

**A THESIS**

**THE EFFECT OF CAKE APPLICATION SUPPORTED BY SELF-DIRECTED LEARNING ON STUDENTS' SPEAKING SKILLS AT SMP NEGERI 3 GALESONG SELATAN**

*(A Quasi-Experimental Research)*



*Submitted as partial fulfillment of the requirements for the degree of  
Master of English Education*

**GRADUATE PROGRAM  
MASTER OF ENGLISH EDUCATION  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

**2025**

THESIS

THE EFFECT OF CAKE APPLICATION SUPPORTED BY SELF-DIRECTED LEARNING ON STUDENTS' SPEAKING SKILLS AT SMP NEGERI 3 GALSEONG SELATAN

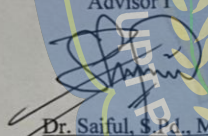
Written and Submitted by

RATNASARI  
NIM. 105071100822

Has Been Defended in Front of the Thesis  
Examination Committee  
On February 28<sup>th</sup> 2025  
and Fulfilled the Requirements

Approved by  
Committee of Supervisors

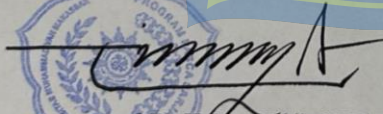
Advisor I

  
Dr. Saiful, S.Pd., M.Pd.  
NIDN. 0915068701

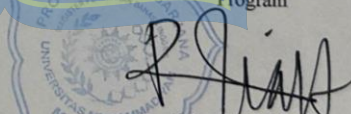
Advisor II

  
Dr. Ratna Dewi, S.S., M.Hum.  
NIDN. 0923026601

Director of Graduate Program  
Muhammadiyah University of Makassar

  
Prof. Dr. H. Irwan Akib, M.Pd.  
NBM. 616 949

Head of Magister  
of English Language Education Study  
Program

  
Dr. Radiah Hamid, M.Pd.  
NBM. 767 402

## APPROVAL SHEET

Thesis Title                      The Effect of Cake Application Supported by Self-directed Learning on Students' Speaking Skills at SMP Negeri 3 Galesong Selatan

Name                                Ratnasari

NIM                                  105071100822

Study Program                    Magister Pendidikan Bahasa Inggris

This is to certify that the thesis entitled **"The Effect of Cake Application Supported by Self-directed Learning on Students' Speaking Skills at SMP Negeri 3 Galesong Selatan"** On February 28<sup>th</sup>, 2025 has been approved by the committee of examiners and fulfilled the requirements.

Makassar, 28<sup>th</sup> February 2025

Approved by :  
Committee of Examiners

Dr. Muhammad Akhir, S.Pd., M.Pd.  
(Chair of Examiner)

Dr. Saiful, S.Pd., M.Pd.  
(Advisor I)

Dr. Ratna Dewi, S.S., M.Hum.  
(Advisor II)

Prof. Dr. Hj. Andi Tenri Ampa, M.Hum.  
(Member of Examiner)

Dr. Syamsiarna Nappu., M.Pd.  
(Member of Examiner)



### PERNYATAAN KEASLIAN TESIS

Yang bertanda tangan dibawah ini :

Nama : Ratnasari  
NIM : 105071100822  
Program Studi : Magister Pendidikan Bahasa Inggris

Menyatakan dengan sebenarnya bahwa tesis yang saya tulis ini benar- benar merupakan hasil karya saya sendiri, bukan merupakan pengambialihan tulisan atau pemikiran orang lain. Apabila dikemudian hari terbukri atau dapat dibuktikan bahwa sebagian atau keseluruhan tesis ini hasil karya orang lain, saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 28 Februari 2025

Yang Menyatakan

Ratnasari

## ACKNOWLEDGEMENT



Alhamdulillah Rabbil ‘Alamin. Firstly, the researcher wishes to convey heartfelt gratitude to the Almighty Allah SWT, the sole provider and the most merciful, for continuously granting guidance, inspiration, and good health throughout the entire journey of conducting this research. Secondly, salawat and salam are sent to our Prophet Muhammad Sallallahu ‘alaihi wasallam, who led us from darkness to the brightness world we inhabit today.

Furthermore, the researcher extends profound appreciation, gratitude, and love to her beloved mother, Rohani, and her beloved father, Husain. Their unwavering love, support, attention, counsel, and encouragement provided the strength needed to persevere and complete this thesis. The researcher also wants to acknowledge and thank all the people who helped with valuable contributions, suggestions, guidance, assistance, and advice in completing this research. Gratitude is expressed to all those who played a role in the culmination of this thesis. They are:

1. Rector of Muhammadiyah University of Makassar, Dr. Ir. H. Abd. Rakim Nanda, S.T, M., IPM
2. Director of Postgraduate Program of Muhammadiyah University of Makassar, Prof. Dr. H. Irwan Akib, M.Pd.
3. Head of Magister of English Language Education study program, Dr. Radiah Hamid, M.Pd.
4. The first consultant Dr. Saiful, S.Pd., M.Pd, and the second consultant: Dr. Ratna Dewi, S.S., M.Hum who had given their valuable time, patience, assistance, and guidance to finish this thesis.
5. All of the lecturers of Master of English Education who have taught valuable knowledge to the researcher and the staff of MPBI for helping the researcher to finish this thesis. The principal of SMP Negeri 3 Galesong Selatan, Ramlah, S.Pd., M.Pd who has given the researcher a chance to conduct research at SMP Negeri 3 Galesong Selatan
6. The researcher’s classmates in the English Education Master Program 2022, thank you for your help, support, and encouragement.

7. All people who have helped the researcher and cannot be mentioned one by one.

The researcher realized that this thesis is still far from perfect. The remaining errors are the researcher's own. Therefore, any criticisms, ideas, and suggestions for this thesis improvement are greatly appreciated.

Makassar, Februari 2025

The Researcher



## ABSTRACT

**Ratnasari.** 2025. *The Effect of Cake Application Supported by Self-directed Learning on Students' Speaking Skills at SMP Negeri 3 Galesong Selatan* (Quasi Experimental Research Design). Supervised by Saiful and Ratna Dewi.

This research aimed to investigate the effectiveness of the Cake Application supported by Self-Directed Learning (SDL) on students' speaking skills at SMP Negeri 3 Galesong Selatan. This research was designed as a quasi-experimental research. The population was 135 eighth-grade students from six classes in the academic year 2024/2025. The samples were taken purposively, with Class VIII C as the experimental class and Class VIII D as the control class. Each consists of 20 students. The data were collected through pre-test and post-test scores, assessing students' vocabulary, grammar, and pronunciation using a standardized speaking rubric. The results were analyzed using SPSS version 27 to determine the significant differences between the Cake Application with SDL and the Quizziz Application.

The study found that the use of Cake Application supported by Self-Directed Learning (SDL) affects students' speaking skills. The experimental class demonstrated significant improvement, with the mean score rising from 55 in the pre-test to 68.67 in the post-test, reflecting a 24.86% increase. In contrast, the control class improved from 55.67 to 62.67, with a 12.58% increase. Statistical analysis confirmed that both groups made progress, but the experimental class experienced a greater impact. The Mann-Whitney U test results further confirmed the significant difference between the groups, with the experimental group achieving a higher mean rank (26.80) compared to the control group (14.20),  $U = 74.000$ ,  $Z = -3.770$ ,  $p = 0.000$ . Additionally, the effect size (Cohen's  $d \geq 0.8$ ) indicated a significant effect of Cake Application supported by Self-Directed Learning (SDL) on students' speaking skills. Therefore, the alternative hypothesis was accepted, and the null hypothesis was rejected.

In conclusion, the use of the Cake Application through Self-Directed Learning was more effective than the use of Quizziz Application on students speaking skills of the eighth-grade students at SMP Negeri 3 Galesong Selatan.

**Keywords:** *Cake Application, Self-directed Learning, Speaking Skills*

## ABSTRAK

**Ratnasari.** 2025. *Pengaruh Aplikasi Cake yang Didukung oleh Pembelajaran Mandiri (Self-directed Learning) terhadap Keterampilan Berbicara Siswa di SMP Negeri 3 Galesong Selatan* (Desain Penelitian Kuasi Eksperimental). Dibimbing oleh Saiful dan Ratna Dewi.

Penelitian ini bertujuan untuk menyelidiki efektivitas penggunaan Aplikasi Cake yang didukung oleh Pembelajaran Mandiri (Self-Directed Learning/SDL) terhadap keterampilan berbicara siswa di SMP Negeri 3 Galesong Selatan. Penelitian ini dirancang sebagai penelitian kuasi-eksperimental. Populasi penelitian terdiri dari 135 siswa kelas VIII dari enam kelas pada tahun akademik 2024/2025. Sampel dipilih secara purposif, dengan kelas VIII C sebagai kelas eksperimen dan kelas VIII D sebagai kelas kontrol. Masing-masing kelas terdiri dari 20 siswa. Data dikumpulkan melalui skor pre-test dan post-test, yang menilai kosakata, tata bahasa, dan pelafalan siswa menggunakan rubrik berbicara standar. Hasil penelitian dianalisis menggunakan SPSS versi 27 untuk menentukan perbedaan signifikan antara Aplikasi Cake dengan SDL dan Aplikasi Quizziz.

Hasil penelitian menunjukkan bahwa penggunaan Aplikasi Cake yang didukung oleh Pembelajaran Mandiri (Self-Directed Learning/SDL) berpengaruh terhadap keterampilan berbicara siswa. Kelas eksperimen mengalami peningkatan yang signifikan, dengan skor rata-rata meningkat dari 55 pada pre-test menjadi 68,67 pada post-test, mencerminkan peningkatan sebesar 24,86%. Sebaliknya, kelas kontrol mengalami peningkatan dari 55,67 menjadi 62,67, dengan kenaikan sebesar 12,58%. Analisis statistik mengonfirmasi bahwa kedua kelompok mengalami kemajuan, tetapi kelas eksperimen menunjukkan dampak yang lebih besar. Hasil uji Mann-Whitney U lebih lanjut membuktikan adanya perbedaan yang signifikan antara kedua kelompok, di mana kelas eksperimen memperoleh peringkat rata-rata lebih tinggi (26,80) dibandingkan dengan kelas kontrol (14,20),  $U = 74.000$ ,  $Z = -3,770$ ,  $p = 0,000$ . Selain itu, ukuran efek (Cohen's  $d \geq 0,8$ ) menunjukkan bahwa penggunaan Aplikasi Cake yang didukung oleh SDL memiliki dampak yang signifikan terhadap keterampilan berbicara siswa. Oleh karena itu, hipotesis alternatif diterima, dan hipotesis nol ditolak.

Sebagai kesimpulan, penggunaan Aplikasi Cake melalui Self-Directed Learning lebih efektif dibandingkan penggunaan Aplikasi Quizziz dalam meningkatkan keterampilan berbicara siswa kelas VIII di SMP Negeri 3 Galesong Selatan.

**Kata Kunci:** *Aplikasi Cake, Pembelajaran Mandiri, Keterampilan Berbicara*



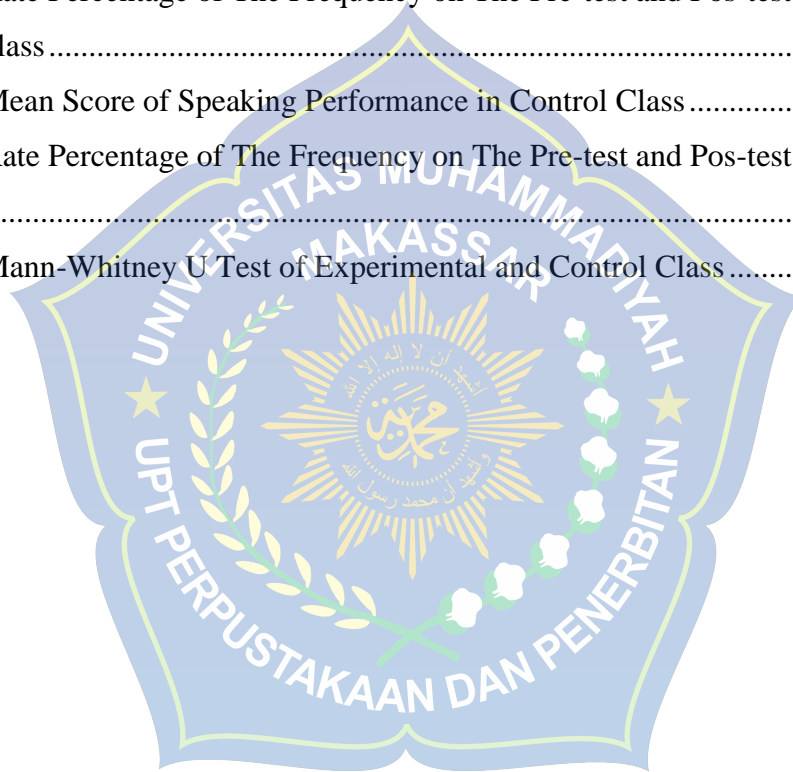
## LIST OF CONTENTS

<b>TITLE OF PAGE .....</b>	<b>i</b>
<b>HALAMAN PENGESAHAN THESIS.....</b>	<b>ii</b>
<b>HALAMAN PENERIMA PENGUJI.....</b>	<b>iii</b>
<b>PERNYATAAN KEASLIAN THESIS.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>ABSTRAK.....</b>	<b>viii</b>
<b>LIST OF CONTENT.....</b>	<b>ix</b>
<b>LIST OF TABLE.....</b>	<b>xi</b>
<b>LIST OF FIGURES.....</b>	<b>xii</b>
<b>LIST OF APPENDICES.....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background.....	1
B. Research Questions .....	7
C. Objectives of the Research .....	7
D. Significance of the Research .....	8
E. Scope of the Research.....	9
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>10</b>
A. Verses of Al-Qur'an and Hadith.....	10
B. Concept of Research Variable .....	12
1. Self-directed Learning .....	12

2. Cake Application .....	26
3. Quizziz Application.....	36
4. Speaking .....	45
C. Conceptual Framework.....	52
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>54</b>
A. Research Design .....	54
B. Population and Sample .....	55
C. Research Instruments.....	56
D. Data Collection .....	56
E. Data Analysis.....	57
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>59</b>
A. Findings .....	59
B. Discussion.....	70
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>82</b>
A. Conclusion .....	82
B. Suggestion .....	83
<b>REFERENCES .....</b>	<b>85</b>
<b>APPENDICES .....</b>	<b>95</b>

## LIST OF TABLES

Table 3.1 The Quasi-Experimental Design .....	54
Table 3.2 The Sample of The Research.....	55
Table 3.3 The Rubric of Speaking.....	57
Table 3.4 The Classification Score of Students' Speaking Skills .....	58
Table 4.1 The Mean Score of Speaking Performance in Experimental Class.....	60
Table 4.2 The Rate Percentage of The Frequency on The Pre-test and Pos-test Scores in Experimental Class .....	62
Table 4.3 The Mean Score of Speaking Performance in Control Class .....	64
Table 4.4 The Rate Percentage of The Frequency on The Pre-test and Pos-test Scores in Control Class .....	66
Table 4.9 The Mann-Whitney U Test of Experimental and Control Class .....	69



## LIST OF FIGURES

Figure 2.1 Daily video features .....	28
Figure 2.2 Category needs and level .....	29
Figure 2.3 Video-based speaking activities .....	30
Figure 2.4 Interactive listening and speaking quiz .....	30
Figure 2.5 Interactive fill-in-the-blank Quiz .....	31
Figure 2.6 Conversation feature .....	32
Figure 2.7 Progress points feature .....	33
Figure 2.8 Gamification feature.....	34
Figure 2.9 Quizziz App Operation .....	41
Figure 2.10 Quizziz App Operation .....	41
Figure 2.11 Quizziz App Operation .....	42
Figure 2.12 Conceptual Framework .....	52
Figure 4.1 The Percentage of Students' Speaking Performance Related to the Sub-Skills of Speaking in Experimental Class.....	61
Figure 4.2 The Percentage of Students' Speaking Performance Related to the Sub-Skills of Speaking in Experimental Class.....	66
Figure 4.3 The Mean Scores and Enhancement Percentages of Pre-test and Post-test in Experimental and Control Class .....	67



## LIST OF APPENDICES

Appendix 1 Lesson Plan for Experimental Class .....	96
Appendix 2 Lesson Plan for Control Class .....	106
Appendix 3 Instrument of Pre-Test .....	114
Appendix 4 Instrument of Post-Test.....	115
Appendix 5 The Score of Pre-Test in Experimental Class.....	116
Appendix 6 The Score of Post-Test in Experimental Class .....	117
Appendix 7 The Score of Pre-Test in Control Class .....	119
Appendix 8 The Score of Post-Test in Control Class.....	119
Appendix 9 The Result of Normality Test in Experimental and Control Class .....	122
Appendix 10 The Result of Homogeneity Test in Experimental and Control Class.....	122
Appendix 11 The Result of Wilcoxon Signed Rank Test of Control Class .....	122
Appendix 12 The Result of Wilcoxon Signed Rank Test of Experimental Class .....	123
Appendix 13 The Result of the Mann-Whitney U Test.....	123
Appendix 14 Sample of Students' Results .....	125
Appendix 15 Documentation.....	126
Appendix 16 Research Certificate.....	128
Appendix 17 Plagiarism Free Certificate .....	129
Appendix 18 Curriculum Vitae .....	130

# CHAPTER 1

## INTRODUCTION

### A. Background

Speaking is widely regarded as the most important skill for many English language learners to master. Speaking is the ability to communicate verbally with others to convey and exchange ideas, meanings, messages, and information with other people (Savira & Fauzi, 2023). Speaking is also considered to be one of the vital skills that language learners should acquire since it enables them to communicate, interact, negotiate, and share ideas with others in an oral way (Rohmah, 2022). In brief, speaking is important for the students to communicate, interact, convey, and share ideas with others. Moreover, the students should have the ability to speak in learning a foreign language.

English holds a prominent position in the Indonesian education curriculum, spanning from junior high school to university levels, as stipulated in Permendiknas RI No. 22 of 2006. For Indonesian junior high school students, mastering spoken English becomes an essential component among the four language skills for effective communication. They are expected to be able to use English as a tool for communication, thinking, and emotional expression especially in everyday communication (Islam et al., 2022). However, there is not much space to learn foreign language as part of the subject curriculum and students do not receive enough exposure to the language during class to guarantee their success in learning (Trinder, 2017). Many students, therefore, try to improve their foreign language competencies outside the classroom, in a self-directed

way. Students use mobile apps to create their own learning environment, often with minimal teacher support (Lai et al., 2022). This highlights the need for innovative approaches, including technology integration to supplement classroom instruction and empower students in self-directed English language journey.

Recently, there has been a growing interest in the use of technology in teaching and learning. (Gastellóu et al., 2019) stated that new learning and teaching methodologies, such as web-based learning, virtual classrooms, technology-enhanced learning, and mobile devices became part of a technology-driven methodology for learning. Technology opens the door for learners to be autonomous through the variety of sources it provides, such as computers, the internet, and mobile applications that help them be active and participate in learning. Therefore, many researchers have been attracted to investigate the use of mobile technologies including applications in their learning and teaching (Persson & Nouri, 2018). One prominent application of technology in language learning is cake application.

The mobile application “Cake” is an English learning application that focuses on speaking skills (Lestari, 2021). This application provides various activities to help students learn to speak, pronunciation, sentence construction, repetition after video, and many others. The use of this application gives us examples of words that will be very useful in everyday conversation (Batoool and Asghar, 2016). Cake application is designed for the purpose of learning English language with fun, easy, and freeway. Suárez (2020) stated that Cake- Learning English application’s screen contains five main options (home, research, speak, library, and profile). “Cake” is a real video library that contains clips from YouTube, movies, series, and animations. Each video covers one minute duration.

In addition, the cake application has an attractive and lightweight appearance so it does not take up much space on students' digital equipment. students can learn English through film clips and games. With all these contemporary features, the Cake application can be a medium for learning English that is not boring for students.

The Cake application provides a variety of study modes and activities to enhance English speaking skills. Each mode identifies and addresses pronunciation deficiencies, offering specific exercises for improvement. The drill mode utilizes short YouTube clips featuring conversations and dialogues, repeating key utterances three times for memorization and pronunciation refinement. Recognition drills assess the learner's ability to perceive sounds, while reproduction drills require them to replicate the utterances. The speaking challenge mode encourages learners to pronounce an utterance and compare it to the original, receiving a grade based on their proficiency level. The listening challenge presents a sentence with a missing word, requiring learners to listen and respond to an in-app chatbot. The speak mode involves oral responses that are automatically graded. The sentence building study mode loops a video sentence and displays its words in a randomized order, challenging the learner to listen and reconstruct the correct sentence structure. The review mode offers daily quizzes to reinforce learned episodes and utterances. Additionally, Suárez (2020) highlights the application's dictionary feature, enabling users to check word definitions, meanings, and synonyms.

As far as mobile applications and learning English are concerned, several studies have been conducted on the use and implementation of mobile applications for learning English, (Ameri, 2020). In the same vein, some researchers have focused on the use of mobile applications in learning English-speaking skills. For instance, Kusmaryani et al



(2018) found that mobile applications significantly improved Indonesian students' speaking skills and critical thinking in English language learning. Fabre et al (2017) investigated the impact of phonetic awareness development on students' speaking skills and the effectiveness of technology implementation in developing phonetic awareness. Furthermore, Rezaee et al., (2020) explored the use of Mobile-based dynamic assessment (MbDA) in improving oral fluency in EFL students. The experimental groups significantly improved their oral fluency compared to the control group. Overall, mobile applications play a crucial role in language learning and teaching.

Moving beyond the use of technology integration, self-directed learning has also garnered attention for its potential to improve speaking skills. Self-directed learning is a self-planned activity that is very important to be embedded in the learning process with the aim of giving each autonomy to explore abilities by self-initiative and independent nature so that they can find out strengths and weaknesses in the process of their independent learning (Irvani, 2019). This method makes students more active in participating because it considers the uniqueness of learning styles, where students have full responsibility for practicing, organizing activities, diagnosing needs, and being able to make decisions (Geng et al., 2019). Setting a learning independence strategy is one of the factors that is crucial for success throughout life. In the process of SDL stages, students are responsible for the construction of meaning from teaching materials so they need the help of teaching media that support learning (Woezik et al., 2019). In addition, Robinson & Persky (2020) highlight the core aspect of SDL “The learner sets goals, determines how progress will be assessed, defines the structure and sequence of activities and a timeline, identifies resources, and seeks out feedback”.

Several previous studies have investigated self-directed learning in the context of speaking skills development. Majedi & Pishkar (2016) conducted a study about the effect of self-directed learning on speaking accuracy of English as a Foreign Language (EFL) learners and found that self-directed learning affected the learners' speaking accuracy. Second, Buitrago (2017) investigated the effectiveness of self-directed learning combined with collaborative strategies in enhancing EFL students' speaking fluency. Similarly, Olivier (2019) explored the connection between self-directed and writing skills. Finally, Aghayani et al.,(2020) found that the use of self-directed learning has a positive impact on the learners' English writing skills.

The studies explained the positive impact of mobile applications and self-directed learning on language learning outcomes. However, there is a relatively small body of literature concerned with how these two approaches can be effectively combined. For instance, Harchegani et al., (2013) investigated the efficacy of Self Directed learning method in teaching Iranian EFL Learners. The result obtained was that Self-directed learning was strongly effective in teaching speaking skills. The results of pre and post-tests, when analyzed and compared, showed that the experimental group outperformed the control group in speaking skill development and it proves the effectiveness of Self-Directed learning model in teaching speaking skills to Iranian EFL learners. While Yulianti et al.,(2021) conducted research related to the undergraduate students' perspective on self-directed learning in speaking skills. This study focused on students' perspectives on the implementation of Self-directed learning where the data was gained through semi-structured interviews and questionnaires. The result indicated that all participants agreed that self-directed learning can help them achieve their learning goals

and get used to being more active and responsible in their learning process. Most of the participants also prefer to use audio-visual media. Additionally, another study was conducted on the use of an application in supporting students' self-directed learning in EFL Speaking. For instance, Indah & Muhajir, (2022) asked 25 third-semester English education program students to explore Cake at home for a week while recording all of their activities and discoveries. The results demonstrated that the Cake supported students' self-directed learning in EFL speaking classrooms since it was easy, simple, interesting to use, and contained a lot of features for English learning independently, so they could manage themselves to decide the learning goals of using the app and control the learning process.

While there has been substantial research on the individual benefits of mobile apps and self-directed learning (SDL) for language development, limited studies have explored how these two elements can be effectively combined to enhance English speaking skills. Most existing research focuses on either SDL or mobile apps separately, with limited exploration of their integrated impact. Furthermore, many studies are conducted and centered on higher education contexts, overlooking the specific needs of Indonesian junior high school students. The researcher is interested in using technology, specifically the Cake application on students' self-directed learning in enhancing speaking skills. This research aims to investigate the effectiveness of the Cake app supported by Self-Directed Learning (SDL) and to explore whether there is a difference between the Use of Cake Application supported by Self-Directed Learning (SDL) and the use of Quizizz on the Students' Speaking Skills. It is expected that the intervention will provide valuable

insights into effective technology-integrated teaching methods for enhancing students' speaking skills.

### **B. Research Question**

Based on the explanation of the background, the researcher formulated the problem statement as follows:

1. What students' speaking skills were obtained through the use of Cake Application Supported by SD L at SMP Negeri 3 Galesong Selatan?
2. What students' speaking skills were obtained through the use of Quizzis Application at SMP Negeri 3 Galesong Selatan?
3. Is there any significant difference between students' speaking skills through the use of Cake Application Supported by SDL and Quizzis Application at SMP Negeri 3 Galesong Selatan?

### **C. Objective of the study**

Based on the formulation of the problem above, the purpose of this study is:

1. To find out the speaking skills that are obtained by students through the use of Cake Application Supported by SDL at SMP Negeri 3 Galesong Selatan.
2. To find out the speaking skills that are obtained by students through the use of Quizzis Application at SMP Negeri 3 Galesong Selatan.
3. To find out the significant differences in students' speaking skills through the use of Cake Application Supported by SDL and Quizzis Application at SMP Negeri 3 Galesong Selatan.



#### **D. Significance of the Study**

The significance of the study can be used theoretically and practically:

##### **a. Theoretically**

The results of the study are expected to contribute to the theory in the field of English language learning, especially in implementing the cake application to improve speaking skills through self-directed learning.

##### **b. Practicality**

The implementation of the Cake application into students' self-directed learning process is expected to offer an interesting and engaging way to improve students' speaking skills. This research can provide students with more effective and innovative approach that may spark students' curiosity and lead to deeper comprehension and proficiency in spoken English. Furthermore, students can control their learning pace and preferences because of the application's self-directed nature, which promotes a more effective and individualized learning environment.

This research holds significant implications for teachers. By incorporating the Cake application into the teaching methodology, teachers can gain valuable insights into the effectiveness of modern educational media applications in improving speaking skills. This knowledge can help teachers to refine their teaching strategies, ensuring that they are up-to-date with the latest advancements in pedagogy. Furthermore, the Cake application may provide teachers with a new tool to assess students' progress, enabling them to tailor their instruction to individual needs and enhance the overall quality of English teaching.

The findings of this study can serve as a valuable resource for researchers interested in exploring the potential of new media applications in English language teaching. By examining the impact of the Cake application on students' self-directed learning and speaking skills, this research can contribute to the existing body of knowledge on effective teaching methodologies. Moreover, it can inspire future studies to investigate other innovative educational tools and techniques, ultimately leading to the development of more efficient and engaging ways to teach and learn English. They are also expected to contribute as a solution to the problem of developing speaking abilities in a classroom and outside the classroom setting.

#### **E. Scope of the Study**

The scope of this research focuses on finding students' speaking skills through the use of the Cake Application, supported by Self-Directed Learning (SDL) specifically on how it affects students' vocabulary, grammar, and pronunciation. These three elements were chosen because the students are at a beginner level, and the test consists of short dialogues. Since fluency and comprehension require longer conversations, this study did not include them. Additionally, the research also focuses on seeing whether the use of the Cake Application supported by SDL is effective or not effective in improving speaking skills.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Verses of Al-Quran and Hadith

##### 1. Al-Quran

Surah Al-Baqarah (2:83):

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَءِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ  
إِحْسَانًا وَذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالْمَسَاكِينِ وَقُولُوا لِلنَّاسِ حُسْنًا  
وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا قَلِيلًا مِّنْكُمْ وَأَنتُمْ  
مُعْرِضُونَ

*"And [recall] when We took the covenant from the Children of Israel, [enjoining upon them], 'Do not worship except Allah; and to parents do good and to relatives, orphans, and the needy. And speak to the people good [words] and establish prayer and give zakah.' Then you turned away, except a few of you, and you [were] refusing."*

Surah Al-Baqarah (2:83) advises believers to "speak to the people good [words]," which is a key lesson concerning in this study. The quality of speech is highly valued in this order, which encourages people to use language that is positive, gentle, and respectful of peaceful relationships with others. The verse underlines the value of building an understanding and compassionate language in

interpersonal interactions in order to create a compassionate and empathic community.

The verse's focus on using nice words suggests an obligation to positive communication, creating a respectful and compassionate community. In addition to effectively expressing ideas, effective communication also involves modeling characteristics that strengthen bonds with others and promote unity in society. The verse's final section, which mentions turning away and refusing, acts as a reminder of the negative effects of disobeying these guidelines and emphasizes how crucial it is to follow the instructions in order to create a peaceful and equitable society.

## 2. Hadith

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

*"Seeking knowledge is a duty upon every Muslim (and Muslimah)".* (Sunan Ibn Majah)

The Hadith highlights the importance of lifelong learning and acquiring knowledge in Islam. This applies to all aspects of life, including language acquisition. The Cake app, with its accessible features, personalized learning approach, and fostering self-directed learning, provides an effective platform for fulfilling this duty by facilitating English language learning and contributing to individual growth and development. By utilizing the app diligently through self-directed learning, students can acquire valuable skills, enhance their communication abilities, and contribute positively to the world around them, fulfilling the essence of the Hadith and its emphasis on lifelong learning and personal improvement.



In conclusion, incorporating the Cake app into English language learning aligns with both the Hadith's emphasis on information acquisition and the Quran's recommendation for polite speech in Surah Al-Baqarah. The app's interactive features not only enhance speaking skills but also nurture self-directed learning. This empowers students to take ownership of their learning journey by setting their own pace and practicing independently, perfectly aligning with the hadith's call to seek knowledge continuously. By fostering both self-directed learning and communication skills, the Cake app goes beyond just language proficiency. It contributes to personal development, fosters a culture of lifelong learning, improves speaking abilities, and refines good communication skills. These benefits extend beyond personal development to the building of a more peaceful society. Additionally, learning a global language like English equips them for future opportunities. Thus, this study on the Cake app will have an influence that goes beyond merely improving language skills in English and shows how it can also support social and ethical growth in addition to linguistic proficiency.

## **B. Concept of Research Variables**

### **1. Self-directed Learning**

Students now live in a fast changing world that needs lifelong education. This needs a move away from teacher-centered toward a more student-centered in which students take ownership of their learning experience. Self-directed learning (SDL) emerges as an important talent in this situation.

Humaira' & Hurriyah (2018) define SDL as an individual learning process in which students take the initiative to diagnose their learning requirements, set

goals, and assess their progress. This enables individuals to take responsibility for their learning results (Yasmin et al., 2019). In essence, SDL is student-centered learning in which students organize and execute their own learning, with an emphasis on gaining key skills (Tekkol & Demirel, 2018). Sumuer (2018) elaborates on this, describing SDL as a process in which students actively design, implement, and evaluate their learning objectives, leveraging traits such as self-motivation and self-management.

Self-directed learning, as defined by Lau (2017) and Malison and Thammakoranonta (2018), prepares students to be successful planners and problem solvers during the learning process. Self-directed learning, as stated by Du Toit-Brits & Van Zyl (2017), promotes engagement and allows students to successfully manage their learning. Finally, Self-directed learning will enable students to analyze, select, and decide on learning activities that are most appropriate for their requirements (Du Toit-Brits & Van Zyl, 2017).

SDL involves a variety of solo and group activities that students do both inside and outside of the classroom, to encourage independence in learning. Brockett & Hiemstra (2018) underline SDL as a habit that enables people to overcome obstacles and increase performance. It is a continuous process with the desired outcome of allowing students to become self-directed learners capable of achieving their learning objectives and continually improving their abilities. This self-directed approach enables students to develop a better and more comprehensive grasp of their chosen disciplines (Romania & Timpau, 2015). Furthermore, self-directed learning (SDL) promotes a self-directed learning

process instead of constant instructor or parental control. Students manage their own learning pace and comfort level to optimize their learning experience. They are responsible for their understanding and motivated to avoid procrastinating on their studies due to potential consequences. Additionally, when teachers are unable to actively supervise and guide students, implementing SDL techniques empowers them to navigate the challenges of future learning. Furthermore, SDL allows students to recognize their preferred learning styles, enabling them to customize their learning experience accordingly.

In conclusion, self-directed learning is a necessary skill for students in the present day. It enables individuals to take control of their learning path, instilling responsibility, independence, and lifelong learning skills. As the world evolves, SDL provides students with the agility and resilience required to flourish in an increasingly complex and unpredictable environment.

#### a. Self-Directed Learning Category Level

Guglielmino (2001) categorize self-directed learning (SDL) into three levels. The first category, individuals with low SDL scores, are characterized by students who prefer a structured or traditional learning process, such as the role of an indoor teacher. The second category, moderate SDL, refers to individuals with moderate SDL scores who can succeed in an independent situation but are not fully capable of identifying learning needs, planning, and implementing a learning plan. The third category, high SDL, encompasses individuals with high SDL scores, who are typically able to identify their learning needs, make learning plans, and execute study plans.

A learner with a high level of self-directed learning (SDL) is one who can clearly identify the goal of their education or who aspires to achieve it, who is able to select their own learning resources and knows where to find them, who exudes confidence in their ability to correctly interpret learning topics and select learning materials in line with the designed curriculum, who can determine the level of ability required to carry out learning activities or solve problems when faced with obstacles, who is responsible and active in the learning process, and who possesses high motivation and self-discipline (Şenyuva et al., 2014).

On the other hand, students with low SDL prefer learning with tutors, have a preference for structured learning programs with clearly defined goals, and desire instructor- or educator-centered learning—that is, learning that is organized and scheduled with clear communication between educators and students (Şenyuva et al., 2014).

#### b. Self-Directed Learning Steps

In developing to be able to understand about SDL there are 3 learning processes which are divided into three namely planning, implementing, and evaluating. At the planning stage, students will plan their time and place to study according to their wishes and convenience for learning. and students also plan the lessons they want to learn and to be able to achieve the learning targets they want to achieve. at the implementing stage, at this stage applying the learning process with the SDL that has been planned to be able to get the results and learning targets. at the evaluation stage, this stage is very important to do because students can get feedback from what they have learned and students evaluate the results of

the learning process they are doing in order to get a correct understanding (Song & Hill, 2007).

According to Saha (2006) there are six stages of independent learning that can be done, namely: 1. how students can arrange a learning atmosphere that suits them what they want and is comfortable for them, 2. formulating the objectives of the learning they are learning, 3. what kind of diagnosis is needed they need to carry out the learning process, 4. they identify learning resources and learning abilities to find out in learning, 5. students must be able to choose appropriate learning strategies for them to apply so that they can learn well and achieve their goals, and 6. After they have done the 5 stages above, the last one they do is an evaluation of the learning outcomes they have done. According to O'shea, these activities can be concluded into a number of stages, as follow:

- Assessment: characteristics of participants such as: readiness for self-directed learning, demographic data, learning needs and resources;
- Planning: explaining self-directed learning;
- Implementing self-directed learning; and
- Evaluating self-directed learning.

Furthermore, Daar (2020) there are four steps that should be followed by learners in applying Self Directed Learning. 1) Assessing readiness to learn, 2) Setting learning goals, 3) Engaging in the learning process, 4) evaluating learning. Similarly, Ahangari et al., (2014) found that Independent learning can be done by doing four stages. First, students think independently, meaning that students really learn and think independently without the help of a teacher. Second, students learn

to understand themselves. In this activity, students do a plan, where students will do independent study to be able to get a predetermined learning goal. Fourth, students in self-directed learning do their own learning according to their wishes and carry out the learning process as they wish.

c. Self-Directed Learning Readiness

Self-Directed Learning Readiness is a method that can be used by someone in carrying out the learning process where in self-directed learning students learn independently without help from teachers or other people and are truly independent to be able to improve their ability to understand learning (Li et al., 2023). Self directed learning allows students to take initiative independently in the learning process and think about what need they want in the learning process so that they can learn well and can achieve their goals and targets in the learning process and get good results. Students design the learning objectives they want, identify the material they are learning and understand for themselves the material they are studying, and finally there is an evaluation of their learning outcomes. Self directed Learning Readiness is very effective and planned for students in carrying out the independent learning process to be able to develop an understanding of the lessons they are learning and further deepen the learning they are learning.

One of the key aspects of self-directed learning is that students can reap numerous benefits from online learning, which is increasingly popular today (Chou, 2012). Students are highly motivated to learn and maintain their interest in learning while online, as it is today (Song & Bonk, 2016). However, many



students are neglectful in their learning and lack focus while studying online. By acquiring the skills and motivation to practice self-directed learning, students can develop persistence to continue learning with the motivation they receive, ultimately enhancing their comprehension of online learning today (Sandars et al., 2020).

Sahoo (2016) stated that in self-directed learning readiness, there are ten factors related to the readiness of students in independent learning and the eight factors are 1. Students have a love of learning, with the love of students for independent learning will make students happy to carry out the independent learning process without the help and supervision of teachers and parents or other people when they are doing the learning process. 2. Have a concept as an independent learner. 3. Able to overcome risks when doing learning. 4. Ambiguous. 5. Must learn with complexity. 6. Creativity in doing learning. 7. Learning as an interest in life and sustainable for a lifetime. 8. Take the initiative in learning. 9. Knowing yourself. 10. Have a soul that is fully responsible for independent learning. The factors above are personality factors that must be carried out and fulfilled by students to be able to carry out self directed learning readiness.

Based on the explanation above, self-directed learning is very important to be applied by students because with this self-directed learning students can learn on their own to be able to improve the knowledge, skills, abilities or performance possessed by each student for himself. This self-directed learning can use any means, anywhere, and anytime without help from others. Student self-

study is crucial because it allows students to access learning resources and rapidly enhance their abilities and skills. Through self-directed learning, students can improve their learning abilities to achieve their goals of enhancing their knowledge and skills. Self-directed learning can be an initiative taken by students to set learning goals, evaluate requirements, and determine the necessary learning materials to support their learning. Self-directed learning is advantageous for improving learning abilities and knowledge because students can learn independently anywhere and anytime without the need for teachers or other people's assistance.

d. Factors Influencing Self-Directed Learning

Self-directed learning is certainly influenced by a variety of factors, including both internal aspects and external influences (Aruan, 2013). Here's an overview of the factors mentioned:

1) Internal Factors

a) Gender

Biologically, there is a distinction between men and women in that women are more consistent in performing activities and can consistently outperform males. According to (Suryadi et al., 2023), male and female students have distinct drawbacks and advantages. The ability to think creatively is also essential. Differences in the ability to think among others Women have higher verbal talents, males have superior visual spatial abilities (spatial vision), while men have superior mathematical ability. At the age of 12-13, male math skills grew faster than females. According to

Pierce (2000), some teenage children aged 7 to 15 are superior to aural abilities in terms of gender and learning modes.

b) How to Learn

The way each student learns varies, so it is necessary for students to understand the right way of learning to meet the learning needs of each individual individually. The way of learning tends to master the behavior of students whenever they do learning activities, because habits contain strong motivation. In general everyone acts on a habit in learning, the act of causing pleasure tends to be repeated. An efficient way of learning is to give the greatest effort for the development of individuals to learn.

c) Mood and Health

The state of mood and health is considered to affect the student's self-directed learning readiness, mood or good mood, good health will affect the student's desire to learn independently. A person's health affects students' learning outcomes. A person's learning process will be disrupted if one's health is impaired. In addition, it will also quickly tired, less excited, easily dizzy, sleepy if the body is weak, lack of blood or there are disorders, abnormalities of the function of the sensory apparatus and body. In order for someone to learn well, they must try to keep their health guaranteed by always heeding the provisions on work, study, rest, eating, sleeping and worship.

d) Intelligence

Self-conduct in students can help them develop self-control, critical views, and the ability to make decisions without being influenced by others. It is a major concern for the progression of learning. In the same situation, students with high intellect outperform those with low intelligence. However, pupils with a high level of intelligence are not always successful in their academics.

This is because learning is a complex process with many factors influencing it, while intelligence is one factor among other factors. If other factors are negatively inhibiting/ influencing learning, students end up failing to learn. Students with a normal level of intelligence can succeed well in learning if they learn well. It means learning by applying efficient methods and factors that affect their learning. Such as physical factors, psychology, families, schools and communities have a positive influence. If the student has low intelligence, he needs to get attention and education in the educational institution in particular.

e) Educational Background

An educated individual will know himself or herself better about the advantages and disadvantages that exist in him. Education must help students to be able to help themselves to be able to achieve independent behavior through their potentials, therefore students need to gain a variety of experiences in developing concepts, principles, generalizations, intellects, initiatives, creativity of wills, emotions and others. Educated

people will know themselves better including knowing the advantages and disadvantages that exist in him, so that they have confidence.

## 2) External Factors

### a) Study Time

Personal learning timing is part of planning in self-learning implementation. One of the implementations of self-learning is that students organize their own learning needs plan, including arranging their own learning time. If students can do good time management, independent learning will be carried out.

### b) Place of Study

A place to study can mean a place to study on campus such as a lecture hall, a classroom, a discussion room, and an area around the school. A comfortable learning place is a facility that can support certainly can give awareness and desire of students to learn independently.

### c) Learning Motivation

Motivation is the motivation that exists in the child to do something active. The small amount of motivation is largely influenced by the needs of individuals who want to be met. Motivation is the motivation that exists in the child to do something active. The small amount of motivation is influenced by the needs of individuals who want to be fulfilled. The motivation of learning is divided into 2, namely intrinsic motivation (e.g. aware of the importance of self-learning) and extrinsic motivation (e.g. exams and grades).

Motivation is very closely related to the goals to be achieved. In determining the goal it can be realized or not, but to achieve the goal it is necessary to do, while the cause of doing is the motive itself as the driving force/driver. In the learning process should be considered what encourages students to learn well or have a motive to think and decide attention, plan and carry out related activities, and support in learning. The above motifs can also be instilled in students by giving exercises and habits that are sometimes also influenced by environmental circumstances.

d) Parenting Patterns

The family, as the first educational institution, has a vital role, particularly in raising awareness, planting, and developing social and cultural moral values. Parents play an important role in helping their children through the process of changing values so that those values become ingrained in them. Family education has garnered valuable experience through the family education process. Family education encompasses a wide range of environmental environments and values developed naturally in everyday life.

Education in the family in the cognitive and psychomotor realm emphasizes more on the supply of creative, critical, and skilled human beings through the ownership of mature life skills and have the readiness to compete globally. Hope through family education one will be able to be a superior human being, characterful, intelligent, qualified and able to answer various problems that exist in every side of life. Parents play a



leading and first role in the education, nurturing, raising and educating of children. Parents have an important role to play in identifying children's talents and guiding them, mutual understanding and close relationships between parents and children. Parenting is colored by certain attitudes in guiding and directing the child. This attitude is reflected in parenting patterns (Sugiyanti et al., 2023).

e. Aspect of the Self-directed Learning

Every day, students are frequently confronted with an issue that demands them to act independently and make sound decisions. Song and Hill (2007): 31-32) states that self-directed learning, namely:

a. Personal Characteristics

A personal is characteristic that has to do with how learners are motivated, how they use learning materials, and how they learn. Learning motivation is a desire in a person to encourage students to engage in learning activities. The characteristics of motivation include 1) responsibility (those who have to learn motivation feel responsible for the tasks they do and don't leave their assignments before completing them), 2) persevering in tasks (concentrating on completing tasks and not giving up easily), 3) task completion time (trying to complete each task as quickly and efficiently as possible), 4) setting realistic goals (able to set realistic goals according to their abilities, able to concentrate on each step to achieve goals and evaluate any progress that has been made).

In learning, the learning resources used by students are not limited, as long as they are following the material being studied and can increase students'

knowledge. While what is meant by learning strategies here are all the efforts made by students to master the material being studied, including the efforts made if the student has difficulties.

b. Processes

Processes are perspectives on the learning activities that students engage in. Planning tasks include the following: 1) efficiently manage time (scheduling study, creating a study calendar to write or mark significant dates in the study, the due dates of assignments and term papers, and the dates of other important people, setting up books, a tool board, and other learning resources); 2) establish priorities and practice self-management (figuring out what has to be done first and when).

c. Learning Context

The focuses on environmental factors and how they influence learners' levels of independence. The structure and character of the task. Fajrah (2023) mentions aspects of self-directed learning, namely:

- 1) Emotions, aspect is indicated by the ability to control emotions and not depend on parents.
- 2) Intellectually, this aspect is indicated by the ability to overcome various problems encountered.
- 3) Social, this aspect is indicated by the ability to or wait for action from others.

According to (Brahmana & Yuwono, 2024a) mentions the development of the independence of students, namely:

- 1) Develop a democratic teaching and learning process, which allows children to feel valued.

- 2) Encourage children to actively participate in decision making and various school activities.
- 3) Giving children the freedom to explore the environment, encouraging their curiosity.
- 4) Unconditional positive acceptance of children's strengths and weaknesses does not discriminate between one child and another.
- 5) Maintain a harmonious and friendly relationship with children.

student-directed learning is a type of learning that gives students the freedom to choose their own learning goals, plan their studies, make use of learning materials, assess their own progress, and design their own learning activities. characteristics, procedures, and learning environment that demonstrate the self-directed learning in this study. Discussion exercises can be used to support self-directed learning in English. The more actively students participate in these many activities, the higher their level of self-directed learning.

## **2. Cake Application**

Nowadays, interaction through networks appeared. The impact of technology demands to learn language that all the world can understand. Likewise English as a second foreign language has great spread. This orientation toward learning English because it became the language of all sciences and technology. As a consequence, technology and language perspectives have developed new ways and techniques to learn English such as mobile apps that facilitate this goal. According to Cake Corp “Cake application” was launched on 21 March 2018 and its last update on February 23<sup>rd</sup>, 2024, it is listed under “Education category” it is

a learning English application and has been highly ranked in several countries since it is evaluated with 4.9/5 also it is one of the most popular applications in Google Play store with more than 100 million installs.

According to Lestari (2022) “Cake application allows learners to learn English from videos, short English dialogues, and conversations which are daily updated thus learners can learn rapidly and continuously. Yanthi (2020) stated that the “Cake application” “is the newest, popular Android mobile application developed by South Korea. It is an application to help people to be better speakers. It gives people the confidence and skills to speak powerfully on stage, in front of the public.” Sinha (2019 as cited in Yanthi (2020) asserted that “Cake application” allows people to listen to their recordings using short videos that represent an example of a word or an expression that will be used in the daily life. This application is helpful in English language learning with fun. According to Ali (2023) “Cake Application” is one of English language learning applications that focuses on speaking skill. “Cake” provides the learner with several activities that boost his learning process; such as, pronunciation, sentence building, repeating after the videos, and many other activities that can be applied in pre-speaking, while speaking, and in the post speaking stage of primary English-speaking class. Also, it allows the learner to select study goals to determine his study progress. “Cake” is like a mini-English teaching classroom.

Furthermore, this is a popular Android smartphone application that was developed in South Korea and is among the newest. In order to accomplish the goal of speaking class, teachers might use the Cake Application in their learning

activities. Therefore, it can be concluded that Cake App, an IT (Information and Technology) based medium, should be utilized in the advancement of speaking instruction.

#### a. The features of ‘CAKE’ Application

There are some basic features in the Cake application such as listening, reading, and speaking, and there are also some interesting features as explained below:

##### 1) Daily Exposure to New Vocabulary

Every day users will be presented with various short videos from various categories and new conversation challenges. users can also repeat words or sentences that are emphasized in the video so that it will be easier to improve speaking because users can easily digest and imitate what people have just said in the video. In addition, users will also be reminded every day to complete new challenges.

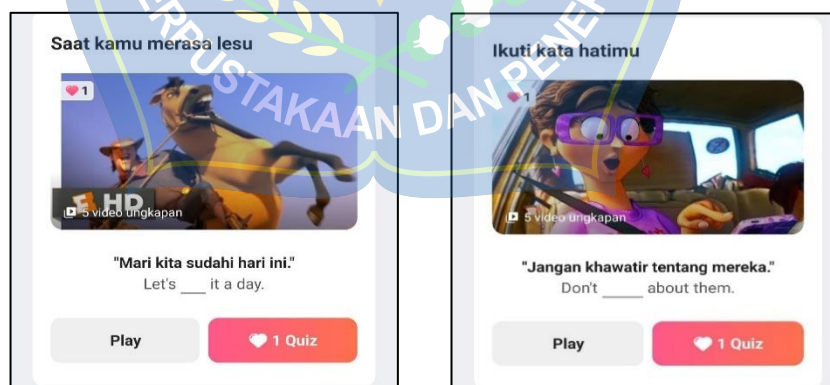


Figure 2.1 Daily video feature

##### 2) Selection of Preferred Learning Topic

In doing the challenge, users can choose the category according to their needs and level. There are several categories such as inspiration,

vocabulary, news, travel, etc. In addition, users can also choose a basic, beginner, intermediate, or advanced level.



*Figure 2.2 Category needs and level*

### 3) Incorporation of Video-Based Speaking Activities

Most of the features of this application are videos that are equipped with subtitles. The subtitles that underline have a dictionary so apart from listening, we may also learn how to speak from this feature. The dictionary in this feature is quite different from other dictionaries. It has idioms, origins, games, and even the way how to use a sentence of the word that users looking for so that it will make it easier for users to learn English. In addition, Users can practice pronunciation by repeating key expressions three times, allowing them to practice speaking with native speakers.



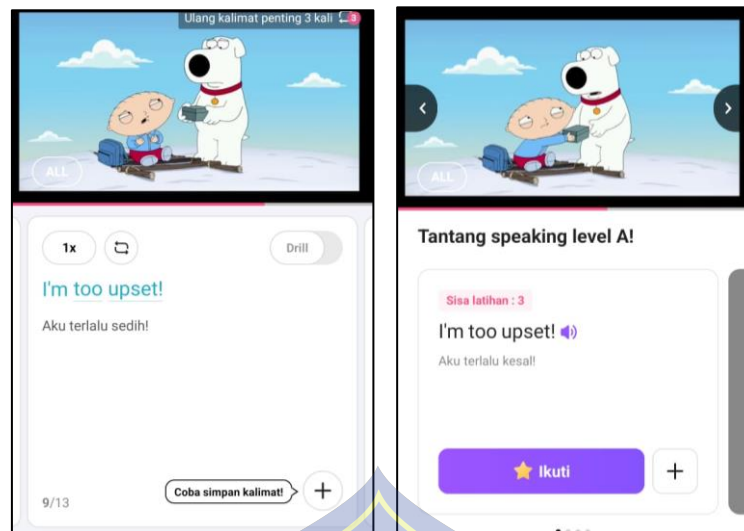


Figure 2.3 Video-based speaking activities

#### 4) Interactive listening and speaking quiz

This quiz challenges users' ability to listen, speak, and remember phrases. On one level, sentences emerge repeatedly and must be replied. Users' recollection of the sentence will also be improved. Later, after completing all stages, the user will be rewarded with multiple stars as user's score.

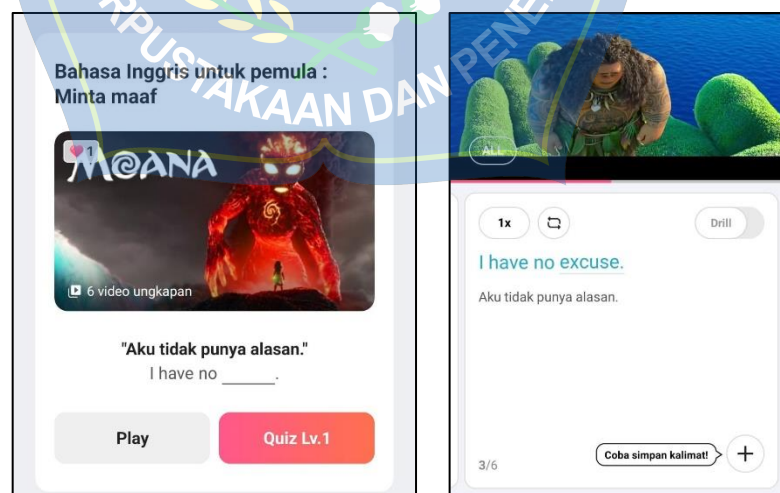
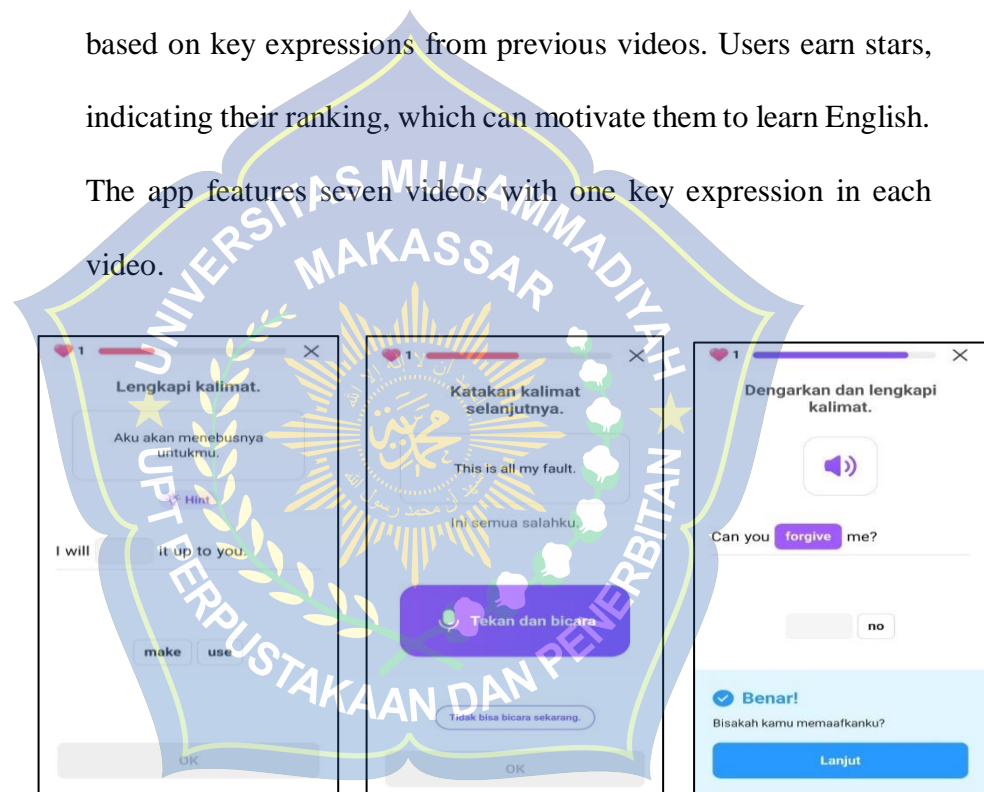


Figure 2.4 Interactive Listening and speaking quiz

The application also features a speaking challenge, listening challenge, and assessing pronunciation and allowing users to correct their pronunciation. The "CAKE" app also features a voice recognition function to check pronunciation. Users can also take a quiz, challenging them with speaking, writing, and listening. The quiz involves completing words in sentences and writing based on key expressions from previous videos. Users earn stars, indicating their ranking, which can motivate them to learn English. The app features seven videos with one key expression in each video.



*Figure 2.5 Interactive fill in the blanks quiz*

##### 5) Conversation with English expressions

In this feature, users will be offered a unique "Chat with Jake" feature designed to hone your spoken English skills through interactive conversation practice. This innovative feature presents users with a pre-recorded conversation. Following an initial

playback, users are then prompted to repeat the sentences they just heard. Jake, the application's virtual language coach, employs advanced speech recognition technology to instantly evaluate your pronunciation. This immediate feedback allows users to identify areas for improvement and refine their spoken English with remarkable efficiency.



Figure 2.6 Conversation feature

#### 6) Daily Accumulation of Progress Points

This feature encourages users to develop a consistent learning routine by engaging with daily English challenges. To facilitate this, it is recommended that users establish a personal daily learning goal within Cake. For instance, if you set a target of 30 minutes per day, you will accrue "sparks" upon completing each 30-minute session within the application. The greater the number of sparks accumulated daily, the higher your "star score" will be. This gamified approach serves as a motivator, promoting

consistent engagement with the learning materials offered by Cake.



Figure 2.7 Progress points feature

#### 7) Participation in a Healthy Learning Competition

The Cake application further distinguishes itself through an innovative gamification feature. This feature employs a points system, awarding "stars" based on successful completion of challenges. These accumulated stars then contribute to a leaderboard, fostering healthy competition among users. By observing their position on the leaderboard relative to their peers, users are motivated to push themselves further, striving to improve their English language proficiency with increased dedication. This gamified approach not only injects a sense of fun and excitement into the learning process but also fosters a sense of community within the Cake user base. As users compete for higher positions

on the leaderboard, they are implicitly encouraged to engage with the application more frequently and consistently, ultimately solidifying their understanding of the English language.

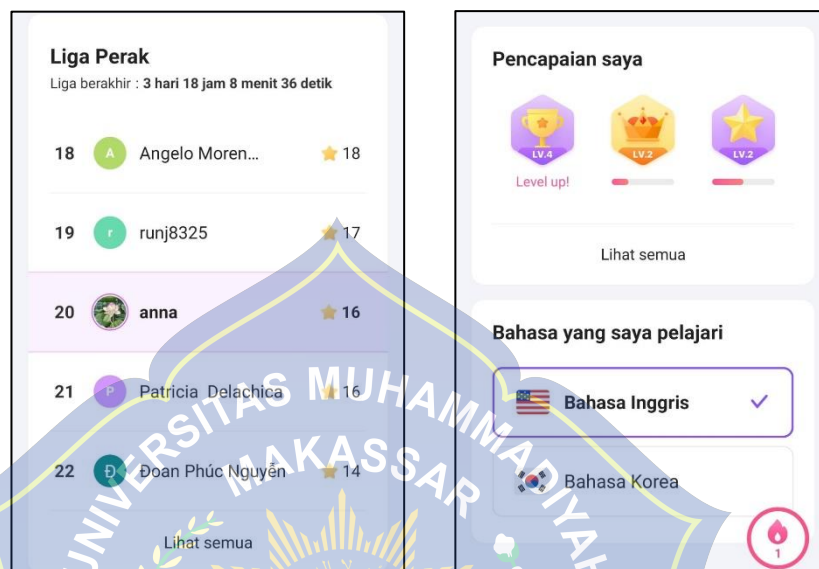


Figure 2.8 Gamification feature

#### b. The Advantages of “CAKE” Application

In his research, Hasan et al (2018) leveraged YouTube videos to illustrate the advantages associated with its use 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.

Suryani et al (2021) review the benefits of cake application as follows:

- 1) Practice with Variety of Topics: The app's diverse content, including videos, conversations, and quizzes, can expose learners to a wide range

of speaking scenarios, helping them develop fluency in different contexts.

- 2) AI-based Repetition Practice: The AI-powered speech recognition feature allows for repeated practice of words and phrases, enabling learners to refine their pronunciation and gain fluency in expressing themselves.
- 3) Real-time Feedback: The app's immediate feedback on pronunciation helps learners identify and correct errors in real time, leading to more accurate pronunciation over time.
- 4) Visual Aids for Pronunciation: The use of videos and photos in the speaking feature can provide visual cues for proper mouth movements and tongue placement, enhancing pronunciation accuracy.
- 5) Exposure to Native Speakers: The app's content featuring native speakers allows learners to immerse themselves in natural English pronunciation, improving their ability to distinguish and produce sounds correctly.

Based on the representations above and the experience of the researcher in using this application, the “CAKE” application demonstrably enhances English language learning. The application's engaging features effectively prevent user boredom, with the variety of functionalities as a key strength. For instance, users who grow weary of a particular video can readily select one from a different genre. Furthermore, the application's



user-friendly interface and accessibility contribute to a comfortable learning experience for students.

**c. The disadvantages of using “CAKE” Application**

The disadvantage of using the cake application is that we have to use coins or hearts to unlock each video. Suryani et al (2021) stated that coins or hearts are used to buy individual episodes in speech. If the coins (heart) runs out then we have to watch the ads first so that it fills up again to watch other videos

**3. Quizizz Application**

Quizizz is a gamified students' engagement platform headquartered in Bengulu, India that was founded in 2015 by Deepak Joy Cheenath and Ankit Gupta. Quizizz is also a free and downloadable educational application that can be downloaded in any download platform app on mobile devices. Quizizz is an educational game-based app that introduces multiplayer activities to the classroom and makes in-class exercises more dynamic and enjoyable. Students can use Quizizz to complete in-class tasks on their mobile devices (Zhao, 2019).

The Quizizz application is commonly used as an alternative educational tool. It is a learning platform that incorporates educational games with a narrative and flexible approach. In addition to serving as a means of delivering instructional content, Quizizz can also function as an engaging and enjoyable medium for assessing learning (Salsabila et al., 2020). Moreover, Quizizz helps students assess their knowledge and abilities. As noted by Sinta et al., (2019), Quizizz is an effective learning tool that enables students to evaluate their own knowledge and track their learning progress. The use of Quizizz in the learning process fosters

a student-centered approach, promoting greater student engagement and active participation in classroom activities.

The Quizizz application offers several advantages, including its diverse features. In addition to serving as an interactive learning medium, Quizizz is also capable of evaluating student performance. This is demonstrated by the availability of data and statistical analysis of student performance, allowing teachers to assess the extent to which students comprehend the learning material. This information can then be used to inform the evaluation of student progress and achievement.

Teachers can also use the Quizizz application to assign tasks to students. Additionally, students find assignments given through Quizizz less burdensome. The interactive nature of the application makes learning more engaging, and its user-friendly interface further contributes to its appeal. Quizizz offers multiple answer choices (4 to 5) and allows the inclusion of images and videos, enhancing the learning experience. Its game-like design captivates students' interest, making it an enjoyable way to complete assignments. Moreover, the application makes it easier to assess student performance and monitor individual progress. Quizizz provides features that display data on student outcomes, enabling teachers to evaluate how well students are grasping the material, especially when assignments are repeated.

Overall, the use of Quizizz is highly beneficial for teachers in terms of time efficiency, ease of use, and assessment of student abilities. It represents a valuable step in developing technology-supported teaching methods or learning

models. Not only does Quizizz make learning more enjoyable for students, but its game-like interface and well-balanced color scheme also ensure a comfortable and engaging experience for both teachers and students.

**a. The purpose of the Quizizz application**

Quizizz is an effective platform for creating online quizzes. Unlike traditional competitive quiz formats, it allows students to see questions on their own devices and work at their own pace, with the option to disable timers. This approach reduces stress and supports the implementation of Bring Your Own Device (BYOD) policies. Additionally, Quizizz minimizes the pressure associated with leaderboards, as they can be hidden or displayed based on preference. The platform offers flexibility, enabling quizzes to be assigned as homework or completed during class sessions. Results can be easily exported into an Excel spreadsheet, and the program automatically saves data for future reference. Accessing Quizizz is simplified through login options such as Google email authentication. Moreover, the platform allows users to create custom memes, adding an element of engagement to the learning process. Another advantage is the ability to build quizzes using publicly available content, which significantly reduces the time required for quiz creation and grading (Medvedovska et al., 2016).

Quizizz provides the opportunity to complete quizzes with background music and entertaining "correct" or "incorrect" images drawn from popular media. These images, accompanied by humorous messages, are displayed after each question to indicate whether the response is correct or incorrect. Additionally,

Quizizz allows users to create their own images (as shown in the accompanying image). Students can either use pre-loaded images or upload their own.

For teachers, once the quiz is completed, they have access to detailed data and can analyze reports to assess students' reading skills. Teachers are able to view both the overall class performance on a specific quiz and the breakdown of individual student results. Furthermore, Quizizz integrates seamlessly with Google Classroom, allowing teachers to easily distribute quizzes to students using this learning management system, with authentication through their school email accounts. Features of this integration include Google Classroom-integrated reports.

Although Quizizz offers an enjoyable experience, the excitement may be diminished when students are answering different questions at different times. Once a Quizizz game is completed, reviewing all questions simultaneously may result in the loss of the sense of isolation that comes with answering questions independently (Medvedovska et al., 2016)

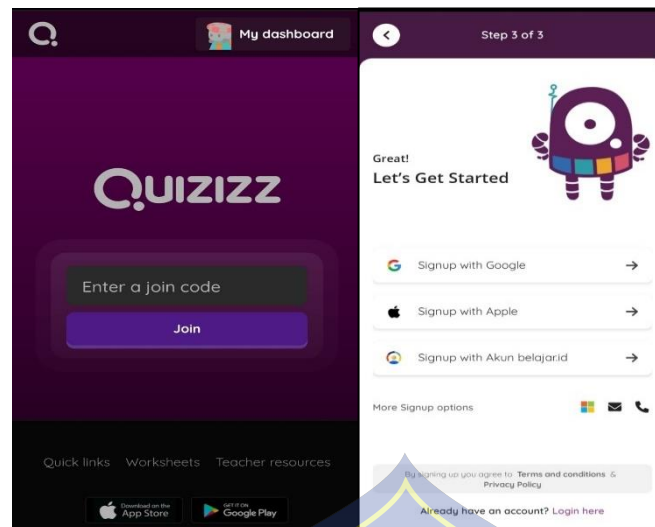
#### **b. Operation of the Quizizz Application**

The Quizizz application offers a user interface that is not only visually appealing but also highly intuitive, making it accessible and easy to navigate. Its design is crafted to ensure that users whether teachers or students can interact with it comfortably without unnecessary complexity. For educators, it is increasingly important to become familiar with technology as a tool for teaching, especially given the rapid development of digital tools in education. Integrating such technology into the learning process allows teachers to stay relevant and adaptable

in an era that is heavily driven by technological advancements. The Quizizz application serves as an excellent example of a technology-based learning tool that is both easy to comprehend and simple to operate, making it an ideal choice for educators looking to enhance their teaching methods.

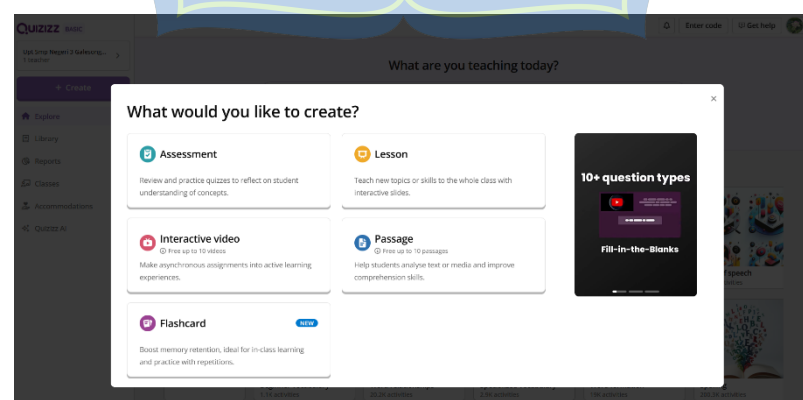
Before utilizing the Quizizz application for instructional purposes, teachers must first prepare the learning materials they wish to deliver. This preparation involves organizing content such as quiz questions and relevant topics. Once the teaching materials are set, teachers can proceed to download the Quizizz app from the Play Store on their mobile devices. The installation process is straightforward, ensuring that the app can be set up quickly.

After the app is installed, the teacher must create an account in the Quizizz system. This process begins by selecting the registration icon, where the teacher is prompted to choose an email address for account creation. Registering with an email is an essential step, as it allows the teacher to securely store important data within the application, such as quiz questions, student results, and other relevant information. This registration ensures that all the materials created within the app are organized and can be accessed whenever needed. In doing so, teachers can maintain a centralized and organized record of their quizzes, making it easier to track student progress and make adjustments to learning materials as needed. Through these steps, the Quizizz application provides a seamless experience for teachers, enabling them to effectively integrate technology into their teaching practices.



Picture 2. 9 Quizizz Application Operation

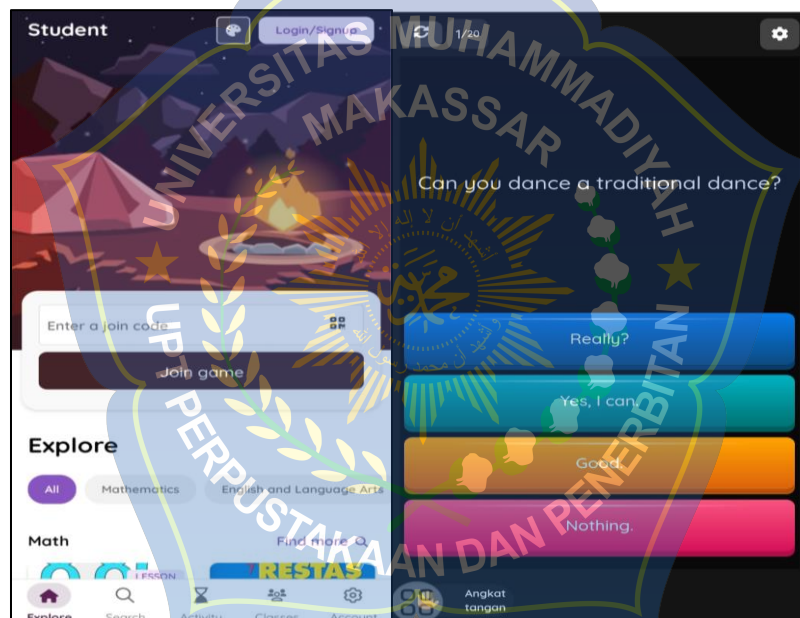
On the Quizizz home page, click on the activity icon located at the lower center of the screen. This will open the activity menu, where several options are available, including viewing ongoing quizzes, completed quizzes, and quizzes that have been created. To create a new quiz, the teacher can easily select the quiz menu in the top-right corner. From there, the teacher can enter the title of the quiz and choose the relevant subject, such as English. Once the quiz details are filled in, the teacher can proceed by selecting the next menu option in the lower-right corner to continue.



Picture 2. 10 Quizizz Application Operation



Once the teacher has entered the quiz title and selected the relevant subject, they can choose the type of question format to include in the quiz. Following this, a question creation screen will appear, where the teacher can enhance the questions by adding images, videos, or audio to provide further clarity and help students better understand the content. The teacher can also complete additional details, such as the cover image, the subject matter, and the intended grade level for the quiz. After finalizing these elements, the teacher can save the quiz immediately.



*Picture 2. 11 Quizizz Application Operation*

To save the quiz, the teacher clicks on the "Continue" menu, which will save the questions. Once the questions are saved, the teacher can share the quiz code by selecting the "challenge" menu. This will generate a code that can be used to invite students to participate in the quiz.

Once the Quizizz quiz is distributed, students can begin answering the questions. After completing the quiz, students will immediately be able to see

whether their answers are correct or incorrect. Additionally, students can view their grades and rankings within the class. This real-time feedback allows the teacher to assess student performance, as well as monitor their interests and abilities over time as they progress through the quiz. The data collected from this process enables the teacher to evaluate student engagement and learning outcomes effectively.

### c. The Advantages of Quizziz Application

In the Quizziz there are several advantages and disadvantages which are described as follows: Advantages According to (Rofiqoh, 2021), there are several advantages of using Quizziz, including the following:

- 1) Quizziz is accessible for free and facilitates the teacher to provide an interactive quiz to students so it is fun.
- 2) Quizziz is accessible through Google so do not have to download it in the form of apps through Google Play.
- 3) You can bring your device. Quizziz is accessible via hardware connected to the Internet such as PCs, tablets, smartphones, and others.
- 4) We can create material in the form of slides to suit his own needs and needs. So it's not just can play a quiz already available from others.
- 5) We can edit the publicly available material. This means that we can modify the existing quiz in the Quizziz platform to create a new quiz.

Quizziz has a very interesting visual view, available various themes that can be selected. Meanwhile, according to (Arif et al., 2021), the advantages of Media Quizziz in learning activities include:

- 1) Learning activities are spared from boring words.
- 2) Quizizz is easily accessible to anyone and whenever.
- 3) Quizizz can be used as a material evaluation of learning activities.
- 4) The display provided by the Quizizz media is very colored, fresh, and interesting so it gives a delightful impression.
- 5) Quizizz has music that can support and improve students' spirit in learning activities.
- 6) In the Quizizz media, there is a live feature in groups or tasks or homework.
- 7) Media Quizizz has some features about the use of a type of program including double options, contents of the ripping, survey, check box, and essay.
- 8) Students easily find out the right and wrong from the answer.

Quizizz has many advantages, including being accessible for free through Google by using connected devices with the Internet. Quizizz can be used anytime and anywhere. We can create learning materials and examinations that can be edited at any time. Quizizz has interesting features so that makes learning activities not boring.

#### d. The Disadvantages of Quizizz Application

According to (Rofiqoh, 2021), the disadvantage of Quizizz is internet signals that must be adequate, because when internet signals are unstable, it can inhibit the process of accessing the subject matter in Quizizz. While the disadvantages of the Quizizz media according to (Arif et al., 2021) are:

- 1) There is less support that features support to audio and video, so when you want to display audio and video on the Quizizz media should change it to the paid Quizizz media.
- 2) Quizizz does not have a board game, the type of game played on a typical board for the game. As for the disadvantages of Quizizz, including internet signals that must be adequate. There is less support that features support to audio and video, and Quizizz does not have a board game.

#### 4. Speaking

Speaking is a crucial oral communication skill that students need to develop to achieve successful communication (Namaziandost & Nasri, 2019). It involves fluency, accuracy, interaction, pronunciation, and coherence to produce the language effectively. Speaking is an essential part of daily life and helps people create social relationships. It is the most important skill of language, as it allows people to express their ideas, opinions, and thoughts about the world.

Speaking skills play a prominent role in foreign language learning, as highlighted by Fatim et al (2020). Teachers and students are expected to engage in conversations to reinforce the information and skills acquired during their studies. Guillén (2023) emphasizes the importance of good speaking, which involves expressing thoughts clearly and ensuring the listener understands what the other person wants to express.

Speaking is a language ability that most language students want to master as quickly as feasible. Speaking is more often utilized than writing. The primary purpose of spoken language is to socialize individuals. Unlike writing, spoken

language is generated and processed in real time, so the speaker and hearer have limited time to prepare and express what they want to say while also understanding what they hear. Speech is commonly employed in face-to-face talks; it is transient, spontaneous, and varied. Body languages, such as gestures and facial emotions, help to reinforce spoken language. We teach speaking because students believe it is one of the most essential and difficult skills to master. Speaking is the most prevalent approach to establish interpersonal relationships. Furthermore, speech is necessary if we wish to complete tasks, get information, and deliver directions (Bhatti, 2021).

a. The Importance of Speaking

Speaking is an essential skill for students to develop in order to communicate smoothly and effectively in English. This means that successful speaking requires a significant amount of listening. Speaking happens everywhere and has become a part of our daily lives. Out of the four skills, speaking is the most hardest for students to master (Bhatti, 2021). Speaking skills are essential for students' success in life, despite the lack of a formal curriculum in most educational institutions. Students frequently assess their progress in language study based on how much they believe they have improved their spoken language skills. Although there is no standard curriculum in most educational institutions, speaking skills have been identified as a vital ability required for a student's success in life. Students frequently assess their progress in language study based on how much they believe they have improved their spoken language skills.

Speaking is the spoken use of language to convey one's ideas, feelings, and thoughts. English speaking is not an easy task because speaker need to know many significant components such as pronunciation, grammar, vocabulary, and fluency. Students must understand this component of language before they can communicate with others. Furthermore, practicing speaking is essential in the classroom language learning process (Suvarnaphaet & Suvarnaphaet, 2023).

Morales & Cárdenas (2023) emphasize the importance of speaking as a crucial English language skill for students. They argue that effective communication involves the deliberate use of language to convey thoughts and information. They emphasize the need for classroom management and speaking instruction to foster students' speaking abilities. Speaking classes aim to help students communicate successfully, requiring both accuracy and fluency. However, due to English being a foreign language in Indonesia, students may face difficulties in speaking English.

#### b. Component of Speaking

In speaking skills, five components of language influence speaking skills (Liew & Aziz, 2022) there are fluency, accuracy, pronunciation, vocabulary, and comprehension.

##### 1) Vocabulary

In learning a foreign language, vocabulary is one of the essential aspects to know. Efial (2018) states that vocabulary is an integral part of a language; to convey an expression's meaning or make a sentence, someone



needs to use appropriate words to express something. In other words, with a limited vocabulary, people will also have little understanding in terms of speaking, reading, listening, and writing.

## 2) Grammar

Grammar is the rule for both spoken and written language. To achieve a decent score, pupils must follow grammatical principles; these rules can also be found in pronunciation, morphology, and syntax. When it comes to speaking abilities, the speaker and listener may not be concerned with grammar. Indeed, proper grammar is essential when speaking. Good grammar enables speakers to properly explain their views, reducing misunderstandings and uncertainty. Furthermore, perfect grammar builds credibility and professionalism, especially in formal settings like presentations, interviews, and professional encounters. It demonstrates a degree of education and attention to detail that can have a beneficial impact on others.

## 3) Fluency

Fluency is the quality of being able to speak or write a language, especially a foreign language, easily and well. Lan et al., (2017) states that being able to speak fluently can get across in the communicative intent with no so much hesitation and no so many pauses that can cause barriers or breakdown in the communication. In other words, fluency is the speaker's ability to show a clear connection between every point that the speakers trying to be conveyed. Speaking fluently without errors can make

the listener follow what you are saying and not get lost. If the teachers want to check the students' speaking ability, the teachers should ask the students to express themselves freely without interruption. Then, the aim of it is to help all students speak fluently and easily.

#### 4) Accuracy

According to Brown (2003), accuracy is the ability to produce correct sentences using correct grammar and vocabulary in natural interaction. According to Spratt, Trotman (2006), accuracy in speaking uses to correct grammar, vocabulary, and pronunciation. It means that accuracy is gained by allowing the speaker to focus on the elements of grammar. The aspect of accuracy in the speaking class is set by providing learners with opportunities to be engaged in daily life.

#### 5) Pronunciation

Pronunciation is the way how the speakers produce more precise language when they are speaking. According to Derwing & Munro (2005), having a good pronunciation of the language can be helpful in everyday communication, particularly for intelligibility. Kline (2001) states that pronunciation is the way for the speakers to produce the utterance of words clearly when they are speaking.

The five components above will help students to have good speaking skills. All of them are important; vocabulary is the most important because, with the vocabulary, we can arrange the sentences and deliver the message to the listener by having good pronunciation. In speaking,

comprehension is required to be mastered. After the message is delivered, we need the understanding to know whether we understand or not.

c. The Problem in Speaking

According to the interview and observation conducted by Arifin (2014), four factors determine the teaching and learning of speaking. There are as follows;

1) Related to the teacher

Some teachers did not use an interesting method in the teaching and learning process. The reason why the teachers do not use the interesting method is because they do not know what method is appropriate for the students. Another reason, some teachers may do not understand how to apply it. There are no variations in learning English speaking to be more involved in speaking activities, so teaching and learning tend to be monotonous. Consequently, the teaching and learning process seemed less interesting.

2) Related to the students

The students often are afraid to try speaking English, and they are afraid of making mistakes. It happens because they have a minimum chance of speaking English in daily conversation with others. Sometimes, they often make mistakes in adopting the structure or patterns that differ from their mother tongue.

3) Media

In some places, the media for the teaching and learning

process are unavailable, on the other side, sometimes the media are available, but the teacher still has difficulties in using those media, and the teacher is not creative. The teachers usually use textbooks and students' worksheets as the main idea. To conclude, some problems often occur in teaching speaking, including a lack of media, creative teachers, and innovative methods; thus, it leads students to feel bored.

#### d. Teaching Speaking

Teaching is an activity and interaction between teacher and students in which the teacher teaches and students study. Teaching speaking is the central part of second language learning. This statement is supported by Thornbury (2005) as cited in Jassouma (2021) by speaking, a person can produce tens of thousands of words a day, more than writing and other skills. On the other side, Jill and Charle (2008) add that speaking requires the students to produce something, which is why speaking is a productive skill.

In teaching speaking, the teacher must be creative in making the study material more interesting. The teacher should make the students always speak up and practice without being afraid to make mistakes in speaking. Give the example of conversation to the students and give them the chance to do something to actively use the language in any situation. According to Zulfiqar(2013), information and communication technologies made teaching and learning easier and faster in the globalization era. Technology has produced numerous educational tools; also, various theories have appeared about the way

to benefit from educational technology in language teaching and learning, specifically in speaking skills. Different technological tools such as computers and mobile devices are used to accomplish this goal. Technology has provided suitable students that may satisfy their target needs hence helping them to develop their speaking skills by producing a variety of sources that can fulfill the students' need.

### C. Conceptual Framework

The conceptual framework of this research is shown below:

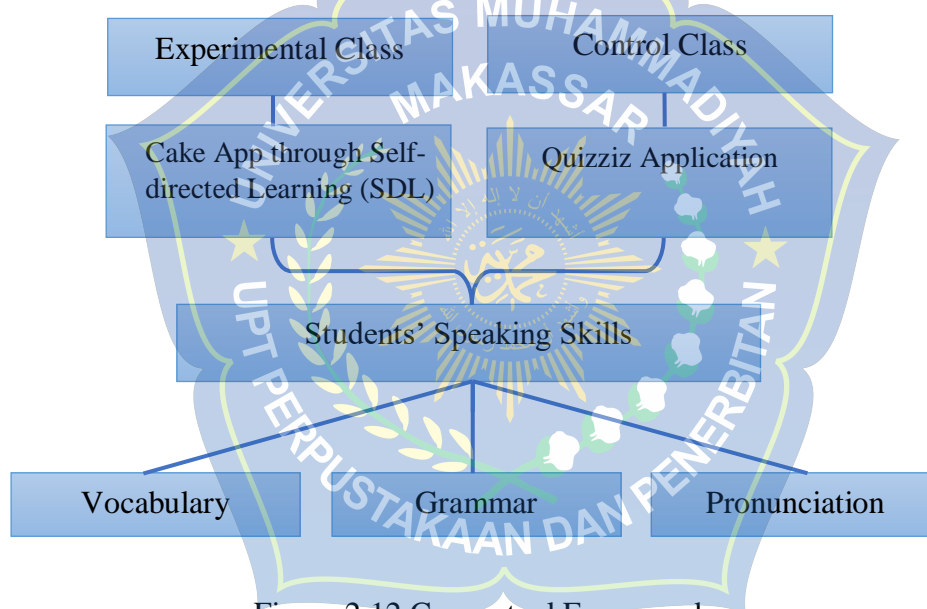


Figure 2.12 Conceptual Framework

From the conceptual framework above, the researcher outlines a study on teaching and learning English, specifically focusing on students' speaking skills. The study compares two groups: the experimental class, which learns using the Cake Application with Self-Directed Learning (SDL), and the control class, which uses the Quizziz Application. Both groups aim to develop their speaking skills, particularly in vocabulary, grammar, and pronunciation.

#### D. Hypothesis

The hypothesis of this research is:

H<sup>01</sup>: Cake Application does not affect students' speaking skills.

Ha<sup>1</sup>: Cake Application affects students' speaking skills.

H<sup>02</sup>: Quizziz Application does not affect students' speaking skills.

Ha<sup>2</sup>: Quizziz Applications affect students' speaking skills.





## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research, the researcher used quantitative research methods. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or explaining a particular phenomenon. According to Robert Donmoyer in (Prajitno, 2013) Quantitative research is an approach to empirical studies that collects and analyzes data, which is then presented in numerical form rather than narrative.

The research design of this study is classified as quasi-experimental with pre-test, treatment, and post-test. This design was used to find out whether there is a difference or no difference between the experimental class and the control class. The Cake application through self-directed learning was implemented in the experimental class while the control class implemented Quizzis application. The design could be presented as follows:

**Table 3.1 The Quasi Experimental Design**

Sample	Pre-Test	Treatment	Post-Test
Experiment Class	O <sub>1</sub>	X <sub>1</sub>	O <sub>3</sub>
Control Class	O <sub>2</sub>	X <sub>2</sub>	O <sub>4</sub>

Where:

- O<sub>1</sub> : Pre-test of Experimental Class
- O<sub>2</sub> : Pre-test of Control Class
- X<sub>1</sub> : Treatment of the experiment group (using Cake App through SDL)
- X<sub>2</sub> : Learning process in Control group (using Quizzes)
- O<sub>3</sub> : Post-test of Experimental Class
- O<sub>4</sub> : Post-test of Control class

Sugiyono (2022)

## B. Population and Sample

### 1. Population

A population is a collection of individuals with predetermined qualities and characteristics. According to (Kurniawan et al., n.d.) population is all respondents who have general characteristics that have been identified and used by researchers as a more accurate source.

The population of this research was all of the students in the eighth grade of SMP Negeri 3 Galesong Selatan in the academic year 2024. It consisted of 6 classes with a total of 135 students: VIII.A (22), VIII.B (27), VIII.C (20), VIII.D (20), VIII.E (25), and VIII.F (21).

**Table 3.2**  
**The population of the Research**

No.	Class	Sample	Types of groups
1.	VIII. C	20	Experiment
2.	VIII. D	20	Control
<b>Total</b>		<b>40 Students</b>	

### 2. Sample

The sample is part of the number and characteristics of the population (Sugiyono, 2012). A sample is a part of an existing population, so taking a sample must use certain means but use predetermined provisions (Kurniawan et al., n.d.). This study used purposive sampling as a technique for taking a sample. Purposive sampling is selected based on the study purpose (Etikan, 2016)

The samples in this study were VIII.C and VIII.D from SMP Negeri 3 Galesong Selatan. VIII.D served as the control group, and VIII.C served as the

experimental group. The experimental group was given a pre-test (O1), treatment (X), and a post-test (O3). During the research, the control group was given a pre-test (O2) and post-test (O4).

### **C. Research Instrument**

#### **1. Speaking Test (Pre-test and Post-test)**

The instrument was a speaking test administered to both the experimental and control groups. The speaking test consisted of a pre-test, which was given before the treatment, and a post-test, administered after the treatment. The purpose of the speaking test was to assess the students' speaking skills, specifically their vocabulary, grammar, and pronunciation.

### **D. Data Collection**

The data collection process for this research involves multiple stages, including administering pretests, conducting interventions, and administering posttests. The detailed procedures are as follows:

1. The researcher administered a posttest to both classes to evaluate their speaking skills using the same assessment design but with different topics from the pretest. The posttest involved the same procedures as the pretest.
2. The researcher measured the students' speaking skills by using the rubric adapted from the Cambridge Curriculum.
3. The data were analyzed using the Wilcoxon Signed Rank Test to assess the differences in students' performance within the group between pretest and posttest scores, and the Mann-Whitney U Test to compare scores between groups. All analyses were performed using IBM SPSS Statistics 27.

4. In conclusion, the researcher determined whether the quasi-experimental research supported the hypothesis that using the Cake application improved students' speaking skills and was effective in fostering self-directed learning at SMP Negeri 3 Galesong Selatan.

### E. Data Analysis

The data analysis was the final step in the experimental procedure. The data were analyzed to calculate the mean score of the pre-test and post-test and assess the normality and homogeneity test. The researcher used The Wilcoxon Signed Rank Test and the Mann-Whitney U Test to compare the mean scores, identify significant differences in the results, and determine whether there was a significant difference within and between groups.

1. The result of students' speaking skill test was determined by using the following rubric.

**Table 3.3**  
**The Rubric of Speaking**

No.	Speaking Components	4 - (Excellent)	3 - (Good)	2 - (Fair)	1 - (Poor)
1.	Vocabulary	Wide range of vocabulary, used appropriately and effectively in context.	Adequate range of vocabulary, with few errors in word choice.	Limited vocabulary, with frequent misuse of words.	Very limited vocabulary, with many errors in word choice.
2.	Grammar	Excellent use of complex sentence structures, with little to no errors.	Uses a variety of sentence structures with occasional errors.	Basic sentence structures are used, with frequent grammatical errors.	Uses simple structures with significant grammatical errors.
3.	Pronunciation	Pronunciation is clear and accurate. No or very few errors.	Pronunciation is generally clear with some minor errors.	Pronunciation is somewhat unclear or difficult to understand.	Pronunciation is unclear or frequently incorrect, hindering communication.

*Adapted from Cambridge curriculum*

2. Classifying the score of the students into the following score classification, as follows:

**Table 3.4**  
**The Classification Score of Students' Speaking Skills**

No.	Scale	Classification
1.	85-100	Excellent
2.	70-84	Good
3.	55-69	Fair
4.	0-54	Poor

*Adapted from Ramadhani, et al (2023)*

### 3. Descriptive Analysis

Descriptive analysis is a statistical method aimed at providing an explanation or description of a research topic based on variable data obtained from a specific group of subjects Khasanah, (2021).

### 4. The Mann-Whitney U Test

The data analysis procedure using SPSS version 27 conducted the Mann-Whitney U Test as a non-parametric statistical method that is suitable for analyzing data that do not meet the assumptions of parametric tests, such as normality. the Mann-Whitney U Test was employed to compare differences between two independent samples, assessing median differences in performance to evaluate the variation in outcomes between distinct groups exposed to the intervention.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This section presents the students' speaking skills and explains how the implementation of the Cake Application supported by Self-directed Learning (SDL) and the implementation of Quizziz Application on the students' speaking skills, especially Vocabulary, grammar, and pronunciation. The experimental class used Cake Application supported by Self-directed Learning (SDL), while in the control class, the teacher used the Quizziz Application.

#### 1. The Students' Speaking Skills Obtained through the Use of Cake Application Supported by Self-Directed Learning (SDL).

The students' speaking skills obtained through the use of Cake Application supported by Self-Directed Learning (SDL) refers to the speaking skills achieved by the students in the experimental class through the integration of Cake Application and Self-directed Learning (SDL). In particular, the experimental class employed the Cake Application, which offers interactive features designed to enhance students' speaking skills, especially vocabulary, grammar, and pronunciation. Self-directed learning (SDL) played a key role by encouraging students to take control of their learning and allowing them to set their own pace. This combination of the Cake Application and SDL was applied throughout the learning process. Meanwhile, in the control class, the teacher used Quizziz Application in the learning and teaching process.

The following table presents the results of students' speaking skills in the experimental class, specifically focusing on the component of speaking as measured in



the pretest and posttest. This data is intended to offer a comprehensive overview of the skills observed and provide a basis for further analysis of the success of the intervention.

**Table 4.1 The Mean Score of Speaking Skills in Experimental Class**

No.	Components of Students' Speaking Skills	Pretest (O <sub>1</sub> )	Posttest (O <sub>2</sub> )
1.	Vocabulary	56	72
2.	Grammar	54	60
4.	Pronunciation	55	74
<b>Total</b>		<b>165</b>	<b>206</b>
<b>Mean</b>		<b>55</b>	<b>68,67</b>
<b>Percentage of Increase</b>		<b>24.86%</b>	

Table 4.1 shows the students' speaking performance in various elements: Vocabulary, grammar, and Pronunciation, during the pre-test and post-test in the experimental class. In the pre-test, the students scored 56 in Vocabulary, 54 in Grammar, and 55 in Pronunciation. However, in the post-test, these scores were achieved significantly. Vocabulary showed positive progress, rising to 72, reflecting better word usage. Grammar also achieved 60, indicating a notable advancement in the use of grammatical structures. Pronunciation was achieved as well, going from 55 to 74, demonstrating clearer and more accurate articulation. Overall, the total score achieved from 165 on the pre-test to 206 on the post-test, with the mean score rising from 55 to 68.67. This represents a percentage increase of 24.86%, highlighting a noticeable advancement in the students' speaking skills. The results suggest that the intervention or treatment applied was effective in helping students obtain better speaking skills.

In conclusion, the implementation of the Cake Application supported by Self-Directed Learning (SDL) in the experimental class resulted in an advancement of students' speaking skills. Analysis of pre-test and post-test results indicates significant

advancement across various components of speaking. Notably, the experimental class demonstrated the highest advancement, with mean scores rising from 55 in the pre-test to 68.67 in the post-test. Particularly impressive was the substantial advancement in vocabulary, grammar, and pronunciation, with post-test mean scores notably higher than those of the pre-test. These findings underscore the efficacy of the Cake Application supported by Self-Directed Learning (SDL) in fostering substantial achievement in students' speaking skills. The percentage of students speaking skills in the experimental class is shown in the following chart:

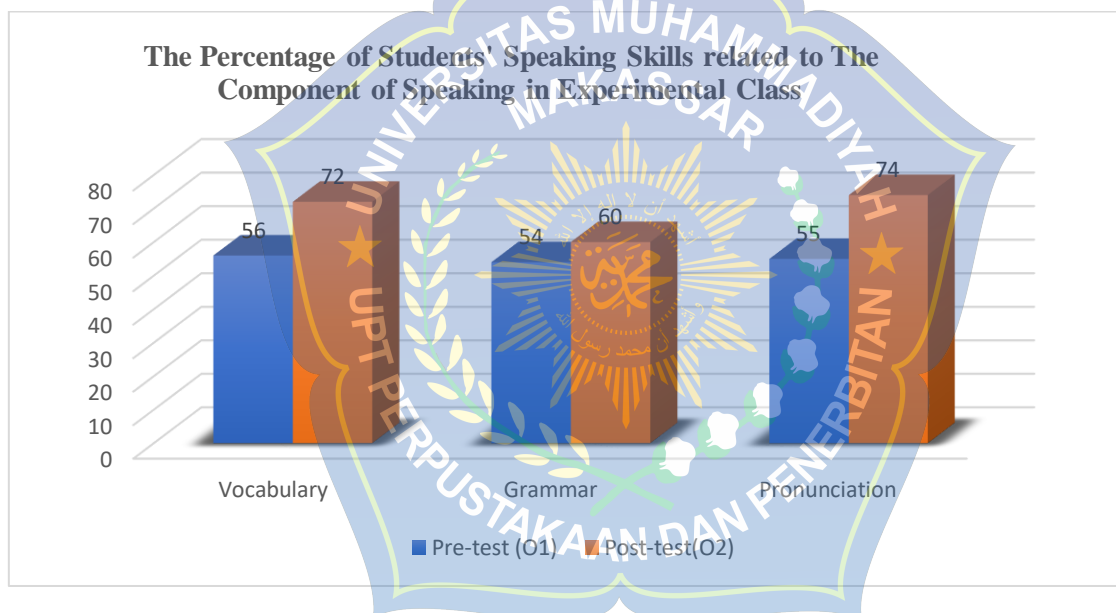


Figure 4.1 The Percentage of Students' Speaking Skills related to the Component of speaking in Experimental Class

Here is the table that shows the rate percentage of the frequency on the pretest and posttest in the experimental class:

**Table 4.2 The Rate Percentage of the Frequency on the Pre-Test and Post-Test Scores in Experimental Class**

No.	Classification	Scale	Pretest		Posttest	
			F	P	F	P
1.	Excellent	<b>85-100</b>	-	-	7	35%
2.	Good	<b>70-84</b>	9	45%	13	65%
3.	Fair	<b>55-69</b>	11	55%	-	-
4.	Less	<b>0-54</b>	-	-	-	-
$\Sigma$			<b>20</b>	<b>100%</b>	<b>20</b>	<b>100%</b>

Table 4.2 presents the results of the pre-test and post-test conducted in the experimental class. Before the implementation of the treatment, the pre-test results revealed that none of the students reached the “Excellent” level. Instead, 9 out of 20 students (45%) were categorized as “Good,” while the remaining 11 students (55%) were placed in the “Fair” category. This initial pattern suggests that students’ speaking performance was generally moderate and that no participants demonstrated mastery-level performance before the intervention.

Following the treatment, which integrated the Cake Application with Self-Directed Learning (SDL), a notable improvement in students’ performance became evident. In the post-test, 7 students (35%) successfully reached the “Excellent” classification a category that had no representation in the pre-test. Additionally, 13 students (65%) attained the “Good” category, showing a positive shift from the earlier “Fair” distribution. Notably, the “Fair” and “Less” categories disappeared entirely in the post-test, indicating that all students improved to at least a good performance level.

Overall, these findings demonstrate a marked enhancement in students' outcomes after the use of the Cake Application supported by SDL. The upward movement across score categories reflects meaningful progress and demonstrates the effectiveness of the treatment applied in the experimental class.

## **2. The Students' Speaking Skills Obtained through the use of Quizzis Application in Control Class.**

The students' speaking skills obtained through the use of the Quizziz Application refer to the speaking skills achieved by the students in the control class through the integration of the Quizziz Application into their learning process. This measurement covered various speaking components such as vocabulary, grammar, and pronunciation. In the control class, students used the Quizzis Application to support their learning. The Quizzis Application primarily focused on providing quizzes and interactive activities. However, it did not offer as much opportunity for self-directed speaking practice as the Cake Application supported by Self-directed Learning (SDL).

Pre-tests and post-tests were conducted to evaluate students' speaking skills in the control class, focusing on various components of speaking such as vocabulary, grammar, and pronunciation. Unlike the experimental class, which utilized the Cake Application supported by Self-Directed Learning (SDL), the control class relied on the Quizziz application throughout the study.

The following table highlights the results of speaking skills related to the component of speaking in the pretest and posttest results. This data provides a clear overview of students' progress under conventional learning conditions and serves as a reference point for comparison with the experimental class.

**Table 4.3 The Mean Score of Speaking Skills in Control Class**

No.	Components of Students' Speaking Skills	Pretest (O <sub>1</sub> )	Posttest (O <sub>2</sub> )
1.	Vocabulary	57	<b>60</b>
2.	Grammar	54	<b>58</b>
4.	Pronunciation	<b>56</b>	<b>70</b>
<b>Total</b>		<b>167</b>	<b>188</b>
<b>Mean</b>		<b>55.67</b>	<b>62.67</b>
<b>Percentage of Increase</b>		<b>12.58%</b>	

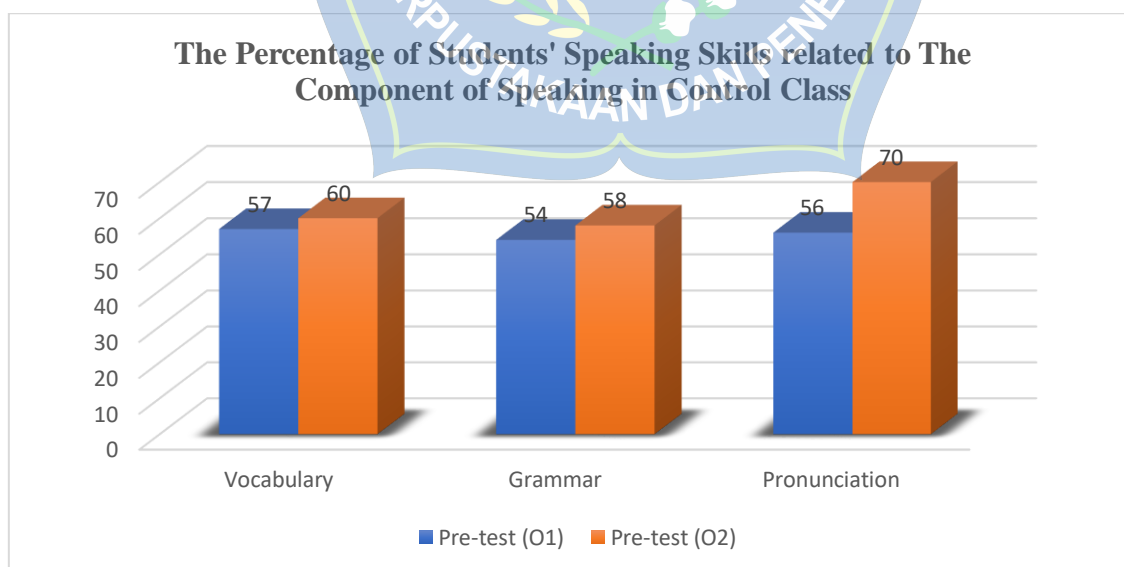
Table 4.3 presents a comparison of students' scores in key components of English speaking skills—Vocabulary, Grammar, and Pronunciation—before and after the intervention in the control class. In the pre-test, students' scores across these components were relatively modest: Vocabulary was scored at 57, Grammar at 54, and Pronunciation at 56. These initial results indicate that while students had foundational speaking abilities, they demonstrated limited lexical range, inconsistent grammatical accuracy, and challenges in producing clear and comprehensible pronunciation. Overall, the pre-test reflects the need for improvement across all three sub-skills.

After the use of the Quizizz Application during the learning process, all components showed measurable improvement. Vocabulary increased from 57 to 60, suggesting that students became more familiar with essential word choices and demonstrated slightly greater precision in expressing ideas. The improvement in Grammar, from 54 to 58, indicates progress in students' ability to construct sentences with fewer errors, showing a better grasp of basic syntactic structures. Pronunciation exhibited the most substantial advancement, rising from 56 to 70. This notable increase suggests that students developed clearer articulation, improved stress and intonation patterns, and demonstrated greater confidence in producing spoken English accurately.

Overall, the combined total score for all components increased from 167 in the pre-test to 188 in the post-test. The mean score rose from 55.67 to 62.67, reflecting a 12.58% increase in students' speaking proficiency. These developments indicate that the Quizizz Application had a positive influence on students' learning outcomes, particularly in enhancing pronunciation.

In summary, the control class showed moderate yet meaningful progress across all aspects of speaking skills after the intervention. However, despite these improvements, the experimental class—taught using the Cake Application supported by Self-Directed Learning (SDL)—demonstrated a greater degree of advancement, achieving a higher average post-test score of 68.67 compared to the control class's 62.67. This comparison underscores that the Cake Application supported by SDL was more effective than the Quizizz Application in improving students' overall speaking skills.

The percentage of speaking skills in the control class is presented in the following chart:



**Figure 4.2 The Percentage of Students' Speaking Skills related to The Component of speaking in Control Class**

Here is the table that shows the rate percentage of the frequency on the pretest and posttest in the control class:

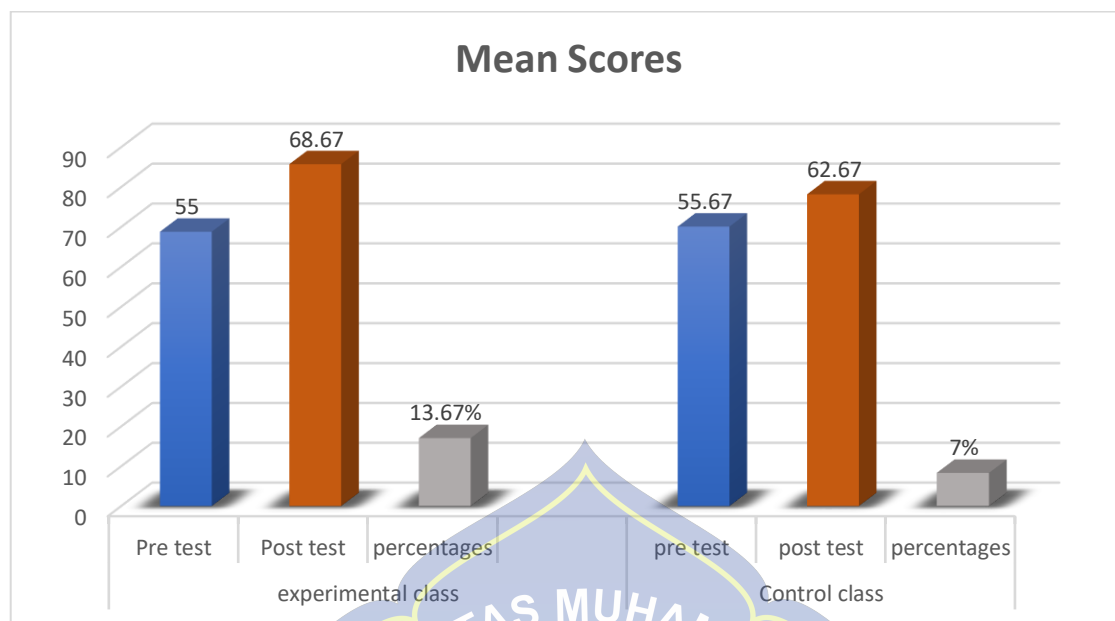
**Table 4.4 The Rate Percentage of Pre-Test and Post-Test Scores in Control Class**

No.	Classification	Scale	Pretest		Posttest	
			F	P	F	P
1.	Excellent	85-100	-	-	-	-
2.	Good	70-84	10	50%	18	90%
3.	Fair	55-69	10	50%	2	10%
4.	Less	0-54	-	-	-	-
$\Sigma$			20	100%	20	100%

Table 4.4 presents the results of the pre-test and post-test conducted in the controlled class. In the pre-test, 10 out of 20 students (50%) were classified in the 'Good' category, while the remaining 10 students (50%) fell into the 'Fair' category. After using the Quizizz Application, the post-test results showed a notable advancement. In the post-test, 18 students (90%) were categorized as 'Good,' and 2 students (10%) were placed in the 'Fair' category. Notably, there were no students in the 'Excellent' category in either the pre-test or post-test. Overall, the table provides a clear overview of the distribution of scores across the classification scale, highlighting the changes between the pre-test and post-test.

The mean scores and the different percentages in students' speaking skills, both in the pre-test and post-test of the experimental and controlled classes are shown in the chart below:





**Figure 4. 3 The Mean Scores and Difference Percentages of Pre-test and Post-test in Experimental and Controlled Classes**

The chart above shows a difference in percentage between the use of Cake Application through Self-directed Learning (SDL) and the use of Quizziz Application in students' speaking skills, as reflected in the mean scores of the pre-test and post-test for both the experimental and controlled classes. In the experimental class, the mean score for the pre-test was 55, while the post-test mean score achieved 68.67, resulting in a percentage of 24.86%. This indicates that the goal of increasing students' speaking skills through the use of the Cake Application supported by Self-Directed Learning (SDL), has been successfully achieved.

On the other hand, the controlled class data reveals that the mean score of the pre-test was 55.67, with the post-test mean score rising to 62.67, reflecting an advancement of 12.58%. This finding suggests that the use of the Cake Application supported by Self-Directed Learning (SDL) in the experimental class was more effective than the use of the

Quizziz application in the control class, as shown by the greater percentage increase in the experimental class.

**3. The Difference between the students' speaking skills through the use of Cake Application Supported by Self-Directed Learning SDL and through the use of Quizziz Application.**

The difference between the students' speaking skills using the Cake Application supported by Self-Directed Learning (SDL) and the Quizziz Application refers to evaluating and comparing the effectiveness of these applications on the students' speaking skills using SPSS version 27. To assess the effectiveness of the intervention implemented in the experimental class and the conventional method in the control class, students' speaking skills were evaluated through pretests and posttests, covering various components of speaking, including vocabulary, grammar, and pronunciation.

**d. The Mann-Whitney U Test**

The Mann-Whitney U Test is a non-parametric statistical method used to determine whether there is a significant difference between the distributions of two independent groups. This test was conducted to evaluate the differences in learning outcomes between the control group and the experimental group. the result of the Mann-Whitney U Test is previewed in the table below:

**Table 4.9 The Mann-Whitney U Test of Experimental and Control Classes**

<b>Research Measurement Group</b>		<b><i>N</i></b>	<b><i>Mean Rank</i></b>	<b><i>Sum of Ranks</i></b>
The Result of Speaking skills	Control Class	20	14,20	284,00
	Experimental Class	20	26,80	536,00
	<b>Total</b>	<b>40</b>		
<b>The result of speaking test</b>				
Mann-Whitney U			74,000	
Wilcoxon W			284,000	
Z Score			-3,770	
Asymp. Sig. (2-tailed)			0,000	
Exact Sig. [2*(1-tailed sig.)]			0,000	

The analysis of Table 4.9 showed that the experimental group had a mean rank of 26.80 with a total sum of ranks of 536.00, while the control group had a mean rank of 14.20 with a total sum of ranks of 284.00. The Mann-Whitney U value was 74.000, with a Z value of -3.770 and a significance value of  $p=0.000$   $p = 0.000$   $p=0.000$ . Since the significance value is less than 0.05, these results indicate a significant difference between the two groups. Thus, the intervention of the cake application supported by SDL was shown to have a greater impact on students' speaking skills than the quizzis application.

The analysis of Scores provided further insights into the intervention's effectiveness. The experimental group had an average Gain Score of 19.13, while the control group scored only 8.34. According to Hake's (1999) classification, the Gain Score of the experimental group falls into the medium category, whereas the control group is in the low category. This classification indicates that the cake application supported by Self-directed Learning intervention led to a more substantial advancement compared to the quizzes application. Additionally, the effect size calculation using Cohen's  $d$  revealed a value in the large category ( $d \geq 0.8$ ), signifying that the difference in learning outcomes between the two groups is highly significant.

Overall, with a medium Gain Score and a large effect size, the findings provide strong empirical evidence that the Cake Application supported by Self-directed Learning (SDL) intervention is more effective than the Quizizz Application in increasing students' speaking skills.

#### **a. Discussion**

This section provides a detailed analysis of the research findings and their relationship to the literature reviewed in Chapter II. It examines how the results either support, challenge, or build upon existing theories.

#### **1. The Students' Speaking Skills Obtained through the use of Cake Application Supported by Self-Directed Learning (SDL).**

The data analysis reveals that the experimental class, which implemented the Cake Application supported by Self-Directed Learning (SDL), significantly increased students' speaking skills. This is evident from the increase in the overall mean scores from 55 in the pretest to 68.67 in the posttest. Further analysis of the components of speaking,

vocabulary, grammar, and pronunciation demonstrates notable progress in each area. Vocabulary scores rose markedly from 56 to 72, suggesting that the Cake Application effectively facilitated the acquisition and retention of new words through its interactive and context-rich content. This advancement underscores the application's potential to provide meaningful exposure to vocabulary in real-life situations. Grammar scores also increased, from 54 to 60, reflecting the app's capability to increase students' structural understanding through guided exercises and interactive dialogues. While the advancement in grammar was more moderate compared to other sub-skills, it highlights the role of Self-Directed Learning (SDL) in enabling students to engage independently with grammatical patterns at their own pace.

The most substantial advancement was observed in pronunciation, where scores achieved from 55 to 74. This outcome suggests that the app's integration of speech recognition technology, which provides immediate feedback, was highly effective in achieving pronunciation accuracy. Additionally, the app's focus on listening and speaking activities likely contributed to this advancement by allowing students to practice pronunciation repeatedly and receive targeted feedback. In contrast, the control class, which utilized the Quizziz application, demonstrated only moderate advancement across various components of speaking, further highlighting the superior efficacy of the Cake Application in increasing speaking skills.

These findings underscore the effectiveness of combining the Cake Application, with self-directed learning (SDL) to address specific aspects of speaking skills comprehensively. By offering an engaging, autonomous, and interactive learning experience, this approach successfully targeted and increased various components of

speaking as evidenced by the significant advancements in the experimental class compared to the control class.

The result of this research supported the idea that the cake application had a significant advancement on students' speaking skills, especially in vocabulary, grammar, and pronunciation. This was related to previous research conducted by Yanthi, (2020), Fitria, (2021), and Hapipah et al., (2021). Each of these studies demonstrated the beneficial effects of utilizing 'Cake Application' as a language learning tool. Nuraeni and Yanthi (2020) found that the app provided a conducive environment for English-speaking lessons, where students benefited from various features such as clear transcriptions, pronunciation practice, and speech recognition, which directly contributed to improving their pronunciation and fluency. Fitria, (2021) reported that students responded positively to the app's interactive features, leading to significant advancement in their speaking skills, including vocabulary expansion and enhanced fluency. Similarly, Hapipah et al., (2021) observed positive perceptions from students regarding the app's comprehensive features, particularly its ability to help learners practice and improve their pronunciation and grammar through structured exercises.

While this study demonstrates significant differences in students' speaking skills through the use of the Cake Application, other research findings contrast or provide a more nuanced view of the effectiveness of the Cake app in language learning. For example, Rengganis (2023) found that while apps like Cake application can increase various component of speaking, such as vocabulary and fluency, the results were not always proportional to students' levels of engagement or motivation. Additionally, Zhao et al (2021). highlighted that technology-based language tools do not always lead to

optimal outcomes for speaking skills, especially when used independently without instructor guidance or direct interaction. These contrasting findings suggest that while the Cake Application may offer valuable support for language learners, its effectiveness is often contingent on factors like student motivation, engagement, and the context in which it is used.

Integrating Self-directed Learning (SDL) into the learning process of findings supports the development of learner autonomy, which is vital for sustained language acquisition. SDL encourages students to take charge of their learning journey by setting goals, selecting materials, and reflecting on their progress. This approach has been shown to foster intrinsic motivation and increase language proficiency (Stern & Huang, 2023). In this study, the combination of self-directed learning (SDL) and the Cake Application allowed students to choose speaking exercises that aligned with their personal learning preferences, actively monitor their improvements, and refine components of speaking skills, including vocabulary, grammar, and pronunciation. For instance, students could focus on vocabulary expansion through contextualized tasks, while grammar exercises provided immediate feedback to improve sentence structure. Likewise, the pronunciation practice offered by the app helped students develop more accurate speech patterns. These findings align with Ramadhanty,(2021) found that SDL strategies like goal setting and reflection led to better language skills, particularly in areas like pronunciation and fluency. Furthermore, studies by Kim & Lee. (2020) supports the idea that combining technology with SDL can enhance learner autonomy, making students more proactive and motivated in their learning journey. This integrated approach, which emphasizes authentic communication tasks, also mirrors the work of Wang et al., (2023), who argued



that language acquisition is more effective when students engage in real-life and meaningful conversations. Overall, this study provides strong evidence that the integration of the Cake Application with self-directed Learning (SDL) significantly increase students' speaking skills such as vocabulary, grammar, and pronunciation. while also fostering greater motivation and learner autonomy, ultimately supporting more confident and competent language learners.

Furthermore, this integrated approach reflects the importance of learning through authentic, meaningful contexts. As discussed by Wang et al., (2023), language acquisition becomes more effective when students actively participate in real-life communication tasks. In this study, students' use of the Cake application allowed them to engage in dialogues that simulate natural conversations, thereby increasing their communicative competence.

In conclusion, the findings of this study provide compelling evidence that the integration of the Cake application, supported by Self-Directed Learning (SDL), significantly increases students' speaking skills, particularly at SMPN 3 Galesong Selatan. By combining Cake Application as a mobile learning technology with self-directed learning (SDL) strategies, students not only increase their vocabulary, grammar, and pronunciation but also experience increased motivation and autonomy in learning. The statistical analysis, with a Wilcoxon Signed Rank Test yielding a p-value of 0.000 and a Cohen's effect size value of 0.8, underscores the substantial positive impact of this approach. These results align with recent studies on mobile learning and SDL, offering valuable insights into how technology can transform language acquisition. This study highlights that integrating Cake and self-directed learning (SDL) fosters independent,

learner-centered language development, particularly in increasing various components of speaking skills such as vocabulary, grammar, and pronunciation and ultimately producing confident and competent English speakers.

## 2. The Students' Speaking Skills Obtained through the use of Quizizz Application.

The analysis of students' speaking skills, based on the pre-test and post-test results, reveals advancement across various indicators, vocabulary, grammar, and pronunciation. Vocabulary scores showed a slight increase from 57 in the pre-test to 60 in the post-test, indicating minor progress in students' ability to select and use appropriate words effectively. Grammar scores also exhibited a modest rise, from 54 to 58, suggesting better accuracy in sentence construction and use of grammatical structures. Pronunciation reflected the most notable advancement, with scores increasing from 56 to 70, highlighting progress in students' articulation, stress, and intonation. Overall, the cumulative scores across all indicators rose from 167 to 188, raising the average score from 55.67 to 62.67, a 12.58% increase. These results indicate that the intervention contributed positively to increase students' speaking skills, particularly in pronunciation.

Among the control group, 90% of students were classified as "Good," while 10% were categorized as "Fair," with none achieving an "Excellent" rating. These findings suggest that while both Quizizz and the experimental intervention had a positive effect on students' speaking skills, the experimental group showed more pronounced progress, particularly in pronunciation. This underscores the potential of the Cake application supported by Self-directed Learning (SDL) to provide more targeted and engaging practice opportunities, resulting in greater overall enhancement compared to the control group.

Recent studies support these findings, emphasizing the positive impact of the Quizizz application, on enhancing students' speaking skills. The results of this study demonstrate enhancement in various speaking indicators such as vocabulary, grammar, and pronunciation after using Quizizz. These findings align with Rahman et al. (2020), who observed that gamification in language learning leads to increased vocabulary acquisition due to its interactive and repetitive nature. Similarly, Waluyo & Tran, (2023) found that digital platforms such as the Quizizz application help learners internalize contextual meanings of words, thus improving their overall speaking fluency. These tools make learning more interactive and engaging, helping students connect more deeply with the language. This is shown by their improved use of a broader and more advanced vocabulary after using the tools.

According to Pham, (2023) reported that Quizizz's immediate feedback system is effective in reinforcing grammar rules and aiding students in identifying and correcting errors. The present study also confirms that such feedback, combined with the interactive elements of the application, contributes to students' grammatical accuracy in both written and spoken formats. However, it contrasts with the findings of Nurlely, (2024), who cautioned that gamified platforms might not provide the necessary depth for advanced grammatical understanding without the incorporation of teacher-led discussions or additional practice in real-world contexts.

Additionally, Kormos and Csizér (2021), emphasized that digital tools offering audio components can effectively enhance pronunciation skills. However, Stark and Abbasi et al. (2023) argued that Quizizz applications may raise phonological awareness, but they may not sufficiently address individualized pronunciation issues without

supplemental teacher guidance, suggesting the importance of a blended learning approach.

These findings align with the conclusions drawn by Hapsari et al (2023), who emphasized that Quizizz application, motivates students and increases engagement, thereby indirectly boosting their speaking skills. However, contrasting studies have raised concerns about the potential limitations of such tools. Kristiani et al (2022), for instance, argued that the competitive nature of gamified platforms might prioritize speed over comprehension, leading students to focus on completing tasks quickly rather than mastering language concepts. This could result in diminished long-term retention of language skills. Similarly, Al-Qahtani (2021) found that while gamification increased student motivation, it had a limited impact on more complex speaking components, such as pronunciation and fluency. Students, according to Alqahtani, may become overly reliant on the mechanics of the game, missing out on the personalized feedback necessary to address specific language challenges. These mixed findings highlight the importance of combining gamified tools like Quizizz with traditional teaching methods. A balanced approach allows the motivational and engaging benefits of Quizizz to work alongside the deeper learning and personalized support that conventional strategies provide. This combination can lead to more effective and lasting language learning results.

In comparison, the experimental class, which utilized the Cake application, demonstrated more significant enhancement in speaking skills. This aligns with studies by (Aqilah, 2024), who reported that the Cake application, which integrates real-life conversational scenarios and provides instant feedback, is more effective in promoting speaking skills. The Cake application's ability to simulate authentic language use creates

a practical and immersive learning environment, fostering the development of communicative competence, as a key component of language acquisition (Maulida et al., 2024)

Furthermore, the results suggest that while both tools can be effective, their success may depend on the specific features they offer. Quizizz, with its gamified quizzes and competitive elements, may excel in improving vocabulary and grammar knowledge, which indirectly contribute to speaking skills. However, as highlighted by Salsabila et al (2024), such tools may lack the depth and interactivity required to develop higher order speaking abilities, such as pronunciation, intonation, and spontaneous language production.

The comparison between Quizizz and the Cake application shows how important it is to choose the right tools for language education. Quizizz works well for basic or supplementary speaking practice, especially when the goal is to boost engagement and motivation. However, the Cake application is more effective for advanced language skills because it focuses on interactive, conversation-based features that help students improve their practical speaking skills.

In conclusion, while both Quizizz and the Cake application positively impact language learning, the Cake application proves to be more effective for developing speaking skills, particularly in various areas such as vocabulary, grammar, and pronunciation. Its immersive and conversation-focused features allow students to practice these indicators in realistic contexts. Quizizz, on the other hand, remains valuable for fostering engagement and motivation, especially in introductory or supplementary activities. These findings highlight the importance of selecting tools that align with

specific learning objectives and ensuring educators are well-trained to integrate them effectively for optimal outcomes (Widiyaningsih et al., 2024).

### **3. The differences between the students' speaking skills through the use of Cake Application Supported by Self-Directed Learning SDL and through the use of Quizziz Application.**

The comparison between the students' speaking skills achieved through the use of the Cake application supported by Self-Directed Learning (SDL) and the Quizziz application reveals important differences in how each tool impacts language development. The findings suggest that while both tools have a positive effect on speaking skills, their effectiveness varies significantly to specific speaking indicators, such as vocabulary, grammar, and pronunciation.

The Cake application supported by self-directed learning, provides an immersive and personalized learning experience. Self-directed Learning (SDL) encourages students to take responsibility for their learning, which complements Cake's interactive features, such as real-life conversation simulations and immediate feedback. These features allow students to practice speaking in authentic scenarios, improving their vocabulary, grammar, and pronunciation in meaningful contexts. In particular, the Cake application enables students to develop more accurate speech patterns and improve their speaking skills. This method of learning aligns with communicative language teaching, where the emphasis is on practical language use rather than rote memorization. The combination of Self-directed Learning (SDL) with the Cake application's interactive platform thus supports the development of speaking skills by fostering a deeper, more engaged learning process.



In contrast, Quizizz, though an effective gamified platform for reinforcing foundational language elements, focuses more on knowledge retention and assessment than on interactive speaking practice. The quiz-based structure of Quizizz strengthens vocabulary and grammar, but its limitations become apparent when addressing higher-order speaking skills, such as spontaneous conversation and nuanced pronunciation. As noted by Fadli et al (2024), the assessment-focused nature of Quizizz may hinder students from developing the confidence needed for real-life conversational exchanges, and its capacity to provide individualized feedback on pronunciation is minimal.

The differences in outcomes also reflect the pedagogical approaches underlying these tools. The Cake application supported by Self-directed learning (SDL) promotes a student-centered approach, encouraging active participation and self-directed practice. This fosters critical thinking and autonomy, which are crucial for advancing speaking skills. Conversely, Quizizz follows a more teacher-led model, focusing on engaging students through gamification and reinforcing language knowledge. While both approaches have their advantages, the more interactive and real-world nature of the Cake application makes it more effective for the development of speaking skills, particularly in terms of vocabulary, grammar, and pronunciation.

In conclusion, the findings suggest that there is a significant difference between the Use of Cake Application supported by Self-Directed Learning (SDL) and the use of Quizizz on the Students' Speaking Skills, particularly in vocabulary, grammar, and pronunciation. The Cake application's emphasis on real-world conversation practice, coupled with immediate feedback, provides a comprehensive learning experience in speaking. While Quizizz is useful for reinforcing foundational language skills and



motivating students, it lacks the depth necessary for improving speaking skills. Therefore, the Cake application is better suited for fostering advanced speaking skills, making it the more effective tool for language development at SMP Negeri 3 Galesong Selatan. However, using both tools together could offer a balanced approach that covers both basic language skills and more advanced speaking skills.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting the research, the researcher can conclude that:

1. The Cake Application, supported by Self-directed Learning, has significantly enhanced students' speaking skills at SMP Negeri 3 Galesong Selatan. This is evident from the students' total mean score in the post-test, which increased from 55 to 68.67. Furthermore, the post-test results show a marked progression in speaking sub-skills: vocabulary rose from 56 to 72, grammar from 54 to 60, and pronunciation from 55 to 74. Overall, the total score went up from 165 to 206, reflecting a 13.67% gain. Additionally, the post-test results revealed that 35% of students achieved an "Excellent" score, 65% scored in the "Good" range, and no students were placed in the "Fair" or "Less" categories.
2. the use of the Quizizz Application, has significantly enhanced students' of students' speaking skills at SMP Negeri 3 Galesong Selatan. This is evident from the students' total mean score in the post-test, which increased from 55.67 to 62.67. Furthermore, the post-test results show a marked progression in speaking sub-skills: vocabulary improved from 57 to 60, grammar from 54 to 58, and pronunciation from 56 to 70. The overall total score increased from 167 to 188, reflecting a 7% gain. Moreover, the post-test distribution revealed that 90% of students achieved a "Good" score, 10% scored in the "Fair" range, and no students were classified in the "excellent" and "Poor" categories.

3. The post-test results comparing the experimental class and the control class through statistic analysis indicate that there is a significant difference between the Use of Cake Application supported by Self-Directed Learning (SDL) and the use of Quizizz on Students' Speaking Skills at SMP Negeri 3 Galesong Selatan. The Mann-Whitney U test confirmed improvement in both groups. However, the experimental class showed greater gains, evidenced by a higher mean rank and a large effect size (Cohen's  $d \geq 0.8$ ), indicating a more substantial impact of the Cake application on students' speaking skills. Furthermore, the experimental group's Gain Score of 19.13 placed it in the medium category, while the control group's Gain Score of 8.34 was classified as low, further supporting the superior effectiveness of the Cake application. These results suggest that integrating the use of Cake supported by Self-directed Learning (SDL) is more effective than the use of Quizizz Application as the conventional method. This study highlights the potential of innovative educational apps in fostering language proficiency and underscores the importance of adopting modern teaching strategies to improve students' speaking skills.

### **B. Suggestion**

Based on the conclusion before, the following explanations are some suggestions to be considered:

#### **1. For English Teacher**

Teachers are suggested to integrate the Cake application supported by Self-Directed Learning (SDL) to obtain students' speaking skills through innovative and engaging methods. Combining this application with other technologies can

create a dynamic and interactive learning environment, fostering self-directed practice while providing real-time feedback and progress tracking. Emphasizing practical language use and personalized learning experiences ensures relevance and deeper engagement. Overall, teaching strategies should focus on optimizing language acquisition by leveraging such tools for effective communication.

## 2. For Further Researcher

Future researchers are supposed to explore the potential of the Cake application supported by Self-Directed Learning across diverse subjects, age groups, and educational contexts while addressing limitations such as sample size. Investigating its long-term impact on language skills, cognitive development, and student motivation is essential to understanding its broader applicability. Enhancing engagement by integrating the application with other technologies and collaborating with teachers to gain practical insights will help assess its adaptability in various learning environments. Additionally, expanding research with a larger sample size would strengthen the reliability and applicability of the findings, offering valuable guidance for educators and institutions seeking to implement innovative tools in language learning. These contributions can inform the development of effective teaching methodologies and support the broader adoption of the Cake application, optimizing language learning outcomes and enriching the educational experience.

## REFERENCES

- Abbasi, M. H., Aftab, M., & Farshad, M. (2023). Experiences of English Language Learners about Using Quizizz for Learning and Language Achievement in ESP Classes. *Bahria University Journal of Humanities and Social Sciences*, 6(1), 78–90. <https://doi.org/10.58800/bujhss.v6i1.166>
- Aghayani, B. (2020). The Effect of Self-Directed Learning on EFL Learners' Writing Performance. *International Journal of Research in English Education*, 5(3), 78–89. <https://doi.org/10.29252/ijree.5.3.78>
- Ahangari, S., Hejazi, M., & Razmjou, L. (2014). The Impact of Scaffolding on Content Retention of Iranian Post-elementary EFL Learners' Summary Writing. *Procedia - Social and Behavioral Sciences*, 98, 83–89. <https://doi.org/10.1016/j.sbspro.2014.03.392>
- Al-Said, K. (2023). Influence of teacher on student motivation: Opportunities to increase motivational factors during mobile learning. *Education and Information Technologies*.
- Al-Qahtani, A. A. (2021). Reading English as a foreign language: The interplay of abilities and strategies. *Indonesian Journal of Applied Linguistics*, 10(3). <https://doi.org/10.17509/ijal.v10i3.31738>
- Ameri, M. (2020). The Use of Mobile Apps in Learning English Language. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 3(3), 1363–1370. <https://doi.org/10.33258/birle.v3i3.1186>
- Anchaluisa, J. C. L. (2018). Mobile Applications In The Development Of English Speaking Skills on The Languages Career At Universidad Técnica De Ambato.
- Aqilah, D. S. (2024). The Use of Cake Application in Learning English Speaking Skills. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 11(3), 252–257.
- Arif, J. R., Faiz, A., & Septiani, L. (2021). Penggunaan Media Quiziz Sebagai Sarana Pengembangan Berpikir Kritis Siswa. *Edukatif: Jurnal Ilmu Pendidikan*, 4(1), 201–210. <https://doi.org/10.31004/edukatif.v4i1.1804>
- Arizatul Humaira', S., & Ajeng Hurriyah, I. (2018). Students' Perspectives towards Self-Directed Learning out of Classroom. *Proceedings of the International Conference on English Language Teaching (ICONELT 2017)*. Surabaya, Indonesia. <https://doi.org/10.2991/iconelt-17.2018.2>

- Aruan, H. (2013). Gambaran Kesiapan Self Directed Learning Pada Mahasiswa Tahap Pendidikan Klinik Uin Syarif Hidayatullah Dan Faktor-Faktor Yang Berhubungan.
- Bhatti, M. S. (2021). Teaching Speaking Skills through Role Play at Elementary Level: An Analysis. *Jurnal Arbitrer*, 8(1), 93–100. <https://doi.org/10.25077/ar.8.1.93-100.2021>
- Brahmana, S. K., & Yuwono, E. S. (2024a). Hubungan Pola Asuh Demokrasi Dengan Kemandirian Belajar Siswa Di Smp Kristen 2 Salatiga. 2(1).
- Brockett, R. G., & Hiemstra, R. (2018). Self-direction in adult learning: Perspectives on theory, research, and practice.
- Brown, A. (2003). Interviewer variation and the co-construction of speaking proficiency. *Language Testing*, 20(1), 1–25. <https://doi.org/10.1191/0265532203lt242oa>
- Buitrago, A. G. (2017). Collaborative and Self-directed Learning Strategies to Promote Fluent EFL Speakers. *English Language Teaching*, 10(5), 139. <https://doi.org/10.5539/elt.v10n5p139>
- Chou, P.-N. (2012). Effect of Students' Self-Directed Learning Abilities on Online Learning Outcomes: Two Exploratory Experiments in Electronic Engineering. *International Journal of Humanities and Social Science*, 2(6).
- Daar, G. F. (2020). Classroom Interaction In English Speaking Class (A Study At Sma Santu Fransiskus Ruteng, Flores). *Journal of English Language Teaching and Linguistics*, 5(3), 311. <https://doi.org/10.21462/jeltl.v5i3.437>
- Derwing, T. M., & Munro, M. J. (2005). Second Language Accent and Pronunciation Teaching: A Research-Based Approach. *TESOL Quarterly*, 39(3), 379. <https://doi.org/10.2307/3588486>
- Yulianti, R., & Miftakh, F. (2021). Undergraduate Students' Perspective On Self-Directed Learning In Speaking Skill.
- Du Toit-Brits, C., & Van Zyl, C.-M. (2017). Self-directed learning characteristics: Making learning personal, empowering and successful. *Africa Education Review*, 14(3–4), 122–141. <https://doi.org/10.1080/18146627.2016.1267576>
- Darcy, I. (2018). Powerful and Effective Pronunciation Instruction: How can We Achieve it?



- Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Fajrah, N. (2023). Self Directed Learning In Learning English: An Analysis Of The English Major Students And The Non-English Major Students Of Iain Parepare.
- Fabre-Merchan, P., Torres-Jara, G., Andrade-Dominguez, F., Ortiz-Zurita, Ma. J., & Alvarez-Munoz, P. (2017). A Phenomenological Study: The Impacts of Developing Phonetic Awareness through Technological Resources on English Language Learners' (ELL) Communicative Competences. *English Language Teaching*, 10(12), 83. <https://doi.org/10.5539/elt.v10n12p83>
- Fatim, A. L., Anjelia, D., & Basid, A. (2020). The Implementation of Brain-Based Learning on Speaking Skill based on Eric Jensen's Perspective. *Proceedings of the Proceedings of the Third International Seminar on Recent Language, Literature, and Local Culture Studies, BASA, 20-21 September 2019, Surakarta, Central Java, Indonesia*. <https://doi.org/10.4108/eai.20-9-2019.2296689>
- Fitria, T. N. (2021). QuillBot as an online tool: Students' alternative in paraphrasing and rewriting of English writing. *Englisia: Journal of Language, Education, and Humanities*, 9(1), 183. <https://doi.org/10.22373/ej.v9i1.10233>
- Gastellóu, E., García, G., Herrera, A. M., Morales, C., García, R., Hirata, G. A., Robles, M., Rodríguez, J. A., & García, I. E. (2019). A Brief Review of Growth Techniques for Obtaining of III-V Semiconductor Compounds. *European Journal of Engineering Research and Science*, 4(9), 17–21. <https://doi.org/10.24018/ejers.2019.4.9.1477>
- Geng, S., Law, K. M. Y., & Niu, B. (2019). Investigating self-directed learning and technology readiness in blending learning environment. *International Journal of Educational Technology in Higher Education*, 16(1), 17. <https://doi.org/10.1186/s41239-019-0147-0>
- Ghounane, N. (2019). The Attitudes of Second Year EFL Students at Dr Moulay Tahar University towards Learning English Pronunciation through Mobile Assisted Language. *Arab World English Journal*, 5, 110–123. <https://doi.org/10.24093/awej/call5.9>
- Guglielmino, P. (2001). Moving Toward a Distribution Learning Model Based on Self-Managed Learning.



- Guillén, M. E. C. (2023). The Contribution of Information Gap Activities to Support Honduran Ninth-grade Students' speaking Fluency: Action Research. *Action Research*, 26.
- Hapipah, H., Munawwarah, K., & Dewi, K. (2021). Students' Perceptions of using Cake Application for Speaking Skills at The First Grade of SMA Negeri 1 Jambi. *JELT: Journal of English Language Teaching*, 5(1), 38. <https://doi.org/10.33087/jelt.v5i1.71>
- Hapsari, F. S., Isroyati, I., & Prasasty, A. T. (2023). [No title found]. *Jurnal Pendidikan : Riset dan Konseptual*, 7(1), 33. [https://doi.org/10.28926/riset\\_konseptual.v7i1.600](https://doi.org/10.28926/riset_konseptual.v7i1.600)
- Harchegani, M. K., Biria, R., & Nadi, M. A. (2013). The Effectiveness of Self-Directed-Learning Method in Teaching Speaking Skill to Iranian EFL Learners.
- Hasan, M., Ibrahim, F., Mustapha, S. M., Islam, M., & Younus, A. A. (2018). The Use Of Youtube Videos In Learning English Language Skills At Tertiary Level In Bangladesh.
- Harmer, J. (2007). *The Practice of English Language Teaching*.
- Indah Sri Redjeki & R. Muhajir. (2022). Supporting Students' Self-Directed Learning in EFL Speaking Classroom by Using Cake Application. *Journal of English Language Learning*, 6(2), 212–219. <https://doi.org/10.31949/jell.v6i2.3421>
- Irvani, A. I. (2019). Hubungan Kemampuan Self-Directed Learning Dan Problem Solving Siswa Smp Melalui Pembelajaran Berbasis Masalah. *Journal of Teaching and Learning Physics*, 4(1), 28–33. <https://doi.org/10.15575/jotalp.v4i1.3792>
- Islam, S., Fadhila, N. F., Masruroh, W. L., & Badriyah, N. L. (2022). *Pendampingan Speaking Skill menggunakan Metode Speaking Marathon di Zain Academy Probolinggo*. 4(1).
- Kim and lee. (2023) Self Directed Learning In Learning English: An Analysis Of The English Major Students And The Non-English Major Students Of Iain Parepare.
- Kristanti, S., Herlina, H., & Hidayad, F. (2024). Implementing The Cake Application In Students' English Classroom. *Esteem Journal of English Education Study Programme*, 7(1), 256–265. <https://doi.org/10.31851/esteem.v7i1.12665>

- Kristiani, T., Sudiyanto, & Usodo, B. (2022). Exploration of the Use of Quizizz Gamification Application: Teacher Perspective. *International Journal of Elementary Education*, 6(2), 205–212. <https://doi.org/10.23887/ijee.v6i2.43481>
- Kusmaryani, W., Musthafa, B., & Purnawarman, P. (2018). The influence of mobile applications on students' speaking skill and critical thinking in English language learning. *Journal of Physics*.
- Lai, Y., Saab, N., & Admiraal, W. (2022). University students' use of mobile technology in self-directed language learning: Using the integrative model of behavior prediction. *Computers & Education*, 179, 104413. <https://doi.org/10.1016/j.compedu.2021.104413>
- Lan, W., Li, X., & Dong, J. (2017). Fluency-Guided Cross-Lingual Image Captioning. *Proceedings of the 25th ACM International Conference on Multimedia*, 1549–1557. <https://doi.org/10.1145/3123266.3123366>
- Lau, K. (2017). 'The most important thing is to learn the way to learn': Evaluating the effectiveness of independent learning by perceptual changes. *Assessment & Evaluation in Higher Education*, 42(3), 415–430. <https://doi.org/10.1080/02602938.2015.1118434>
- Lestari, D. (2021). The Use of Cake English Application in EFL Speaking Skill.
- Lestari, I. (2023) The Influence Of Using Cake Application Towards Students' Speaking Skills
- Li, H., Majumdar, R., Chen, M.-R. A., Yang, Y., & Ogata, H. (2023). Analysis of self-directed learning ability, reading outcomes, and personalized planning behavior for self-directed extensive reading. *Interactive Learning Environments*, 31(6), 3613–3632. <https://doi.org/10.1080/10494820.2021.1937660>
- Liew, H. S., & Abdul Aziz, A. (2022). Systematic Review on Speaking Skill Teaching Approaches in the ESL / EFL Classroom: Before and During Covid 19. *International Journal of Academic Research in Progressive Education and Development*, 11(1), Pages 216-234. <https://doi.org/10.6007/IJARPED/v11-i1/11677>
- Majedi, N., & Pishkar, K. (2016). The Effect of Self-directed Learning on Iranian Intermediate EFL Learners' Speaking Accuracy.
- Malison, K., & Thammakoranonta, N. (2018). An Exploratory Study Of Self-Directed Learning: The Differences Between It And Non-It Employees In Thailand. 21(3).

- Medvedovska D., Skarlupina Y. (2016) Integrating Online Educational Application in The Classroom. *European Humanities Studies: State and Society*, № 4 (2016). – Slupsk, Poland. C. 145-156.
- Montaser, J. (2021). Turn-taking in Oral Communication. <https://doi.org/10.13140/RG.2.2.34403.78881>
- Musa. (2020). Tandem Language Exchange : An App to Improve Speaking Skill.
- Maulida, E. R., Mukti, S. R. W., Husnu, M., & Yusri, A. (2024). *The Effectiveness of Cake App to Teach Speaking*.
- Nadesan, N. K., & Md. Shah, P. (2020). Non-Linguistic Challenges Faced by Malaysian Students in Enhancing Speaking Skills. *Creative Education*, 11(10), 1988–2001. <https://doi.org/10.4236/ce.2020.1110145>
- Namaziandost, E., & Nasri, M. (2019). The Impact of Social Media on EFL Learners' Speaking Skill:
- Ngoc, D. T. B., & Dung, T. T. (2020). Key Factors Influencing Learners' Oral Fluency In English Speaking Classes: A Case At A Public University In Viet Nam. *Vnu Journal of Foreign Studies*, 36(6), 93. <https://doi.org/10.25073/2525-2445/vnufs.4631>
- Nurlely, L. (2024). *Exploring Gamification Approaches in Grammar Learning*. 03(01).
- Nurbaiti Ali. (2023). The Cake Application: A Mobile-Assisted Language Learning (MALL) to Improve English Speaking Skill. *JOLADU: Journal of Language Education*, 2(2), 76–83. <https://doi.org/10.58738/joladu.v2i2.472>
- Olivier, J. (2019). Exploring Autonomography: The Development of a Self-directed Writing Self-rating Scale. *Iranian Journal of Language Teaching Research*, 7(1). <https://doi.org/10.30466/ijltr.2019.120630>
- O'shea, E. (2003). Self-directed learning in nurse education: a review of the literature. *Blackwell Publishing Ltd, Journal of Advanced Nursing*, 43(1), 62–7.
- Pham, A. T. (2023). The impact of gamified learning using Quizizz on ESL learners' grammar achievement. *Contemporary Educational Technology*, 15(2), ep410. <https://doi.org/10.30935/cedtech/12923>

- Persson, V., & Nouri, J. (2018). A Systematic Review of Second Language Learning with Mobile Technologies. *International Journal of Emerging Technologies in Learning (iJET)*, 13(02), 188. <https://doi.org/10.3991/ijet.v13i02.8094>
- Pierce. (2023). *Understanding The Process: Planning A Peer-To-Peer Mentoring Program To Meet The Needs Of Black Suburban Middle School Students*.
- Prajitno, S. B. (2013). *Metodologi Penelitian Kuantitatif*.
- Rahman, R., Kondoy, E., & Hasrin, A. (2020). Penggunaan Aplikasi Quizziz Sebagai Media Pemberian Kuis Dalam Meningkatkan Motivasi Belajar Mahasiswa. 4(3).
- Ramadhanty, F. (n.d.). The Effectiveness of Self-Directed Learning for English Language Education: A Systematic Literature Review. *English Language*, 6(1).
- Rengganis, D. P. (2023). The Effect Of Cake's Online Application On Listening Skill. *For 'sarjana' degree in English Tadris Study Program*.
- Rezaee, A. A., Alavi, S. M., & Razzaghifard, P. (2020). Mobile-based dynamic assessment and the development of EFL students' oral fluency. *International Journal of Mobile Learning and Organisation*, 14(4), 511. <https://doi.org/10.1504/IJMLO.2020.110789>
- Robinson, J. D., & Persky, A. M. (2020). Developing Self-Directed Learners. *American Journal of Pharmaceutical Education*, 84(3), 847512. <https://doi.org/10.5688/ajpe847512>
- Rofiqoh, A. P. (n.d.). Jurusan Pendidikan Agama Islam Falkutas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Ponorogo Mei 202.
- Rohmah, A. A. (2022). The Use Of Ted Talks Videos For Learning Public Speaking By English Department Students. 10(01).
- Romania, & Timpau, C. (2015). Importance of Self-Directed Learning. *Logos Universality Mentality Education Novelty. Section: SOCIAL SCIENCES*, 04(01), 37–49. <https://doi.org/10.18662/lumenss.2015.0401.03>
- Rosado Morales, L. X., & Vaca-Cárdenas, M. (2023). Methods, techniques, and strategies to motivate students of English as a foreign language to improve the speaking skill. *Kronos – The Language Teaching Journal*, 4(1), 54–70. <https://doi.org/10.29166/kronos.v4i1.4259>

- Saha, D. (2006). Improving Indonesian Nursing Students' Self- Directed Learning Readiness.
- Sahoo, S. (2016). Finding self-directed learning readiness and fostering self-directed learning through weekly assessment of self-directed learning topics during undergraduate clinical training in ophthalmology. *International Journal of Applied and Basic Medical Research*, 6(3), 166. <https://doi.org/10.4103/2229-516X.186959>
- Saidna Zulfiqar Bin Tahir. (2013). Teaching Speaking (English) Through Yahoo Messenger. *Media Pustaka Qalam*. <https://doi.org/10.13140/RG.2.1.3001.5765>
- Salsabila, U. H., Habiba, I. S., Amanah, I. L., Istiqomah, N. A., & Difany, S. (2020). Pemanfaatan Aplikasi Quizizz Sebagai Media Pembelajaran Ditengah Pandemi Pada Siswa SMA. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi/JIITUJ*, 4(2), 163–173. <https://doi.org/10.22437/jiituj.v4i2.11605>
- Salsabila, N. F., Rahayu, P., & Putri, H. E. (2024). Pengaruh Model Pembelajaran Cooperative Tipe Student Team Achievement Divisions Berbantuan Quizizz Terhadap Kemampuan Berpikir Kreatif Siswa Sekolah Dasar. 09.
- Sandars, J., Correia, R., Dankbaar, M., De Jong, P., Goh, P. S., Hege, I., Masters, K., Oh, S.-Y., Patel, R., Premkumar, K., Webb, A., & Pusic, M. (2020). Twelve tips for rapidly migrating to online learning during the COVID-19 pandemic. *MedEdPublish*, 9, 82. <https://doi.org/10.15694/mep.2020.000082.1>
- Savira, D., & Fauzi, I. (2023a). Teaching Recount Text Using TED Talks Video to Enhance Students' Speaking Skill at the Secondary School. 1.
- Savira, D., & Fauzi, I. (2023b). Teaching Recount Text Using TED Talks Video to Enhance Students' Speaking Skill at the Secondary School. 1.
- Şenyuva, E., Kaya, H., Işık, B., & Bodur, G. (2014). Relationship between self-compassion and emotional intelligence in nursing students. *International Journal of Nursing Practice*, 20(6), 588–596. <https://doi.org/10.1111/ijn.12204>
- Shalihah, M., Supramaniam, K., & Kholidi, M. A. (2022). Teachers' And Students' Perspectives Of Factors Affecting Students' Speaking Performance In Learning English. *Jurnal Tatsqif*, 20(1), 68–86. <https://doi.org/10.20414/jtq.v20i1.6150>
- Sinta, (2019). The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment. 254.



- Song, L., & Hill, J. (2007). A Conceptual Model for Understanding Self-Directed Learning in Online Environments.
- Song, D., & Bonk, C. J. (2016). Motivational factors in self-directed informal learning from online learning resources. *Cogent Education*, 3(1), 1205838. <https://doi.org/10.1080/2331186X.2016.1205838>
- Suárez, M. W. (2020). Author: Mena Bonifaz Christian Daniel.
- Sugiyanti, M., Vebrianto, R., & Aisyah, S. (2023). The Effect of Parental Education Patterns on Attitudes and Learning Outcomes of Elementary School Students in the Pandemic. *Instructional Development Journal*, 6(1), 38. <https://doi.org/10.24014/idj.v6i1.24588>
- Sumuer, E. (2018). Factors related to college students' self-directed learning with technology. *Australasian Journal of Educational Technology*, 34(4). <https://doi.org/10.14742/ajet.3142>
- Suryadi, A., Fawaiz, S., Kurniati, E., & Swandi, A. (2023). Gender- and academic level-bias in MATS when measuring attitude towards science in Indonesia: A Rasch analysis. *Journal of Pedagogical Research*, 1. <https://doi.org/10.33902/JPR.202422983>
- Suryani, A. S. M., Nurinsani, C., Purnama, G. I., Hakim, I. L., & Nisa, L. K. (2021). The Implementation of Cake Application for Speaking English in Online Learning.
- Suvarnaphaet, K. M., & Suvarnaphaet, P. (2023). Use Of Podcasts To Develop Students' Speaking Skills.
- Tekkol, İ. A., & Demirel, M. (2018). An Investigation of Self-Directed Learning Skills of Undergraduate Students. *Frontiers in Psychology*, 9, 2324. <https://doi.org/10.3389/fpsyg.2018.02324>
- Tina Mariany Arifin, S. A. F. A. (2014). Improving Grade X Students' Speaking Competence In Reporting A Procedure Text By Using Video. *Register Journal of English Language Teaching of FBS-Unimed*, 3(1). <https://doi.org/10.24114/reg.v3i1.1040>
- Trinder, R. (2017). Informal and deliberate learning with new technologies. *ELT Journal*, 71(4), 401–412. <https://doi.org/10.1093/elt/ccw117>

- Trotman, W. (2006). The TKT Teaching Knowledge Test Course. *ELT Journal*, 60(1), 93–95. <https://doi.org/10.1093/elt/cci090>
- Van Woezik, T., Reuzel, R., & Koksma, J. (2019). Exploring Open Space: A self-directed learning approach for higher education. *Cogent Education*, 6(1), 1615766. <https://doi.org/10.1080/2331186X.2019.1615766>
- Waluyo, B., & Tran, H. M. (2023b). Implementing Gamified Vocabulary Learning In Asynchronous Mode. *Teflin Journal-A Publication on the Teaching and Learning of English*, 34(1), 136. <https://doi.org/10.15639/teflinjournal.v34i1/136-156>
- Wang, C., Zhu, S., & Ma, B. (2023). A study on English learning strategies of university students in Hong Kong. *Asian Englishes*, 25(3), 376–390. <https://doi.org/10.1080/13488678.2021.1945182>
- Widiyaningsih, N., Sudigdo, A., & Santosa, W. H. (2024). The Influence Of Students' Reading Interest On Indonesian Language Learning Achievement In Pakel I State Primary Schools. *Taman Cendekia: Jurnal Pendidikan Ke-SD-An*, 8(1), 1–12. <https://doi.org/10.30738/tc.v8i1.16306>
- Yanthi, W. (2020). The Use Of Cake Application In Teaching Speaking To Senior High School's Students.
- Yasmin, M., Naseem, F., & Masso, I. C. (2019). Teacher-directed learning to self-directed learning transition barriers in Pakistan. *Studies in Educational Evaluation*, 61, 34–40. <https://doi.org/10.1016/j.stueduc.2019.02.003>
- Zunaira Batool & Dr. Muhammad Zubair Asghar. (2016). *Android-Based Application For Basic Math Skill Builder*. <https://doi.org/10.13140/RG.2.2.27887.23207>
- Zhao, F. (2019). Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom. *International Journal of Higher Education*, 8(1), 37. <https://doi.org/10.5430/ijhe.v8n1p37>



# A P P E N D I C E S



## Lesson Plan for Experimental Group

### MODUL AJAR

Nama Sekolah : SMP Negeri 3 Galesong Selatan  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester/Fase : VIII/ Ganjil/ Fase D

Materi Pokok : I can speak five languages  
 Alokasi Waktu : 6 Pertemuan (2 x 45 Menit)  
 Profil Pelajar Pancasila : Self-reliant, Mutual Assistance, Having Faith, Fear of God Almighty, and Having Noble Character.

#### A. Kompetensi Inti

##### Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

1. Peserta didik dapat mengidentifikasi dan menggunakan ekspresi "can" untuk menyatakan kemampuan melakukan sesuatu.
2. Peserta didik dapat mengidentifikasi dan menggunakan ekspresi "will" untuk menyatakan kesediaan melakukan sesuatu.
3. Peserta didik dapat mengidentifikasi dan menggunakan ekspresi "can't" dan "won't" untuk menyatakan ketidakmampuan dan ketidaksediaan melakukan sesuatu.
4. Peserta didik dapat mengidentifikasi dan menggunakan ekspresi "can" dan "will" untuk membuat kalimat interogatif yang bertanya tentang kemampuan dan kesediaan seseorang.
5. Peserta didik dapat mengidentifikasi dan menggunakan ekspresi "could" dan "would" untuk bertanya atau meminta sesuatu dengan sopan.
6. Peserta didik dapat memperagakan dialog yang menggunakan berbagai ekspresi untuk menyatakan kemampuan dan kesediaan melakukan sesuatu.

#### B. Media, Alat dan sumber belajar

1. Aplikasi 'Cake – Learn English'.
2. Buku paket bahasa Inggris.
3. Power Point.
4. Laptop.
5. Proyektor.

### Pertanyaan Pemantik

1. In daily lives, we often need to say whether we can or are willing to do something or not. Do you know what to say when you want to say you can or cannot do something?

### Materi Pembelajaran

1. Expressions to show someone's ability in doing something (Bright VIII hal. 2)
2. Expressions to show someone's willingness to do something. (Bright VIII hal. 6)

## C. Langkah Pembelajaran

### Pertemuan 1 (2 JP)

#### Kegiatan awal (10')

##### Assessment

- Mempersiapkan peserta didik untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).

##### **Diagnosa kebutuhan belajar**

- Guru melakukan diagnosa awal melalui video dan pertanyaan pemantik terkait kalimat untuk menyatakan kemampuan dan ketidakmampuan, seperti:
  - *Do you know what to say when you want to express someone's ability to do something?*
  - Menyampaikan topik dan agenda pembelajaran.
- Guru menjelaskan mengenai apa itu "CAKE" aplikasi dan cara penggunaanya
  - Cari "Cake - Learn English & Korean" di [Google Play Store](#) atau [Apple App Store](#).
  - Setelah terpasang, buka aplikasinya dan daftar atau masuk menggunakan akun Google, Facebook, atau email.
  - Pilih **level bahasa** (pemula, menengah, mahir) sesuai kemampuan.
  - Jelajahi **video ekspresi harian** untuk belajar ungkapan umum dari dalam Bahasa Inggris
  - Setiap video disertai dengan teks untuk membantu pengguna memahami dialog dan kosa kata.
  - Setelah menonton video, tirukan pengucapan dalam fitur **Speak** yang memungkinkan pengguna mengulangi kalimat yang sama seperti di video.
  - Setelah menyelesaikan pelajaran, gunakan **kuis** gratis untuk mengulang dan memperkuat pemahaman Anda.

##### Planning

##### **Merumuskan tujuan pembelajaran**

- Peserta didik diajak untuk merumuskan tujuan belajar secara mandiri terkait ekspresi kemampuan dalam bahasa Inggris.

##### **Memilih strategi belajar**

- Peserta didik bebas memilih cara belajar yang sesuai dengan gaya mereka, misalnya dengan melihat video tambahan atau berlatih dengan teman.

#### Kegiatan Inti (60')

##### Implementation

### **Pelaksanaan pembelajaran**

- Peserta didik mencari dan menonton video dalam aplikasi "CAKE" yang menunjukkan penggunaan "can" dalam kalimat sehari-hari. Keywords untuk video tsb adalah:
  - I can tell
  - I can keep a secret
  - I can do Friday
- Setelah menonton, peserta didik mengidentifikasi dan mencatat contoh penggunaan "can" dalam video.

### **Latihan dan Praktik**

- Peserta didik mencari 5 contoh dan berlatih menggunakan kalimat tentang apa yang mereka bisa lakukan dengan menggunakan "can" (misalnya, "I can play football", "I can cook"). Mereka menuliskan kalimat tersebut dan berlatih mengucapkannya.
- Pasangkan peserta didik untuk saling berbagi tentang kemampuan mereka dan berikan umpan balik. *(Setiap peserta didik akan menceritakan kepada pasangannya tentang kemampuan mereka, misalnya "I can play football" dan pasangan mereka memberikan tanggapan.)*

### **Evaluation**

#### **Evaluasi dan Refleksi**

- Guru menanyakan pertanyaan reflektif:  
"Apa ekspresi yang kamu pelajari hari ini untuk menyatakan kemampuan?"
- Peserta didik mengevaluasi kemampuan mereka dalam membuat dan mengucapkan kalimat dengan "can".

### **Kegiatan Penutup (10')**

- Menyampaikan apresiasi atas usaha peserta didik dan berikan motivasi untuk terus belajar.

### **Pertemuan 2 (2 JP)**

#### **Kegiatan awal (10')**

#### **Assessment**

- Mempersiapkan peserta didik untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).

#### **Diagnosa kebutuhan belajar**

- Guru menanyakan pertanyaan pemantik:
  - "Do you know how to ask someone about their willingness to do something?"

### **Planning**

#### **Merumuskan tujuan pembelajaran**

- Peserta didik diajak untuk merumuskan tujuan pembelajaran secara mandiri terkait ekspresi kesediaan dalam bahasa Inggris.

#### **Memilih strategi belajar**

- Peserta didik bebas memilih cara belajar yang sesuai dengan gaya mereka, misalnya dengan melihat video tambahan atau berlatih dengan teman.

### **Kegiatan Inti (60')**

#### **Implementation**

##### **Pelaksanaan pembelajaran**

- Peserta didik mencari video dari app “CAKE” yang menunjukkan contoh penggunaan "will" untuk menyatakan kesediaan. Keywords untuk video tsb adalah:
  - I will buy it
  - I will have my revenge
  - I will eat it all by myself
  -
- Setelah menonton, peserta didik mengidentifikasi dan mencatat beberapa kalimat menggunakan "will" yang mereka temukan di video.

##### **Latihan dan Praktik:**

- Peserta didik menuliskan beberapa rencana pribadi dan berlatih menggunakan kalimat tentang apa yang mereka akan lakukan dengan menggunakan “will” (misalnya, “I will study tonight”). Mereka menuliskan kalimat tersebut dan berlatih mengucapkannya.
- Peserta didik berkolaborasi dalam kelompok kecil, berbagi rencana masa depan menggunakan kata “will”, dan mempraktikkan bahasa Inggrisnya secara lisan.

#### **Evaluation**

##### **Evaluasi dan Refleksi**

- Guru menanyakan pertanyaan reflektif:  
“Apa ekspresi yang kamu pelajari hari ini untuk menyatakan kesediaan?”
- Peserta didik menulis refleksi tentang kesediaan mereka menggunakan "will" dalam percakapan.

### **Kegiatan Penutup (10')**

- Guru memberikan apresiasi atas usaha peserta didik dan memotivasi mereka untuk berlatih menggunakan berbagai ekspresi di rumah.

### **Pertemuan 3 (2 JP)**

#### **Kegiatan awal (10')**

##### **Assessment**

- Mempersiapkan peserta didik untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).

### **Diagnosa kebutuhan belajar**

- Guru menanyakan pertanyaan pemantik:
  - “Do you know how to express when we can't or won't do something?”

### **Planning**

#### **Merumuskan tujuan pembelajaran**

- Peserta didik diajak untuk merumuskan tujuan pembelajaran secara mandiri terkait ekspresi ketidakmampuan dan ketidaksediaan dalam bahasa Inggris.

#### **Memilih strategi belajar**

- Peserta didik bebas memilih cara belajar yang sesuai dengan gaya mereka, misalnya dengan melihat video tambahan atau berlatih dengan teman.

### **Kegiatan Inti (60')**

#### **Implementation**

##### **Pelaksanaan pembelajaran**

- Peserta didik mencari video dari app “CAKE” yang menunjukkan contoh penggunaan "can't" dan “won't” untuk menyatakan ketidakmampuan dan ketidaksediaan. Keywords untuk video tsb adalah:
  - You can't fool me
  - I can't stay mad at you
  - I can't take a sick day
  - I won't have it
  - I won't tell a soul
  - I won't say a word
- Setelah menonton, peserta didik mengidentifikasi dan mencatat beberapa kalimat menggunakan "can't" dan “won't” yang mereka temukan di video.

##### **Latihan dan Praktik:**

- Peserta didik berlatih menggunakan kalimat tentang apa yang mereka tidak bisa lakukan dengan menggunakan “can't” (misalnya, “I can't dance”) dan beberapa kalimat tentang apa yang mereka tidak akan lakukan dengan menggunakan “won't” (misalnya, “I won't go out”). Mereka menuliskan kalimat tersebut dan berlatih mengucapkannya.
- Peserta didik bekerja dalam kelompok kecil dan menggunakan "can't" dan "won't" dalam skenario simulasi, seperti menolak ajakan, menolak tugas, atau menjelaskan ketidakmampuan.
- Setiap pasangan memperagakan dialog di depan kelas yang menggunakan "can't" dan "won't".

### **Evaluation**

#### **Evaluasi dan Refleksi**

- Guru menanyakan pertanyaan reflektif:

“Apa ekspresi yang kamu pelajari hari ini untuk menyatakan ketidakmampuan dan ketidaksediaan?”

Peserta didik mengidentifikasi hal-hal yang perlu diperbaiki dalam penggunaan "can't" dan "won't".

### **Kegiatan Penutup (10')**

- Guru memberikan apresiasi atas usaha peserta didik dan memotivasi mereka untuk berlatih menggunakan berbagai ekspresi di rumah.

### **Pertemuan 4 (2 JP)**

#### **Kegiatan awal (10')**

##### **Assessment**

##### **Menciptakan suasana belajar yang nyaman**

- Mempersiapkan peserta didik untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).

##### **Diagnosa kebutuhan belajar**

- Guru menanyakan pertanyaan pemantik:
  - “Do you think you could learn a new skill in one week?”
  - If you could travel anywhere in the world, where would you go and why?

##### **Planning**

- **Merumuskan tujuan pembelajaran**  
 didik diajak untuk merumuskan tujuan pembelajaran secara mandiri terkait ekspresi "could" dan "would" untuk bertanya atau meminta sesuatu dengan sopan dan digunakan untuk past abilities...

##### **Memilih strategi belajar**

- Peserta didik bebas memilih cara belajar yang sesuai dengan gaya mereka, misalnya dengan melihat video tambahan atau berlatih dengan teman.

#### **Kegiatan Inti (60')**

##### **Implementation**

##### **Pelaksanaan pembelajaran**

- Peserta didik mencari video dari app “CAKE” yang menunjukkan cara membuat permintaan sopan menggunakan "could" dan "would". Keywords untuk video tsb adalah:
  - I could be wrong
  - You could say that again
  - Could I ask a favor of you?
  - Could you please let me in?
  - I would like to help
  - I would never hurt you
  - Would you cut it out?
  - Would you like a cup of tea?



- Setelah menonton, peserta didik mengidentifikasi dan mencatat beberapa kalimat menggunakan "could" dan "would" yang mereka temukan di video.

### **Latihan dan Praktik:**

- Peserta didik berlatih menggunakan kalimat yang menunjukkan cara membuat permintaan sopan menggunakan "could" dan "would". Mereka menuliskan kalimat tersebut dan berlatih mengucapkannya.
- Peserta didik diminta mencari situasi sehari-hari di mana permintaan sopan diperlukan. Mereka menuliskan 5 permintaan menggunakan "could" dan "would".
- Dalam kelompok kecil, peserta didik membuat dialog untuk bertanya atau meminta sesuatu secara sopan dengan menggunakan "could" dan "would".

### **Evaluation**

#### **Evaluasi dan Refleksi**

- Guru menanyakan pertanyaan reflektif:  
"Apa ekspresi yang kamu pelajari hari ini untuk menyatakan menunjukkan cara membuat permintaan dengan sopan ?"  
Peserta didik merefleksikan seberapa sopan dan efektif mereka dalam menggunakan "could" dan "would" dalam percakapan sehari-hari.

### **Kegiatan Penutup (10')**

- Guru memberikan apresiasi atas usaha peserta didik dan memotivasi mereka untuk berlatih menggunakan berbagai ekspresi di rumah.

### **Pertemuan 5 (2 JP)**

#### **Kegiatan awal (10')**

#### **Assessment**

#### **Menciptakan suasana belajar yang nyaman**

- Mempersiapkan peserta didik untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).

#### **Diagnosa kebutuhan belajar**

- Guru menanyakan pertanyaan pemantik:  
- "Do you know how to say when you want to ask for something?"

### **Planning**

#### **Merumuskan tujuan pembelajaran**

Peserta didik diajak untuk merumuskan tujuan pembelajaran secara mandiri terkait penggunaan ekspresi "can" dan "will" untuk membuat kalimat interogatif yang bertanya tentang kemampuan dan kesediaan seseorang.

#### **Memilih strategi belajar**

- Peserta didik bebas memilih cara belajar yang sesuai dengan gaya mereka, misalnya dengan melihat video tambahan atau berlatih dengan teman.

## Kegiatan Inti (60')

### Implementation

#### Mengidentifikasi sumber belajar

1. Peserta didik mencari video dari app "CAKE" yang menampilkan kalimat tanya menggunakan "can" dan "will". Keywords untuk video tsb adalah:
  - Can I ask you a favor?
  - Can I get some ketchup?
  - Can I get a "to go" box?
  - 
  - Will you relax?
  - Will you teach me?
  - Will you please help me?
2. Setelah menonton, peserta didik mengidentifikasi dan mencatat beberapa kalimat interogatif menggunakan "can" dan "will" yang mereka temukan di video.

#### Latihan dan Praktik:

- Peserta didik membuat 5 kalimat tanya menggunakan "can" dan "will", dan kemudian mereka melatih mengucapkannya secara mandiri.
- Peserta didik bekerja berpasangan untuk saling bertanya dan menjawab menggunakan "can" dan "will". Contoh: *"Can you speak English?"*, *"Will you go to the party?"*.
- Setiap kelompok memperagakan wawancara singkat di depan kelas menggunakan kalimat interogatif yang telah mereka buat.

### Evaluation

#### Evaluasi dan Refleksi

- Guru menanyakan pertanyaan reflektif:  
 "Apa ekspresi yang kamu pelajari hari ini untuk membuat kalimat interogatif yang bertanya tentang kemampuan dan kesediaan seseorang?  
 Peserta didik mengevaluasi kemampuan mereka dalam membuat dan menggunakan kalimat tanya dengan "can" dan "will".

## Kegiatan Penutup (10')

- Guru memberikan apresiasi atas usaha peserta didik dan memotivasi mereka untuk berlatih menggunakan berbagai ekspresi di rumah.

## Pertemuan 6 (2 JP)

### Kegiatan awal (10')

#### Assessment

- Mempersiapkan peserta didik untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).

#### Diagnosa kebutuhan belajar

- Guru menanyakan pertanyaan pemantik:

- “Do you know how to express various expressions related to ability and willingness?”

### **Planning**

- **Merumuskan tujuan pembelajaran**

Peserta didik diajak untuk merumuskan tujuan pembelajaran secara mandiri terkait penggunaan berbagai ekspresi untuk menyatakan kemampuan, ketidakmampuan, kesediaan, dan ketidakseediaan melakukan sesuatu.

- **Memilih strategi belajar**

- Peserta didik bebas memilih cara belajar yang sesuai dengan gaya mereka, misalnya dengan melihat video tambahan atau berlatih dengan teman.

### **Kegiatan Inti (60')**

#### **Implementation**

##### **Mengidentifikasi sumber belajar**

- Peserta didik mencari video dari app “CAKE” yang mencakup berbagai ekspresi yang telah dipelajari (can, can't, will, won't, could, would). Keywords untuk video tsb adalah:
  - I can tell
  - I can't handle this
  - I'll do it myself
  - I won't say a word
  - Could you turn that down?
  - Would you mind taking a photo of us?
- Setelah menonton, peserta didik mengidentifikasi dan mencatat berbagai ekspresi kalimat yang telah dipelajari (can, can't, will, won't, could, would).

##### **Latihan dan Praktik:**

- Peserta didik diberikan beberapa skenario (misalnya, menawarkan bantuan, menolak permintaan, meminta izin) dan diminta membuat dialog secara mandiri yang menggunakan ekspresi "can", "can't", "will", "won't", "could", dan "would".
- Setiap kelompok memperagakan dialog yang telah mereka susun, menggabungkan seluruh ekspresi yang dipelajari selama 6 pertemuan.
- Peserta didik saling memberikan masukan terkait penggunaan ekspresi dan cara berbicara.

### **Evaluation**

##### **Evaluasi dan refleksi**

- Guru menanyakan pertanyaan reflektif:  
“Apa ekspresi yang kamu pelajari hari ini? \
- Peserta didik menulis refleksi akhir tentang bagaimana kemampuan berbicara mereka berkembang dalam menggunakan berbagai ekspresi untuk menyatakan kemampuan, kesediaan, dan permintaan.

**Kegiatan Penutup (10')**

- Guru memberikan apresiasi atas usaha peserta didik dan memotivasi mereka untuk berlatih menggunakan berbagai ekspresi di rumah.

Takalar, Agustus 2024  
Guru Mapel

(Ratnasari)



## Lesson Plan for Control Group

### MODUL AJAR

Nama Sekolah : SMP Negeri 3 Galesong Selatan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester/Fase : VIII/ Ganjil/ Fase D

Materi Pokok : I can speak five languages

Alokasi Waktu : 6 Pertemuan (2 x 45 Menit)

Profil Pelajar Pancasila : Self-reliant, Mutual Assistance, Having Faith, Fear of God Almighty, and Having Noble Character.

#### A. Kompetensi Inti

##### Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat :

7. Peserta didik dapat mengidentifikasi dan menggunakan ekspresi "can" untuk menyatakan kemampuan melakukan sesuatu.
8. Peserta didik dapat mengidentifikasi dan menggunakan ekspresi "will" untuk menyatakan kesediaan melakukan sesuatu.
9. Peserta didik dapat mengidentifikasi dan menggunakan ekspresi "can't" dan "won't" untuk menyatakan ketidakmampuan dan ketidaksediaan melakukan sesuatu.
10. Peserta didik dapat mengidentifikasi dan menggunakan ekspresi "can" dan "will" untuk membuat kalimat interogatif yang bertanya tentang kemampuan dan kesediaan seseorang.
11. Peserta didik dapat mengidentifikasi dan menggunakan ekspresi "could" dan "would" untuk bertanya atau meminta sesuatu dengan sopan.
12. Peserta didik dapat memperagakan dialog yang menggunakan berbagai ekspresi untuk menyatakan kemampuan dan kesediaan melakukan sesuatu.

#### B. Media, Alat dan sumber belajar

1. Aplikasi "Quizizz"
2. Buku paket bahasa Inggris.
3. Power Point.
4. Laptop.
5. Proyektor.

### Pertanyaan Pemantik

2. In daily lives, we often need to say whether we can or are willing to do something or not. Do you know what to say when you want to say you can or cannot do something?

### Materi Pembelajaran

3. Expressions to show someone's ability in doing something (Bright VIII hal. 2)
4. Expressions to show someone's willingness to do something. (Bright VIII hal. 6)

### A. Kegiatan Pembelajaran

#### Pertemuan 1 (2 JP)

#### Kegiatan awal (10')

- Mempersiapkan peserta didik untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Memberikan stimulus awal dengan video pendek yang menampilkan percakapan dalam bahasa Inggris yang mengandung penggunaan ekspresi kemampuan dengan kata "can".
- Mengajukan pertanyaan pemantik untuk menggugah minat peserta didik, misalnya: - *"Do you know how to express someone's ability to do something in English?"*
- Menyampaikan topik dan agenda pembelajaran serta media yg akan digunakan yaitu Quizizz
  - *Buka Google Play Store pada perangkat Android/Ios.*
  - *Di kolom pencarian, ketik "Quizizz".*
  - *Temukan aplikasi "Quizizz: Play to Learn" yang dikembangkan oleh Quizizz Inc.*
  - *Klik tombol "Install".*
  - *Tunggu hingga proses instalasi selesai, lalu buka aplikasi Quizizz dari menu aplikasi.*
  - *Web tersebut juga dapat diakses melalui link yang dibagikan langsung oleh guru melalui media sosial.*
- Guru menyampaikan tujuan pembelajaran, yaitu peserta didik diharapkan dapat menggunakan kata "can" untuk menyatakan kemampuan dalam berbagai konteks.

#### Kegiatan Inti (60')

- Memberikan pemahaman awal tentang penggunaan "can" dalam menyatakan kemampuan melalui aplikasi quizizz.
- **Guru memperkenalkan konsep menyatakan kemampuan (ability) Bahasa Inggris** dalam kalimat sehari-hari, dengan contoh kalimat seperti:
  - *"I can play football."*
  - *"She can cook very well."*
- Guru memberikan contoh situasi sehari-hari di mana peserta didik dapat menggunakan kata "can" untuk menyatakan kemampuan mereka sendiri atau orang lain.
- **Peserta didik mengidentifikasi pola kalimat dari ekspresi ability.**



- Menginstruksikan peserta didik untuk mengikuti kuis yang telah disiapkan di Quizizz. Kuis ini dirancang untuk menguji pemahaman peserta didik tentang penggunaan "can" dalam kalimat.
- Guru berkeliling kelas, memberikan bimbingan, dan membantu peserta didik yang mengalami kesulitan teknis atau konsep.
- Setelah peserta didik menyelesaikan kuis, guru memfasilitasi diskusi kelas untuk membahas jawaban dari kuis tersebut.
- Guru memberikan penjelasan tambahan atau contoh baru jika terdapat konsep yang masih kurang dipahami oleh peserta didik.

### Kegiatan Penutup (10')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya
- Menutup kegiatan dengan doa bersama.

### Pertemuan 2 (2 JP)

#### Kegiatan awal (10')

- Mempersiapkan peserta didik untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).  
Guru memberikan pertanyaan pemantik untuk memunculkan rasa ingin tahu peserta didik:  
- *"Do you know how to ask someone about their willingness to do something?"*  
Menyampaikan topik dan agenda pembelajaran
- Guru menyampaikan tujuan pembelajaran, yaitu peserta didik diharapkan dapat menggunakan kata "will" untuk menyatakan kesediaan dalam berbagai konteks.

#### Kegiatan Inti (60')

- Memberikan pemahaman awal tentang penggunaan kata "will" untuk menyatakan kesediaan (*willingness*) melalui aplikasi Quizizz.
- Guru memperkenalkan konsep menyatakan kesediaan dalam bahasa Inggris menggunakan contoh kalimat sehari-hari, seperti:
  - *"I will help you with your homework."*
  - *"She will join the meeting tomorrow."*
- Guru memberikan contoh situasi sehari-hari di mana peserta didik dapat menggunakan kata "will" untuk menyatakan kesediaan mereka atau orang lain dalam berbagai konteks.
- Peserta didik mengidentifikasi pola kalimat yang menyatakan *willingness*.
- Menginstruksikan peserta didik untuk mengikuti kuis yang telah disiapkan di Quizizz. Kuis ini dirancang untuk menguji pemahaman peserta didik tentang penggunaan "will" dalam menyatakan kesediaan dalam kalimat.
- Guru berkeliling kelas, memberikan bimbingan, dan membantu peserta didik



yang mengalami kesulitan teknis atau konsep.

- Setelah peserta didik menyelesaikan kuis, guru memfasilitasi diskusi kelas untuk membahas jawaban dari kuis tersebut.
- Guru memberikan penjelasan tambahan atau contoh baru jika terdapat konsep yang masih kurang dipahami oleh peserta didik.

#### **Kegiatan Penutup (10)**

- Melakukan refleksi pembelajaran.
- Menyampaikan agenda berikutnya.
- Menutup kegiatan dengan doa bersama.

### **Pertemuan 3 (2 JP)**

#### **Kegiatan awal (10')**

- Mempersiapkan peserta didik untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Guru mengajukan pertanyaan pemantik untuk merangsang rasa ingin tahu:
  - *"Do you know how to express when we can't or won't do something?"*
- Menyampaikan topik dan agenda pembelajaran
- Guru menyampaikan tujuan pembelajaran, yaitu peserta didik diharapkan dapat memahami ekspresi ketidakmampuan dan ketidaksediaan menggunakan "can't" dan "won't".

#### **Kegiatan Inti (60')**

- Memberikan pemahaman awal tentang penggunaan kata "can't" dan "won't" untuk menyatakan ketidakmampuan dan ketidaksediaan melalui aplikasi Quizizz.
- Guru memperkenalkan konsep menyatakan ketidakmampuan dan ketidaksediaan dalam bahasa Inggris menggunakan contoh kalimat sehari-hari, seperti:
  - *"You can't fool me"*
  - *"I won't have it"*
- Guru memberikan contoh situasi sehari-hari di mana peserta didik dapat menggunakan kata "can't" dan "won't" untuk menyatakan ketidakmampuan dan ketidaksediaan mereka atau orang lain dalam berbagai konteks.
- Peserta didik mengidentifikasi pola kalimat yang menggunakan kata "can't", and "won't".
- Menginstruksikan peserta didik untuk mengikuti kuis yang telah disiapkan di Quizizz. Kuis ini dirancang untuk menguji pemahaman peserta didik tentang penggunaan "can't", and "won't" dalam menyatakan kesediaan dalam kalimat.

- Guru berkeliling kelas, memberikan bimbingan, dan membantu peserta didik yang mengalami kesulitan teknis atau konsep.
- Setelah peserta didik menyelesaikan kuis, guru memfasilitasi diskusi kelas untuk membahas jawaban dari kuis tersebut.
- Guru memberikan penjelasan tambahan atau contoh baru jika terdapat konsep yang masih kurang dipahami oleh peserta didik.

### **Kegiatan Penutup (10')**

- Melakukan refleksi pembelajaran.
- Menyampaikan agenda berikutnya.
- Menutup kegiatan dengan doa bersama.

## **Pertemuan 4 (2 JP)**

### **Kegiatan awal (10')**

- Mempersiapkan peserta didik untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Guru mengajukan pertanyaan pemantik untuk merangsang rasa ingin tahu:
  - *"Do you think you could learn a new skill in one week?"*
  - *"If you could travel anywhere in the world, where would you go and why?"*
- Menyampaikan topik dan agenda pembelajaran
- Guru menyampaikan tujuan pembelajaran, yaitu peserta didik diharapkan dapat menggunakan ekspresi "could" dan "would" untuk bertanya atau meminta sesuatu dengan sopan, serta penggunaannya untuk menyatakan kemampuan di masa lalu.

### **Kegiatan Inti (60')**

- Memberikan pemahaman awal tentang penggunaan kata "could" dan "would" untuk bertanya atau meminta sesuatu dengan sopan serta penggunaannya untuk menyatakan kemampuan di masa lalu melalui aplikasi Quizizz.
- Guru memperkenalkan konsep menyatakan penggunaan kata "could" dan "would" dalam bahasa Inggris menggunakan contoh kalimat sehari-hari, seperti:
  - *"I could be wrong"*
  - *"Could I ask a favor of you?"*
  - *"Would you like a cup of tea?"*
  - *"I would like to help"*
- Guru memberikan contoh situasi sehari-hari di mana peserta didik dapat menggunakan kata "could" dan "would" menunjukkan cara membuat permintaan sopan dalam berbagai konteks.
- Peserta didik mengidentifikasi pola kalimat yang menggunakan kata "could"

dan "would".

- Menginstruksikan peserta didik untuk mengikuti kuis yang telah disiapkan di Quizizz. Kuis ini dirancang untuk menguji pemahaman peserta didik tentang penggunaan "could" dan "would" bertanya atau meminta sesuatu dengan sopan, serta penggunaannya untuk menyatakan kemampuan di masa lalu.
- Guru berkeliling kelas, memberikan bimbingan, dan membantu peserta didik yang mengalami kesulitan teknis atau konsep.
- Setelah peserta didik menyelesaikan kuis, guru memfasilitasi diskusi kelas untuk membahas jawaban dari kuis tersebut.
- Guru memberikan penjelasan tambahan atau contoh baru jika terdapat konsep yang masih kurang dipahami oleh peserta didik.

#### **Kegiatan Penutup (10')**

- Melakukan refleksi pembelajaran.
- Menyampaikan agenda pertemuan berikutnya.
- Menutup kegiatan dengan doa bersama.

#### **Pertemuan 5 (2 JP)**

##### **Kegiatan awal (10')**

- Mempersiapkan peserta didik untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Guru mengajukan pertanyaan pemantik untuk merangsang rasa ingin tahu:
  - *"Do you know how to say when you want to ask for something?"*
- Menyampaikan topik dan agenda pembelajaran
- Guru menyampaikan tujuan pembelajaran, yaitu peserta didik diharapkan dapat menggunakan ekspresi "can" dan "will" dalam kalimat interogatif untuk bertanya tentang kemampuan dan kesediaan.

##### **Kegiatan Inti (60')**

- Memberikan pemahaman awal tentang penggunaan kata "can" dan "will" dalam kalimat interogatif melalui aplikasi Quizizz.
- Guru memperkenalkan konsep menyatakan "can" dan "will" dalam kalimat interogatif dalam bahasa Inggris menggunakan contoh kalimat sehari-hari, seperti:
  - *"Can I ask you a favor?"*
  - *"Will you please help me?"*
- Guru memberikan contoh situasi sehari-hari di mana peserta didik dapat menggunakan "can" dan "will" dalam kalimat interogatif dalam berbagai konteks.
- Peserta didik mengidentifikasi pola kalimat yang menggunakan kata "can"

dan "will" dalam kalimat interogatif.

- Menginstruksikan peserta didik untuk mengikuti kuis yang telah disiapkan di Quizizz. Kuis ini dirancang untuk menguji pemahaman peserta didik tentang penggunaan "can" dan "will" dalam kalimat interogatif.
- Guru berkeliling kelas, memberikan bimbingan, dan membantu peserta didik yang mengalami kesulitan teknis atau konsep.
- Setelah peserta didik menyelesaikan kuis, guru memfasilitasi diskusi kelas untuk membahas jawaban dari kuis tersebut.
- Guru memberikan penjelasan tambahan atau contoh baru jika terdapat konsep yang masih kurang dipahami oleh peserta didik.

#### **Kegiatan Penutup (10')**

- Melakukan refleksi pembelajaran.
- Menyampaikan agenda pertemuan berikutnya.
- Menutup kegiatan dengan doa bersama.

#### **Pertemuan 6 (2 JP)**

##### **Kegiatan awal (10')**

- Mempersiapkan peserta didik untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar).
- Guru mengajukan pertanyaan pemantik untuk merangsang rasa ingin tahu:  
*Do you know how to express various expressions related to ability and willingness?"*
- Menyampaikan topik dan agenda pembelajaran
- Guru menyampaikan tujuan pembelajaran, yaitu peserta didik diharapkan dapat menggunakan ekspresi ekspresi untuk menyatakan kemampuan, ketidakmampuan, kesediaan, dan ketidakseediaan.

##### **Kegiatan Inti (60')**

- Memberikan pemahaman awal tentang penggunaan kata penggunaan ekspresi "can", "can't", "will", "won't", "could", dan "would" dalam berbagai situasi. melalui aplikasi Quizizz.
- Guru memperkenalkan konsep menyatakan "can", "can't", "will", "won't", "could", dan "would" dalam kalimat bahasa Inggris menggunakan contoh kalimat sehari-hari, seperti:  
*"I can tell"*  
*"I can't handle this"*  
*"I'll do it myself"*  
*"I won't say a word"*  
*"Could you turn that down?"*

*"Would you mind taking a photo of us?"*

- Peserta didik diberikan beberapa skenario, seperti menawarkan bantuan, menolak permintaan, atau meminta izin. Mereka diminta membuat dialog menggunakan ekspresi "can", "can't", "will", "won't", "could", dan "would".
- Guru membagi peserta didik kedalam kelompok kecil dan meminta setiap kelompok untuk menyusun dialog yang menggabungkan seluruh ekspresi yang telah dipelajari selama 6 pertemuan.
- Setiap kelompok selanjutnya memperagakan dialog yang telah mereka susun di depan kelas. Kelompok lain memberikan umpan balik terkait penggunaan ekspresi dan cara berbicara mereka.
- Guru memberikan bimbingan dan mengklarifikasi jika terdapat kesalahpahaman atau penggunaan ekspresi yang tidak tepat.
- Bersama dengan guru, peserta didik menyimpulkan penggunaan ekspresi untuk menyatakan kemampuan, kesediaan, ketidakmampuan, dan ketidaksediaan dalam konteks yang beragam. Peserta didik dimotivasi untuk memahami kapan dan bagaimana menggunakan ekspresi tersebut dengan tepat.

#### **Kegiatan Penutup (10')**

- Melakukan refleksi pembelajaran.
- Menyampaikan agenda pertemuan berikutnya.
- Menutup kegiatan dengan doa bersama.

Takalar, Agustus 2024  
Guru Mapel

(Ratnasari)

## The Instrument of Pre-Test PRE – TEST

Subject : English  
 Skills : Speaking  
 Class : VIII  
 Time Allocation : 2x40 minutes (5 minutes: The teacher explains the purpose of the test questions and students ask if they don't understand, 25 minutes students make a dialogue, 50 minutes for test students (each student does an oral test for 1-2 minutes))

### Activity Instructions

1. Form a Pair:
  - Each student should pair up with a classmate.
2. Select a Situation:
  - Choose one of the following scenarios for your dialogue:
    - Asking about the ability to drive a car.
    - Asking about the willingness to help with homework.
    - Asking about the ability to play a musical instrument.
    - Asking about the willingness to clean the house.
3. Oral Description:
  - Describe the chosen situation orally by creating a short dialogue.
4. Dialogue Requirements:
  - Each participant should contribute 3-5 lines to the dialogue.
5. Time Allocation:
  - The total speaking time for the dialogue should be approximately 2 minutes.
6. Scoring Criteria:
  - Your performance will be evaluated based on the following aspects:
    - Vocabulary
    - Grammar
    - Pronunciation

## The Instrument of Post-Test

### POST – TEST

Subject : English  
 Skills : Speaking  
 Class : VIII  
 Time Allocation : 2x40 minutes (5 minutes: The teacher explains the purpose of the test questions and students ask if they don't understand, 25 minutes students make a dialogue. 50 minutes for test students (each student does an oral test for 1-2 minutes))

### Activity Instructions

1. Form a Pair:
  - Each student should pair up with a classmate.
2. Select a Situation:
  - Choose one of the following scenarios for your dialogue:
    - Asking about the ability to cook fried rice.
    - Asking about the willingness to explain the directions to your friend's house.
    - Asking about the ability to be an MC at an event.
    - Asking about the willingness to attend your event.
3. Oral Description:
  - Describe the chosen situation orally by creating a short dialogue.
4. Dialogue Requirements:
  - Each participant should contribute 3-5 lines to the dialogue.
5. Time Allocation:
  - The total speaking time for the dialogue should be approximately 2 minutes.
6. Scoring Criteria:
  - Your performance will be evaluated based on the following aspects:
    - Vocabulary
    - Grammar
    - Pronunciation



### STUDENTS' SPEAKING PERFORMANCE SCORE

#### A. Experimental Class

##### 1. Pre-Test

NO	RESPONDENTS	VOCABULARY				GRAMMAR				PRONUNCIATION				TOTAL	Evaluation
		4	3	2	1	4	3	2	1	4	3	2	1		
1	S.1		√					√			√			8	66,6
2	S.2		√				√				√			9	75
3	S.3		√				√					√		8	66,6
4	S.4		√				√				√			9	75
5	S.5			√				√			√			7	58,3
6	S.6		√					√				√		7	58,3
7	S.7			√			√				√			8	66,6
8	S.8		√				√				√			9	75
9	S.9		√					√				√		7	58,3
10	S.10			√			√					√		7	58,3
11	S.11		√					√			√			8	66,6
12	S.12		√				√				√			9	75
13	S.13		√				√				√			9	75
14	S.14			√			√				√			8	66,6
15	S.15		√					√			√			8	66,6
16	S.16		√				√				√			8	66,6
17	S.17		√				√				√			9	75
18	S.18		√				√				√			9	75
19	S.19		√				√				√			9	75
20	S.20		√				√				√			9	75

## 2. Post-Test

NO	RESPONDENTS	VOCABULARY				GRAMMAR				PRONUNCIATION				TOTAL	Evaluation
		4	3	2	1	4	3	2	1	4	3	2	1		
1	S.1		√				√			√				10	83,3
2	S.2		√			√				√				11	91,6
3	S.3	√				√					√			11	91,6
4	S.4	√					√			√				11	91,6
5	S.5		√				√			√				10	83,3
6	S.6	√					√				√			10	83,3
7	S.7		√				√			√				10	83,3
8	S.8		√				√			√				10	83,3
9	S.9	√					√				√			10	83,3
10	S.10		√				√				√			9	75
11	S.11	√					√			√				11	91,6
12	S.12	√					√			√				11	91,6
13	S.13	√						√		√				10	83,3
14	S.14		√				√			√				10	83,3
15	S.15	√						√		√				10	83,3
16	S.16	√					√				√			10	83,3
17	S.17	√					√			√				11	91,6
18	S.18		√				√			√				10	83,3
19	S.19	√					√			√				11	91,6
20	S.20	√					√				√			10	83,3

### 3. The Students' Score in Pre-test and Post-test of Experimental Class

No	Experimental Class	Pre-test	Post-test	Gained
1	S1	66,6	83,3	16,7
2	S2	75	91,6	16,6
3	S3	66,6	91,6	25
4	S4	75	91,6	16,6
5	S5	58,3	83,3	25
6	S6	58,3	83,3	25
7	S7	66,6	83,3	16,7
8	S8	75	83,3	8,3
9	S9	58,3	83,3	25
10	S10	58,3	75	16,7
11	S11	66,6	91,6	25
12	S12	75	91,6	16,6
13	S13	75	83,3	8,3
14	S14	66,6	83,3	16,7
15	S15	66,6	83,3	16,7
16	S16	66,6	83,3	16,7
17	S17	75	91,6	16,6
18	S18	75	83,3	8,3
19	S19	75	91,6	16,6
20	S20	75	83,3	8,3
<b>Total Score</b>		<b>1374,4</b>	<b>1715,8</b>	<b>341,4</b>
<b>Mean Score</b>		<b>68,72</b>	<b>85,79</b>	<b>17,07</b>
<b>Minimum Score</b>		<b>58,3</b>	<b>83,3</b>	
<b>Maximum Score</b>		<b>75</b>	<b>91,6</b>	

### 4. The Percentage of Speaking Achievement in Experimental Class

No.	Students' Speaking Skills of Sub-Skills	Pretest (O <sub>1</sub> )	Posttest (O <sub>2</sub> )
1.	Vocabulary	56	72
2.	Grammar	54	60
4.	Pronunciation	<b>55</b>	<b>74</b>
<b>Total</b>		<b>165</b>	<b>206</b>
<b>Average</b>		<b>55</b>	<b>68,67</b>

## B. Control Class

## 1. Pre-Test

NO	RESPONDENTS	VOCABULARY				GRAMMAR				PRONUNCIATION				TOTAL	Evaluation
		4	3	2	1	4	3	2	1	4	3	2	1		
1	S.1			√			√					√		7	58,3
2	S.2		√				√				√			9	75
3	S.3		√				√					√		8	66,6
4	S.4		√				√					√		8	66,6
5	S.5		√				√				√			9	75
6	S.6		√					√				√		7	58,3
7	S.7		√				√				√			9	75
8	S.8			√			√				√			8	66,6
9	S.9		√					√			√			8	66,6
10	S.10		√				√				√			9	75
11	S.11		√				√				√			9	75
12	S.12			√			√			√				9	75
13	S.13		√				√				√			9	75
14	S.14		√				√				√			9	75
15	S.15		√					√			√			8	66,6
16	S.16		√				√				√			9	75
17	S.17		√					√			√			8	66,6
18	S.18		√					√			√			8	66,6
19	S.19		√				√				√			9	75
20	S.20		√					√				√		8	66,6

## 2. Post-Test

NO	RESPONDENTS	VOCABULARY				GRAMMAR				PRONUNCIATION				TOTAL	Evaluation
		4	3	2	1	4	3	2	1	4	3	2	1		
1	S.1			√			√				√			8	66,6
2	S.2		√				√			√				10	83,3
3	S.3		√				√				√			9	75
4	S.4		√				√				√			9	75
5	S.5		√				√			√				10	83,3
6	S.6		√					√			√			8	66,6
7	S.7	√					√				√			10	83,3
8	S.8		√				√				√			9	75
9	S.9		√				√				√			9	75
10	S.10		√				√			√				10	83,3
11	S.11		√				√			√				10	83,3
12	S.12		√				√			√				10	83,3
13	S.13		√				√			√				10	83,3
14	S.14		√				√			√				10	83,3
15	S.15		√				√			√	√			9	75
16	S.16		√				√			√	√			10	83,3
17	S.17		√					√		√	√			9	75
18	S.18		√				√			√	√			9	75
19	S.19		√				√			√	√			10	83,3
20	S.20		√				√			√	√			9	75

### 3. The Students' Score in Pre-test and Post-test of Control Class

No	Control Class	Pre-test	Post-test	Gained
1	S1	58,3	66,6	8,3
2	S2	75	83,3	8,3
3	S3	66,6	75	8,4
4	S4	66,6	75	8,4
5	S5	75	83,3	8,3
6	S6	58,3	66,6	8,3
7	S7	75	83,3	8,3
8	S8	66,6	75	8,4
9	S9	66,6	75	8,4
10	S10	75	83,3	8,3
11	S11	75	83,3	8,3
12	S12	75	83,3	8,3
13	S13	75	83,3	8,3
14	S14	75	83,3	8,3
15	S15	66,6	75	8,4
16	S16	75	83,3	8,3
17	S17	66,6	75	8,4
18	S18	66,6	75	8,4
19	S19	75	83,3	8,3
20	S20	66,6	75	8,4
<b>Total Score</b>		<b>1399,4</b>	<b>1566,2</b>	<b>166,8</b>
<b>Mean Score</b>		<b>69,97</b>	<b>78,31</b>	<b>8,34</b>
<b>Minimum Score</b>		<b>58,3</b>	<b>66,6</b>	
<b>Maximum Score</b>		<b>75</b>	<b>83,3</b>	

### 4. The Percentage of Speaking Achievement in Control Class

No.	Students' Speaking Skills of Sub-Skills	Pretest (O <sub>1</sub> )	Posttest (O <sub>2</sub> )
1.	Vocabulary	57	60
2.	Grammar	54	58
4.	Pronunciation	56	70
<b>Total</b>		<b>167</b>	<b>188</b>
<b>Average</b>		<b>55,67</b>	<b>62,67</b>

## DATA ANALYSIS BY STATISTICS

### A. The Normality Test of Pre-Test and Post-Test in the Experimental and Control classes

<i>Kolmogorov-Smirnov</i>					<i>Shapiro-wilk</i>		
<b>Research Measurement Group</b>		<b>Statistic</b>	<b>df</b>	<b>Sig.</b>	<b>Statistic</b>	<b>df</b>	<b>Sig.</b>
The Result of the Study	Pre-test (Control class)	0,311	20	0,000	0,760	20	0,000
	Post-test (Control class)	0,311	20	0,000	0,759	20	0,000
	Pre-test (Experimental class)	0,280	20	0,000	0,784	20	0,001
	Post-test (Experimental class)	0,350	20	0,000	0,736	20	0,000

### B. The Homogeneity Test of the Experimental group and Control classes

		<i>Levene Statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
The result of Speaking Skills	Based on Mean	1,293	3	76	0,283
	Based on Median	1,488	3	76	0,224
	Based on Median and with adjusted df	1,488	3	63,538	0,226
	Based on Trimmed Mean	1,212	3	76	0,311

### C. Wilcoxon Signed Rank Test of Control class

		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
Post-test of control class – Pre-test of control class	Negative Ranks	0	0.00	0,00
	Positive Ranks	20	10,50	210,00
	Ties	0		
	Total	20		



<b>Post-test of Control Class – Pre-test of Control Class</b>	
<i>Z Score</i>	-4,053
Asymp. Sig. (2-tailed)	0,000

#### **D. Wilcoxon Signed Rank Test of Experimental Class**

		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
Post-test of Experimental Class – Pre-test of Experimental Class	Negative Ranks	0	0,00	0,00
	Positive Ranks	20	10,50	210,00
	Ties	0		
	Total	20		
<b>Post-test of Experimental Class – Pre-test of Experimental Class</b>				
<i>Z Score</i>				-3,949
Asymp. Sig. (2-tailed)				0,000

#### **E. The mann-Whitney U Test of Experimental and Control classes**

<b>Research Measurement Group</b>		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>
The Result of Speaking skills	Control Class	20	14,20	284,00

	Experimental Class	20	26,80	536,00
	<b>Total</b>	<b>40</b>		
<b>The result of speaking test</b>				
Mann-Whitney U		74,000		
Wilcoxon W		284,000		
Z Score		-3,770		
Asymp. Sig. (2-tailed)		0,000		
Exact Sig. [2*(1-tailed sig.)]		0,000		



## SAMPLES OF STUDENTS' RESULT

### Students 4 and 5



S3 : Hi!  
 S4 : Hi!  
 S3 : How are you?  
 S4 : I'm good.  
 Qalbi : Can you cook fried rice?  
 Tria : Yes. I can.  
 Qalbi : Can you cook fried rice with me?  
 Tria : Sure. Shall we do it now?  
 Qalbi : Yes. Let's go to the kitchen then.  
 Tria : Alright. Let's go!

Name	Vocabulary	Grammar	Pronunciation	Score	Total score
1. Tria Hajar	4	4	4	11	91,6
2. Nur Qalbi. M	4	4	3	10	83,3

### Student 17 and 18



Ayatul : Hi! How are you?  
 Dwi : Hi.. I'm fine. Can you make fried rice?  
 Ayatul : Yes. I can. Waitt.. I have made it for you.  
 Dwi : Wow. It looks delicious.  
 Ayatul : What do you think about the taste?  
 Dwi : I think, it tasted good.  
 Ayatul : Thank you. I'm so happy.  
 Dwi : You're welcome.

Name	Vocabulary	Grammar	Pronunciation	Score	Total score
3. Ayatul Husna	3	4	4	10	83,3
4. Dwi Adliah	4	4	4	11	91,6

## DOCUMENTATION

## Pre-test preparation



## Introduction to the Application Intervention





## Treatment



## Post-Test





**PEMERINTAH KABUPATEN TAKALAR**  
**DINAS PENDIDIKAN, KEBUDAYAAN, PEMUDA DAN OLAH RAGA**  
**SMP NEGERI 3 GALESONG SELATAN**  
 Jl. Balai Desa, Desa Bontokassi Kec. Galesong Selatan, Telp. (0418) 2326322

**SURAT KETERANGAN PENELITIAN**  
 Nomor : 011/ Disdikbud/UPT. SMP.03/ I/2025

Yang bertanda tangan dibawah ini Kepala SMP Negeri 3 Galesong Selatan Kabupaten Takalar, menerangkan bahwa:

N a m a : RATNASARI  
 Tempat/tanggal lahir : Sungguminasa, 29 Maret 1995  
 Jenis Kelamin : Perempuan  
 Pekerjaan : Mahasiswa ( S2 ) UNISMUH Makassar  
 Alamat : Sawakung Beba Kec. Galesong Utara Kab. Takalar

Benar yang tersebut namanya diatas telah mengadakan Penelitian/Pengambilan data di SMP Negeri 3 Galesong Selatan Kabupaten Takalar dalam rangka penyusunan tesis dengan judul :

***" THE EFFECT OF CAKE APPLICATION SUPPORTED BY SELF-DIRECTED LEARNING ON THE STUDENTS' SPEAKING SKILLS AT SMP NEGERI 3 GALESONG SELATAN "***

Yang dilaksanakan pada Tanggal 14 Oktober s/d 14 Desember 2024

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Bontokassi, 23 Januari 2025

UPT. SMP Neg. 3 Galsel

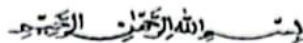


**DR. H. M. LAH, S.Pd.M.Pd.**  
 60220 200312 2 007



**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



**SURAT KETERANGAN BEBAS PLAGIAT**

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

Nama : Ratnasari

Nim : 105071100822

Program Studi : Teknik Informatika

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	7%	10 %
2	Bab 2	9%	25 %
3	Bab 3	10%	15 %
4	Bab 4	5%	10 %
5	Bab 5	5%	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, 11 Februari 2025

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,

Nursulisti S. Hum, M.I.P.

NBM. 964 591



## CURRICULUM VITAE



The researcher, **Ratnasari**, was born on March 29, 1995, and is the youngest child of Husain and Rohani. She began her formal education at SDN Centre Bontolebang in Galesong Utara, from which she graduated in 2006. She then continued her studies at SMP Negeri 1 Galesong Utara, graduating in 2009, before pursuing her high school education at SMA Negeri 1 Galesong Utara, where she completed her studies in 2012. In the same year, she enrolled in the English Education Department, Faculty of Teacher Training, at Muhammadiyah University of Makassar, earning her Bachelor of Education degree (S.Pd) in 2016. After six years, in 2022, she pursued further studies in the Master of English Education Program at Muhammadiyah University of Makassar.

