INVESTIGATING THE FUNCTION OF THE CAKE APPLICATION IN ENHANCING ENGLISH STUDENTS' SPEAKING SKILLS OF THE FIFTH SEMESTER STUDENTS' ENGLISH EDUCATION STUDY PROGRAM, SRIWIJAYA UNIVERSITY

A THESIS

By:

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English Education Study Program

Language and Art Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

2024

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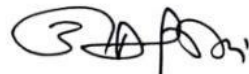
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DECLARATION

I, the undersigned,

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Certified that thesis entitled "Investigating the Function of the Cake Application in Enhancing English Students' Speaking Skills of the Fifth Semester Students' English Education Study Program, Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, December 2023

The undersigned

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DEDICATION

I dedicate this thesis to my parents and family, who have always supported, motivated, and encouraged me until this moment. I, especially myself, always strived relentlessly and never gave up, enabling this thesis to be completed. I am proud of myself!

MOTTO

"Success is not final, failure is not fatal. It is the courage to continue that counts". So, let's continue to strive, regardless of the outcome. Just believe that it is the best from God.

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Palembang,   December 2023

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ABSTRACT

This study is based on mobile-assisted language learning. It focuses on using mobile phones Cake App in speaking skills among 5th Semester English Education Study Program students. This study was conducted of the Faculty of Teacher Training and Education at Sriwijaya University. The research questions focused on how the Cake application enhanced students' speaking skills, the challenges encountered in using the application, and strategies to overcome these challenges. A qualitative research method was employed in this study, including observation and interview with students from Indralaya and Palembang classes of the Speaking for Academic Purposes course. 70 participants joined the observation, and 12 participants participated in the interview. The data from the interview were adapted from a Journal consisting of eight open-ended questions. The findings revealed that the Cake application significantly improved students' speaking skills by providing various study modes and features. Students reported that the Cake application was easy to use and offered opportunities for self-directed learning. They mainly used video clips, study modes, automatic feedback, and pronunciation practice. The study also identified challenges faced by students, such as internet connectivity, advertisements, slow loading, limited access to learning materials, and a complicated interface. Strategies to overcome these challenges included ensuring stable internet connections, subscribing to the premium version, clearing unnecessary files, utilizing features like watching advertisements for extra hearts and becoming familiar with the application through regular use. In conclusion, the Cake application proved to be an appropriate platform for enhancing students' speaking skills. Its user-friendly interface, diverse study modes, and interactive features gave students an engaging and effective learning experience. Despite encountering challenges, students overcame them and benefited from the application.

Keywords: Cake application, Speaking skills

CHAPTER 1

INTRODUCTION

1.1 Background

English is the most important language in the world. It is a foreign language in Indonesia and is taught in foreign language classes, where "foreign language" is used instead of "second language." The Indonesian curriculum specifies four key skills: Listening, Speaking, Reading, and Writing skills that must be covered in English teaching and learning. Speaking is one of the most important skills that all students learning a foreign language must develop (Rao, 2019). They ought to emphasize developing their speaking skills when studying a language.

The capacity to communicate effectively with others is known as speaking skill. Speaking is the most crucial skill for expressing ideas, intentions, thoughts, and feelings to others through verbal and nonverbal cues so that listeners effectively and comprehensively understand (Bahadorfar & Omdivar, 2014). Learning a speaking skill is not the same as learning other skills because we must study culture, gestures, and expressions that have meaning beyond understanding and mastering language. The speaker's intonation might also convey their emotions (Bonvillain, 2019).

Speaking class is the only opportunity most students have to practice speaking skills. When students leave the classroom, they cannot speak or interact in English because they are lazy. More over, due to the possibility that they won't find someone to practice with, students are hesitant to practice speaking English outside of the classroom. As a result, teachers must do everything in their power to prepare their students to speak English outside of the classroom.

On the other hand, numerous studies find issues with students' problems speaking English. Studies reveal problems with students' problems speaking English. First off, students still have a limited command of the English language. They make several mistakes when they speak. They make errors in vocabulary, including the use of incorrect terms, as well as in pronunciation, words with emphasis and tone, tenses, prepositions, and sentence construction. (Redjeki & Muhajir, 2022). Second, they struggle to discern between words that don't exist in Indonesian and similar sounds, pronunciations, and words that do

(Subandowo, 2017). Third, they lack understanding of the subject matter being discussed, which prevents them from speaking clearly and concisely (Leong & Ahmadi, 2017). Fourth, they frequently exhibit passive behaviour in speaking classes due to stress and failure-related worry (Savasci, 2013). Fifth, students quickly feel bored with the same learning media taught. So, it is clear from the issues identified that one solution—new learning material with technical support—is required.

There has been an increase in interest in language learning that is more flexible with the advent of mobile devices, the web, and telecommunication technology. The term Mobile-Assisted Language Learning (MALL) refers to this method. MALL is the development of m-learning and computer-assisted language learning (CALL). Its versatility and ease of use in various settings set it apart from CALL. Nonetheless, it is similar to Mobile-learning in that both emphasize flexible scheduling, contextualized learning, and the learner's active engagement in the community. Additionally, key mobile technologies, including MP3 players, tablet PCs, mobile phones, personal digital assistants (PDAs) and pocket electronic dictionaries, are utilized by MALL to facilitate language learning (Cakmak, 2019).

Concerning the learning curriculum (knowledge, attitudes, and skills acquired), the MALL programs may use a variety of learning exercises. The MALL activities are designed with actors' roles, namely learners and teachers, clearly defined and positioned on a continuum. The role of other people (peers, coworkers, etc.) in language acquisition and the impact of social interaction on language learning are indisputable, even when the interaction among learners occurs in a formal setting and is not always obvious. The community-driven dimension is essential in a MALL context where peer groups, rather than just teachers and students, can be responsible for directing or setting up activities because the community essentially acts to reinforce language learning through social interactions (i.e., peer-to-peer or groups of learners). Therefore, they are self-regulated and independent in their language acquisition process overall. (Cakmak, 2019).

An important concept to consider in MALL is the model of use. Three models are included in the framework in the second dimension. Teachers manage the pace,

time, environment, and learning objectives and outcomes in the first model of use, known as teacher-directed activity. Teachers guide students in MALL activities; they are not autonomous learners. Formal and regulated learning on a continuum is linked to this approach. The second model paradigm is the teacher-set activity model, in which the instructor assigns the work and specifies the desired results, but the learner's unique needs, ideas, and initiative determine the process and the result. The third model of operation is autonomous learning activities, in which students are allowed to utilize a mobile device to engage in language learning activities or acquire language content per their interests and curiosities. On the continuum, this is linked to self-regulated and informal learning. Two types of participation models exist in the third dimension of a MALL process: the proposed activity model and the specified activity model. The student receives interactive exercises or multimedia resources in a designated activity model to utilize on their mobile device or devices the school provides. This specification is related to models of teacher-led or predetermined activities. The goal is to encourage students to learn independently by providing a planned and specified task. The disadvantage is that while students are expected to participate in the activities, there is no guarantee that they will make the most of them, especially when not in a classroom. For instance, students can take a multiple-choice test, listen to a podcast, use an application and examine the pronunciation and meaning of the words in the text. They can also receive feedback. They can participate whenever it is convenient for them, regardless of the location (Cakmak, 2019). The study (Yu, 2019) carried out a systematic review of research on mobile-assisted English language learning from 2000 to 2018 addressing some topics related to his research questions, such as the yearly publication rate, teachers' opinions of mobile device use in language instruction, the impact of mobile learning on motivation, the effects of mobile learning on language skills and vocabulary acquisition, the variables influencing its efficacy, and the learning outcomes examined by mobile learning research (Alotaibi & Zeidan, 2023).

Furthermore, many applications can be used in mobile learning to improve students' skills, especially in speaking skills, such as Cake, Duolingo, TikTok, and Hallo applications. First, Duolingo is a language-learning that offers free online

classes accessible through mobile apps and websites. Due to its commitment to transparency and accountability, Duolingo shares its learners' proficiency results. A feature of Duolingo is that there are several levels that students have to do. Students can listen to, write, and talk back sentences heard from audio (Jiang & Rollinson, 2021). Second, the TikTok application is a social media application that can be downloaded via the App Store and Google Play Store. As a result, many content creators upload educational videos, scientific videos, and various other creative videos. Students who speak English on TikTok have their audience. They will have more confidence because others will view their movies and leave likes. Students are even more motivated to create better videos when they receive many likes (Herlisya & Wiratno, 2022). Third, the Hallo application is a Synchronous Computer-Mediated Communication (SMC) platform that can be used to improve a user's speaking abilities specifically. The "Insta Match" function of the Hallo application allows users to rapidly match with random people and engage in video chats to converse with each other. This is only one element that optimises users' ability to speak English. The Hallo Application requires users to select their level on a "Beginner, Intermediate, and Advanced" scale, which affects their chances of meeting someone at their level or higher during the Insta Match (Al Hakim, 2023). The last, Cake, is one of the newest applications for learning English on mobile devices in 2018. The concept was originally thought of in Korea. Cake app is an English learning application available for Android and iOS (Musiman & Pratiwi, 2023). Many aspects of this application can be utilized to develop speaking, such as drill mode, speaking challenge mode, speak and listen mode, listening challenges, look-up definitions, review, and sentence-building that students can use to improve their speaking skills.

Seeing the differences between the four applications, the researcher is interested in investigating the Cake application because of the features in the Cake application, such as drill mode that students can use to repeat words 3 times to spur students' brains to remember words for a long time, speaking challenge mode that students can use after they watch and listen to videos students can repeat the words and can immediately get feedback, speak and listen which students can communicate with bots by listening to the conversation first then students repeat

the sentences that have been spoken. The conversation consists of many themes, including greeting, agreeing, disagreeing, apologizing and recommending through dialogues. Then, the listening challenge students can use it by listening to the word, and then students can write back the missing word. Review (random daily quiz): after students watch and learn the material, they can review what they have done. Then, to measure the extent of students' abilities, they can take the already available quiz. Look up definitions so students can understand the meaning of the sentences they have heard and spoken. Finally, students can use sentence-building by rearranging random sentences into proper sentences. Therefore, the researcher prefers the Cake application over others because its features are more complete, making students more enthusiastic about learning to speak English.

In this study, the researcher is interested in researching the fifth-semester students' perceptions of using the Cake application as a platform to improve their English speaking skills in or outside the Speaking Academic Purposes course. The researcher chose the fifth-semester students of the Faculty of Teacher Training and Education at Sriwijaya University as a participant due to the fact that the courses in the fifth semester were both associated with the course title that the researcher took about speaking and that was offered at the same campus, Sriwijaya University.

This study aims to find out how the use of the Cake application can support students' speaking skills in and outside the Speaking Academic Purposes course, the challenges faced and how to overcome by 5th-semester students at Sriwijaya University while using it. Based on these objectives, this research is entitled "Investigating The Function of The Cake Application in Enhancing English Students' Speaking Skills of The Fifth Semester Students' English Education Study Program, Sriwijaya University.

1.2 The Problems of the Study

From the background described above, the problems of this research are formulated into the following questions:

1. How does the Cake application enhance students' speaking skills in the 5th Semester Students' English Education Program at Sriwijaya University?

2. What challenges do the 5th Semester Students English Education Program at Sriwijaya University encounter using the Cake application?
3. How do the 5th Semester Students English Education Program at Sriwijaya University overcome the challenges of using the Cake application?

1.3 The Objectives of the Study

In relation to the problems above, the objectives of this study are to:

1. Find out how the Cake application enhances students' speaking skills in the 5th Semester Students' English Education Study Program at Sriwijaya University.
2. Find out the challenges the 5th Semester Students' English Education Study Program at Sriwijaya University encounters using the Cake application.
3. Find out how the 5th Semester Students' English Education Study Program at Sriwijaya University overcome the challenges in using the Cake application.

1.4 The Significance of the Study

The researcher hopes that the results of this study can provide information to students, teachers, lecturers, and other researchers about the function of the Cake application in enhancing speaking skills. The researcher hopes that this research can help students. First, students can learn how to communicate in English using all the features of the Cake application to improve their speaking skills. Second, students can use the Cake pronunciation checker to practice their pronunciation. Third, students can practice speaking with a simulated conversational model with native speakers. Fourth, students can know their level, which ranges from fundamental to advanced, so that they can adapt it to their proficiency. For teachers and lecturers, the researcher hopes to encourage teachers to include technological tools, such as mobile devices, in their language instruction. In addition, the Cake application is used in language instruction, particularly in modules for language and vocal expression mastery. Then, encourage their students to hunt out and utilize

helpful learning resources from Cake application offers. Lastly, for other researchers, the study's researcher hopes that it will be a useful resource for future studies on the use of the Cake application, particularly those that aim to improve speaking skills.

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