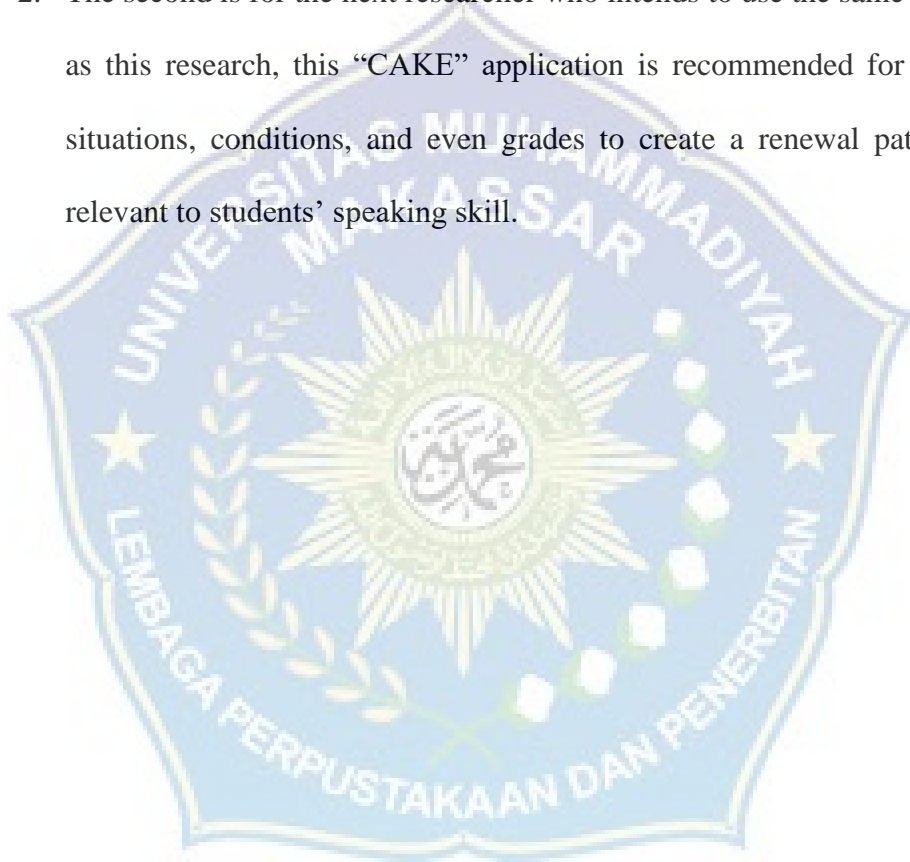
Based on the finding and discussion in the previous chapter, the reseacher concludes that:

1. There is an improvement of the students' speaking skill especially in their accuracy (vocabulary and pronunciation) by using "CAKE" application of the tenth grade students of SMA Muhammadiyah 1 Unismuh Makassar, because "CAKE" application can help students to improve their vocabulary and the way to pronounce it. This is reflected in the students' speaking accuracy score in vocabulary where in the mean score of post-test, students got higher score than the mean score of pre-test and also in students' speaking speaking accuracy score in pronunciation, the students' got a higher mean score in post-test than the mean score in pre-test.
2. Significant differences in students' speaking skill especially in their accuracy (vocabulary and pronunciation) before and after using "CAKE" application in teaching speaking. Significant differences score between pre-test and post-test showed that the use of "CAKE" application in teaching speaking was succesful to improve the students' speaking accuracy (vocabulary and pronunciation) especially for tenth grade students of SMA Muhammadiyah 1 Unismuh Makassar.

B. Suggestions

For this part of the research, these are some suggestions proffered as follow:

1. After conducted this research, English teachers are highly recommended to use “CAKE” application because of its multiple advantages in the teaching and learning process, especially in speaking accuracy ability.
2. The second is for the next researcher who intends to use the same variables as this research, this “CAKE” application is recommended for different situations, conditions, and even grades to create a renewal path that is relevant to students’ speaking skill.



REFERENCES

- AM, A. R. (2022). The Effectiveness Of Cake Application On Students' Speaking Skill In English Classroom (A Pre-Experimental Research).
- Anugrah, A. T. (2019). Improving The Students' Pronunciation Through The Use Of Text-To-Speech Software (A Pre-Experimental Research at the Tenth Grade Students of SMAN 8 Makassar).
- Anugrah, N. (2021). The Impacts Of Using Hello English Application As English Learning Media On Students' Speaking Skills (A Pre-Experimental Research at the Eighth Grade Students of SMP Negeri 2 Sungguminasa). 30-33.
- Ayu Octavianita, N. R. (2022). The Effectiveness of using Cake Appliacion in Improving Students' Speaking Skill . *AUFKLARUNG : Jurnal Kajian Bahasa, Sastra Indonesia, dan Pembelajarannya*, 80-85.
- Brown, H.D. 2000. *Principles of Language Learning and Teaching*. Fourth Edition.
https://www.academia.edu/15979341/Principles_of_Language_Learning_and_Teaching_Fourth_Edition_Douglas_Brown
- Fattah, S. A. (2012). Increasing Students' Speaking Ability Through Problem Solving Method (Pre- Experimental Research at the Second Grades of MA Guppi Samata).
- Kelly, G. (2000). How To Teach Pronunciation. 11-15. [how-to-teach-pronunciation-kelly-gerald.pdf](#)
- Nunan, D. (2003). Practical English Language Teaching. [Practical_English_Language_Teaching_pdf.pdf](#)
- Polard, L. (2008). Teaching English. (b) [Pollard-Lucy Teaching English.pdf](#)
- Pratiwi, C. C. (2022). The Use Of Cake Application On Students' Speaking Skill In English For Specific Purpose (Esp). *Jurnal Pendidikan Bahasa*.
- Putri, A. A. (2020). The Students' Ability In Speaking Accuracy And Fluency At Sma Negeri 9 Gowa (A Study at the Tenth Grade of SMA Negeri 9 Gowa). 7.
- Rahayu. (2016). Improving The Students' Speaking Ability Through Project Work (A Class Room Action Research at the First Grade of SMA 1 Tompobulu Bantaeng).
- Richards, J. C. (2009). *Teaching Listening and Speaking: From Theory to Practice*.

Sugiono (2017). *Metode Penelitian Pendidikan*. Bandung: Alfabeta cv.

Tang, A. M. (2013). *The Ability Of The First Year Students Of Sma Negeri 1 Seram Utara (Maluku Regency) To Pronounce English Consonant Sounds* .

Zielinski, L. Y. (2009). *Give It a Go : Teaching Pronunciation to Adults*.



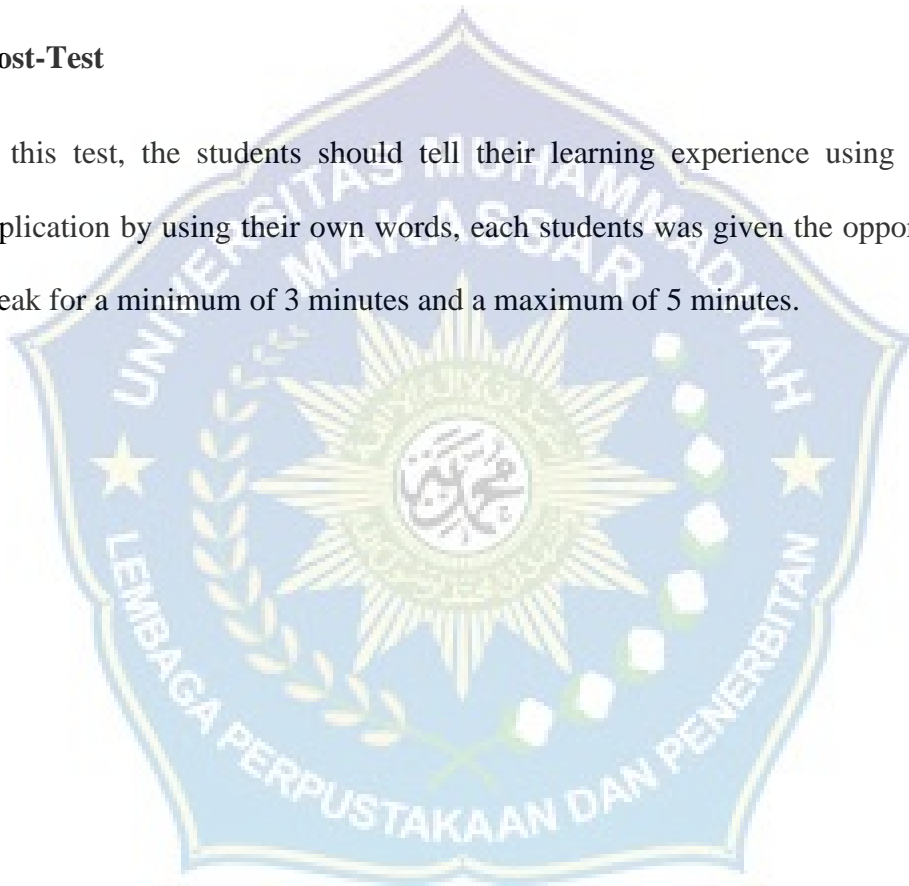
APPENDIX A

Pre-Test

In this test, the students should tell their experience about their holiday by using their own word, each students was given the opportunity to speak for a minimum of 2 minutes and a maximum of 4 minutes.

Post-Test

In this test, the students should tell their learning experience using “CAKE” application by using their own words, each students was given the opportunity to speak for a minimum of 3 minutes and a maximum of 5 minutes.



APPENDIX B

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Muhammadiyah 1 Unismuh Makassar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/ Genap
Materi Pokok : Simple Past Tense and Present Perfect Tense
Alokasi Waktu : 4 Pertemuan (2 x 45 Menit)

A. Kompetensi Inti

KI.3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang	3.6.1 Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait

<p>melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</p>	<p>keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p> <p>3.6.2 Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks.</p> <p>3.6.3 Menerapkan struktur teks dan unsur kebahasaan dari pernyataan pendapat dan pikiran</p> <p>3.6.4 Memahami struktur teks ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p> <p>3.6.5 Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p>
<p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana,</p>	<p>4.6.1 Menyusun kalimat meminta informasi keadaan /tindakan/</p>

<p>yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>kegiatan/ kejadian yang dilakukan /terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya</p>
--	--

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

1. Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya
2. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
3. Menerapkan struktur teks dan unsur kebahasaan dari pernyataan pendapat dan pikiran
4. Memahami struktur teks ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya
5. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya
6. Menyusun kalimat meminta informasi keadaan /tindakan/ kegiatan/ kejadian yang dilakukan /terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya.

D. Materi Pembelajaran

Simple Past Tense

Defini : tenses yang digunakan untuk menjelaskan sesuatu peristiwa yang terjadi di waktu lampau dan tidak ada kaitannya dengan waktu sekarang.

Rumus simple past tense :

(+) S + V2 + Complement

(-) S + did + Not + V1 + Complement

(?) Did + S + V1 + Complement

Waktu Kejadian

Waktu yang digunakan pada simple past tense lebih spesifik seperti *yesterday*, *last night*, *last week*, *last day*, *last month* dan lain sebagainya.

Akibat yang Ditimbulkan

Pada simple past tense akibat yang ditimbulkan sudah tidak bisa dirasakan

Present Perfect Tense

Definisi : tense yang digunakan untuk menyatakan suatu kejadian yang telah terjadi di waktu lampau, namun masih ada kaitannya dengan waktu sekarang.

Rumus Present Perfect Tense :

(+) S + Have/Has + V3 + Complement

(-) S + Have/Has + Not + V3 + Complement

(?) Have/Has + S + V3 + Complement

Waktu Kejadian

Menggunakan waktu pada masa yang sudah lewat namun masih dalam periode waktu yang sama karena masih ada kaitannya dengan waktu sekarang.

Akibat yang Ditimbulkan

Pada present perfect tense akibat yang ditimbulkan masih dapat dirasakan hingga sekarang karena masih ada kaitannya dengan waktu sekarang.

E. Pendekatan dan Model Pembelajaran

1. Pendekatan Pembelajaran : Scientific Approach
2. Model Pembelajaran : Project Based Learning

3. Metode : Practice

F. Media/ Alat dan Sumber Pembelajaran

1. Media/Alat : Laptop, Proyektor, Handphone dan Papan Tulis
2. Sumber Pembelajaran :
 - a) Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2017
 - b) Video pembelajaran melalui “CAKE” application
 - c) Sumber lain yang relevan

G. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan

- Greeting
- Absensi
- Memberikan motivasi kepada siswa
- Menyampaikan tujuan pembelajaran

Kegiatan Inti

Pertemuan 1

- Guru menjelaskan mengenai apa itu “CAKE” aplikasi dan cara penggunaannya
- Guru memperlihatkan salah satu video penjelasan tentang simple past tense pada aplikasi “CAKE”
- Siswa mengamati video yang diberikan oleh guru
- Siswa diberikan kesempatan oleh guru untuk bertanya mengenai materi yang kurang dipahami
- Siswa mengidentifikasi struktur atau pola kalimat dari simple past tense
- Siswa diminta untuk membuat contoh kalimat simple past tense

Pertemuan 2

- Guru memperlihatkan salah satu video penjelasan tentang present perfect tense
- Siswa mengamati video yang diberikan oleh guru

- Siswa diberikan kesempatan oleh guru untuk bertanya mengenai materi yang kurang dipahami
- Siswa mengidentifikasi struktur atau pola kalimat dari present perfect tense
- Siswa mengidentifikasi perbedaan simple past tense dan present perfect tense
- Siswa diminta untuk membuat contoh kalimat present perfect tense

Pertemuan 3

- Guru membagi siswa menjadi beberapa kelompok
- Guru meminta setiap kelompok untuk mencari kemudian memperlihatkan salah satu video mengenai simple past tense dan present perfect tense pada aplikasi “CAKE”
- Guru meminta setiap kelompok mengidentifikasi lalu membaca contoh kalimat dari video tersebut
- Guru membahas bersama-sama mengenai simple past tense dan present perfect tense tersebut.
- Guru memberikan beberapa kalimat rumpang mengenai materi yang telah diberikan
- Guru meminta siswa berdiskusi dengan teman kelompok masing-masing terkait jawaban yang cocok untuk mengisi kalimat tersebut.
- Guru meminta setiap kelompok untuk mempresentasikan hasil diskusi mereka.

Pertemuan 4

- Guru memperlihatkan video dari aplikasi “CAKE”
- Guru menanyakan pendapat siswa mengenai video tersebut
- Guru membahas bersama-sama mengenai simple past tense dan present perfect tense
- Guru meminta siswa untuk bertanya mengenai materi yang kurang dipahami
- Guru meminta siswa untuk bergabung kembali dengan kelompok yang sudah ditentukan

- Guru meminta setiap kelompok untuk membuat dialog mengenai materi yang telah diajarkan
- Guru meminta setiap kelompok untuk mempresentasikan hasil perkerjaan mereka.

Kegiatan Penutup

- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran
- Guru menanyakan kesulitan siswa selama belajar
- Guru menyampaikan informasi mengenai rencana kegiatan pembelajaran untuk pertemuan berikutnya
- Guru dan siswa menutup pembelajaran dengan berdo'a dan mengucapkan salam.

H. Penilaian

Vocabulary

Classification	Score	Criteria
Excelent	91 – 100	The speaker using a wide variety vocabulary and does not make mistake in word choices.
Very good	75 – 90	The speaker using a wide variety vocabulary and only make few mistakes in word choices.
Good	61 – 74	The speaker using several variety vocabulary and using inappropriate word choices.
Average	51 – 60	The speaker using limited variety vocabulary and using inappropriate word choices.
Poor	< 51	The speaker using limited variety vocabulary and using many inappropriate word choices.

Pronunciation

Classification	Score	Criteria
Excelent	91 – 100	Pronunciation and intonation are almost always very clear/accurated.
Very good	75 – 90	Pronunciation and intonation are usually clear/accurated with a few problem areas.
Good	61 – 74	Pronunciation and intonation errors sometimes make it difficult to understand the student.
Average	51 – 60	Frequent problems with pronunciation and intonation.
Poor	< 51	The students' speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication.

Makassar, November 2022

Guru Mata Pelajaran

Fauzia Hasmin
NIM. 105351101318

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA Muhammadiyah 1 Unismuh Makassar

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/ Genap

Materi Pokok : Recount Text

Alokasi Waktu : 2 Pertemuan (2 x 45 Menit)

A. Kompetensi Inti

KI.3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar (KD) dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	3.7.1 Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount 3.7.2 Memahami struktur teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah

	3.7.3 Memahami unsur kebahasaan dari teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah
4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.7.1. Membuat uraian tentang peristiwa bersejarah di Indonesia

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

1. Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks recount
2. Memahami struktur teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah
3. Memahami unsur kebahasaan dari teks recount dalam memberi dan meminta informasi terkait peristiwa bersejarah
4. Membuat uraian tentang peristiwa bersejarah di Indonesia

D. Materi Pembelajaran

Recount Text

Defini : sebuah teks yang menceritakan kembali peristiwa atau aktifitas yang terjadi di masa lampau yang pernah dialami sebelumnya.

Generic Structure :

- Orientation
- Events
- Re-orientation

Ciri-ciri

- Memiliki judul yang merangkum teks
- Menceritakan peristiwa yang sudah terjadi di masa lampau

- Semua kejadian yang diceritakan harus secara berurutan. Jadi memakai kata sambung seperti *when, then, after, before*, dan lain-lain.

E. Pendekatan dan Model Pembelajaran

1. Pendekatan Pembelajaran : Scientific Approach
2. Model Pembelajaran : Project Based Learning
3. Metode : Practice

F. Media/ Alat dan Sumber Pembelajaran

1. Media/Alat : Laptop, Proyektor, Handphone dan Papan Tulis
2. Sumber Pembelajaran :
 - a) Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2017
 - b) Video pembelajaran melalui “CAKE” application
 - c) Sumber lain yang relevan

G. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan

- Greeting
- Absensi
- Memberikan motivasi kepada siswa
- Menyampaikan tujuan pembelajaran

Kegiatan Inti

Pertemuan 1

- Guru menjelaskan materi recount text
- Siswa memahami definisi dan tujuan dari recount text
- Siswa memahami struktur dari recount text
- Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang kurang dipahami
- Guru memperlihatkan contoh recount teks pada buku pegangan siswa
- Guru meminta siswa mengidentifikasi struktur text recount dari contoh text yang diberikan

- Guru meminta siswa menjawab pertanyaan dari text tersebut yang telah disediakan

Pertemuan 2

- Guru memperlihatkan salah satu video dari aplikasi “CAKE”
- Siswa mengamati video yang diberikan oleh guru
- Siswa diberikan kesempatan oleh guru untuk bertanya mengenai materi yang kurang dipahami
- Guru meminta siswa untuk membuat recount text berdasarkan dari video yang telah diperlihatkan
- Guru menunjuk beberapa siswa untuk membacakan hasil pekerjaan mereka.

Kegiatan Penutup

- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran
- Guru menanyakan kesulitan siswa selama belajar
- Guru menyampaikan informasi mengenai rencana kegiatan pembelajaran untuk pertemuan berikutnya
- Guru dan siswa menutup pembelajaran dengan berdo’a dan mengucapkan salam.

H. Penilaian

Vocabulary

Classification	Score	Criteria
Excelent	91 – 100	The speaker using a wide variety vocabulary and does not make mistake in word choices.
Very good	75 – 90	The speaker using a wide variety vocabulary and only make few mistakes in word choices.

Good	61 – 74	The speaker using several variety vocabulary and using inappropriate word choices.
Average	51 – 60	The speaker using limited variety vocabulary and using inappropriate word choices.
Poor	< 51	The speaker using limited variety vocabulary and using many inappropriate word choices.

Pronunciation

Classification	Score	Criteria
Excelent	91 – 100	Pronunciation and intonation are almost always very clear/accurated.
Very good	75 – 90	Pronunciation and intonation are usually clear/accurated with a few problem areas.
Good	61 – 74	Pronunciation and intonation errors sometimes make it difficult to understand the student.
Average	51 – 60	Frequent problems with pronunciation and intonation.
Poor	< 51	The students' speak very hasty, and more sentences are not appropriate in pronunciation and little or no communication.

Makassar, November 2022

Guru Mata Pelajaran

Fauzia Hasmin

NIM. 105351101318



APPENDIX C

Findings

STUDENTS' PRE-TEST SCORE

NO	NAMA SISWA	COMPONENT		PRE-TEST
		VOCABULARY	PRONUNCIATION	
1.	AFRIDA	78	85	81,5
2.	AHMAD FATHI AL GHIFARI	58	58	58
3.	ANATRI DWI LESTARI R	55	55	55
4.	ANDI GHAISSAN	74	60	67
5.	ANDI NURIYAH AZ ZAHRA	60	55	57,5
6.	ANISA AFATYA	80	74	77
7.	ARIQA NAJWA ANGGRAENI	65	75	70
8.	AYDI	55	58	56,5
9.	AZALEYA KAMILA SHAFY	70	64	67
10.	AZERA PUTRI NABILA	62	52	57
11.	DWI CAHYANI PUTRI	60	55	57,5
12.	FAJRI NUR RAMADHAN	58	58	58
13.	MUFRIDHA INAYAH	65	75	70
14.	MUHAMMAD FATIH ULUMINNAFIS	60	60	60
15.	MUH. FADHIL HIDAYATULLAH	80	84	82
16.	MUH. HUSAIN ARIF	65	61	63
17.	NAJLA FAUZIAH	65	58	61,5
18.	NURMADINA	55	58	56,5
19.	RASYIDAH ALIMAH	85	80	82,5
20.	RIFYAH AL AZIZAH	85	82	83,5
21.	SALSABILA ZATIL FAKHIRAH	62	65	63,5
22.	SITI ZAKIYAH ZAHRA	60	63	61,5
23.	TSABITA AZIZAH ALI	83	82	82,5
24.	YULIL	58	60	59
25.	NATAYA AMALIA PUTRI ARLY	73	75	74

STUDENTS' POST-TEST SCORE

NO	NAMA SISWA	COMPONENT		PRE-TEST
		VOCABULARY	PRONUNCIATION	
1.	AFRIDA	95	95	95
2.	AHMAD FATHI AL GHIFARI	65	65	65
3.	ANATRI DWI LESTARI R	68	69	68,5
4.	ANDI GHAISAN	80	75	77,5
5.	ANDI NURIYAH AZ ZAHRA	70	69	69,5
6.	ANISA AFATYA	85	85	85
7.	ARIQA NAJWA ANGGRAENI	83	80	81,5
8.	AYDI	70	69	69,5
9.	AZALEYA KAMILA SHAFY	75	77	76
10.	AZERA PUTRI NABILA	75	80	77,5
11.	DWI CAHYANI PUTRI	70	68	69
12.	FAJRI NUR RAMADHAN	65	65	65
13.	MUFRIDHA INAYAH	80	83	81,5
14.	MUHAMMAD FATIH ULUMINNAFIS	70	70	70
15.	MUH. FADHIL HIDAYATULLAH	89	90	89,5
16.	MUH. HUSAIN ARIF	70	72	71
17.	NAJLA FAUZIAH	72	75	73,5
18.	NURMADINA	65	68	66,5
19.	RASYIDAH ALIMAH	90	90	90
20.	RIFYAH AL AZIZAH	95	95	95
21.	SALSABILA ZATIL FAKHIRAH	78	70	74
22.	SITI ZAKIYAH ZAHRA	76	73	74,5
23.	TSABITA AZIZAH ALI	90	89	89,5
24.	YULIL	70	70	70
25.	NATAYA AMALIA PUTRI ARLY	80	85	82,5

THE RATE PERCENTAGE OF THE STUDENTS' SPEAKING ACCURACY IN VOCABULARY

1. Pre-test

a. Average

$$F = 10, N = 25$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{10}{25} \times 100\% = 40\%$$

b. Good

$$F = 9, N = 25$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{9}{25} \times 100\% = 36\%$$

c. Very good

$$F = 6, N = 25$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{6}{25} \times 100\% = 24\%$$

2. Post-test

a. Good

$$F = 11, N = 25$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{11}{25} \times 100\% = 44\%$$

b. Very good

$$F = 12, N = 25$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{12}{25} \times 100\% = 48\%$$

c. Excellent

$$F = 2, N = 25$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{25} \times 100\% = 8\%$$

THE RATE PERCENTAGE OF THE STUDENTS' SPEAKING ACCURACY IN PRONUNCIATION

1. Pre-test

a. Average

$$F = 12, N = 25$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{12}{25} \times 100\% = 48\%$$

b. Good

$$F = 5, N = 25$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{5}{25} \times 100\% = 20\%$$

c. Very good

$$F = 8, N = 25$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{8}{25} \times 100\% = 32\%$$

2. Post-test

a. Good

$$F = 12, N = 25$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{12}{25} \times 100\% = 48\%$$

b. Very good

$$F = 11, N = 25$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{11}{25} \times 100\% = 44\%$$

c. Excellent

$$F = 2, N = 25$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{25} \times 100\% = 8\%$$

SIGNIFICANT VALUE OF T-TEST

$$\bar{D} = \frac{\sum D}{N} = \frac{265}{25} = 10,60$$

$$T_{value} = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

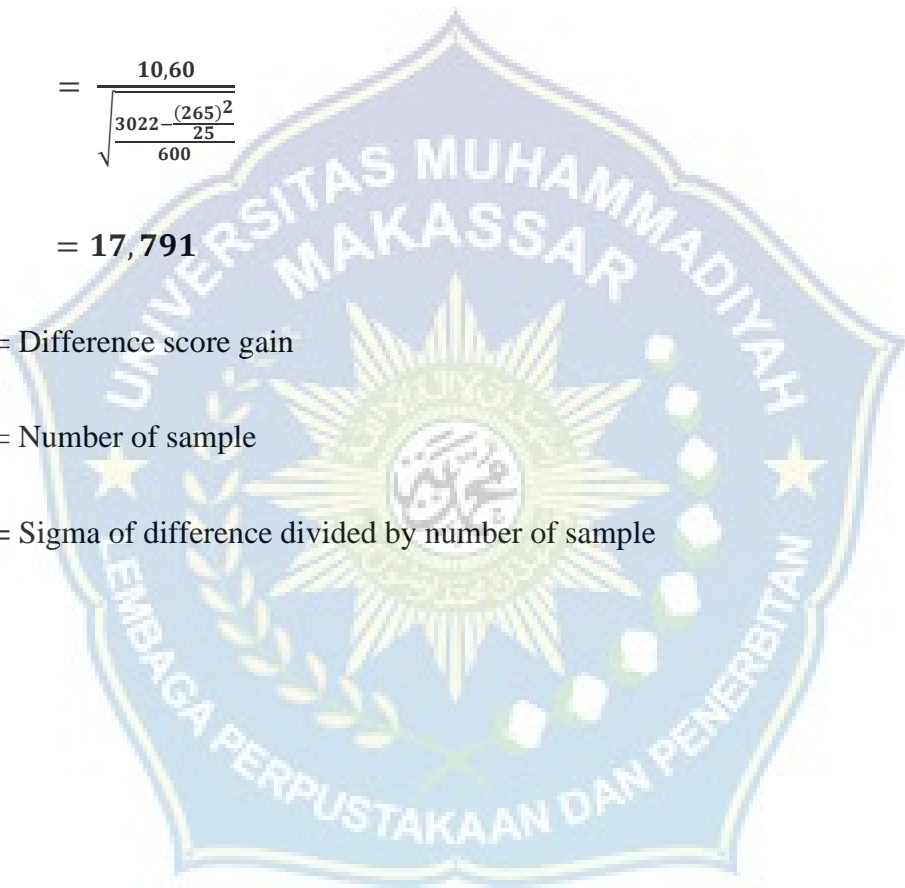
$$= \frac{10,60}{\sqrt{\frac{3022 - \frac{(265)^2}{25}}{600}}}$$

$$= 17,791$$

D = Difference score gain

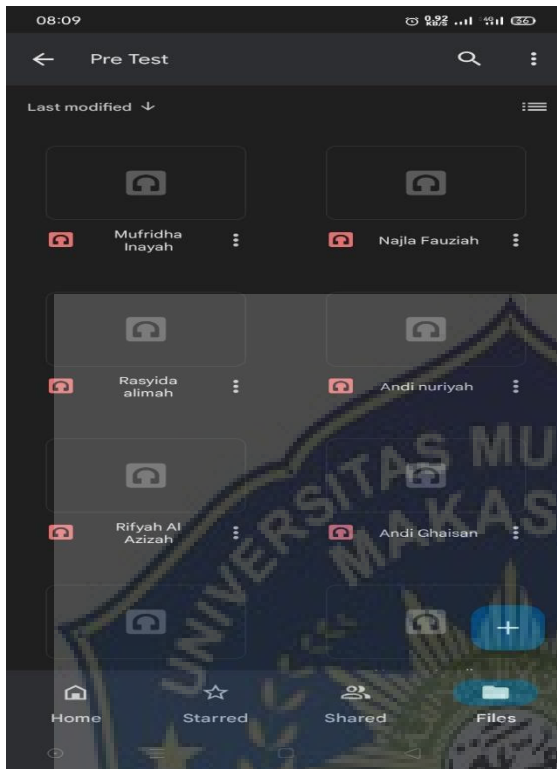
N = Number of sample

\bar{D} = Sigma of difference divided by number of sample

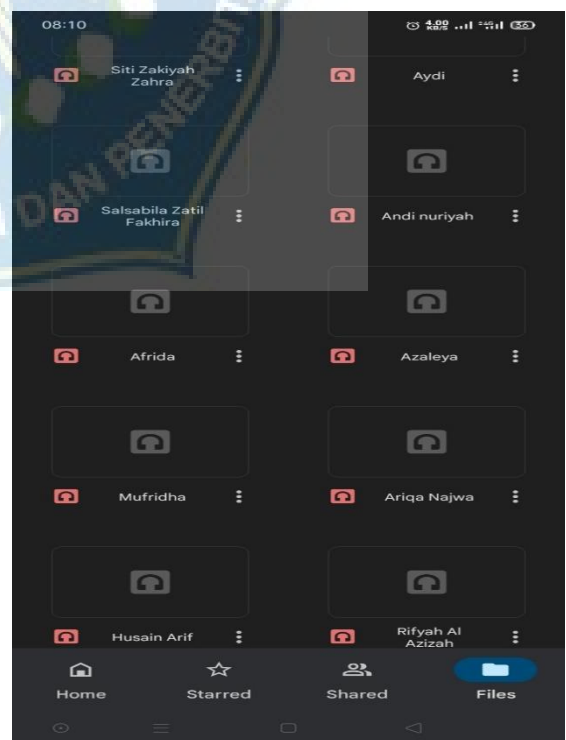
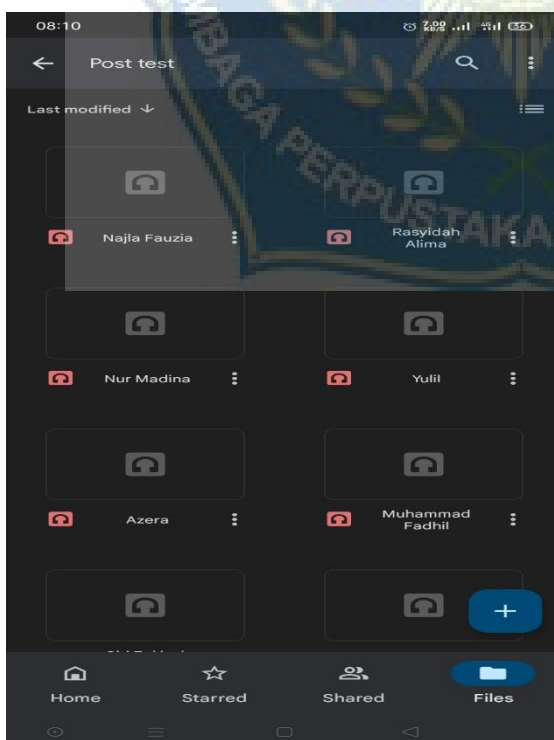


STUDENTS' PRE-TEST AND POST-TEST

PRE-TEST



POST-TEST



APPENDIX D

DOCUMENTATION OF STUDENTS' ACTIVITIES



SURAT KETERANGAN BEBAS PLAGIAT



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl. Sultan Alauddin No.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Fauzia Hasmin
NIM : 105351101318
Program Studi: Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	19 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	9 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
seperlunya.

Makassar, 10 April 2023

Mengetahui

Kepala UPT Perpustakaan dan Penerbitan,


NBM 064 591

Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593,fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail : perpustakaan@unismuh.ac.id

SURAT IZIN MENELITI DARI LP3M

Terima Tel 26/1/2023

**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 96/05/C.4-VIII/I/1444/2023
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

25 Jumadil akhir 1444 H
18 January 2023 M

Kepada Yth,
Bapak / Ibu Kepala Sekolah
SMA Muhammadiyah 1 Unismuh Makassar
di -
Makassar

الله أكبر ما شاء الله كان

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar nomor: 12339/FKIP/A.4-I/XII/1444/2022 tanggal 5 Januari 2023 menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : FAUZIA HASMIN
No. Stambuk : 10535 1101318
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Teaching English Speaking Skill Trough Cake Application for Tenth Grade Students of SMA Muhammadiyah 1 Unismuh Makassar"

Yang akan dilaksanakan dari tanggal 21 Januari 2023 s/d 21 Maret 2023.

Selubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

الله أكبر ما شاء الله كان

Ketua LP3M,


Dr. H. Abubakar Idhan, MP.
NPM 101 7716

01-23



SURAT TELAH MELAKUKAN PENELITIAN



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
MUHAMMADIYAH KOTA MAKASSAR
SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
LABSCHOOL UNISMUH TERAKREDITASI A UNGGUL
Alamat: Jln. Sultan Alauddin No. 259 Makassar Telp. 081241840935
Email: smichi703@gmail.com Website: <https://smamuhammadiyah1unismuhmksr.sch.id>

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN PENELITIAN

Nomor : 306/SKP/SMA Muh. 1-UM/IV/2023

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini :

Nama : Drs. Amir MR., M.M
Jabatan : Kepala Sekolah
Unit Organisasi : SMA Muhammadiyah 1 Unismuh Makassar
Alamat : Jl. Sultan Alauddin No. 259 Makassar

Dengan ini menerangkan bahwa :

Nama : Fauzia Hasmin
No. Stambuk : 105351104318
Fakultas : Keguruan dan Ilmu Pendidikan Unismuh Makassar
Jurusan : Pendidikan Bahasa Inggris

Benar telah melaksanakan observasi/pengumpulan data pada tanggal 21 Januari 2023 s/d 21 Maret 2023 dalam rangka penulisan tesis dengan judul :

"Teaching English Speaking Skill Trough Cake Application for Tenth Grade Students of SMA Muhammadiyah 1 Unismuh Makassar "

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.
Jazakumullah Khaeran Katsiraan.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Makassar, 13 April 2023

Kepala Sekolah,


Drs. Amir MR., M.M
NBM. 792813

Sinergi, Unggul, Cerdas, dan Islami

KARTU KONTROL PENELITIAN



MAJELIS DIKELITIBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 299
Makassar
Telp. (081) 1792101 (Secretary)
Email: prodi@ummu.ac.id
prodi@ummu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Fauzia Hasmin
 NIM : 105351101318
 Judul Penelitian : Teaching English Speaking Skill Through Cake Application for Tenth Grade Students of SMA Muhammadiyah 1 Unismuh Makassar
 Tanggal Ujian Proposal : 18 November 2022
 Tempat/Lokasi Penelitian : SMA Muhammadiyah 1 Unismuh Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Jum'at 27 Januari 2023	Pre-test and Teaching (1 treatment)	Sitti Muhajirah, S.Pd	
2	Jum'at 03 Februari 2023	Teaching (Treatment)	Sitti Muhajirah, S.Pd	
3	Jum'at 10 Februari 2023	Teaching (Treatment)	Sitti Muhajirah, S.Pd	
4	Jum'at 17 Februari 2023	Teaching (Treatment)	Sitti Muhajirah, S.Pd	
5	Jum'at 24 Februari 2023	Teaching (Treatment)	Sitti Muhajirah, S.Pd	
6	Jum'at 03 Maret 2023	Teaching (Treatment) and Post-test	Sitti Muhajirah, S.Pd	
7				
8				
9				
10				

.....2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar



Dr. Emmi Khaerati Svam, S.Pd., M.Pd
NBM. 977 807

Kepala SMA Muhammadiyah 1 Unismuh Makassar



Drs. Amri MR, M.M
NBM. 992 813



MAJELIS DIKELITIBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 299
Makassar
Telp. (081) 1792101 (Secretary)
Email: prodi@ummu.ac.id
prodi@ummu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

CURRICULUM VITAE



Fauzia Hasmin was born in Majene on April 22nd 2000. She is the third child of four siblings of Kaharuddin and Halpiah couple. She started her elementary school at SDN No. 18 Inp Bababulo and graduated in 2012. Then she continued her study at SMPN 3 Pamboang and graduated in 2015. After that, she continued her study at SMAN 1 Pamboang and graduated in 2018. At the same year, she registered herself as one of the English Education department student in Universitas Muhammadiyah Makassar. At the end of her study, she come up with the research thesis title “Teaching English Speaking Skill Through Cake Application for Tenth Grade Students of SMA Muhammadiyah 1 Unismuh Makasaar”.