IMPROVING STUDENTS' ENGLISH-SPEAKING PERFORMANCE BY USING CAKE APPLICATION

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ABSTRACT

This research aimed to describe how Cake application improves the English speaking performance of the tenth grade students at SMK Negeri 01 Mempawah Hilir. Based on the researcher's observation, the students encountered several problems in speaking English. Most students faced problems in pronouncing words due to lack of pronunciation mastery. The students also faced difficulty to speak English fluently due to lack of confidence and afraid of making mistakes. Therefore, the researcher used Cake application to improve students' English speaking performance. This Classroom Action Research was conducted in two cycles on the tenth grade students of Marketing Class which consisted of 31 students. The research data were collected through observation and measurement techniques by using field notes, observation checklists, and tests. In cycle I, the mean score of students' speaking test was 75.16. Meanwhile, the percentage of classical completeness was 67% of 31 students, which did not meet the expected percentage of this research (90%). In cycle 2, the mean score of students' speaking test increased to 83.19. The percentage of classical completeness increased to 93%, which met the expected percentage of this research (90%). The research findings show that Cake application has improved the students' English speaking performance.

Keywords: *Cake Application; Classroom Action Research; English Speaking Performance*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan bagaimana aplikasi Cake meningkatkan performa berbicara bahasa Inggris siswa kelas sepuluh di SMK Negeri 01 Mempawah Hilir. Berdasarkan observasi peneliti, siswa menghadapi beberapa masalah dalam berbicara bahasa Inggris. Sebagian besar siswa menghadapi masalah dalam melafalkan kata-kata karena kurangnya penguasaan pelafalan. Siswa juga mengalami kesulitan untuk berbicara bahasa Inggris dengan lancar karena kurang percaya diri dan takut melakukan kesalahan. Oleh karena itu, peneliti menggunakan aplikasi Cake untuk meningkatkan performa berbicara bahasa Inggris siswa. Penelitian Tindakan Kelas ini dilakukan dalam dua siklus pada siswa kelas sepuluh kelas Pemasaran (X PM1) yang terdiri dari 31 siswa. Data penelitian dikumpulkan melalui teknik observasi dan pengukuran dengan menggunakan catatan lapangan, *observation checklist*, dan tes. Pada siklus 1, nilai rata-rata hasil tes berbicara siswa adalah 75,16. Sedangkan persentase ketuntasan klasikal adalah 67% dari 31 siswa, yang dimana belum memenuhi persentase yang diharapkan dari penelitian ini (90%). Pada siklus 2, nilai rata-rata hasil tes berbicara siswa meningkat ke 83,19. Persentase ketuntasan klasikal meningkat ke 93%, yang dimana telah memenuhi persentase yang diharapkan dari penelitian ini (90%). Temuan penelitian ini menunjukkan bahwa aplikasi Cake telah meningkatkan performa berbicara bahasa Inggris siswa.

Kata Kunci: *Aplikasi Cake; Penelitian Tindakan Kelas; Performa Berbicara Bahasa English*

INTRODUCTION

Speaking is a productive oral skill that is used to communicate with other people by using various languages. It refers to the ability to use spoken language effectively to communicate thoughts, ideas, and information to others. The focus of speaking in this research is in the context of English Language Teaching (ELT). Therefore, speaking in this research is a communicative oral skill that is used to converse with others by using English. According to McDonough et al. (2013), speaking is the desire and purpose to communicate something, which involves expressing thoughts and opinions, as well as expressing a wish or a desire to achieve a particular goal. Speaking can occur in various situations. It can occur both outside and inside the classroom. Outside the classroom, it can occur through speaking English in daily activities and interacting with others in English. Meanwhile, speaking English inside the classroom can occur during the English teaching and learning process. The English speaking situation that is the focus of this research is the students' English speaking performance inside the classroom situation.

Speaking is one of the most important English skills to master for the students. Speaking has a significant impact on daily life, particularly in the field of education. As one of the most important English skills, speaking has an impact on learning English. In the English teaching and learning process, the students need to be able to speak English in order to interact and have a conversation with others. Therefore, speaking becomes one of the most important English skills because it helps students to communicate with others in real-time naturally. According to Lumbangaol and Mazali (2020), it is important to master speaking skill because speaking allows the students to converse with others, convey ideas, express their feelings, and exchange information with others. Speaking is an essential skill as it is required to engage in communication (Leong and Ahmadi, 2017). Satria (2020) also stated that the students must master speaking skills to achieve the purpose of communication. Therefore, the students need to learn and master the aspects of speaking to perform well when speaking English.

There are some aspects of speaking that influence how well the performance of the students in speaking English. Having good English speaking performance is very important for students. In order to speak English well, the students should master the aspects of speaking English. According to Brown (2001), the aspects of speaking are fluency, accuracy, vocabulary, grammar, and pronunciation. Those aspects are required when speaking English. The students need to master these aspects of speaking English in order to have good English speaking performance.

English speaking performance refers to how the students' performance in speaking English. Performance is the observable and concrete manifestation or realization of competence (Brown, 2004). In light of this, English speaking performance is the act of performing an action in which the students perform their ability in speaking English. Therefore, English speaking performance specifically focuses on practical of speaking skill within the context of English. It relates to how well the students in speaking English by considering the various aspects of speaking required for effective communication. In educational and assessment contexts, English speaking performance is evaluated based on how well the students' ability to communicate effectively in spoken English. Supeno et al. (2021) stated that the

success of speaking is measured by the students' performance in speaking the language learned. Students' speaking ability can be measured through the students' performance in speaking English, carrying on conversations in English, and interacting in English verbally.

However, since English is not the students' mother tongue, they tend to have problems in speaking English. Novitasari et al. (2022) also stated that many students have low ability in speaking skills. According to Thornbury (2005), speaking is significantly more difficult, requiring both mastery of specific skills and a variety of knowledge types. Therefore, speaking English is not easy for the students because they have to master the linguistic and non-linguistic aspects of speaking English in order to speak English well. They must be able to understand the principles underlying all the conversation situations. It means that the students must be able to express their ideas clearly, purposefully, and effectively so that their ideas can be received well. Many students tend to have difficulty in expressing their ideas in English, some students have difficulty in pronouncing words, and some are even afraid to speak English and are less interested in learning to speak English because of the difficulties they face.

The problems in speaking English also faced by the students of the school that the researcher addressed. Based on the researcher's pre-research observation and interview with the English teacher at SMK Negeri 01 Mempawah Hilir, West Kalimantan, Indonesia, the students encountered several problems in speaking English. The first problem was that the students faced problems in pronouncing the words due to their lack of pronunciation mastery. Most of the students found it difficult to pronounce the words correctly when they spoke English. Moreover, when they spoke English, the teacher and their classmates found it difficult to understand what they were saying because they made many pronunciation errors. The second problem was that most of the students found it difficult to perform and express the conversation fluently due to their lack of pronunciation mastery, lack of confidence, and afraid of making mistakes. Most of the students spoke English with frequent pauses and hesitations.

Moreover, the teaching and learning activities carried out in the classroom mostly used textbooks, whole class questions and answers, explanations from the teacher, and individual exercises. These problems caused the students to become less engaged in the teaching and learning process. As a result, the English speaking performance of the students was averagely lacking. The learning outcomes of X PM 1 (marketing) students on average were unsatisfactory. The scores of most students averagely did not reach 75 as the KKM.

In the era of technology, utilizing technology is an excellent way to improve students' English skills and learning outcomes. Brown and Lee (2015), explained that technology enhances the experience of language learning and it also helps the students understand the nature of language. The technology allows learners to explore the language used in the process. Along with the times, technology has become an essential part of education. Digital media is strongly encouraged to be used as an educational tool in the teaching and learning process by educators (Salam et al., 2023).

Considering the impact of technology in the field of education today, utilizing technology in the current teaching and learning process has increased the students' learning interest. According to Richards and Rodgers (2014), technology-based learning is a less stressful English practice than classroom-based activities, and technology can support many of the approaches used in teaching and learning. Additionally, according to Saraswati et al. (2021), technology provides students the opportunity to access various learning resources and take charge of their learning decisions.

In terms of technology to learn speaking English, interactive media is required to engage the greater students' involvement in the learning process. One of the best learning resources is utilizing technology in the classroom including mobile phones, which is referred to as Mobile Assisted Language Learning (MALL). Since most students today understand how to use this technology well, mobile phones can be an excellent way (Zakaria et al., 2022). Chotimah and Pratiwi (2022) stated that utilizing the applications in the teaching and learning process can help the teachers in delivering the lessons more effectively, as well as help the students understand more quickly and without getting bored as a result of new techniques. Many applications can be used as the English teaching and learning media, particularly in teaching and learning speaking. Cake application is one of the applications that can help students to improve their English speaking performance.

Cake application is a free English language learning application developed by Playlist Corporation, Korea that can be accessed and installed on the Play Store over mobile devices. Cake application has many excellent features that are fun and interesting in improving the students' English speaking performance. Cake application has conversational practice, and interactive quizzes that involve guessing and checking to reinforce the memorization of expressions. It also allows the students to watch the videos where the students hear the conversation in the videos with the subtitles, then repeat the conversation in the videos. The students can practice speaking English using the features of this application which can help the students to improve their English speaking performance. By using the Cake application, the students can practice their speaking through conversation practice, videos, sounds, words, and pictures. Carmen (2010) stated that using conversations to improve speaking skills is common practice in English. According to Thornbury and Slade (2006), the conversations are distributed throughout speaking. Therefore, conversation can be a speaking practice source for the students to improve their English speaking performance, particularly through the application of *Cake*.

Cake application provides the students with more opportunities to practice their speaking skills. By using the Cake application, it allows the students to have a conversation with the native speaker in the application as freely as possible so that they can practice speaking English continuously and improve their English speaking performance gradually. In addition, learning to speak English using the Cake application also increases the interest of the students to learn speaking and stimulates the students to practice speaking English. As stated by Namaziandost et al. (2019), the teacher must give the students more opportunities to practice their speaking continuously to motivate and improve the students' English speaking

performance. According to Treasure (2017), more practice speaking will get better in speaking English.

There are several previous studies in the area of utilizing the Cake application to improve students' speaking ability conducted by other researchers. The first study was conducted by Paramita et al. (2022), their research found that the utilization of the Cake application resulted in an improvement in the students' speaking ability. The scores from the pre-test to the post-test showed an increase in students' English speaking performance. The second study was conducted by Fitria et al. (2021), they found that implementing the Cake application helped the students in learning speaking English well. The implementation of the Cake application helped improve the students' speaking ability. Students were interested in learning speaking English using the Cake application. They provided various positive responses toward learning speaking English through the Cake application. The third study was conducted by Suryani et al. (2021), their research found that implementing the Cake application to the students was successful as a speaking learning media. Students could use the Cake application properly. They could imitate the conversations performed by native speakers in the Cake application well, and get good grades. Students felt comfortable and responded positively toward using the Cake application. They liked the Cake application as their partner in learning to speak English. The findings of the previous studies showed a positive impact of the Cake application on the improvement of the students' English speaking performance. Therefore, the researcher was interested in implementing the Cake application to improve the students' English speaking performance.

This research had more focus on developing the findings of the previous studies that had not been achieved. The findings of the previous studies showed that the Cake application successfully improved the students' English speaking performance. By seeing the results from those previous studies, the researcher was inspired and interested in conducting this research in order to improve the tenth grade students' English speaking performance at the school that the researcher addressed using the Cake application. Although similar studies have been conducted by other researchers, this research has differences from the previous studies in terms of focus, purpose, and the level of the students. While the previous studies involved students at junior high school and university levels, this research involved students at the vocational high school level. The researcher adjusted the level of the conversation in the Cake application to the students' level and problems in speaking English. Furthermore, the previous studies focused more on the pronunciation aspect. Meanwhile, the researcher conducted this research to improve the students' speaking in the aspects of pronunciation and fluency according to the speaking problems encountered by the students.

Based on the students' speaking problems, the researcher applied the Classroom Action Research (CAR) to solve existing problems in the classroom. Therefore, this research attempted to improve the students' English speaking performance using the Cake application. This research aimed to describe how the Cake application improves the students' English speaking performance. Therefore, this research addressed the research question "How does the Cake application

improve the students' English speaking performance?" Thus, the result of this research hopefully could give positive contributions and benefits for several parties, particularly for the improvement of the students' English speaking performance after learning speaking through the use of the Cake application.

METHOD
Material
The researcher chose the expression of sympathy as the material for this research. Since the students faced problems in delivering the conversations. Meanwhile, the conversations are always found in the expressions, including an expression of sympathy. Thornbury and Slade (2006) stated that expression is very useful in the development of conversation. Therefore, the conversations in the expressions are suitable for practicing speaking to improve the students' English speaking performance.

Indicator of Success
The researcher expected that the tenth grade students in Marketing Class (X PM1) practiced speaking using the Cake application actively, enthusiastically, and seriously. After applying the Cake application, the students were able to speak English confidently without frequent hesitations in delivering the conversation. The students were also able to speak English fluently without frequent pauses as the problems they faced in speaking English. As a result, there was an improvement in the English speaking performance of the tenth grade students in the Marketing Class (X PM1). The increase of the students' speaking test scores in terms of individual score, mean score, and the percentage of classical completeness after applying the Cake application as the media in the teaching and learning process.

In SMK Negeri 01 Mempawah Hilir, the KKM set by the school to declare the students have passed the KKM is 75. Therefore, in terms of scores, the students have to get a minimum score of 75 to pass the KKM and their speaking test. In this research, the percentage of the classical completeness targeted as the indicator of success in the students' learning was 90% of 31 students in the Marketing Class (X PM1) who passed the KKM. Meanwhile, the mean score of students' speaking test results targetted to reach the KKM of 75.

Research Design
This research was a Classroom Action Research. According to Frey (2018), action research is an educational research conducted by teachers to solve the problems in a classroom and improve the teaching and learning process. This research aimed to improve the students' English speaking performance using the Cake application. Therefore, Classroom Action Research (CAR) was used by the researcher as the most appropriate research design in this research. As a result, in this Classroom Action Research, the researcher used the Cake application to solve the existing problems in a classroom in order to improve students' English speaking performance.

This research used the action research model of Kemmis and McTaggart in Burns (2010). Planning, acting, observing, and reflecting are the four stages of Classroom Action Research (Kemmis et al., 2014; Burns, 2010).
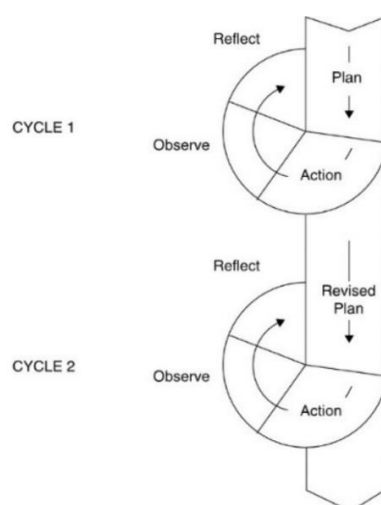
Figure 1. The Model of the Cycles in CAR by Kemmis and McTaggart

Research Setting and Participants

Mackey and Gass (2022) stated that research participants are the individuals who are involved in a research. The researcher conducted this research at SMK Negeri 01 Mempawah Hilir, West Kalimantan, Indonesia. The participants of this research were the tenth grade students in the Marketing Class (X PM1) of SMK Negeri 01 Mempawah Hilir in the Academic Year 2022/2023. There were a total of 31 students in the class who participated in this research. Furthermore, there were the teacher who taught that class and the researcher's colleague as the collaborators who helped the researcher during the observation in this research.

Technique and Tool of Data Collection

In this research, the data collected by the researcher were both qualitative and quantitative data during the data collection process. The qualitative data of this research was collected through observation. According to Creswell (2023), observation is a technique of data collection in which the researcher observes certain phenomena and takes field notes in order to obtain the information, particularly on participants' behavior and activities. The researcher can investigate how research participants behave in both natural and structured settings through observation (Johnson and Christensen, 2014). The observation was conducted during the action stage of the teaching and learning process using field notes and an observation checklist, with the help of the researcher's collaborators. According to Leavy (2017), field notes are text (words) or notes recorded by the researcher during an observation in the field. While observation checklist is a tool of data collection that shows key points such as evaluation criteria used to observe the behaviors of the students and teacher (Creswell, 2023). The observation checklist was used to guide the researcher in observing and measuring how the behaviors and activities of the teacher and students during the teaching and learning process, particularly using the Cake application. The observation was more focused by using the observation checklist as the guideline. Because it contained the points of observational aspects that the researcher needed to observe. The researcher conducted the observation to obtain data regarding to how the behavior and

interaction of the teacher and students, how the teacher and students used the Cake application, and how the teacher delivered the lesson and provided feedback to students. As stated by Creswell (2023), the researcher records the field notes on the individuals' behavior and activities when conducting an observation.

The measurement was used to collect the quantitative data of this research. According to Gay et al. (2012), measurement is the process of measuring or scoring performance on an assessment instrument. In this research, the measurement was obtained through speaking tests. The speaking test measures the students' ability to converse in spoken English conversations in a range of contexts (Thornbury and Slade, 2006). Thus, the researcher assessed the students' speaking test results to measure the improvement of the students' English speaking performance after using the Cake application in teaching English speaking activities. Therefore, the measurement was accomplished by calculating the students' individual scores, as well as the mean score and the percentage of classical completeness of the students' speaking test results.

Data Analysis

A number of process stages were used to analyze the acquired data. The qualitative data collected through observation that was recorded in the field notes and observation checklists were analyzed using the steps to analyze the data in qualitative research by Creswell (2014).

The quantitative data collected through measurement recorded in the students' speaking test results were analyzed using the formulas to calculate the mean score and the percentage of classical completeness to measure the improvement of students' English speaking performance. Then, the researcher compared the results of both cycle I and cycle II to see the students' individual English speaking performance improvement. The calculation formula used by the researcher to calculate the mean score is as follow:

$$M = \frac{\Sigma X}{N}$$

in which:

M = Mean of the student's score

ΣX = the sum of the student's score

N = the total number of students

Classical completeness measures the students' learning success by assessing the number of students who pass the KKM of 75 set by the school out of the total students. The percentage of the classical completeness targeted as the indicator of success in the students' learning was 90% of 31 students in the Marketing Class (X PM1) who passed the KKM. Therefore, the formula used by the researcher to calculate the percentage of classical completeness is as follow:

$$\text{Classical completeness} = \frac{\Sigma \text{the students who get} \geq 75}{\Sigma \text{the total students in the class}} \times 100\%$$

This research's indicator of success is reflected by the increase of the students' speaking test scores in terms of individual scores, mean score, and the percentage

of classical completeness after applying the Cake application as the media within the teaching and learning process. The details are explained as follows:

Table 1. Scoring Rubric of English Speaking Performance

Criteria	5	4	3	2	1
Pronunciation	Pronounce each word in the conversation correctly so that the pronunciation can be understood well and easily	Pronounce the words in the conversation with few pronunciation errors	Pronounce the words in the conversation with some pronunciation errors but still can be understood	Mispronounce some words in the conversation that sometimes cause misunderstandings	Pronounce the words in the conversation with many pronunciation errors so that the pronunciation is difficult to understand
Fluency	Speak smoothly without frequent pauses and hesitations	Speak with little hesitation but do not interrupt the conversation	Speak hesitantly to think about mistakes and sometimes interrupt the conversation	Speak with frequent hesitation and often interrupts the conversation	Speak very hesitantly and often pauses to think about mistakes so that it interrupts the conversation

Notes:
1. Score 5 if predicate element 5 is fulfilled.
2. Score 4 if predicate element 4 is fulfilled.
3. Score 3 if predicate element 3 is fulfilled.
4. Score 2 if predicate element 2 is fulfilled.
5. Score 1 if predicate element 1 is fulfilled.
Max Score = 10

The rubric was designed based on the problems the students faced in speaking English. Based on the problems faced by the students, students faced problems in the aspects of pronunciation and fluency. Therefore, this rubric was designed with a focus on the aspects of pronunciation and fluency. Based on Table 1., the scoring rubric was used to assess the students' English speaking performance during the speaking test process. The scoring rubric had 5 criteria to assess the students' scores according to their English speaking performance when taking the test during the speaking test process. The researcher scored the students based on the students' English speaking performance with the criteria in the scoring rubric. Then, the students' individual scores were calculated using the formula as follow:

Calculation:

Students' scores = $\frac{Total\ score}{Max\ score\ (10)} \times 100$

Example:

Students' score = $\underline{8} \times 100 = 80$

10

Table 2. Students' Score Classification

Predicate	Classification	Score
A	Very Good	80,00 - 100
B	Good	75,00 - 79,9
C	Fairly Good	60,00 - 74,9
D	Poor	40,00 - 59,9
E	Very Poor	0,00 - 39,9

FINDINGS

This research had been conducted by utilizing the Cake application to solve the speaking problems encountered by the students in order to improve the students' English speaking performance, particularly in terms of pronouncing the words, as well as speaking fluently and confidently in delivering the conversations. The researcher obtained data on the improvement of the students' English speaking performance after using the Cake application. The researcher presented the research findings based on the observation recorded on the field notes and observation checklists, as well as the students' speaking test results. The utilization of the Cake application in teaching speaking in this research had been conducted in two cycles to obtain the desired results and great improvement in the students' English speaking performance. The students' speaking test results showed that students' English speaking performance improved after applying the Cake application. The results of field notes and observation checklists described the students' engagement, activities, and behaviors during the teaching and learning process which showed the process of the students' English speaking performance improvement in learning speaking utilizing the Cake application. The researcher described the results of the first cycle and the second cycle as follows:

Cycle I

This first cycle consisted of two meetings. The first cycle was conducted on Thursday-Friday, May 11th-12th, 2023. After conducting this cycle, the researcher analyzed field notes, observation checklists, and the students' speaking test results in this cycle. The following is an explanation of the results of cycle I.

Table 3. Observation Checklist in Cycle I

No.	Aspects	Yes	No	Description
1	**Teacher**			
	a. The teacher prepared the material well	√		Well
	b. The teacher managed the classroom well	√		Well
	c. The teacher explained the material well	√		Well
	d. The teacher taught using Cake application teaching media in accordance with the steps	√		Well
	e. The teacher managed the time effectively	√		Well
2	**Students**			

a. Students paid attention to the teacher's explanation	√		All students
b. Students were active, enthusiastic, and serious during the teaching and learning process		√	21 students
c. Students seemed tounderstand the learning topic	√		All students
d. Students could use Cake application well	√		All students
e. Students practiced their speaking using Cake application well		√	21 students

The observation checklist was designed based on the lesson plan (RPP) which has been designed to be implemented during the research process. This checklist was used to guide the researcher in observing and measuring how the behaviors and activities of the teacher and students during the teaching and learning process, particularly using the Cake application. Based on the first cycle's observation checklist table above, the teacher explained and delivered the material and the tutorial of using the Cake application well. The teacher also managed the classroom and the teaching and learning atmosphere well. Moreover, the table showed that all the students paid attention to the teacher's explanation, as well as understood the material and how to use the Cake application well. The majority of the students were actively, enthusiastically, and seriously engaged in the teaching and learning process, particularly when practicing their speaking using the Cake application. However, there were 10 students who were less active and not serious in the teaching and learning process which affected their low performance in their first cycle speaking test.

In the teaching and learning process, the researcher started the lesson by explaining the material about "Expression of Sympathy". The researcher provided an example of the expression of sympathy conversation as the model for the students to better understand the material about expression of sympathy and how to express sympathy to others. The researcher also asked two students to perform that conversation as their initial speaking practice.

After explaining the material, the researcher explained the tutorial on using the Cake application to practice speaking English in detail and precisely, including the features and their functions in the Cake application. The students followed the researcher in carrying out the steps of learning speaking English by selecting the conversations related to the learning material about an expression of sympathy in the Cake application. The researcher then taught the students how to express that conversation about an expression of sympathy with the proper pronunciation. After being taught, the students began to practice speaking selected conversations about expression of sympathy using the native voice recording feature in the Cake application as a good example of the correct pronunciation of the words in the conversation.

During the practice process, the researcher visited each student to monitor the students. The students seemed more active and interested during the teaching and learning process by using the Cake application as the learning media. Unfortunately, there were 10 students who were less active and not really serious during the

practice. They tended to talk to their friends during the English speaking practice time. This behavior affected these students' performance when having speaking test.

After the practice time was over, the researcher gave the speaking test to the students. The researcher asked each student to come forward to test their English speaking performance by expressing the selected conversations about an expression of sympathy using the Cake application that they had practiced. The conversation was done between 2 people which consisted of the student who took the test and the native speaker of the Cake application. The students carried out the speaking test using the researcher's phone so that it simplified to collect their speaking test scores. The researcher took the students' scores based on their performance on their speaking test. The researcher focused on the students' pronunciation and fluency aspects in their speaking test.

In the speaking test, most of the students performed the selected conversations about an expression of sympathy in the Cake application well after practicing seriously and actively. These students got good scores on this speaking test with few pronunciation errors and spoke more confidently and fluently. However, the 10 students who were less active and not really serious during the practice time were nervous, afraid of making mistakes, and got low scores because of many pronunciation errors and spoke with frequent pauses and hesitations in this speaking test. After having the speaking conversation test, the researcher motivated and encouraged the students to learn from their mistakes and keep practicing to improve their English speaking performance in the next cycle.

Table 4. Students' Scores in Cycle I

No.	Students	Score	Classification	Indicator
1.	A	76	Good	Passed
2.	AF	80	Very Good	Passed
3.	A	60	Fairly Good	Not Passed
4.	AR	83	Very Good	Passed
5.	AKA	70	Fairly Good	Not Passed
6.	BYM	83	Very Good	Passed
7.	BJ	86	Very Good	Passed
8.	D	86	Very Good	Passed
9.	DN	86	Very Good	Passed
10.	D	86	Very Good	Passed
11.	EG	53	Fair	Not Passed
12.	E	53	Fair	Not Passed
13.	F	60	Fairly Good	Not Passed
14.	F	86	Very Good	Passed
15.	G	43	Fair	Not Passed
16.	HK	80	Very Good	Passed
17.	MK	83	Very Good	Passed
18.	M	86	Very Good	Passed
19.	MAP	76	Good	Passed
20.	MAM	86	Very Good	Passed
21.	O	60	Fairly Good	Not Passed
22.	S	90	Very Good	Passed
23.	SM	90	Very Good	Passed
24.	SM	90	Very Good	Passed

25.	SGL	86	Very Good	Passed
26.	S	80	Very Good	Passed
27.	T	86	Very Good	Passed
28.	Z	80	Very Good	Passed
29.	KP	43	Fair	Not Passed
30	W	63	Fairly Good	Not Passed
31.	M	60	Fairly Good	Not Passed
Total Score		2,330		21 Students Passed
Mean Score		75.16		Passed
Classical Completeness		67%		Not Passed 90%

Table 5. Description of Students' Results in Cycle I

	CYCLE I			
Predicate	**Classification**	**Score**	**Number of Students**	**Indicator**
A	Very Good	80,00 - 100	19	Passed
B	Good	75,00 - 79,9	2	Passed
C	Fairly Good	60,00 - 74,9	6	Not Passed
D	Fair	40,00 - 59,9	4	Not Passed
E	Poor	0,00 - 39,9	0	Not Passed

1) The Students' Mean Score

M = 2,330 (total score of students) = 75.16
        31 (total number of students)

2) Percentage of Classical Completeness

Classical completeness = 21 (Σthe students who get ≥75   x 100% = 67%
                               31 (Σthe total students in the class)

Based on the students' first cycle scores above, the students obtained a mean score of 75.16 from 31 students, which means that it had passed 75 as the KKM. However, there were still 10 students who scored below 75, which means that these students had not passed the KKM of 75. Out of the 31 students, only 21 had passed the KKM of 75. As a result, the percentage of classical completeness showed only 67% of 31 students who passed the KKM. It showed that the students' results in cycle 1 had not reached the expected percentage of this research, which was 90% out of 31 students.

Cycle II

This second cycle was carried out by reflecting the results of the first cycle to achieve the indicator of success points that had not been achieved in the first cycle. This second cycle consisted of two meetings. This cycle was conducted on Thursday-Friday, May 18th-19th, 2023. After conducting this cycle, the researcher analyzed the data and results in cycle II. The following was an explanation of cycle II.

Table 6. Observation Checklist in Cycle II

No.	Aspects	Yes	No	Description
1	**Teacher**			
	a. The teacher prepared the material well	√		Well
	b. The teacher managed the classroom well	√		Well
	c. The teacher explained the material well	√		Well
	d. The teacher taught using Cake application teaching media in accordance with the steps	√		Well
	e. The teacher managed the time effectively	√		Well
2	**Students**			
	a. Students paid attention to the teacher's explanation	√		All students
	b. Students were active, enthusiastic, and serious during the teaching and learning process	√		All students
	c. Students seemed to understand the learning topic	√		All students
	d. Students could use Cake application well	√		All students
	e. Students practiced their speaking using Cake application well	√		All students

Based on the second cycle's observation checklist table above, the teacher delivered the learning activities well. The teacher also managed the classroom and the teaching and learning atmosphere well. Moreover, the table showed that all the students paid attention to the teacher's explanation, as well as understood the material and how to use the Cake application well. Compared to the first cycle, all the students were active, enthusiastic, and serious during the teaching and learning process, particularly when practicing their speaking using the Cake application in this second cycle. This affected their better performance in their second cycle speaking test.

While in the first cycle, the researcher generally explained the material about an expression of sympathy and only taught the pronunciation of some words in the selected conversations that seemed difficult to pronounce. In this second cycle, the researcher focused on explaining the pronunciation of all words in the selected conversations in the Cake application before the practice time. The researcher wrote all the words on the whiteboard and explained how to pronounce each word since many students got low scores because of many pronunciation errors in the first cycle. The researcher asked the students to repeat after the researcher in pronouncing the words. All students repeated after the researcher well. The researcher and the students did it many times for each word until their pronunciation sounded correct. After doing this, the pronunciation of each student sounded much better than in the first cycle.

After learning about pronunciation, the researcher told the students that the researcher would give rewards to the students who got good scores on their speaking test in this second cycle, and who were active and serious during the practice time. This action aimed to encourage the students to become more enthusiastic, active, and serious to practice speaking using the Cake application so

that they get good scores on their speaking test in the second cycle, as well as feel appreciated and motivated. Since there were 10 students who were less active and not really serious when practicing speaking using the Cake application in the first cycle. After that, the students started to practice speaking using the Cake application on their respective phones as they did in the first cycle.

The researcher then monitored the students when they practiced speaking using the Cake application. The students seemed more active, serious, and enthusiastic in practicing speaking using the Cake application in this second cycle than in the first cycle. This had a positive impact on the students' performance in carrying out the speaking test in this cycle. Those 10 students who were less active and not really serious when practicing speaking in the first cycle became more active, serious, and enthusiastic in practicing speaking using the Cake application in this second cycle.

The researcher paid more attention to these 10 students since they got low scores and were less active and not really serious during the practice time in the first cycle. Although had been taught by the researcher, there were some students who forgot to pronounce some words. However, when they forgot how to pronounce those words, they immediately asked the researcher. Then, the researcher re-taught how to pronounce those words until they really understood how to pronounce them. After being re-taught, students who forgot to pronounce those words could pronounce them correctly.

After practicing using their phone, the researcher asked the students to practice performing the conversation that they had practiced in pairs in front of the class. This activity aimed to build the students' confidence and check the students' pronunciation before they took the speaking test in this cycle. Since there were 10 students who were nervous and afraid of making mistakes in the first cycle's speaking test because of less active and not really serious during the practice. When the students performed in pairs, the researcher saw that some students still mispronounced some words. For example, the word "depressed", they pronounced it "dipres" which should be pronounced "depres". Then, the researcher immediately corrected it by telling the correct pronunciation of that word to the students, so that they could pronounce it correctly in this cycle's speaking test.

When the test time arrived, the researcher asked each student to come to the front of the class and used the researcher's phone to carry out the speaking test using the Cake application. In this second cycle's speaking test, the students showed greater improvement than in the previous cycle after completing the activities in this cycle. Most of the students spoke and delivered the conversation more fluently and accurately with fewer pronunciation errors, and confidently with little hesitation to carry out the conversation in this cycle. While in the first cycle, there were 10 students who got low scores because of many pronunciation errors, nervous, and afraid of making mistakes caused by being less active and not really serious during the practice. In this cycle, their pronunciation sounded much better and they made fewer pronunciation errors so they got an improvement on their speaking test scores in this second cycle. In addition, the students who mispronounced some words in the paired conversation activity, pronounced those

words correctly when they took the speaking test after being corrected by the researcher. In the paired conversation activity, the word "depressed", they pronounced it "dipres" which should be pronounced "depres". However, after being corrected by the researcher, they pronounced the word "depressed" with the correct pronunciation "depres" when they took the speaking test in this cycle. It showed that there was a change and improvement from the students in this second cycle.

Table 7. Students' Scores in Cycle II

No.	Students	Score	Classification	Indicator
1.	A	83	Very Good	Passed
2.	AF	86	Very Good	Passed
3.	A	76	Good	Passed
4.	AR	86	Very Good	Passed
5.	AKA	80	Very Good	Passed
6.	BYM	86	Very Good	Passed
7.	BJ	90	Very Good	Passed
8.	D	90	Very Good	Passed
9.	DN	90	Very Good	Passed
10.	D	90	Very Good	Passed
11.	EG	76	Good	Passed
12.	E	80	Very Good	Passed
13.	F	76	Good	Passed
14.	F	90	Very Good	Passed
15.	G	60	Fairly Good	Not Passed
16.	HK	83	Very Good	Passed
17.	MK	90	Very Good	Passed
18.	M	90	Very Good	Passed
19.	MAP	83	Very Good	Passed
20.	MAM	90	Very Good	Passed
21.	O	76	Good	Passed
22.	S	90	Very Good	Passed
23.	SM	90	Very Good	Passed
24.	SM	90	Very Good	Passed
25.	SGL	90	Very Good	Passed
26.	S	86	Very Good	Passed
27.	T	90	Very Good	Passed
28.	Z	83	Very Good	Passed
29.	KP	53	Fair	Not Passed
30	W	80	Very Good	Passed
31.	M	76	Good	Passed
	Total Score	2,579		29 Students Passed
	Mean Score	83.19		Passed
	Classical Completeness	93%		Passed 90%

Table 8. Description of Students' Results in Cycle II

CYCLE II				
Predicate	Classification	Score	Number of Students	Indicator

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A	Very Good	80,00 - 100	24	Passed
B	Good	75,00 - 79,9	5	Passed
C	Fairly Good	60,00 - 74,9	1	Not Passed
D	Fair	40,00 - 59,9	1	Not Passed
E	Poor	0,00 - 39,9	0	Not Passed

1) The Students' Mean Score

$$M = \frac{2{,}579 \text{ (total score of students)}}{31 \text{ (total number of students)}} = 83.19$$

2) Percentage of Classical Completeness

$$\text{Classical completeness} = \frac{29 \text{ (}\Sigma\text{the students who get} \geq 75)}{31 \text{ (}\Sigma\text{the total students in the class)}} \times 100\% = 93\%$$

Based on the students' second cycle scores above, the students obtained a mean score of 83.19 from 31 students. It showed a better result than the first cycle' mean score which was 75.16. It showed that there was an increase in the students' mean score from cycle I to cycle II which was from 75.16 to 83.19. As shown in the table, all the students made an improvement in their individual scores, but there were 2 students who scored below 75 which means that these students had not passed the KKM in cycle II. However, they made an improvement in their scores from cycle I to cycle II. Compared to the first cycle, the table showed that there were 29 students who had passed the KKM of 75 from 31 students in cycle II. As a result, the percentage of classical completeness showed that 93% of 31 students had passed the KKM of 75 in cycle II. These results showed that the second cycle's percentage had increased from the previous cycle which was 67% to 93%, which had reached the expected percentage of this research which was 90% of 31 students in Marketing Class (X PM1).

Table 9. The Improvement of Students' Individual Scores

No.	Students	Cycle 1	Classification	Cycle 2	Classification
1.	A	76	Good	83	Very Good
2.	AF	80	Very Good	86	Very Good
3.	A	60	Fairly Good	76	Good
4.	AR	83	Very Good	86	Very Good
5.	AKA	70	Fairly Good	80	Very Good
6.	BYM	83	Very Good	86	Very Good
7.	BJ	86	Very Good	90	Very Good
8.	D	86	Very Good	90	Very Good
9.	DN	86	Very Good	90	Very Good
10.	D	86	Very Good	90	Very Good
11.	EG	53	Fair	76	Good
12.	E	53	Fair	80	Very Good
13.	F	60	Fairly Good	76	Good
14.	F	86	Very Good	90	Very Good
15.	G	43	Fair	60	Fairly Good
16.	HK	80	Very Good	83	Very Good
17.	MK	83	Very Good	90	Very Good

18.	M	86	Very Good	90	Very Good
19.	MAP	76	Good	83	Very Good
20.	MAM	86	Very Good	90	Very Good
21.	O	60	Fairly Good	76	Good
22.	S	90	Very Good	90	Very Good
23.	SM	90	Very Good	90	Very Good
24.	SM	90	Very Good	90	Very Good
25.	SGL	86	Very Good	90	Very Good
26.	S	80	Very Good	86	Very Good
27.	T	86	Very Good	90	Very Good
28.	Z	80	Very Good	83	Very Good
29.	KP	43	Fair	53	Fair
30	W	63	Fairly Good	80	Very Good
31.	M	60	Fairly Good	76	Good
Total Score		2,330		2,579	
Mean Score		75.16		83.19	
Classical Completeness		67%		93%	

Based on the students' individual scores in Table 9., all the students gained an improvement in their English speaking performance from the first cycle to the second cycle. As shown in Table 9., each student's score had increased from cycle 1 to cycle 2. The eight of the ten students who scored under 75 in the first cycle, they practiced more actively, seriously, and enthusiastically in the second cycle. As a result, they scored above 75 in the second cycle which had passed the KKM of 75. Meanwhile, although two of the ten students still scored under 75 from the first cycle to the second cycle, however, they made an improvement in their scores since they also practiced more actively, seriously, and enthusiastically in the second cycle than in the first cycle.

Moreover, there was an increase in the mean score and the percentage of classical completeness from cycle 1 to cycle 2. The mean score had increased from 75.16 in cycle 1 to 83.19 in cycle 2. Therefore, the increase of the mean score obtained in this research had passed the KKM of 75 after carrying out this research in two cycles. Meanwhile, the percentage of classical completeness had increased from 67% in cycle 1 to 93% in cycle 2. Therefore, the increase in the percentage of classical completeness obtained in this research had reached the expected percentage of this research which was 90%. The results of the two cycles revealed that all the indicators of success points in this research had been achieved in these two cycles. By seeing the results of the two cycles, the researcher concluded that the implementation of the Cake application had successfully improved the students' English speaking performance.

DISCUSSION

Based on the results of the two cycles had been conducted in the research process, the research findings showed that the students' individual speaking test scores increased in each cycle and from the first cycle to the second cycle. It showed

that applying the Cake application as the speaking teaching and learning media had improved the students' English speaking performance. Therefore, implementing the Cake application which was carried out in two cycles had successfully improved the students' English speaking performance.

After applying the Cake application as the speaking teaching and learning media, the students became more interested in learning speaking. There was a greater activeness and enthusiasm of the students in teaching and learning speaking. Moreover, utilizing the Cake application gave the students more opportunities to practice their speaking as freely as possible. As a result, the students' English speaking performance improved after applying the Cake application. They spoke English much better in their speaking tests as explained in the findings. The students could speak and deliver the conversation more fluently and accurately with fewer pronunciation errors after applying the Cake application. The students could also speak and deliver the conversation more confidently with fewer pauses and hesitations.

The mean score and percentage of classical completeness increased from cycle I to cycle II. These results in line with the findings of Paramita et al. (2022), the utilization of the Cake application improved the students' speaking ability. The scores showed an increase in students' English speaking performance. Their research findings showed that the Cake application was successful in improving students' English speaking performance. Similarly, this research's results revealed that the students' English speaking performance improved after applying the Cake application. The students' mean score increased from 75.16 in the first cycle to 83.19 in the second cycle, and the percentage of classical completeness increased from 67% in the first cycle to 93% in the second cycle.

Furthermore, utilizing the Cake application made the students become more interested, active, serious, and enthusiastic in learning speaking. As stated by Nuraeni and Yanthi (2020), Cake application increased students' interest in speaking English and helped the students to practice speaking English better in a fun way. As a result, the students performed better and got better scores after learning speaking using the Cake application. These results in line with the findings of Fitria et al. (2021), implementing the Cake application resulted in an improvement of the students' speaking ability. Students were interested in learning speaking using the Cake application, and responded positively toward using the Cake application to learn speaking. Similarly, in this research, there was a greater interest of the students to learn speaking using the Cake application in order to improve their English speaking performance compared to before using the Cake application. By utilizing the Cake application, the students became more active, enthusiastic, and serious to learn speaking English. It was because Cake application has many interesting features that allow the students to practice their speaking as comfortable as possible. Many features allow the students to practice speaking English while playing games which is a fun way for the students, one of them is the quiz game in the Cake application. According to Pulungan (2020), Cake application attracted the students' interest to practice speaking English which motivated the students to participate actively in the teaching and learning process. As a result,

there was an improvement in the students' English speaking performance after applying the Cake application. The results of this research revealed that the utilization of the Cake application encouraged the students to be actively and enthusiastically involved in the teaching and learning process. The students were assisted and given more opportunities to speak, practice, and improve their speaking through the use of the Cake application. As a result, the Cake application had a beneficial impact on the improvement of the students' English speaking performance.

Moreover, in line with the findings of Suryani et al. (2021), implementing the Cake application to the students was successful as a speaking learning media. Students could use the Cake application properly and imitate the conversations performed by native speakers in the Cake application well, and get good grades. Similarly, this research revealed that the students practiced their speaking through the use of the Cake application well. As a result, the students could speak English with more correct pronunciation as well as could speak more fluently and confidently, and get better scores after applying the Cake application.

By seeing the description above, this research's results showed a greater improvement both in the students' English speaking performance and class participation after learning speaking using the Cake application. Therefore, it succeeded in resolving the research problem raised in this research.

CONCLUSION

Based on the research findings and discussion, the researcher concluded that applying the Cake application as the media in a teaching and learning process had successfully improved the students' English speaking performance. The students spoke and carried out the conversation more accurately with fewer pronunciation errors and fluently with few pauses and hesitations after using the Cake application. The students also spoke and carried out the conversation more confidently. This was proven by an increase in the mean score and percentage of classical completeness of the students' speaking test results from cycle I to cycle II. The mean score increased from 75.16 in the first cycle to 83.19 in the second cycle. While the percentage of classical completeness increased from 67% in the first cycle to 93% in the second cycle out of 31 students. Moreover, the students' class engagement in the teaching and learning process was also improved by the utilization of the Cake application. The Cake application increased students' interest and the greater enthusiasm of the students to learn speaking English. As a result, the students became more active and enthusiastic in each cycle of the teaching and learning process. By using the Cake application, students had more opportunities to practice their speaking as much and freely as possible. In addition, applying the Cake application made the students more enjoy practicing their speaking. This had a positive impact on their learning achievement.

By seeing the results of this research, the researcher strongly recommends the students and the English teachers to keep and continue using the Cake application to improve the students' English speaking. Since the Cake application has been proven a useful and suitable media for the students in improving their English speaking performance. In addition, the Cake application is suitable for improving

speaking because the main feature of the Cake application is the speaking course, and has many excellent features for practicing speaking. Moreover, although the findings of this research showed a positive impact on the improvement of the students' English speaking performance after applying the Cake application, there are still limitations and weaknesses of this research. The implementation of Cake application in this research only improved the students' English speaking performance in the aspects of pronunciation and fluency. In addition, there were still students who had not passed the KKM of 75 although they made a significant improvement in their English speaking performance after applying the Cake application. Therefore, it is suggested that the other researchers who do future research related to the topic area of this research about Cake application to develop what has not been achieved and filled in this research. Furthermore, the researcher also hopes that other researchers will conduct future research using the additional teaching media that is interesting and suitable for the students to improve the students' English speaking performance. It will help the students to have more sources to improve their speaking.

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