STUDENTS' PERCEPTION OF USING THE CAKE APPLICATION FOR SPEAKING SKILLS

SKRIPSI

Submitted in Partial Fulfillment of the Requirements
For Degree of Sarjana Pendidikan (S.Pd)
Study Program of English Department

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2023

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul **"Students' Perception of Using the CAKE Application for Speaking Skills"** adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernytaan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, Oktober 2023
Hormat saya
Yang membuat pernyataan,

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

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Judul Proposal	: The Effect of Cake Application to the Students' Achievement in Speaking

Pada hari Kamis, tanggal 08, bulan September, tahun 2022 sudah layak menjadi proposal skripsi.

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ABSTRACT

Sherly Maiyora: 1802050032 "Students' Perception of Using the Cake Application for Speaking Skills" (Research was conducted on third semester students of Universitas Muhammadiyah Sumatera Utara Academic Year 2022/2023). Skripsi English Education Program, Faculty of Teacher's Training and Education, University of Muhammadiyah Sumatera Utara, Medan, 2022.

The purpose of this study was to determine how the students' perceptions of the CAKE application in learning speaking skills, and to describe the students' difficulty in using the CAKE Application. The total population in this study was 46 students consisting of class 3A in the morning (26 students), 3B in the morning (14 students), and 3A in the afternoon (6 students). The samples taken in this study were only class 3A and 3B morning because there were too few students in class 3A afternoon. The technique used is cluster sampling technique. Researcher used Qualitative method to describe the results of the questionnaires and interviews used the theory of Milles and Huberman (1994). In collecting data, researcher used questionnaires and interviews which consisted of 17 questions from the questionnaire and 9 questions from the interview. Questionnaire data analysis researchers used the percentage results from Google Forms and interviews as supporting data from the questionnaire data, then described to explain the results of the data. The results of the study obtained positive perceptions from students regarding the use of the CAKE application. They use this application as an additional learning medium to practice their English, especially speaking. This application is one solution for students to improve their ability in terms of pronunciation and vocabulary pronunciation because the CAKE application has quite complete features. In addition, the CAKE application is easy for students/teachers to use.

Keyword : Students' Perception, CAKE Application, Speaking skill

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Finally, the researcher hopes that this research can be useful for the readers. The researcher is fully aware that this research is still far from perfect, and thus any positive input is welcome to improve this research in the future.

Medan, May 2023

The Researcher,

Sherly Maiyora

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CHAPTER I

INTRODUCTION

A. The Background of the Study

In daily activities, speaking is an interaction that people need. A lot has to be considered when speaking, not only the topics shared or the language used, but also the people we are talking to (Heriansyah, 2012, p. 37). In English, in addition to the topic or interlocutor, we must also pay attention to the grammar we use to reach the other person.

When someone is confident in speaking English even though there are some mistakes, ordinary people who listen will think that person is good at speaking English. Learning English is very important for communication, one of the basic skills in speaking is very useful for students to help them in the future. Learning activities in both schools, colleges, and their specialty, English-speaking work, require good communication skills (Barrass, 2006, p. 1). Based on Hendra Heriansyah: in his research, it was stated that students were considered low performers due to several factors, namely: 1) fear of speaking, 2) lack of vocabulary, 3) messy grammar. And another factor is the time students think to use the right word according to them, as well as their doubts when they want to compose sentences (Heriansyah, 2012, pp. 38-39). In entering higher education, many students cannot explain what they think clearly in using English. Not a few students who have graduated from higher education or who apply for jobs still

have poor communication skills. They need to develop their ability to communicate, argue, and also speak in public.

Along with the times, there have been several changes in teaching and learning activities. Technology has changed students' learning patterns and teachers' teaching strategies in education. Where students gain knowledge not only from teachers but also from various online applications.

Media is a means of conveying messages in communication. Media that can be used in the teaching process is called learning media. In learning English, teachers must be able to use learning methods and the media used must be appropriate so that the objectives of learning can be achieved. Typically, students from junior high school to college are unable to express themselves clearly and effectively in their own language (Haris Hamdani, 2022, pp. 113-118). Some students are unable to manage their time effectively when practicing their English speaking abilities. They are less likely to practice in their daily lives after learning English. By using the free time they have, students can take advantage of practicing speaking by using online applications as learning media on their cell phones. One of them is the CAKE application, which is a learning media to practice their English. There are various options available to assist students practice speaking English on their own, including the ability to record their voices while conversing (Haris Hamdani, 2022, pp. 113-118).

There are several challenges when students speak English in class, including: having no idea what to say, feeling embarrassed or insecure when their

pronunciation is incorrect, and being unaccustomed to speaking in class due to a restricted vocabulary (Heriansyah, 2012, p. 38). With the advances in technology, additional learning options and facilities for students are now available, allowing them to study wherever they are in an area with an internet connection. One of the English learning media that is currently widely used is CAKE.

Salsabila and Iedam (2021) argue that the Cake Application is an English learning application using mobile available for Android and iOS users which has been downloaded more than 50 million times on the Google Play Store, with daily usage of more than 1 million users (Salsabila Ayuni Kaffah, 2021, p. 292). This application is offered by a company called Playlist Corporation which is only 7.3 MB in size, and was released in 2018 (Iman, DailySocial id, 2020).

One of the studies I read stated that learning to speak English using the CAKE Application makes students motivated to learn actively and confidently to show their speaking skills in front of the class. Using the CAKE Application as a medium, students get some input such as how to use good grammar and vocabulary (Pulungan, p. 8). The findings support the fact that the application can help students improve their English learning in a more relaxed way. This application can be used just need internet and has complete learning facilities for learning English and of course, it is easy to use.

The CAKE app offers several English features based on everyday life in a way that easier. The use of the CAKE application to learn English is important to study because researcher need to know how they use the CAKE application to learn

English. The use of the CAKE application is indeed lower in users compared to the already popular Duolingo application (Salsabila Ayuni Kaffah, 2021, p. 292). Some of the advantages of the CAKE application that other English learning applications do not have: This application uses an interactive learning method, users can immediately practice speaking and listening in an interactive way, and users can also directly learn from experienced teachers (Bodhana, 2023). According to Iman; the advantage of the CAKE application is that students can learn English through short and fun conversations. The conversation can be seen through videos taken from Youtube where the subtitles have been set according to the desired language (Iman, 12 Aplikasi Belajar Bahasa Asing untuk Android, Makin Mahir Tanpa Kursus, 2020) .

CAKE application has several features such as; audio learning, video learning, speaking section, key phrase quiz, review feature, a random review quiz, speaking practice with native speakers, and Al Speech Recognition feature (which is used to check pronunciation) (Salsabila Ayuni Kaffah, 2021, p. 292). Speech Recognition is one of the functions in this application that can assist pupils learn to talk. This tool can capture our speech and then compare it to what we say, as well as feedback from native speakers (Nuraeni, 2020, p. 167). This tool is extremely beneficial to users because it allows them to learn vocabulary, pronunciation, and expressions by following native speakers.

After the researcher made observations on the third semester students majoring in English Education, the results of these observations stated that as many

as 60% knew and had used the CAKE application, 15% of students knew about the CAKE application but had never used it and 22.5% did not know at all and did not have used the application. From the results of these observations, researcher want to know whether this application is particularly useful for students learning to talk, and if it motivates them to continue learning to speak using this program. Therefore, this study is carried to find out and provide information regarding students' perceptions of using the CAKE application, are there any problems in using it, as well as the benefits and problems that students encounter when using the CAKE application to learn English.

From several previous studies, this application helps students in practicing their English speaking skills better than before in a fun way and can learn wherever they are as long as there is internet. This application is used as an additional learning media in addition to studying at school. Based on the explanation above, the researcher will examine how students' perceptions of using the CAKE application on students' speaking skills with the title Students' Perception of Using the Cake Application for Speaking Skills.

B. The Identification of the Problem

Based on the Background of the study, the problems of this research can be identified as follows;

1. Students' difficulties in learning speaking.

2. Students' perceptions about the use of the CAKE application should be known in improving English, especially in terms of speaking.
3. The use of the CAKE application as a speaking learning medium.

C. Scope and Limitation

Based on the identification of the problems mentioned above: the scope of the research focuses on students' speaking skills in using a media. And then, the limitation focus on students' perceptions of using the CAKE Application for third semester students at the University of Muhammadiyah Sumatera Utara of the 2022/2023 academic year.

D. The Formulation of the Problem

Based on the above background, the research problem can be formulated in the following questions:

1. How do students perceive the CAKE application in learning to speak English?
2. What’s the students’ difficulties in speaking English through the CAKE application?

E. The Objectives of the Study

Based on the formulation of the problem above, the study’s objective is to find out:

1. To describe the students' perceptions of the CAKE application in learning to speak English.
2. To find out the students' difficulties in speaking English through the CAKE application.

F. The Significance of the Study

After conducting this study, the researcher hopes that these findings are useful for:

1. Theoretically

   This research was used to add information about the use of the CAKE application in the teaching and learning process, especially in learning English. In addition, this research is expected to improve the quality of the CAKE application so that more people are interested in using it.

2. Practically

   a. For further researcher.

      It is believed that this research useful to future researchers as a reference in terms of students' perceptions of the usage of learning media.

   b. For Teachers.

      This research also provide information on students' perceptions of using the CAKE application that will be utilized as feedback and assessment for future learning

c. For Students.

The students will know how to utilize the CAKE application in the process of learning English, and it is also believed that by using this medium, students will be more excited and will study more effectively in the future.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Students' Perceptions

a. Definition of Perception

Perception is the process of responding to information that one possesses. By using the five senses to observe, perception is also information derived from activities, the context, and the process of learning something, and it can help those in need of the information. Because learning is a change in an individual given about by experience, it is essential to comprehend students' perceptions of their method of learning English. Learning can change an individual as a result of experience, it is important to understand that students' perceptions can affect students' attitudes, which will affect the way students think and feel about something. As a consequence, if students have good perceptions of podcasts, they will engage in them repeatedly, and this will affect students' language learning outcomes (Elni Kohar, 2014, p. 2).

According to Jerome Delaney; students' judgments of effective teaching could be taken from their own situations. Participants were asked to select five criteria of successful teaching for both on-campus and online courses, define them,

identify instructor behaviors that demonstrate the attributes, and prioritize the characteristics (Jerome Delaney, 2010, p. 3).

The purpose of this study is to investigate university students' perception toward the use of the CAKE application as a medium for learning English, particularly speaking abilities. Perception is critical in learning because academics must understand their students' preferences in terms of learning techniques, preferences, and other factors that can influence their learning outcomes. This application is only intended to be used as an additional medium in learning outside of teaching and learning activities / outside of school.

b. Theory of Perception

According to Maurice; perception is not of anything if the "of" in that statement suggests a causal association to something in the natural reality, as there could be is no object - through reality, there may be nothing, as far as phenomenology is concerned. Perception even as if something actually; it identifies or describes an object that is merely thought to exist, whether or not that entity exists. Perception underpins many aspects of human experience and comprehension, including conceptual orientation and figure/ground contrast, focus, and horizon. Perspective is extensive - not just in sense experience, but also in our cognitive, social, psychological, cultural, and history self-understanding, all of which are rooted in our bodily existence in the world. (Merleua-Ponty, 2012).

According to Elni Kohar, perception is related to attitudes, therefore discussing perception will show a person's behavior and attitude. Personality, beliefs, values, conduct, and motivation all contribute to one's attitude. Positive impressions are vital in students' success in learning English because they stimulate and urge pupils to be more engaged. As a result, when students have a positive perception of it, students will participate in it again and again, and it will change students' language learning achievements, including attitudes, that are one of the factors to success in language learning, over time (Elni Kohar, 2014, p. 2).

c. Perception Process

According to Démuth (2013), perception can be split into two primary groups based on the direction of information flow. The first consists of a group of theories that accept only the bottom-up process of acquiring and processing sensory data, especially regarding processes that continue at the minimum perceptual level - that is, the most distant cognitive level - and then gradually lead to more complex and complex processes that occur in larger structures and are responsible for more global and abstract ways of thinking. Bottom-up perception theories are differentiated by the fact that the quality and quantity of sensory input have a significant affect on the final percept. In their opinion, sensory information forms the basis of cognition and, by definition, governs subsequent sensory data processing.

The second theory, top-down theory, holds that in the process of discrimination, particularly when processing sensory stimuli, we begin by "perceiving" sensory data at the receptors, but those processing take into account the downward influence of higher cognitive regulating content and then determine it. The idea that in order to comprehend human senses, one must have past experience or knowledge, or other influences that assist organize and form cognitive material, is central to this approach.

The participation of higher cognitive functions in the process of perception in the form of discrimination and interpretation of perceived contents distinguishes top-down theories from bottom-up theories. While top-down theories favour direct vision without the participation of knowledge and prior experience, indirect perception theories claim that perception is only possible through mental representation, computation, or the creation of an image of a given world. Sensory data must be organized and collected by cognitive machinery before being interpreted using existing knowledge (Démuth, 2013, pp. 23-31).

2. Speaking Skills

English has been the language of the rules for more than a century. Therefore learning English is considered a privilege and the majority of indigenous children are taught English after completing the elementary level. Although changing the learning media in various subjects, the changes affect the general ability of students to speak English. English is taught to students as a subject up to the

undergraduate level, but most of them fail to acquire a reasonable command of the language (Hashmi, 2006, p. 28). For most foreign language learners, speaking is not an easy thing to do because speaking a foreign language requires knowing more about its grammar, vocabulary, and pronunciation.

Speaking is a language profit activity which is a basic means of communication that can be obtained by continuous practice in speaking and by following/ imitating spoken English (Hashmi, 2006, p. 47). Hendra Heriansyah expressed his opinion that speaking is very necessary to interact with people. There are many things that must be considered in speaking, which are not only related to what is being discussed, what language is used, but also who the other person is talking to. In addition, the speaker must also pay attention to the topic he is discussing, and the language that is easy for the other person to understand (Heriansyah, 2012, pp. 37-44).

Speaking is a productive skill in verbal communication, a skill that is more complex than it may seem at first glance and involves more than just pronouncing words. There are 3 types of speaking situations, namely:

1) Interactive, namely face-to-face conversations and telephone calls that we can listen to and talk about alternately, where we can ask for clarification, repetition, or slower speech from the other person.
2) Some are interactive, such as when we deliver a speech to an audience directly, where the rule is that the audience does not interfere with the speech,

only the speaker is allowed to speak. Speakers can look at the audience and judge nonverbally whether they understand or not.

3) Non-Interactive. i.e. speaking little or maybe not speaking at all, as when recording something. (Mariam Bashir, 2011, p. 38)

There are several factors to consider when measuring speaking skills. The evaluation table below will be used in the study to measure students' speaking competence. According to (Brown, 2003), there are six components of speech to be scored: pronunciation, grammar, vocabulary, fluency, understanding, and task.

Table 2.1
Table of Indicators for Evaluating Speaking skills

Aspects	**Score**				
	5	**4**	**3**	**2**	**1**
Grammar	Equivalent to that of an educated native speaker.	Able to use the language accurately on all levels normally pertinent to professional needs. errors in grammar are quite rare.	Control of grammar is good. able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak

			professional topics.		his language.
Vocabulary	Speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Speaking vocabulary inadequate to express anything but the most elementary needs.
Comprehension	Equivalent to that of an educated native speaker.	Can understand any conversation within the range of his experience.	Comprehension is quite complete at a normal rate of speech.	Can get the gist of most conversation of non-technical subjects.	Within the scope of his very limited language experience, can understand simple

					questions and statements if delivered with slowed speech, repetition, or paraphrase.
Fluency	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical	(No specific fluency description. Refer to other four language areas for implied level of fluency.)

				informatio n.	
Pronunciati on	Equivalent to and fully accepted by educated native speaker.	Errors in pronunciati on are quite rare.	Errors never interfere with understandi ng and rarely disturb the native speaker. Accent may be obviously foreign.	Accent is intelligible though often quite faulty.	Errors in pronunciat ion are frequent but can be understoo d by a native speaker used to dealing with foreigners attempting to speak his language.
Task	Speaking proficiency equivalent to that of an educated native speaker.	Would rarely be taken for a native speaker but can respond appropriatel y even in unfamiliar situations. Can handle informal interpreting from and into language.	Can participate effectively in most formal and informal conversatio ns on practical, social, and professional topics.	Able to satisfy routine social demands and work requireme nt; needs help in handling any complicati on or difficulties .	Can ask and answer questions on topics very familiar to him. Able to satisfy routine travel needs and minimum courtesy requireme nts.

3. Mobile Application

Recently, learning using mobile phones has become popular in the world of education, especially in higher education. Before becoming popular, technology in the world of education was only computer-based learning because many were technological/mobile with the help of the internet, therefore there was a change from computer-based learning to mobile-assisted learning. It provides self-study that can be done anytime and anywhere. Even teachers and students can use technology such as mobile phones, tablets, and other types of technology to develop learning that can improve the quality of teaching and learning and their skills (Kusumaryani, 2019).

In today's era, technology can assist students in accessing language knowledge, training them in direct communication skills with speakers. Language skills can be deepened again through learning applications. This can make students more independent to add language knowledge by practicing the language inside or outside the classroom. In Indonesia, the growth of learning using technology can affect education. This has been proven by teachers in the classroom in increasing learning outcomes. Regulations were made to facilitate technological updates because education in Indonesia adheres to a top-down and centralized education system. Teacher-centered learning is widely used in Indonesia, including memorization as a learning method. Just like other developing countries.

Indonesian teachers can also benefit from adapting and updating technology practiced in the classroom (Kusumaryani, 2019).

Now more than 6 billion people use to access connected networks from their mobile devices. Mobile devices have changed our lives by changing the way we learn. Technology-based learning involves various users both themselves and others. Learning can be done in various ways, such as other people accessing education using mobile, we connect with others, create content related to education, and so on (Tamhane, 2015). Mobile provides various applications and features such as voice recording, video player/creating, browsers, and so on where these features can affect the teaching and learning process when used in the classroom. Mobile devices can help teachers and students in the teaching and learning process both inside and outside the classroom simultaneously or not. The use of mobile phones can create an active learning situation, students become more interactive inside and outside the classroom, and students become active in the context of the material (Kusumaryani, 2019).

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On a mobile device, there is something called an application. Applications are software that has certain features according to the way used by the user. In the App Store or other application stores, there are many application services. Usually, the application uses the operating system (OS) and other supporting features to make it easy to use. So the application has many scopes and provides a reliable and convenient way for mobile users.

4. CAKE Application

When people think about teaching and learning, they definitely imagine students sitting in their chairs and listening to the teacher when explaining the material in class. That is the most common interaction between teachers and students in various schools in the world. From various points of view, several applications on mobile devices have an effect on language skills. There are several applications that teachers use as a medium to improve students' English which can be categorized into receptive and productive skills, a combination of skills and system language, vocabulary and grammar (Muhammed, 2014, pp. 104-108).

Currently, many applications that have developed, especially in improving English language skills. One of the English learning applications that quite a lot of people use is the CAKE application. An English learning application that has complete learning facilities and is easy to use, it's just that using the CAKE application only requires the internet. According to Salsabila and Iedam, the CAKE application is a free mobile-based English learning application available

for Android and iOS users that has been downloaded more than 50 million times with daily usage of more than 1 million users (Salsabila Ayuni Kaffah, 2021, p. 292). This application is offered by a company called Playlist Corporation which is only 7.3 MB in size, and was released in 2018 (Iman, DailySocial id, 2020).

CAKE application has several features such as; audio learning, video learning, speaking section, key phrase quiz, review feature, a random review quiz, speaking practice with native speakers, and Al Speech Recognition feature (which is used to check pronunciation). Especially for the review feature, we will be asked to register or log in via a Facebook or Google account to save the previously studied expressions in the review feature. In addition, the application size is small, which is around 10Mb (Salsabila Ayuni Kaffah, 2021, p. 292).

Some of the advantages of the CAKE application that other English learning applications do not have: This application uses an interactive learning method, users can immediately practice speaking and listening in an interactive way, and users can also directly learn from experienced teachers (Bodhana, 2023). According to Iman; the advantage of the CAKE application is that students can learn English through short and fun conversations. The conversation can be seen through videos taken from Youtube where the subtitles have been set according to the desired language (Iman, 12 Aplikasi Belajar Bahasa Asing untuk Android, Makin Mahir Tanpa Kursus, 2020) .Steps to use the CAKE application (n.d.):

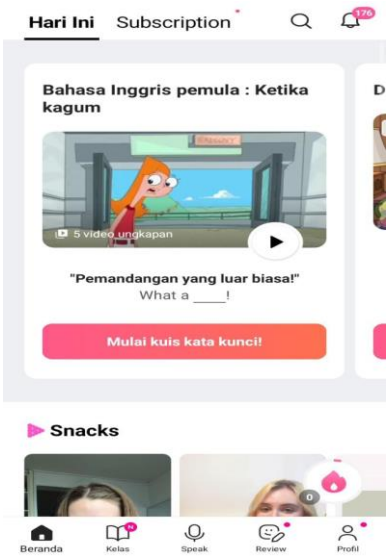
1. Download the CAKE application first through the Play Store or other App-stores.

2. Then register using E-mail or Facebook.
3. After that, the user can start the study on the homepage in the application.
4. If you want to find the desired category, click the search tab.
5. To subscribe to a topic or channel, and see new videos on the app homepage, click the button with the plus sign. To unfollow a channel, access the main page of the subject and click the purple button with the word “Subscribe”.
6. While watching a video, it is possible to check the dialogue text of the characters present in the scene. The video reproduction is divided into sections and listed above the subtitles. Cake study screen has a video player with subtitles.
7. Can adjust the speech speed and subtitle display with the option "1x Drill". The settings menu, in the upper right corner, brings options to select the subtitle and subtitle language.
8. If you want to hear phrases for learning English, click the sound icon. To make an audio recording and assess the user's pronunciation, click the “Falar” button. After that the system will provide feedback and create a catalog that is graded from A to C. Users can repeat the process until they reach the best pronunciation level and know how to speak English.
9. A list of “history” or all videos that have been watched can be saved by the user. Present next to each section, the “Revision” option opens a quiz where the user has to fill in the missing words in the sentence after listening to the section.

10. The function of the fire cone in the lower right corner of the screen means that the percentage of studies performed by the user and the study target to be achieved. Then click to check your activity log.

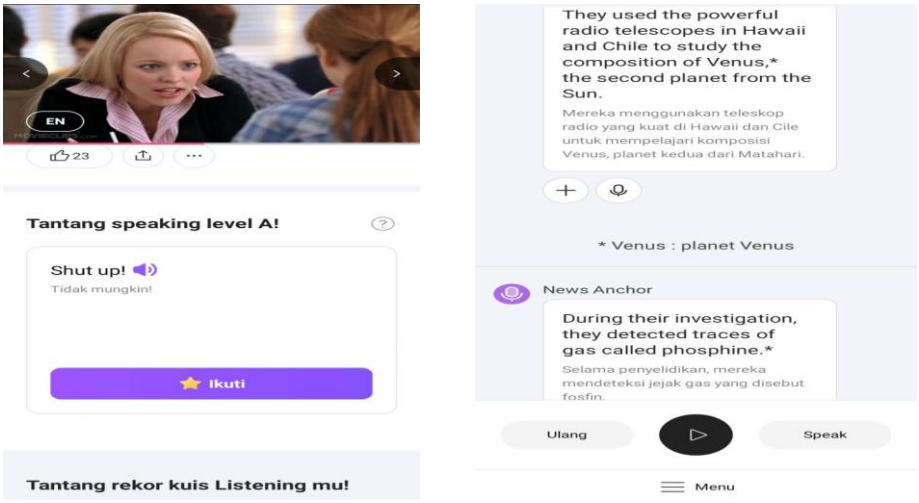
This application has several features such as:

1) Channels; provides many references to English conversations discussed on YouTube. Here students are free to choose categories according to the level of challenge they want such as beginner, intermediate, or master. The categories in question are traveling, comedy, popular, TV programs, animation, and others (Tekno, 2022).



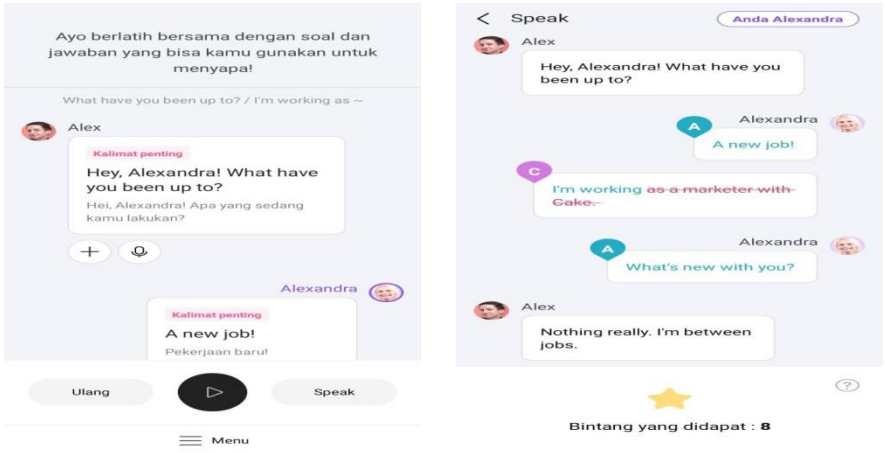
Picture 1: Channels/ select category

2) Record Speaking; every video has an important word. After watching the video, then say the important words. We can improve our speaking ability by recording those important words, besides that we can also increase our vocabulary (Salsabila Ayuni Kaffah, 2021).



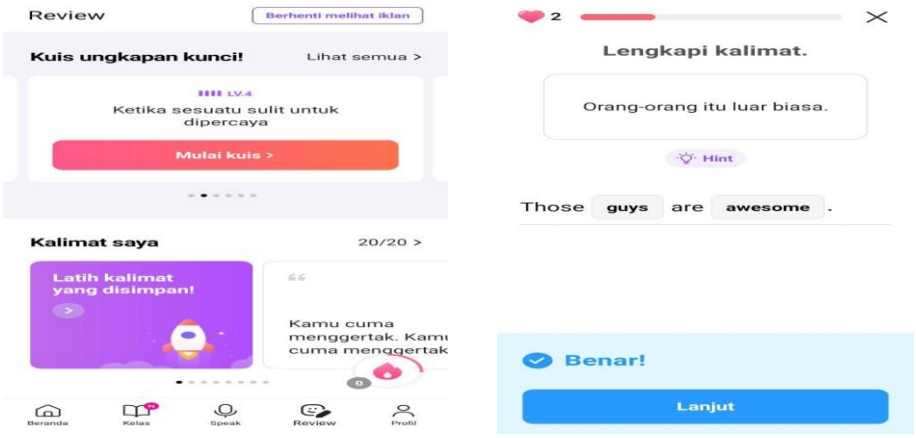
Picture 2: Practice speaking skills like a native

3) Talking/ Speak; in this feature we can have a conversation with native speakers. In addition, we can also swap roles in the conversation. There are two steps provided in this feature, the first is listening to native speakers of the speaker's conversation. The second is practice, where we do the talking. Both steps get feedback after note (Salsabila Ayuni Kaffah, 2021).



Picture 3: Have a conversation with native speakers

4) Quiz; Here students can take quizzes in the form of listening, speaking, memory of an expression. At the first level, students will find repeated expressions to be answered so that students' memory of these expressions can be honed. When students have completed the fourth level, students can get some stars as a score (Tekno, 2022).

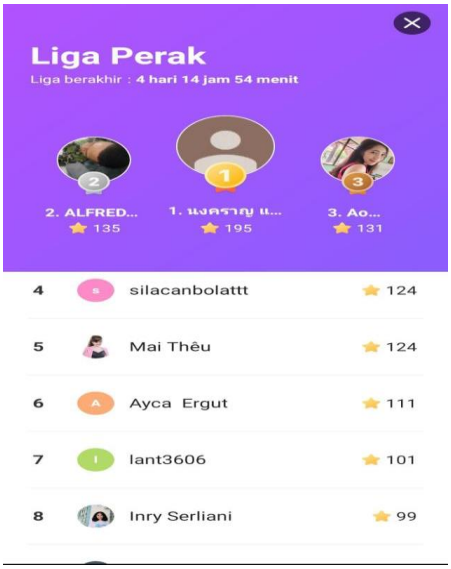


Picture 4: Cluster quiz

5) Daily achievements; namely the duration of learning when using the CAKE application (Salsabila Ayuni Kaffah, 2021).

Picture 5: Activity duration in app usage

6) Competition; Each score obtained from the results of the challenge, all these scores will be compared with other users from around the world. Of course the application is universal, so students can set the basic language of the application (Tekno, 2022).



Picture 6: Compete in the CAKE app

B. Conceptual Framework

This research was conducted on third semester students at the University of Muhammadiyah Sumatera Utara. In this study, researchers analyzed students' perceptions of the CAKE application used in learning to speak English. In the learning process, students give a positive perception if the application has an interesting impression and is easy to use for students, and students give a negative perception if the application is boring and does not have an interesting impression in the activity. The results of this study are different based on student acceptance, student understanding and student evaluation.

The conceptual framework can be seen in the following figure:

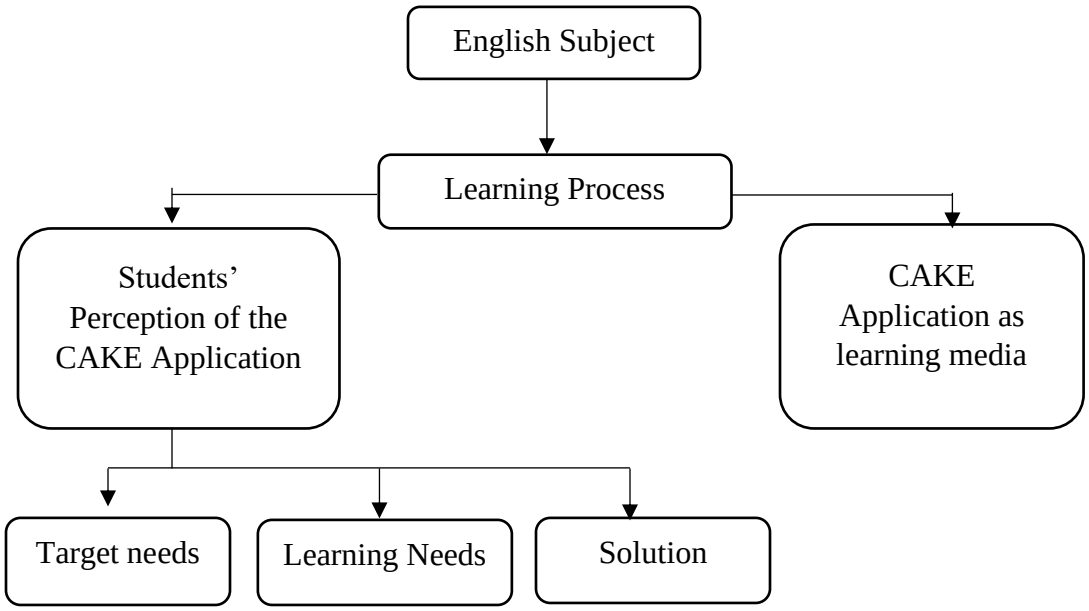


Figure 2.1: Conceptual Frameworks

C. Previous Related Study

In this study, the researcher hopes to analyze what is the focus of previous research. There are three previous studies related to this research, namely:

(Nuraeni, 2020), in her research entitled "THE USE OF CAKE APPLICATION IN TEACHING SPEAKING TO SENIOR HIGH SCHOOL'S STUDENTS" Her research focuses on the technique of using CAKE application to improve students' speaking skills. Students' perception on the use of Cake application in Learning Speaking Skill. Based on the chart in research, has been seen that the students' have good perceptions of the use of Cake application in learning speaking skills. Based on the point that has been shown on creating fun learning in the percentile is 93%, improving students' motivation in the percentile at 89%, improving students' speaking skill in the percentile is 92 %, and improving students' confidence in the percentile is 93%. It was seen from the average of each advantage as the indicator of close-ended questions. Based on the point that has been shown on creating fun learning in the percentile at 93%, improving students' motivation in the percentile at 89%, improving students' speaking skills in the percentile is 92 %, and improving students' confidence in the percentile is 93%.

(Haris Hamdani, 2022), In his research entitled "STUDENTS' PERCEPTION ON THE USE OF CAKE APPLICATION TO IMPROVE SPEAKING SKILL" His research focuses on the technique of using CAKE Application to improve students' speaking skills. The research subjects are students of the fifth semester

of the Industrial Engineering study program, Bhayangkara University, Greater Jakarta. There were 12 students involved in this research. Researcher provide opportunities for students to explore the features of the Cake application. They practice speaking a lot through the app. After using the application many times, the researcher gave a questionnaires containing their perception of using the Cake application to improve their speaking skills. Then five selected students were interviewed for the use of the application. The researcher used personal interviews. The researcher collected the data through questionnaires. There were ten statements offered to students about their perception on the use of Cake application to improve speaking skill.

Based on the results of his research, it can be concluded that; most of the students agree on the use of the Cake application to improve their speaking skills. They can make the best use of the application for speech improvement. They know how to use an app with various features on it. They can practice from beginner to advance. In addition, students can learn English many times with their voice notes.

(Pulungan, Developing CAKE Application APP As Digital Media For Teaching Speaking in Junior High School, 2021), In his research entitled "DEVELOPING CAKE APP AS DIGITAL MEDIA FOR TEACHING SPEAKING IN JUNIOR HIGH SCHOOL". The subject of his study was the ninth grade students of SMP Kreatif Medan. From the table data in his research, it can be concluded that digital speaking media is feasible to be used in learning speaking

report texts for class IX students of SMP Kreatif Medan. The average overall assessment score for the material aspect is 95.3%. Then based on the overall media aspect assessment score table is 96.6%. This score is included in the Very Good category (81% - 100%). The experts decided that digital media was feasible to teach report speaking texts to class IX students of SMP Kreatif Medan. Some revisions are needed to make the media better.

CHAPTER III

RESEARCH METHOD

A. Location of the Research

This study was carried out at the University of Muhammadiyah Sumatera Utara, Jl. Kapten Mukhtar Basri No. 3 Medan, 20238. This study was focused on students in the third semester of the 2022/2023 academic year. The researcher chose the university as the place of research because it has never been done at the university and make comparisons with previous researchers. So, the researcher used a qualitative descriptive method to find out students' perceptions of using the CAKE application on their English speaking skills.

B. Population and Sample

The word data in this study is the raw material collected by the researcher which is needed to answer the research questionnaire. The data in this study at the Muhammadiyah University of North Sumatra, researchers conducted research on third semester students consisting of 3 classes, namely 3A in the morning (26 students), 3B in the morning (14 students), and 3A in the afternoon (6 students). However, the researcher only took 2 classes, namely class 3A in the morning and class 3B in the morning because in class 3A the afternoon sample was too little. Purposive sampling is the method chosen by the researcher to be used as a sample with smaller sample size and a more homogeneous population chosen using

cluster samplings are 3A Morning and 3B Morning English Education.

C. Research Design

This study used a qualitative approach with a cluster sampling technique which consists of two classes, namely class 3A in the morning (26 students) and class 3B in the morning (14 students) with a total sample of 40 students. Based on Yin; qualitative research can pay attention to contextual richness, research will make it possible to study the daily lives of different types of people and what they think, in many different situations. Qualitative research can be related to something passionately concerned about in oneself or one's professional life—family, peers or other groups of people, organizations, cultures—and even causes and campaigns. Handled properly, qualitative research offers you the opportunity to make this connection (Yin, 2016).

This study was carried out through the distribution of questionnaires and interviews to third semester students of the 2022/2023 academic year. The researcher used a Google form to obtain the results from the questionnaires data, which consists of 17 questions which aims to find out how big the percentage of students is in using the CAKE application. The results of the questionnaires analysis are displayed automatically by Google Form.

The researcher used a multiple choice questionnaire consisting of two points, namely Target Needs and Learning Needs. And the researcher also made a

questionnaires in the form of a Likert Scale with the percentage of agree, strongly agree, disagree, and strongly disagree. Researcher could learn more about the perception of learning English by using the CAKE application as an alternative learning medium. The researcher then conduct interviews as extra data to supplement and improve the findings from the questionnaire. The researcher's goal, in this case is to find out more about students' perceptions of using the CAKE application to develop their speaking skills.

D. Instrument of Research

Researcher have several steps that carried out in research to collect data as follows:

1. Researcher prepare a questionnaire and interview that is in accordance with the objectives of the study.
2. The questions in the questionnaire and interview are checked first by the research advisor whether they are in accordance with the research or not.
3. Then the researcher creates a questionnaire form via Google form and interview questions made through Microsoft Word.
4. The researcher share a link to answer the questionnaire through the student's WhatsApp group.
5. Then the researcher collects and analyzes the results of the questionnaire made through the google form.

6. After the researcher analyzed the data from the questionnaire, the next researcher distribute interview questions via WhatsApp to 5 students who were taken randomly from the two classes (3A in the morning and 3B in the morning).
7. Students only need to answer a few questions and write them down in the file.
8. After that the researcher can analyze the data from the interview.

E. Technique of Collecting Data

The most significant step for researchers to obtain data connected to the research center is data collection procedures. In this study, researcher gather data using two instruments:

1. Questioners

   The questionnaire is a data collection tool used by researcher that involves asking respondents written questions. When the researcher is aware of the factors to be measured, the questionnaire becomes more efficient (Sugiyono, 2013). The questionnaire instrument that used aims to find the percentage of students speaking skills in using the CAKE application. This study use an online questionnaires using a Google form.

   The following are the steps that the researcher take in providing the questionnaires: The first, researcher was share the Google Form link with them via WhatsApp. Then, when students enter the Google Form, students are asked to fill in their identities such as E-mail, name, NPM, and class. Then, students

were asked to answer a questionnaire regarding the perception of using the CAKE application as a learning medium to improve English speaking skills. This section uses a four-point likert scale (4 to strongly agree, 3 to agree, 2 to disagree, and 1 to strongly disagree) and used Multiple Choice (4 questions). For the questionnaire, the researcher used 13 items written in English for students to answer.

Table 3.1 Indicators of Questionnaires

Indicators	Items
Target need to learn speaking	2 Items
Learning need for speaking skills	2 Items
Learning Media using the CAKE Application	13 Items

2. Interview

Interviews allow researcher to learn more about respondents' perspectives or experiences to supplement questionnaire responses. According to Sugiyono (2013), researcher use interviews as a data gathering approach to identify problems and learn more about the topic under investigation from respondents. In this study, researcher conduct interviews via WhatsApp in the form of file submissions on 5 of 40 students. During the interview, students were asked to answer a set of closed questions on their behavior, motivations, strengths, and issues in using the CAKE application to learn English.

F. Technique of Analysis Data

The researcher examines the data collected through surveys and interviews. The data from the questionnaire was entered into a table and summarized from the Google form results. While analyzing the interview data, researcher employ Miles and Huberman's theory. According to (Huberman, 1994, pp. 10-11); to analyze the data there are three components:

1. Data reduction

   Data reduction is a type of analysis that sharpens, selects, concentrates, and classifies data in order to develop and verify conclusions. Data reduction can be altered in a variety of ways, including selection, summary or paraphrase, inclusion in a wider pattern, and so on. The researcher concentrated on deciding which parts of the interview are included in the transcript.

2. Data Display

   At this point, the selected data is presented in essays, tables, graphs, classifications, and other formats. All are intended to collect information in summary form in order for it to be assessed and justified conclusions reached. The outcomes of the interviews were conveyed in narrative form in this study. Following the presentation of the data, the researcher draws conclusions based on the research objectives.

3. Conclusion Drawing and Verification

   At this point, the researcher assesses the credibility and accuracy of the acquired data. Triangulation is used by researcher to validate data from various respondents, data types, and data gathering methods. To obtain valid results, researchers review data from questionnaires and interview respondents.

CHAPTER IV

RESEARCH FINDING AND DISSCUSSION

This chapter discusses the results of the research analyzed by the researcher based on the data that has been collected. The data is the students' perception of the use of the CAKE application on their speaking ability. This chapter is divided into two perceptions, the first is the perception of speaking skills, and the second is the perception of using the CAKE application. In the following, the researcher explains the results of students' perceptions of speaking skills and the CAKE application. Data collected through questionnaires and interviews.

A. Research Findings

Table 4.1 The Questionnaire of Target Needs In Speaking Skills

No	Statement	Answer Choice			
1	Why do you need to learn speak English?	For work 27.5%	For learning needs in lectures 50%	To face the test 2.5%	Others 20%
5	What is your difficulty in speaking English?	Fear of making speaking English 27.5%	Difficult pronunciation 30%	Lack of vocabulary 27.5%	Others 15%

In the first question from the questionnaire the researcher asked "Why do you need to learn to speak English?" The results show that as much as 50% of them learn to speak English because "For learning needs in lectures". The results of

of this questionnaire question are supported by the results of interview statements from a student named Josua, namely; *“Because speaking is the most important skill to find a job”*. It can be concluded that learning speaking is necessary for the future, especially in the school and work environment. They need to learn speaking in order to get a better job.

The second question from the questionnaire is "What are your difficulties in speaking English?" with the results of 27.5% they are afraid of being wrong in speaking English and 27.5% lack the vocabulary they memorize. This data is supported by the results of interviews with a student named Salsabila, namely; *"My grammar is still a mess, and I lost my vocabulary."* There are also conclusions related to the questionnaire questions that the researchers took from interviews, namely the difficulties they faced in learning speaking besides vocabulary, their grammar was still not completely good, they still often made mistakes in pronouncing words, nervous, and lacked confidence.

From the explanation above, it can be concluded that students learn to speak English only for the future, namely the need for college so that they can easily find work later. Their difficulty in speaking English is due to the lack of vocabulary they remember. However, there are also those who feel that their grammar is still not completely good, they still often make mistakes in pronouncing words, are nervous, and lack confidence.

Table 4.2 The Questionnaire of Learning Needs

In Speaking Skills

No	Statement	Answer Choice			
1	Why did you learn speaking?	To streamline communicat -ion in English 25%	Just following the lecture 2.5%	To be able to speak in public using English 67.5%	Others 5%
2	What do you want to achieve after learning speaking?	Able to speak English fluently 30%	Able to speak in front with confidence 35%	Able to speak with good grammar 32.5%	Others 2.5%

In the first question of the questionnaire, the researcher asked "Why did you learn speaking?" The results show that 67.5% of them learn to speak English because they want to be able to use English in public/in front of the class. In the second question the researcher asked "What do you want to achieve after learning speaking?" The results show that 35% of them want to appear confident in using English.

From the first and second questions of the questionnaire, the results of these data can be supported by interview statements from a student named Salsabila, namely*; "Because speaking is one of the skills to communicate with other people, and it's easy to make friends with foreigners by managing the language. Learning languages is one of my favorite activities."* The researcher concluded that from these two questions their desire to learn to speak English was because they

wanted to be able to appear confident, be able to communicate with other people, convey messages, thoughts and feelings. This was also said by a student named Meutia, namely; *"Speech is sound that is made to create conversation with other people. Speaking aims to convey messages, thoughts and feelings.*

Learning media

1. Do you know the CAKE Application?
   a. Yes (77.5%)
   b. No (22.5%)
2. How long have you been using the CAKE Application?
   a. More than 1 week (35%)
   b. More than 1 month (17.5%)
   c. More than 3 month (10%)
   d. Never (37.5%)

Table 4.3 The Questionnaire of Using CAKE Application In Speaking Skills

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
3	The CAKE application is easy to use in improving my speaking skill.	9 people 22.5%	16 people 40%	12 people 30%	3 people 7.5%
4	The practice in CAKE application gives me more	8 people 20%	15 people 37.5%	13 people 32.5%	4 people 10%

	motivation in improving my speaking skill.				
5	The CAKE application gives me more chances to improve my speaking skill.	7 people 17.5%	17 people 42.5%	13 people 32.5%	3 people 7.5%
6	I am able to practice speaking using the CAKE application as many times as I want.	9 people 22.5%	13 people 32.5%	16 people 40%	2 people 5%
7	I am interested in improving my speaking skill independently through the CAKE application.	6 people 15%	17 people 42.5%	12 people 30%	5 people 12.5%
8	I enjoy choosing materials for the CAKE application in improving my speaking skill.	7 people 17.5%	15 people 37.5%	13 people 32.5%	5 people 12.5%
9	Using the CAKE application in my own time makes English language learning more interesting.	7 people 17.5%	11 people 27.5%	17 people 42.5%	5 people 12.5%
10	The CAKE application can help me solve my problems by improving my speaking skills.	6 people 15%	16 people 40%	15 people 37.5%	3 people 7.5%
11	It gives me an opportunity to enhance my vocabulary, grammar, and pronunciation.	7 people 17.5%	18 people 45%	11 people 27.5%	4 people 10%
12	The CAKE application provides various topics for learning English.	7 people 17.5%	17 people 42.5%	11 people 27.5%	5 people 12.5%
13	I have a problem related to signal, gadget, and mobile data when using the CAKE application.	5 people 12.5%	13 people 52.5%	17 people 42.5%	5 people 12.5%

Regarding learning media, researchers used a questionnaire about CAKE applications. The first statement of the questionnaire, the researcher asked "Do you know the CAKE Application?" The results of these questions show that 77.5% of them know the CAKE application. The second question of the questionnaire is "How long have you been using the CAKE Application?" with the result that 35% have used the CAKE application for more than 1 week, 17.5% for more than 1 month, 10% for more than 3 months, and 37.5% they have never used it. The results of these two questions can be concluded that most of them know the CAKE application, but there are some of them who have never used the application even though they know the application. So, as much as 15% of them know the CAKE application, but have never used it. And as much as 37.5% they don't know and have never used the CAKE application.

From the first and second questions in the questionnaire, it can be supported by the statement from the interview results that the five students out of 5 students know the application and use the CAKE application to learn speaking. One of the statements from the 5 students namely Salsabila; *"Yes, I know. I've used this app to improve my English. Because at that time I will enter the collage that I choose."* Statement from Nabila; *"Yes, I used the Cake app when I was in high school. I use it, because this application is easy to use in practicing my English".* And to add to the suitability of the data results from the second questionnaire question, the following are the results of interviews from the five students:

Novita said *: "One hour a day".*

Salsabila replied *: "2 months".*

Meutia said *: "15 minutes".*

Josua said *: "I used CAKE when I studied at the University".*

Nabila said *: "It depends, sometimes I use it twice a day, sometimes it can be once. Even when I want to study seriously, I can use the CAKE app about 4 to 5 times a day."*

The third questionnaire, the researcher makes the statement "The CAKE application is easy to use in improving my speaking skill." The results show that 40% agree that the CAKE application is easy to use. This question can be supported from the results of interviews with a student named Nabila; *"Yes, like other applications, I use CAKE by entering the application, then looking for what features I want to learn. For example, if I want to learn sentences today, I just click on the part of the sentence. If I want to learn to speak, I just click on the speaking section."* It can be concluded that this application is easy to use, from entering the application to looking for its features.

The fourth statement of the questionnaire is "The practice in CAKE application gives me more motivation in improving my speaking skill." The results show that 37.5% of them agree that the CAKE application gives them motivation to learn speaking. From the results of the questionnaire data, it can be supported from the results of Josua's student interview statements, namely; *"For me, CAKE is one of the best apps for learning English with many features such as speaking, listening and writing. So that students can learn and improve their*

English skills better". With Josua's statement, it can be concluded that using the CAKE application can motivate students to improve their English skills.

The fifth statement of the questionnaire is "The CAKE application gives me more chances to improve my speaking skills." The results show that 42.5% of them agree that the CAKE application can provide opportunities to learn speaking. This is supported by interview data, namely statements from Nabila; *"The feature that improves my skills is the pronunciation feature, with sound samples which enhances my learning to speak."* With Nabila's statement stating that the CAKE application was able to improve her speaking skills. This is continuous from the results of the questionnaire, namely being able to provide opportunities to learn speaking.

The sixth statement is "I am able to practice speaking using the CAKE application as many times as I want" with the result that 40% of them disagree that the CAKE application can practice their speaking skills as much as they want. The interview results that can support this question are statements from Novita; *"most annoyed when the English speaking test is correct and according to the* pronunciation with the example it is still wrong." And a statement from Salsabila said: *"Yes, there is. This application uses the internet, and in my opinion it eats up a lot of data quota. But it's not that much. I'm really sorry/poor girl at that time, save quota".* The researcher concluded that there were some pronunciations in the CAKE application that were wrong in pronunciation and

had to use the internet, and that's why they disagreed that the CAKE application could practice their speaking skills as much as they wanted.

The seventh statement of the questionnaire is "I am interested in improving my speaking skills independently through the CAKE application" with the result that 42.5% of them are interested in improving their speaking skills using the CAKE application. Data from the questionnaire can be supported from the results of interviews with a student named Josua, namely*; "From the speak feature, I can train and improve my speaking skills. With many courses, I can choose one by one for everyday".* The researcher concluded that by using the features in the CAKE application, they could improve their speaking skills. And they are interested in using this application because there are many topics, videos that they can choose from. This can be supported from Meutia's statement; *"We are free to choose the videos we like, such as comedy shows, TV shows, movies, travel, animation and others."*

The eighth statement of the questionnaire, namely "I enjoy choosing materials for the CAKE application in improving my speaking skills" with the result of 37.5% they agreed that the material in the CAKE application can be chosen at will. The ninth statement of the questionnaire was "Using the CAKE application in my own time makes English language learning more interesting" with the results of 42.5% they disagreed that learning to speak on their own using the CAKE application did not make them interested. The eighth and ninth questions in the questionnaire can be supported from Meutia's interview

statement data; *"We are free to choose the videos we like, such as comedy shows, TV shows, movies, travel, animation and others."* The researcher concludes that the CAKE application makes them interested in learning speaking because in the application there are many videos that users can choose to learn.

The tenth statement of the questionnaire was "The CAKE application can help me solve my problems by improving my speaking skills" with the results of 40% they agreed that the CAKE application could solve their problems in speaking skills. To support the questions from the questionnaire, the researcher found appropriate statements to support these questions, namely statements from a student named Josua; *"From the speak feature, I can train and improve my speaking skills. With many courses, I can choose one by one for everyday".* From this statement, it can be said that by using the CAKE application they can solve their problems in learning speaking by using features that suit their learning needs.

The statement of the eleventh questionnaire was "It gives me an opportunity to enhance my vocabulary, grammar, and pronunciation" with the result that 45% of them agreed that the CAKE application could improve their grammar and pronunciation, and increase their English vocabulary. The question was stated by Nabila in the interview, namely; *"Grammar pronunciation and accent pronunciation features".* The researcher concluded that by using features that can correct grammar and pronunciation, they can improve their grammar and pronunciation when studying.

The statement of the twelfth questionnaire, namely "The CAKE application provides various topics for learning English" with the results of 42.5% they agreed that the CAKE application provides many topics for learning to speak English. This is supported by interview statements from Meutia, namely; *"We are free to choose the videos we like, such as comedy shows, TV shows, movies, travel, animation and others."* In conclusion, in this application there are many topics that you want to watch, and there are many dialogue topics with native speakers that you can choose according to your wishes.

And the last statement from the questionnaire is "I have a problem related to signal, gadget, and mobile data when using the CAKE application" with the results of 52.5% agreeing that they have problems using the CAKE application, such as cellular data disturbances. From these questions it can be supported from interview data, statements from Salsabila*; "Yes, here. This application uses the internet, and in my opinion it eats up a lot of data quota. But it's not that much. I'm really sorry/poor girl at that time, save quota".* And also a statement from Meutia; *"The problem is, it can only be operated when we are online or have an internet network."* It's clear from the two statements supporting this question, that this app requires internet to open some features.

B. Discussion

The main objective of this study is the perception of students in using the CAKE application on speaking skills in semester 3 students' at University of

Muhammadiyah Sumatera Utara. Then the researcher formulated 2 types of perceptions, namely student perceptions of learning speaking and student perceptions of using the CAKE application.

1. Students' Perceptions About Learning Speaking

From the results of data analysis of questionnaires and interviews, students learn to speak English only for college needs. In addition, their goal is to learn to speak English because they want to appear confident in using English. Their difficulty in speaking English is due to the lack of vocabulary they remember. And to overcome this, most of them use a dictionary to increase their vocabulary and can speak English. In addition, the difficulties they often experience are nervousness, lack of confidence, and fear of making mistakes in pronouncing words. In learning to speak English, they want to master grammar by frequently practicing conversations with friends or alone. This can help them in growing confidence in expressing something.

2. Students' Perceptions of Using the CAKE Application

From the results of data analysis of questionnaires and interviews, namely the use of the CAKE application on speaking skills. Most of them know the CAKE application, but there are some of them who have never used the application even though they know the application. So, as much as 15% of them know the CAKE application, but have never used it. And as much as 37.5% they don't know and have never used the CAKE application.

They stated that the CAKE application is easy to use, and this application can provide motivation and an opportunity to learn to speak in addition to taking English lessons which are much more expensive. In fact, they are able to use this application every day, even if only 15 minutes a day. This is the same as previous studies, namely 50% strongly agreed and 41.7% agreed that this application gave them the opportunity to learn to speak English (Haris Hamdani, 2022) & (Nuraeni, 2020).

The application has features that can improve the ability of several skills, namely writing, listening, speaking, and can increase vocabulary skills. They agreed that using the CAKE application could increase their confidence when speaking English in front of the class. There is the same research to support this statement, (Nuraeni, 2020) stated that 93% of CAKE applications can increase student self-confidence and 92% can improve speaking skills. In addition, this application can correct errors in grammar and their pronunciation. This finding is supported by a previous researcher (Pulungan, Developing CAKE Application APP As Digital Media For Teaching Speaking in Junior High School, 2021) who stated that by using the CAKE application as a learning medium, students get sufficient input such as vocabulary, grammar and pronunciation to express their ideas in speaking English.

Using the CAKE application cannot fully improve their speaking skills, due to internet limitations or network problems. Because the CAKE application can only be used individually, the learning process is less effective. To use this

application, they must register first, and after that they are free to choose the features they want to use. To improve their speaking skills, they can use the Channels and Speak/Talking features. One drawback of this application is the internet. Therefore, researchers and respondents suggest that the CAKE application can be used offline.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Researcher can draw conclusions from the research findings in Chapter IV by displaying the results of the questionnaires and interviews with students:

1. Based on students' perceptions of learning to speak, it is possible to conclude that their goal is to learn to speak only for college purposes and to be able to speak publicly with confidence. Their difficulty in learning to speak is due to a lack of vocabulary, nervousness, and a fear of pronouncing words incorrectly. To overcome this, they use dictionaries to expand their vocabulary and frequently practice speaking with friends.
2. Based on the questionnaire and interview results, the researcher concluded that the CAKE application was simple for students to use. Furthermore, the CAKE application can improve skills other than speaking, such as listening, writing, and memorizing vocabulary. The CAKE application can boost their confidence in front of the class. And the CAKE application can provide enough input, such as vocabulary, grammar, and pronunciation, for them to express themselves in English.

B. Suggestions

Based on the study's findings about how students perceive learning to speak using the CAKE application, the researcher would like to make recommendations to teachers about using the CAKE application as an additional medium for teaching. Teachers should learn more about the CAKE application's features before using it to teach. Furthermore, the researcher advises students to continue using other media to increase vocabulary, such as dictionaries, and to only use the CAKE application as an additional learning media. The researcher suggests that future researcher investigate the impact of using the CAKE application on speaking skills or other skills.

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APPENDICES

Appendix 1

KUESIONER UJI COBA PENELITIAN

Students' Perception of Using the CAKE Application

For Speaking Skills

Pada Mahasiswa Pendidikan Bahasa Inggris Semester 3 kelas A&B Pagi

Universitas Muhammadiyah Sumatera Utara

A. Participant Identity

Email :

Name :

NPM :

Class :

B. Alternative Answer

Table 1 and table 2 using a multiple choice questionnaire consisting of two points, namely Target Needs and Learning Needs. And for the third point using a Likert Scale with the percentage of Agree, Strongly Agree, Disagree, and Strongly Disagree.

Table 1. The Questionnaire of Target Needs in Speaking Skills

No	Statement	Answer Choice			
1	Why do you need to learn speak English?	For work	For learning needs in lectures	To face the test	Others
2	With whom do you often speak in English?	Friends	Lecturers	Coworkers	Others
3	Where do you often speak in English?	At the office	On campus	At home	Others
4	How often do you speak English?	Daily	Once a week	Twice a week	Others

5	What is your difficulty in speaking English?	Fear of making mistakes in speaking English	Difficult pronunciation	Lack of vocabulary	Others
6	What do you do to overcome difficulties in learning speaking?	Look up the meaning of a word in the dictionary	Ask a friend/ teacher	Using new media to learn speaking	Others

Table 2. The Questionnaire of Learning Needs in Speaking Skills

No	**Statement**	**Answer Choice**			
1	Why did you learn speaking?	To streamline communicat-ion in English	Just following the lecture	To be able to speak in public using English	Others
2	What do you want to achieve after learning speaking?	Able to speak English fluently	Able to speak in front with confidence	Able to speak with good grammar	Others
3	How did you learn to speak?	Study carelessly	Practice speaking with conversation practice	Using additional media in learning speaking	Others
4	What do you want to master in learning speaking?	Fluency in language	Sentence mastery	Grammar	Others
5	In your opinion, what is the unattractive part in learning speaking?	Speech	Story-Telling	Discussion	Others

1. Do you know the CAKE Application?
    c. Yes
    d. No
2. How long have you been using the CAKE Application?
    e. More than 1 week
    f. More than 1 month
    g. More than 3 month
    h. Never

Table 3. The Questionnaire of Using CAKE Application in Speaking Skills

No	Statement
3	The CAKE application is easy to use in improving my speaking skill.
4	The practice in CAKE application gives me more motivation in improving my speaking skill.
5	The CAKE application gives me more chances to improve my speaking skill.
6	I am able to practice speaking using the CAKE application as many times as I want.
7	I am interested in improving my speaking skill independently through the CAKE application.
8	I enjoy choosing materials for the CAKE application in improving my speaking skill.
9	Using the CAKE application in my own time makes English language learning more interesting.
10	The CAKE application can help me solve my problems by improving my speaking skills.
11	Using the CAKE application independently enhances my confidence to practice my speaking skill.
12	It gives me an opportunity to enhance my vocabulary, grammar, and pronunciation.
13	The CAKE application provides various topics for learning English.
14	I have a problem related to signal, gadget, and mobile data when using the CAKE application.

Link Google form: https://forms.gle/JKvwjvw6PZgbjgBQA

Appendix 2

LIST OF NAMES OF RESEARCH PARTICIPANTS

Program Studi : Pendidikan Bahasa Inggris

Kelas : Pagi (A&B)

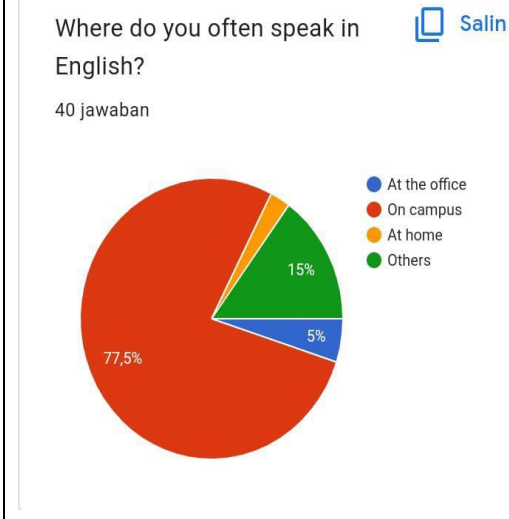
Angkatan : 2021

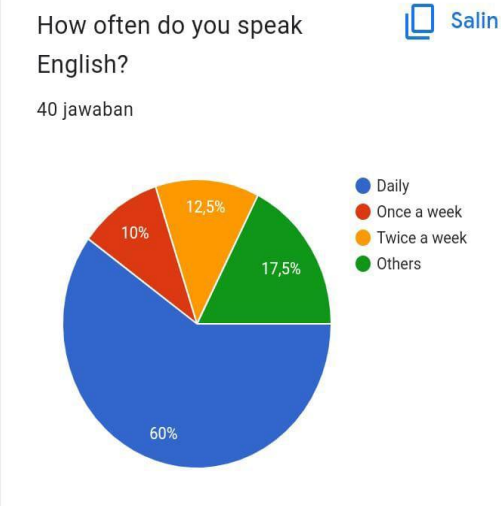
No	Name	Gender
1	Soechi Kurnia	Female
2	Della Puspita Anggraini	Female
3	Sausan Sabila	Female
4	Rony Ahmad	Male
5	Nabila Cintani Kuswa	Female
6	Putri Al Shifa Tambunanan	Female
7	Josua Kurniawan Manalu	Male
8	Keyti Endhita	Female
9	Salsabilala Syafa' Zahrani	Female
10	Salsabila	Female
11	Mutia Wanissa Queen	Female
12	Novia Lestari P.A	Female
13	Silvi Ayu Mandira	Female
14	Pratiwi Ning Dea	Female
15	Fasya Putri Radhiya	Female
16	Hairunnisa Aulia Putri	Female
17	Meutia Azzahra	Female
18	Fitra Maidina Nasution	Female
19	Ataillah Calista Azalia	Female
20	Dinda Salsabilah Siregar	Female
21	Nadila Natasya	Female
22	Nala Putri Deli	Female
23	Melina Putri Septiani Nasution	Female
24	Novita Ramadhani	Female
25	Heny Ristianty	Female
26	Nazwa Aulia	Female
27	Syifa Shabrina	Female
28	Adinda Siregar	Female
29	Annida Adhwa Br Samosir	Female
30	Thalya Marcanda Br Tarigan	Female
31	Evi Indiani	Female

32	Reni Safira	Female
33	Nurul Sofyra	Female
34	Cania Henfaridja Alya	Female
35	Anisa Novitri Sari	Female
36	Nur Balqies Sani	Female
37	Nurpadillah NST	Female
38	Angellia Bheriani By	Female
39	Putri Bayat	Female
40	Luthfiah Putri	Female

Appendix 3

Students' Questionnaire Results





What is your difficulty in speaking English?

Salin

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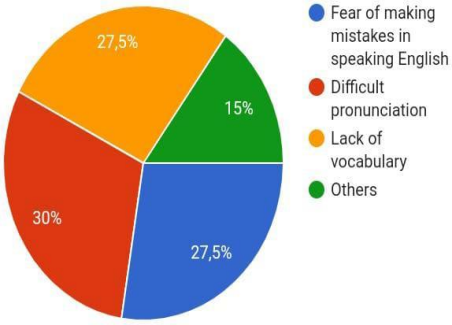

What do you do to overcome difficulties in learning speaking?

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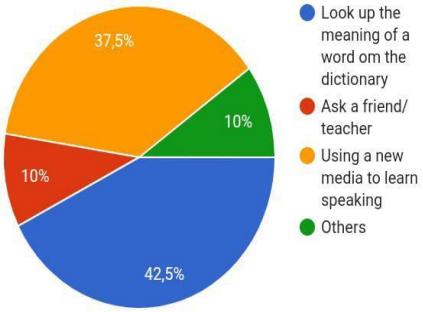

Why did you learn speaking?

Salin

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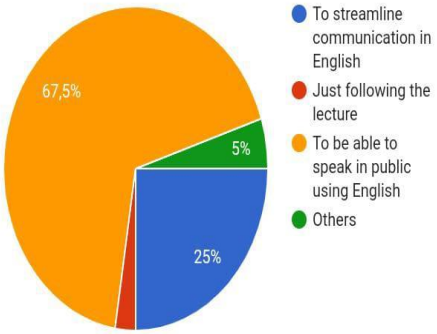

What do you want to achieve after learning speaking?

Salin

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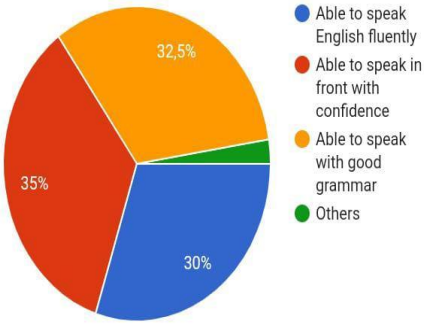

How did you learn to speak?

Salin

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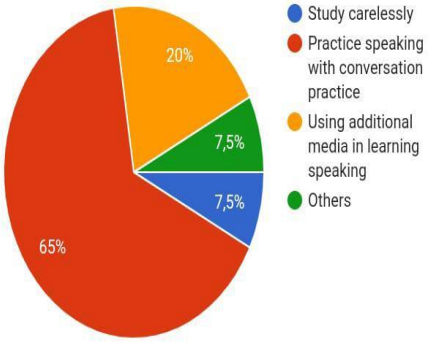

What do you want to master in learning speaking?

Salin

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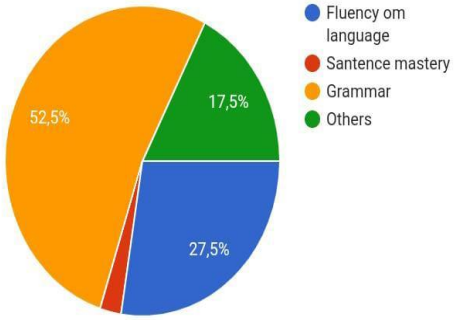

In your opinion, what is the unattractibe part in learning speaking?

Salin

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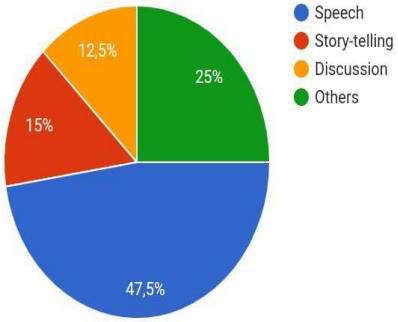

Do you know the CAKE application?

Salin

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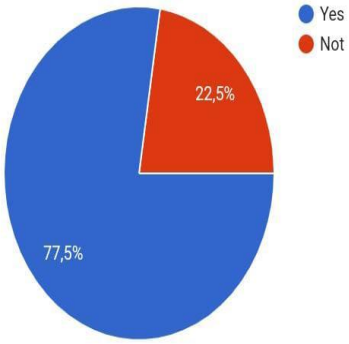

How long have you been using the CAKE application?

Salin

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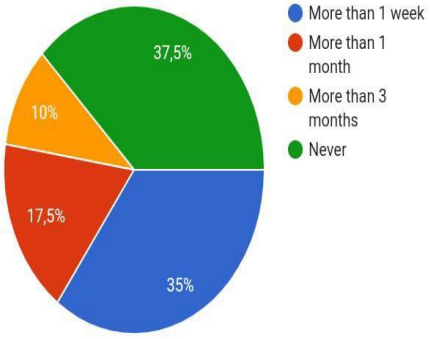

The CAKE Application is easy to use in improving my speaking skill.

Salin

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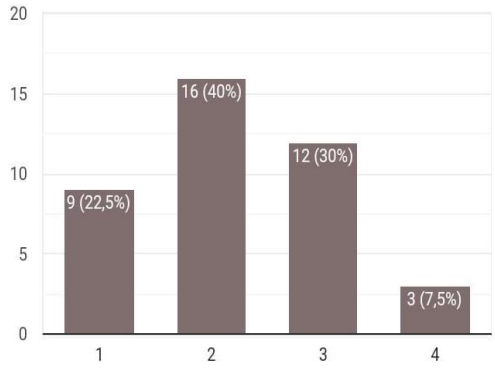

The practice in CAKE Application gives me more motivation on improving my speaking skill.

Salin

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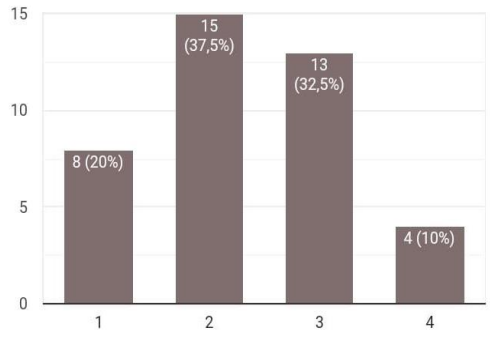

The CAKE Application gives me more chances to improve my speaking skill.

Salin

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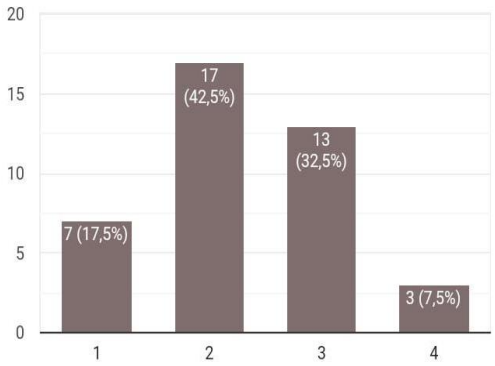

I am able to practice speaking using the CAKE application as many Times as I want.

Salin

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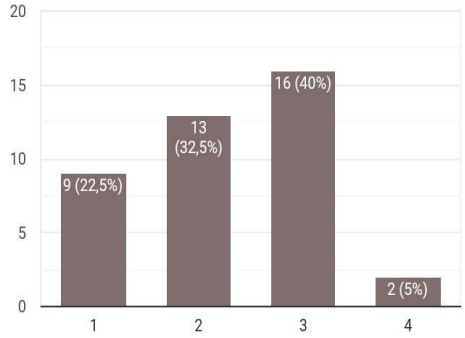

I am interested in improving my speaking skill independently through the CAKE application.

Salin

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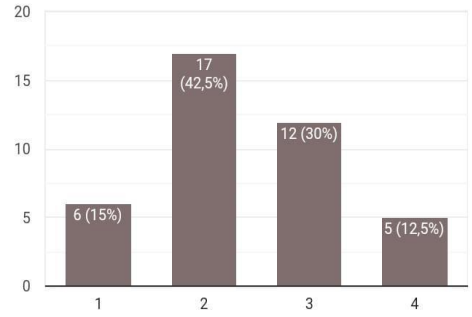
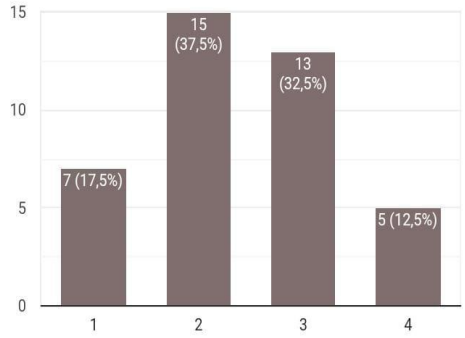


I enjoy choosing materialis for the CAKE application in improving my speaking skill.

Salin

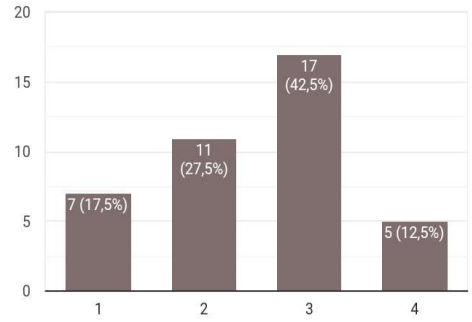
40 jawaban



Using the CAKE application in my own time maked English language learning more interesting.

Salin

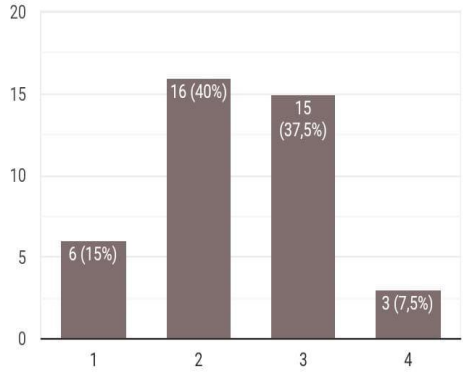
40 jawaban



The CAKE application can help me solve my problem by improving my speaking skills.

Salin

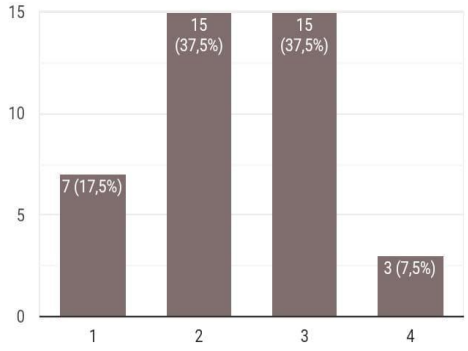
40 jawaban



Using the CAKE application independently enhances my confidence to practice my speaking skill.

Salin

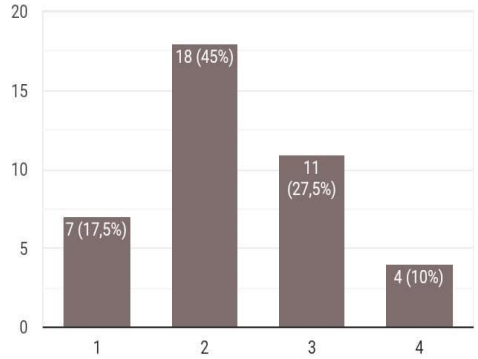
40 jawaban



It gives me an opportunity to enhances my vocabulary grammar, and pronunciation.

Salin

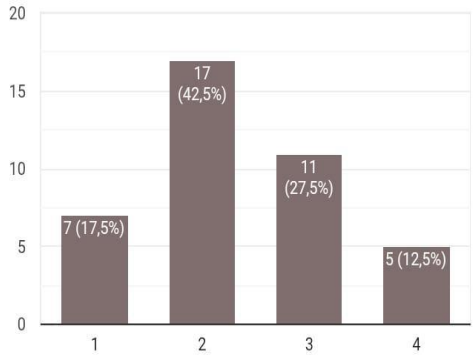
40 jawaban



The CAKE application providers various topics for learning English.

Salin

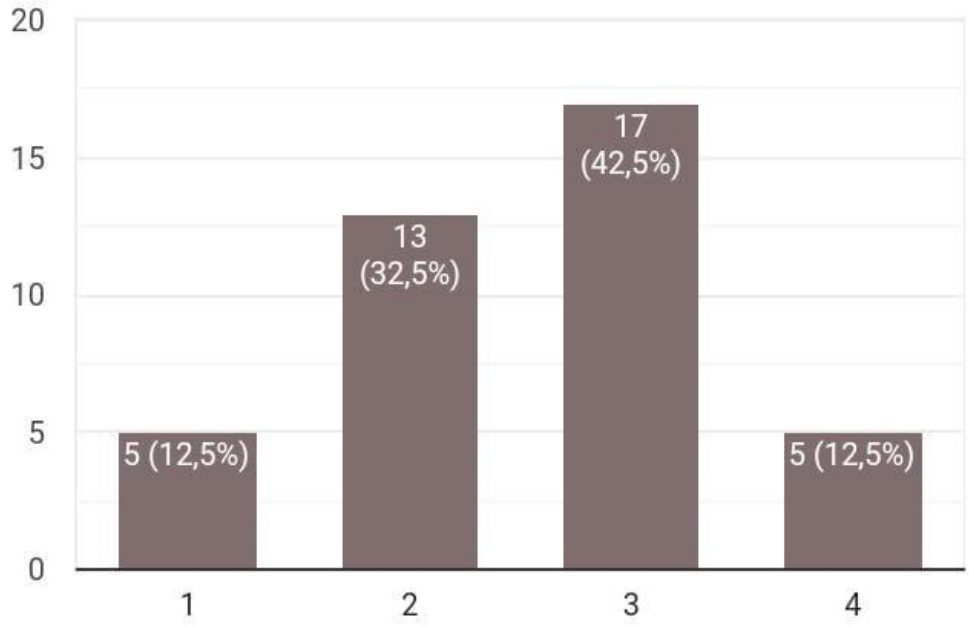
40 jawaban



I have a problem related to signal, gadget, and mobile data when using the CAKE application.

Salin

40 jawaban



Appendix 4 Students' Interview Results

Student 1 : Josua Kurniawan Manalu

- Why do you need to learn speaking?

  Answer : because speaking is the most important skill for looking job.

- What are your difficulties in learning speaking?

  Answer : Grammar and Pronunciation.

- Do you use the CAKE application as a learning medium to improve your speaking skills? Give your reasons for using it!

  Answer : Yes, I do. For me Cake is really help people for learn English. Especially for Writing, Reading, Speaking, And Listening.

- How long do you use the CAKE app in a day?

  Answer : I used Cake when I studied at University

- What made you interested in using the CAKE application?

  Answer : Cake is simple application, we can get it free on Playstore. And the features in application is easy for understand.

- How do you use the CAKE application?

  Answer : I used Cake for trained my speaking and listening skills.

- In your opinion, what features can improve your speaking skills using the CAKE application?

  Answer : from speak features, I can train and improve my speaking skills. With many course, I can choose one by one for everyday.

- Are there any problems using the CAKE application? Give your reasons!

  Answer : During I used this application, I think no problem.

- Give your suggestions on the CAKE application!

  Answer : For me , Cake is one of the best application for learning English with many features like speaking, listening , and writing. So, the stundents can learn and improve their English skills with better.

Students' 2: Salsabila

- Why do you need to learn speaking?

  Answer : Because speaking is one of the skills to communicate with other people, and easy to make a friendship with foregnier by managing languages. Learning language is one of my favorite activities.

- What are your difficulties in learning speaking?

  Answer : my grammar is still messy, and lost of vocabulary.

- Do you use the CAKE application as a learning medium to improve your speaking skills? Give your reasons for using it!

  Answer : Yes, I do. I ever use this application to improve my English. Because at that time, I am going to enter a collage that I choose.

- How long do you use the CAKE app in a day?

  Answer : 2 month.

- What made you interested in using the CAKE application?

  Answer : because it's free.

- How do you use the CAKE application?

  Answer : I use this application, when I am free, don't have a schedule, or when I feel bored.

- In your opinion, what features can improve your speaking skills using the CAKE application?

  Answer : pronunciation practice.

- Are there any problems using the CAKE application? Give your reasons!

  Answer : Yes, there are. This application uses internet, and I think it consume a lot of quota data. But it is not that much. I'm just a pity/ poor girl at that time, save quota data.

- Give your suggestions on the CAKE application!

  Answer : it's good. And help me to practice my English pronunciation, and it also can help you to improve your vocabulary in anytime and everywhere.

Students' 3: Meutia Azzahra

- Why do you need to learn speaking?

  Answer : Speaking is a voice made to create conversations with other people. Speaking aims to convey messages, thoughts and feelings.

- What are your difficulties in learning speaking?

  Answer : Spelling, pronunciation and grammar.

- Do you use the CAKE application as a learning medium to improve your speaking skills? Give your reasons for using it!

  Answer : because I had problems speaking and lacked confidence so I used cake to improve my speaking skills.

- How long do you use the CAKE app in a day?

  Answer : 15 minutes.

- What made you interested in using the CAKE application?

  Answer : The features in the cake app, including listening, speaking, vocabulary, reading etc.

- How do you use the CAKE application?

  Answer : Register first then watch videos from native speakers.

- In your opinion, what features can improve your speaking skills using the CAKE application?

  Answer : We are free to choose the videos we like such as Comedy shows, TV shows, movies, travel, animation and others.

- Are there any problems using the CAKE application? Give your reasons!

  Answer : The problem is that it can only be operated when we are online or have an internet network.

- Give your suggestions on the CAKE application!

  Answer : I wish cake has offline feature so we can use without internet.

Students' 4: Novita Ramadani

- Why do you need to learn speaking?

  Answer : Speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skills can be separated into formal and informal speaking skills, and we use both types of speaking skills in a variety of contexts throughout life.

- What are your difficulties in learning speaking?

  Answer : The factors causing the speaking problems are lack of general knowledge, lack of speaking practice, fear of mistake, lack of words usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage, nervousness, fear of criticism, and unfamiliar words pronunciation.

- Do you use the CAKE application as a learning medium to improve your speaking skills? Give your reasons for using it!

  Answer : Yes, because learning to use the CAKE application can improve English speaking skills.

- How long do you use the CAKE app in a day?

  Answer : One hour in a day.

- What made you interested in using the CAKE application?

  Answer : Because the CAKE application is an English learning application that serves to improve student learning activities in the field of English.

- How do you use the CAKE application?

  Answer : Through messages with outsiders.

- In your opinion, what features can improve your speaking skills using the CAKE application?

  Answer : Listening feature that can improve my speaking skills.

- Are there any problems using the CAKE application? Give your reasons!

  Answer : Most annoyed when the test spoke English it was correct and according to the pronounciation with the example itu was still wrong.

- Give your suggestions on the CAKE application!

  Answer : The best language learning app on the PlayStore, with all the complete methods, and what’s even cooler is that it’s free! Only with support watching the ad. This is very. Helpful for me who has no money to learn English. Thank’s cake!

Students' 5: Nabilla Cintani Kuswa

- Why do you need to learn speaking?

  Answer : I need to learn speaking because, I want to be able to even speak fluently in English. I want my opinion to be conveyed well by my interlocutor.

- What are your difficulties in learning speaking?

  Answer : So far, my difficulties in learning speaking, pronunciation is sometimes still stiff, grammar is still not entirely good.

- Do you use the CAKE application as a learning medium to improve your speaking skills? Give your reasons for using it!

  Answer : yes, I used the Cake app when I was in high school. I use it, because this application is easy to use in practicing my English.

- How long do you use the CAKE app in a day?

  Answer : depending, sometimes I use it 2 times a day, sometimes it can also be once. even when I want to study seriously, I can use the Cake app about 4 to 5 times a day.

- What made you interested in using the CAKE application?

  Answer : the features that Improving my ability is the pronunciation feature, with the voice examples that improve my speaking learning.

- How do you use the CAKE application?

  Answer : yes like other applications, I use the cake by going into the application, then looking for what features I want to learn. For example, I want to learn today's

sentence, all I have to do is click on the sentence section. if I want to learn speaking, I just click on the speaking section.

- In your opinion, what features can improve your speaking skills using the CAKE application?

  Answer : grammar pronunciation and accent pronunciation features.

- Are there any problems using the CAKE application? Give your reasons!

  Answer : So far nothing, works as it should.

- Give your suggestions on the CAKE application!

  Answer : Thank you for accompanying me from high school to college. CAKE application is good and suitable for any age.

Appendix 5 K1

MAJELIS PENDIDIKAN TINGGI
NIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http:/www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Sherly Maiyora
NPM : 1802050032
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 3,61 IPK = 3,61

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
30/05/2022	The Effect of CAKE Application to the Student's Achievement in Speaking.	07/6/22
	Viral Issue Based Learning (VIBAL) as a Learning to Increase Student Activity in Learning Wnglish	
	An Analysis Code Mixing in the Novel (Negeri 5 Menara)	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 30 Mei 2022
Hormat Pemohon,

Sherly Maiyora

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

Appendix 6 K2

MAJELIS PENDIDIKAN TINGGI
NIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http:/www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama	: Sherly Maiyora
NPM	: 1802050032
Program Studi	: Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut : The Effect of CAKE Application to the Student's Achievement in Speaking.

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Dra. Diani Syahputri, M.Hum.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ibu saya ucapkan terima kasih.

Medan, 30 Mei 2022
Hormat Pemohon,

Sherly Maiyora

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

MAJELIS PENDIDIKAN TINGGI
NIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http:/www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Sherly Maiyora
NPM : 1802050032
ProgramStudi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
The Effect of CAKE Application to the Student's' Achievement in Speaking	30/5-2022

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 30 Mei 2022

Disetujui oleh
Dosen Pembimbing

(Dra. Diani Syahputri, M.Hum.)

Hormat Pemohon

(Sherly Maiyora)

Appendix 7 K3

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jl. Mukthar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 1106 /II.3.AU/UMSU-02/F/2022
Lamp : ---
H a l : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Sherly Maiyora
NPM : 1802050032
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of CAKE Application to The Student's Achievement in Speaking

Dosen Pembimbing : Dra. Diani Syahputri, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 3 Juni 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 03 Dzulqaidah 1443 H
03 Juni 2022 M

Dekan

Dra. Hj. Syamsuyurnita, M.Pd
NIDN : 0004066701

Dibuat rangkap 4 (empat)
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan
WAJIB MENGKUTI SEMINAR

Appendix 8 Berita Acara Bimbingan Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Sherly Maiyora
N.P.M : 1802050032
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Cake Application to the Students' Achievement Speaking

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
23-7-2022	Table of contents	
	Introduction, Review of literature,	
	Conceptual frame work, hypothesis of Research	
	Research Design, Instrument of Research	
	Technique of Analysis Data, Referecs	
9-8-2022	scope and limitation, significance	
	Of the Study.	
	Conceptual frame work, Previous	
	Study.	
	Research Design., References	
23-8-2022	Acc untuk diseminarkan	

Medan, Juli 2022

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Dra. Diani Syahputri, M.Hum)

Appendix 9 Surat Permohonan Perubahan Judul Skripsi

MAJLIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Mukhtar Basri No.3 Medan 20238 Telp. 061-6622400
Website : http://www.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Matematika
FKIP UMSU

Perihal : **PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Assalamu'alaikum Wr.Wb
Dengan hormat, yang bertanda tangan di bawah ini :

Nama Mahasiswa : Sherly Maiyora
N P M : 1802050032
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan perubahan judul skripsi sebagaimana tercantum di bawah ini :
The Effect of CAKE Application to the Students' Achievement in Speaking
Menjadi :
Students' Perception of Using the CAKE Application for Speaking Skills.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 15 September 2022
Hormat Saya, Pemohon

Sherly Maiyora

Dosen Pembimbing

Dra. Diani Syahputri, M.Hum

Disetujui Oleh :
Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum

Dosen Pembahas

Erlindawaty, S.Pd., M.Pd

Appendix 10

MAJELIS PENDIDIKAN TINGGI, PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061 6622400
Website : http://www.umsu.ac.id. E-mail : rektor@umsu.ac.id
Bankir : Bank Syariah Mandiri, Bank Bukopin, Bank Mandiri, Bank BNI 1946, Bank Sumut

UMSU
Unggul | Cerdas | Terpercaya
Bila menjawab surat ini agar disebutkan nomor dan tanggal

SURAT IZIN RISET
Nomor: 2399/SI/II.3-AU/UMSU-02/D/2022

Bismillahirrahmanirrahim

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini memberikan Izin pelaksanaan Riset Penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 21 Oktober s.d 21 Nopember 2022 kepada :

Nama	:	Sherly Maiyora
NIDN	:	1802050032
Program Studi	:	Pendidikan Bahasa InGgris
Judul	:	**Students' Perception of Using the Cake Application for Speaking Skills.**

Demikian surat izin riset ini diperbuat untuk dapat dilaksanakan dengan sebaik-baiknya. Atas perhatiannya diucapkan terima kasih.

Medan, 21 Oktober 2022
Dekan,

Dra. Hj. Syamsuyurnita, M.Pd

Cc. Pertinggal.

STARS