"CAKE" AS THE SOURCE OF MATERIALS IN A SPEAKING CLASS

Submitted to the English Education Study Program, Faculty of Teacher Training and Educational Sciences of Pakuan University as a Partial Fulfillment of the Requirement for *Sarjana Pendidikan* examination

By:

Gabrina Fitrisia Ginzara

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES PAKUAN UNIVERSITY
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"CAKE" AS THE SOURCE OF MATERIALS IN A SPEAKING CLASS

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Demikian surat pernyataan ini saya buat secara sadar dan sukarela tanpa paksaan dari pihak mana pun untuk di pergunakan sebagaimana mestinya.

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DECLARATION

I hereby declare that the paper entitled " "Cake" As The Source Of Materials in
A Speaking Class" is completely my own work. I am fully aware that I have
quoted or cited some statements and ideas from many resources. All quotations
are properly acknowledged in the next. Should there be any claim on the
originality or ownership of this paper, I would be prepared to take any legal
responsibility.

Gabriila Fitrisia Ginzara

PREFACE

Alhamdulillahirobbil'alaamiin, all praises and gratitude are dedicated to Allah SWT, who has given the writer blessing and mercy to finish this paper entitled entitled "Cake As The Source Of Materials in A Speaking Class". *Shalawat* and *Salam* are expressed and extended to Prophet Muhammad SAW, who has guided the writer from bad into good life. This paper is written to fulfill one of the requirements of *Sarjana Pendidikan* examination in English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

Despite the fact that the writer did her best to conduct the research, she recognizes that the paper is not perfect. Later, she accepts any suggestions and critics for future study. Finally, the paper is expected to be useful to both writer and those who read it.

Bogor, July 2022

Gabrina Fitrisia Ginzara

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ABSTRACT

Speaking is one of the most important skills which is usually used to communicate with each other. However, some students have problems such as low interest, boredom, and less participation within the process of learning English in the class. Therefore, they need some interesting techniques which can be used to revive classroom activity, and one of the techniques is applying Cake Application technique. The aim of this research is to investigate the effect of applying Cake Application on students' speaking ability. The research is conducted to the first grade of students of *MA Cahaya Insani of PONPES AL-UM* in Bogor. There are 32 students from class X B which are taken as the sample by using simple random sampling technique. Data were taken from the pre-test and post-test and analysed by using t-test formula. Based on the data calculation, the degree of freedom is 31. Based on the t-table, degree of freedom 31 has significant level of 0.05 is 2.042. Meanwhile, the t-test value is 24. It shows that t-test value is higher than the value of t-table (24>2.042).. It means that the alternative hypothesis (*Ha*) is accepted and null hypothesis (*Ho*) is rejected. It means that Cake Application has an effect on students' speaking ability.

Keywords: *cake application, speaking skill, teaching technique*

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INTRODUCTION

A.   Background of the study

Language, as a tool of communication, plays an important role in revealing one's intentions to others. Language can be used in a variety of contexts, including education, society, politics, economics, and culture. People would be able to express their thoughts and feelings through speaking because speaking is one of ways to express the feelings and thoughts. Related to Richards (2008), speaking is exploring idea, acquiring something done, subtraction various aspects of world or basically being together. By the statement of Richard, it means that when students can speak correctly or fluently, it will help them to communicate to people and share their ideas too.

Every human being must have four language skills to communicate with others, especially in English. They are reading, writing, listening, and speaking. Speaking is an important skill. According to Sasum and Weeks (2018), Thai students rarely have the opportunity to speak English and do not have a large enough vocabulary to communicate with one another. It is suggested that students improve their English skills by participating in activities and learning from one another.

Nowadays, English is used by many people around the world, as we cited from Rayner (2010), English is the most widely spoken language in the world because it is an international language. However, in Indonesia, English is not the second language because most of Indonesian speak their own local language as their second language. Moreover, according to Amanda (2019), speaking is the most important of the four basic language skills. Speaking is essential for everyday communication. If people are unable to express their emotions, make remarks, or ask questions, and as a result, their life is threatened. English for Indonesian is a foreign language that can be learned in schools or in English courses.

Language allows us to express our point of view, our understanding of the subject, the origins of the nation and our state, our educational level, and even our character. However, in the school that has been observed by the writer, she found several students who have speaking problems. They know what they should say, but they are hesitant to say it. They are less able to speak English because they lack motivation and confidence.

This study would be focused on mobile assisted-language learning (MALL) through the role of the popular and well-known application "Cake" in English foreign language learning, specifically enhancing learners' speaking skills; our study would be an investigation into their speaking ability toward this application and

its effectiveness in their learning process. This chapter attempts to provide an overview of mobile assisted language learning applications. The writer will also present the "Cake" application, its development, and features, as well as the creation of a "Cake" account and its study modes. Finally, this chapter will demonstrate the role of this application in improving the learner's speaking ability. Through the role of mobile assisted-language learning (MALL), this study will shed light on the phenomenon.

Moreover, related to Lestari (2021) "It is the best application for learning to speak English because it uses video to show us an example of a word that would be very useful in everyday conversation". Moreover, based on Fitria, Dwimauliyanti and Sapitri (2021)" after installing this program from the Google Play Store, noted that the user can easily login with guest mode, in which he or she does not need to sign in".

B. Reason for Choosing the Topic

This research is written based on the problems faced by the students in *MA Cahaya Insani* of *PONPES SALAFIYAH TERPADU AL-UM,* Bogor. The writer chooses grade ten with 32 students. Based on the previous observation, the researcher can conclude that students learn how to speak English at school. They learn how to communicate their thoughts and ideas orally. In fact,

many students struggle with some issues such as disinterest, boredom, and low participation in the process of learning English in class. However, still many students cannot speak. It is caused by the students knowing what to say in *Bahasa* but do not know what to say in English. It is observed in the process of teaching and learning English that they participate less in asking and answering questions that had given by the teacher Moreover, it is caused by the students feel shy and worry to make mistakes. So, as teachers, they must have innovation to help the students can enjoy the learning process and easy to get the lesson.

The students must get the right treatment to increase their motivation to learn English, especially in speaking ability, such as accuracy of vocabulary, pronunciation, curacy of grammar and fluency. Through an active and fun learning process, usually, students' motivation in learning can be increased. One of the proper ways to solve this problem is introducing an application to learn English, the application is Cake application. It can be used by the students who are having lack of motivation to learn English, feel shy because of making mistakes and feel not confident to speak up.

Cake Application as a Learning and Teaching Tool in Speaking Class. The cake is a modern technology that combines the internet, videos, and speech recognition. Cake application offers a large

number of videos curated from YouTube. The students discovered various videos in the Cake application, and what distinguishes them is that the videos on the Cake application have been designed to be as simple as possible for students to understand. Such as repetition for the learned sentence, emphasis, clear transcription, and really good audio. This feature aided the students. Cake application is also equipped with speech recognition. This makes it easier for students to practice speaking. The students received the results of speech recognition in the speak feature.

In conclusion, related to those resources, it is expected that the application is suitable to use for the students who have a lack of problems in learning English especially in speaking. Moreover, this app will help students to increase their motivation in learning English because the vibes are more fun than the learning process in class. In addition, through this application, students are expected to be able to improve their speaking skills such as accuracy of vocabulary, pronunciation, accuracy grammar and fluency.

C. Statement of the Problem

Based on the background of the study, the writer wants to investigate the use of Cake Application on students' speaking ability. The question of this research is "Does Cake Application affect students' speaking ability?"

D. Hypothesis

The alternative hypothesis (*Ha*) is stated that "Cake application affects Students' Speaking Ability".

E. Aim of the Research

The aim of this research is to investigate the effect of using Cake application on Students' speaking ability.

F. **Limititaion of the study**

The research is limited to students' speaking ability. This research is conducted to assess three components of speaking. It is based on the recount text and regarding telling students' experience. The three components that would be scored are accuracy vocabulary, pronunciation and fluency in speaking.

G. Operational definition

1. Speaking is one of the most important skills that people use to communicate with one another. People cannot share information or express ideas in public unless they speak.

2. Mall or Mobile Assisted Language Learning is an approach for teaching. This is an approach to laguage learning that assisted or enhanced through the use of a handled mobile advice.

3. Cake is an application to learn the English language. This is an application that is up to date in the learning method. Learning using cake is much more fun because there are videos, podcasts and translations available in our language. Moreover, cake is an app that can be used by students to increase their speaking skill accuracy of vocabulary, pronunciation and fluency.

H. Research significance

This research is expected to overcome students' difficulties in learning English especially in speaking through Cake application. This research can be as an alternative learning speaking to increase students' speaking skills. It is useful for the students who problems in learning English especially speaking ability like accuracy of vocabulary, pronunciation and fluency.

Moreover, this research is expected to give positive contributions for the students, teachers, and further research. Then, the students can learn about the advantages of using the Cake application and how to use it to communicate their ideas and thoughts in the future.

CHAPTER II

A. Speaking

1. Definition of Speaking

According to Fulcher (2003), speaking is a language used to communicate with others. It means that speaking requires two or more people to create oral communication. Moreover, according to Harmer (2007), speaking is a crucial skill in daily activities for forming relationships with others. Speaking is a useful skill. It is created through listening or reading. When people pronounce the words, people produce the speaking sound.

Many Indonesian people especially students are facing the same problems, can't speak English as fluent. According to Heriansyah (2012), mastering speaking skills is the single most important aspect of learning a second or foreign language for most people, and success is measured in terms of the ability to carry on a conversation in the language. Refer to Polard (2008) that speaking is one of the most difficult aspects for students to master. This is because they do not have enough exposure to English (due to environmental factors) and have mostly used their mother tongue language (sometimes also used regional language). In addition, refer to Mulyadi et al (2021) for many foreign language students, learning to speak is extremely difficult.

Speaking skills must be developed at a young age because developing speaking skills in students allows them to communicate effectively because of the intent and purpose they wish to achieve. Moreover, learning speaking must be supported by media to make a fun learning process. Learning by media occupies an important position as one of the components of the learning system.

Based on the experts' statements above, it can be seen that speaking ability is one of the most important skills in speaking English. However, many Indonesian students find it difficult to begin speaking English. More and more it is caused by the students who always communicate in their mother tongue and even regional languages.

2. Speaking Assessment

Nowadays, learning English is no longer just through books. Also speaking assessment can be done in a variety of ways. The most important thing is to assess students' mastery of vocabulary, word processing, pronunciation, and fluency in speaking English. There are many fun learning medias to test students' speaking skill. Brown (2010) describes several types of speaking assessments, including oral presentation, picture-cued storytelling, retelling a story, news event, and translation. There is no time for preparation when speaking in real time related to Bailey (2003).

Speaking is made more difficult for FL learners because it receives the least attention in the classroom (Richards, 2008), which is often the only place in many FL settings where learners can practice speaking the FL. Learning can be determined as the process by which behavior develops or changes as a result of custom or experience Ormrod (1990). In other words, it is more precisely defined as 'to know a word,' because students are said to have good vocabulary mastery if they can recognize the meaning as well as form, grammar, collocation, meaning, and word formation. Ur (1996), speaking assessment has several components to be assessted.

Depending on the types of speaking assessed, the design of the speaking assessment may vary. What should then be tested? Nunan(1999). According to Brown (2004), there are six components of speaking to be scored like pronunciation, grammar, vocabulary, fluency, comprehension and task. However, English speaking assessment has been regarded as difficult and challenging (Kim, 2003; 2004; Chuang, 2007; Waugh & Joliffe, 2008). Speaking assessment is difficult because a few minutes of speaking evidence is insufficient to judge a learner's competence (Waugh & Joliffe, 2008). Although, when used to provide feedback to learners during a course, assessment is referred to as assessment for learning or formative assessment, whereas assessment of learning or summative

assessment is used to measure students' learning at the end of a term, semester, or year (Brown, 2004; Hattie & Timperley, 2007)

The conclusion is that books are not the only way that people learn these days. As part of the speaking evaluation. Media with a technological bent can be used for this. Students can get a fresh perspective on completing speaking assignments because to it. Since making use of the tools on the English learning program allows pupils to get new experiences.

B. Mobile Assisted Language Learning (MALL)

Mobile-assisted language learning is one of the various modes of language learning that is currently being researched. MALL is a derivative of TELL (Technology Enhanced Language Learning). A mobile phone is a portable device that includes all of the benefits discussed above According to some studies, students prefer short lessons on mobile phones to those on computers (Thornton & Houser, 2005).

Otherwise, Integration of mobile devices to support language practice and learning has also been extensively researched. Some studies have found that, when used appropriately, mobile phones and tablets can help students improve their academic performance (Huang, Lin, & Cheng, 2010; Ivi & Jakopec, 2016; Lu & Yang, 2018). For improved learning outcomes, mobile devices must be integrated with multiple

teaching/learning strategies (Sung, Chang & Yang, 2016). According to Deegan (2015), mobile applications are rarely created by teachers or pedagogues.

Other research has found that mobile learning tools can allow students to listen to and record their own voices, which has been linked to improved pronunciation and communication abilities (Hwang, Huang, Shadiev, Wu, & Chen, 2014). Furthermore, mobile learning technologies give multimedia engagement chances and a collaborative environment in which learners can build and improve their speaking abilities (Hwang et al., 2014; Hwang, Shih, Ma, Shadiev, & Chen, 2016; Liu & Chu, 2010; Hwang, Shih, Ma, Shadiev, & Chen, 2016).

C. Cake Application

A mobile application (also known as a mobile app) is a type of application that runs on a mobile device, such as a smartphone or tablet computer. Furthermore, (Han & Keskin, 2016) investigated the use of a mobile application to reduce EFL speaking anxiety. This kind of media can help students to learn English as easily as widely. Students will feel more comfortable learning or exploring.

As stated by Howe, N., and Strauss, W, (2000), there are modern technologies available for English teachers in the millennium era right now. Like Google Classroom, Gmail, Google Meet, Zoom, Whatsapp, and so on. Moreover, in this millennial era, both teachers and students

can use the proper application to increase students' ability. Moreover, according to Arsyad (2015), there are six types of teaching media: human media, printed media, audio media, visual media, audio-visual media, and multimedia. So, as teachers, they must choose the proper media to teach speaking English, for example, learning speaking through an online application like Cake App.

On the other hand, The Cake application is designed to help you learn English, particularly how to speak English like a native speaker. According to (Scarcella & Oxford, 1997), the communicative competence model states that "it is Speaking Proficiency and skills are underpinning speaking competencies in the following figure: 1) Strategic Competence, 2) Discourse, 3) Sociolinguistic Competence, and 4) Grammatical Competence." As a result, this application is highly recommended for students who want to improve or practice speaking English. Yanthi (2021) states that after watching the channel conversation, the learner speaks the repeated utterance and then tests his speaking and pronunciation ability to that utterance. Moreover, cake application related to Sinha (2019), the cake application has a recording feature that users can listen to; it is a lot of fun. In conclusion, from the statements above that nowadays students and teachers can use many media to learn English, especially speaking. Through the mobile application like the Cake app, students can increase their speaking ability such as accuracy of vocabulary, pronunciation, and mastery fluency by

following some quizzes such as Guess fill in the blank, compare which is right or wrong words to memorize the expressions, practicing speaking by using dialogue, watching videos to absorb some vocabularies and grammars and collecting coins if we can answer the quizzes and tests as right.

D. Related Research

There are two researchers who have done this research. Those papers are related to Cake Application and can increase students speaking ability. The researchers conduct their own research in different types. One is quantitative research and the other is qualitative research.

The first one, Suryani (2015) with the topic "The Implementation of Cake Application for Speaking English in Online Learning".

She used Qualitative explanation to investigate characteristics and phenomena by detailed preliminary research lack, relate to this, Yin (2014) Explanatory case research has 3 steps. The first is to explain "how or why" a phenomenon happens, the second is to examine a contemporary phenomenon, and last the researchers don't have control over the phenomenon. The researcher explained how Cake Application can be used as a media to learn English and how to implement it. As instruments, the researchers used observation and interviews. Observation, according to Widoyoko (2014), is "a systematic observation and annoxy-of elements visible in the symptom of the research object."

Meanwhile According to J. Moleong (2006), "an interview is a dialogue or conversation between two or more people for a specific purpose, in which the interviewer asks the interview to provide information."

This study's population consists of 21 students from the FKIP English Department at Universitas Majalengka's 6th semester. The researchers collected data from eight students. The research was carried out during the sixth semester of the FKIP English department at Universitas Majalengka. There are 21 students in total, with 13 females and 8 males. The researcher chose 21 students from a pool of 21. 8 students for the sample. The study was carried out by the researchers via an online meeting. A researcher serves as a teacher in online learning using the Cake application, and the nine students follow the teacher's instructions.

The teacher demonstrated and described the features of the cake application, but the teacher only thought in English. The teacher demonstrated how to use the cake application for speaking English learning, and the students followed suit. The online learning through the cake application took about 20 minutes. After finishing it, the teacher interviewed the students about their perceptions of learning to speak English through cake applications, as well as the benefits and drawbacks of cake applications in their opinion.

The second researcher is (Ananda, 2019) the topic was about Improving Students' Speaking skills through Cake-Learn English for

Free App. She conducted quantitative research. This study was applied to young learners to increase their speaking ability such as mastery of pronunciation, vocabulary, fluency, and grammar.

The writer explained what Cake app is and show the learners it features that are related to speaking performance such as imitative, intensive, responsive, transactional, and interpersonal dialogue. According to Douglas (2007), there is an obvious connection between listening and speaking, and six similar categories apply to the types of oral production that students are expected to perform in the classroom (p. 327). This research evaluates the impact of using cake applications as students' speaking learning. This research was conducted because there were many problems from students, such as the first problem was when they have practiced they were nervous to speak in English, and they did not understand how to answer when they were given some questions from the teacher. The researcher collected the data by giving some questions in the Interview session and letting the students answer it.

All students like English, but there are some students who have problems in pronunciation. They all have ever used other applications for learning English. Some of them have ever used the cake application. They like Cake application because it is easy and interesting to be used. Cake application can be a media in learning English, especially speaking English, and this feature has AI Speech recognition to recognize our pronunciation word by word. Cake application also motivates the learner

to confident in speaking English. It helps students to pronounce well, it is

looked at the videos or photos in speak.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In conducting this research, the writer was used the pre-experimental method. This method was used it to find a possible effect by applying Cake application to the experimental group for three time of treatment conditions. The design that the writer used in this research was one group is Pre-test and Post-test design, refer to Creswell (2014) the design was :

O_1-X-O_2

O_1 : pre-test (a test before giving treatment)

X : treatment (applying Cake Application: Speaking test)

O_2 : post-test (a test after giving the treatment)

In this research, the writer was used one class to be researched as a sample. The design was delivered by giving tests to the samples that had not been given treatments (O_1). It was done to measure their speaking ability before giving the treatments which are symbolized by X using Cake Application. After having three times treatments, samples were having a post-test which was symbolized by O_2. The post-test activity was done to measure the samples' speaking ability after giving three treatments.

B. Population and Sample

The research was conducted in a senior high school *PPST AL-UM*, Bogor. In conducting this research, the proper technique was used to take samples. This school had two classes for each academic year. The writer chooses 10th-grade students and this class consists of 32 people who were taught by using Cake Application. The sample were all students and was taken by considering the students' problems that had been found in speaking English such as low vocabulary, pronouncing the words, grammatical errors and fluency. Students in this classroom had a lower capability than other classes in speaking ability. On the other hand, these 10th students learned through visual and audio-visual subjects such as some daily tests and vocabulary from Cake Application. According to this reason, the writer was used Cake

Application to increase students' speaking ability.

C. Research Instrument

In this research, the writer was used an instrument. The instrument was a speaking test (oral test). It was a form of a question by doing oral tests. The writer was used the Cake application to increase and develop students' vocabulary by asking students to follow and imitate some words and expressions in a speaking daily test. In the pre-test, students were asked to tell their own funny experience to the teacher in front of the class. Moreover, in concerning this study, the writer was created a lesson plan for each session. The treatments were given in three times. After giving three treatments, post-test was given in

the form of an oral test. Students were asked to tell their own horrible or bad experience to the teacher in front of the class.

D. Data Collection Technique

The data were taken in *PPST* AL-UM in Pagentongan, Bogor at grade 10. The writer was collected the data by doing a pre-test and post-test that she gave to the experimental group. In this research, the data that would be collected from the pre-test was using an oral test. An oral test as a pre-test were given to the students to know their speaking ability, the question was "Please tell me about your funny experience!". After that, three treatments were given to the students by applying the Cake Application as a media in that speaking class.

Before giving the treatments, the writer at the first meeting was asked the students to answer several questions about the material in their school book as a knowledge test. They have 5 minutes to do it. After that, the writer was asked about the social function, the generic structure, linguistic elements, and the topic of the recount text. In the end, each student was asked by teacher "Which text do you like? Which one is the most interesting part?"

After that, in the writer will apply a Cake Application as a media for three times (3 meetings) in speaking class. The writer will give them several examples from it. The examples would be shown and played by the audio conversation to the students using a mobile phone and speaker active. The audio would be played is related to the material (Recount). The audio conversation will

inform students some sentences related to the material like "When did you..?", "Where did you?", "What happened..?"....etc.

In the end, after the treatments are given to the students, a post-test would be given to measure their speaking ability. The post-test would be an oral test. The writer will ask each student to tell about their horrible or bad story. After that, at the end of the session of post-test the writer will ask a question, the question would be "What was your most memorable story?"

E. Data Analysis

After all the data had been collected, the result was calculated to know whether there was an effect of using The Cake Application on students' speaking ability. To analyze the data, T-test formula was used to compare between pre-test and post-test score results, while to analyze the data, the writer was used the T-test formula from Supardi (2013: 325). These were the formula forms to found the data:

1. Calculating Gain (d)

   Calculating Gain (d) was used to determine the result of the student's tests before and after being taught by using Cake Application technique. The procedure was a post-test result (y). Minus pre-test result (x) of each student. The formula could be seen as follows:

   $$d = [y - x]$$

   Y = The post-test result of each student

   X = The pre-test result of each student

Calculating Mean of Gain (M_d)

The calculating mean of Gain (M_d) was the way to know the average of the results of all samples. The procedure was that all of the sample gains were divided by the number of samples. The formula could be seen as follows:

$$M_d = \frac{\sum d}{N}$$

M_d = Mean of gain

$\sum d$ = Sum of gain

d = Gain

n = Total of sample

3. Calculating deviataion (X_d)

The writer was found the deviation of the difference. In step one, the writer was put the result of Gain (d) and the main difference. After that, the data was reduced.

The result of the formula was called the deviation of the difference=
$$X_d: d-M_d$$
X_d = The deviation of

the difference

d= the difference

M_d = the mean

difference

Calculating The T-test

T-test was used to test the average comparative hypothesis of two samples when the data was in the form of an interval or ratio. The procedure was the mean of Gain divided by the root of quadrate deviation of gain score divided by total sample multiplied by total sample minus one. The formula was as follows:

$$t = \frac{M_d}{\sqrt{\dfrac{\sum x_d^2}{n(n-1)}}}$$

t = T-test

Md = The main difference

Xd = Deviation of student

n   = Number of students

4. Testing the Hypothesis

The writer had done the last formula, the hypothesis, and this formula to find the final data. The writer was reduced the number of students. Then, the writer was done the hypothesis testing by finding out the value of degree freedom (d*f*) as follows:

d*f* = n – 1

d*f* = Degree freedom

n = Number of students

Based on the explanation above, the writer could calculate the result of this research by using those formulas. The writer was calculated the Gain, main, deviation of Gain, t-test formula, and testing hypothesis. Thus, the writer was measured the effect of the teaching by using the Cake Application.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSIONS

A. Research Finding

This research was conducted to the first-grade of students of *MA Cahaya Insani of PONPES AL-UM* Bogor. It was started from 4 – 20 July 2022. In collecting the data, the writer gave speaking test as the Instrument of pre-test and post-test activity. After giving the pre-test, the students got three treatments through The Cake Application and at the end the students had the post-test. The result of pre-test and post-test were analysed by using T-test formula to find out the effect of using The Cake Application on students' speaking ability to tell students' experiences.

The data were obtained from the results of the pre-test and post-test. According to the result, the scores of most students increased after being given the treatments that can be seen in the table section in the appendix (table 4.1 and 4.2). In table 4.1 in appendix, pre-test is coded by X and post-test is coded by Y. At the first meeting, the students were given a pretest in writing class, and the students' scores were low. Based on the table, the results of the pre-test were not good, because there were still found some errors in speaking such as mispronunciation, choosing the wrong word and using the wrong grammar and not even speaking fluently. There were only 14 students who got scores more than 60 from 32 students, while the rest got lower score. After they were given the treatments, they

did the post-test. For the post-test results, the students who got the scores above 60 were 29 students from 32 students. However, there were still some students whose grades were not increasing rapidly after having the treatments. This means that, there was an increased in the students' scores by applying the Cake Application although there were also some scores not increased as much. In applying this technique, the writer used speaking assessment. The components of it is accuracy of vocabulary, pronunciation, fluency and grammatical accuracy. It is used by the writer for assessing the speaking ability of students.

1. Result of Mean of Gain

After analysing the result of the pre-test and post-test, the writer calculated the mean of gain to find the average result of the data. The result of the mean of gain was 24.

Based on the calculation, it was found that the total of $\sum d$ was 753 and the total of the sample was 32.

2. Result of Deviation of Gain

After getting the result of mean of gain, the writer calculated the deviation of gain. She took the gain from one of the students of the sample. The result shows that the deviation on the sample was 11.

The students got 35 of the value of the gain, with the pre-test result 35, and the value of the post-test result is 70. Therefore, the writer calculated and found that the deviation of gain of the students is 11 based on the formula.

3. Result of the T-test

The function of calculation of the t-test was to find out the result of t-test therefore, the writer calculated the test based on the formula. First, she entered the formula, then Xd^2 (60) divided by the number of n (n-1) (32 (31)), and rooted then the mean of gain (24), divided by the results of the previous calculation. Based on the calculation, the result of the t-test was 24.

4. Testing the Hypothesis

Before the writer tested the hypothesis, she calculated the degree of freedom of this research. The degree of freedom was calculated by reducing one number of the sample, 32 -1 = 31. Therefore, the result was 31.

According to the t table, degree of freedom 31 at significance level 0.05 is 2.042. Based on the calculated result, the t-test result was 24. It can be concluded, that t-test result is higher than the t-table significance. Therefore, alternative hypothesis *(Ha)* is accepted and the null hypothesis *(Ho)* is rejected.

B. Discussion

The main purpose of this study was to find out the effect of Cake application.

This research focused on students' speaking ability by applying an online language learning application, named Cake application. In conducting this research, some tests and treatments were conducted by the writer. First, the

students were given a pre-test, and they were asked to answer an oral test. Second, three treatments were given to the students by applying the Cake application. The last, the students were given a post-test.

In applying the Cake application, there were several steps used. First, each student was asked to listen to the audio of Cake Application that the writer played. After that, students were asked to repeat the conversation has been played. After that, because of the material was Recount, the students were asked to analyse the generic structure used in the conversation and had to take a note of it and then say it to the class. At the treatments, they could learn and could absorb a variety of words easily, because learning by applying cake application was fun. Moreover, Cake application related to Sinha (2019), the cake application has a recording feature that users can listen to; it is a lot of fun.

Based on the calculation of the data, it was found that the mean difference was 23.53 with a total deviation of differences 60 and the t-test value that the writer got was 24 with a degree of freedom was 31. Meanwhile, the t-table value at number 31 with a significant level of 0.05 is 2.042. It can be concluded that the value of the t-test was higher than the value of table. So, the alternative hypothesis (*Ha*) is accepted and the null hypothesis (*Ho)* was rejected.

In conclusion, the result shows that applying the Cake Application strategy have an effect on students' speaking skill. According to (Batool, 2019),

it is the greatest application to learn speaking English, it uses video to give us the example of a word that would be very useful in daily speaking.

This statement also was supported by previous studies that looked at the use of Cake Application teaching as well. Related to the previous researcher, (Ananda, 2019) the topic was about Improving Students' Speaking skills through Cake-Learn English for Free App. She conducted quantitative research. This study was applied to young learners to increase their speaking ability such as mastery of pronunciation, vocabulary, fluency, and grammar. The writer explained what Cake app is and show the learners it features that are related to speaking performance such as imitative, intensive, responsive, transactional, and interpersonal dialogue. According to Douglas (2007), there is an obvious connection between listening and speaking, and six similar categories apply to the types of oral production that students are expected to perform in the classroom (p. 327).

All students like English, but there are some students who have problems in pronunciation. They all have ever used other applications for learning English. Some of them have ever used the cake application. They like Cake application because it's easy and interesting to be used. Cake application can be a media in learning English, especially speaking English, and this feature has AI Speech recognition to recognize our pronunciation word by word. Cake application also motivates the learner to confident in speaking English. It was helped the students to pronounced well, it was looked at the videos or photos in speak feature, and their grades were good.

From the conclusion above, it can be concluded that teaching speaking by applying Cake Application was quite succesful. The students' scores after getting the treatments by using Cake Application is rising. It could be seen from the data above that applying Cake Application could give a positive effect on students' speaking ability in the tenth grade of *MA Cahaya Insani*, Bogor.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The title of this research is "Cake Application on Students' Speaking Ability. The writer conducted this research in *MA Cahaya Insani* of *PONPES SALAFIYYAH AL-UM* Bogor to the tenth grade with total sample of 32 students. This research aims to find the effect of using the Cake Application on Students' Speaking Ability.

After conducting this research and calculating the data, it can be concluded that Cake Application affects students' speaking ability in accuracy vocabulary, pronunciation and fluency aspect. It can be seen by the result of the t-test value which was higher than the t-table. The t-test value was 24 and the t-table value was 2.040 with the significant 0.05 at the number degree of freedom (d*f)* 31. The value of t-test was higher than t-table (24>2.040). Therefore, the alternative hypothesis (*Ha)* was accepted and the null hypothesis (*Ho*) was rejected.

B. Suggestion

Based on the result of the research finding, the use of Cake Application affects students' speaking ability. Therefore, the writer would like to provide some suggestions for the teachers and the next researchers. For the teachers who have the same problems in teaching speaking, and want to apply this Cake

Application, the teachers should give a clear explanation of how to use the application (telling the steps) to help students to be understood by using this application.

Secondly, for the next researchers who will conduct this research, the findings of this research can be used as a source for conducting the research for further relevant research with different samples. The weaknesses of the findings from this study can be taken by other researchers to perform stronger research.

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APPENDICES

APPENDIX 1: Surat Keputusan Bimbingan

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail: fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

SURAT KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN
Nomor : 3529/SK/D/FKIP/VII/2024
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PAKUAN.
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang :
1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 150/KEP/REK/XI/2021, tentang Pemberhentian dan Pengangkatan Antar Waktu Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan Masa Bakti 2021-2025.

Memperhatikan : Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

Menetapkan :
Pertama : Mengangkat Saudara

Dr. Istiqlaliah Nurul Hidayati, M. Pd : Pembimbing Utama

Tina Priyantin, M. Pd : Pembimbing Pendamping

Nama : Gabrina Fitrisia Ginzara
NPM : 031115036
Program Studi : PENDIDIKAN BAHASA INGGRIS
Judul Skripsi : "CAKE" AS THE SOURCE OF MATERIALS IN A SPEAKING CLASS

Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada Tanggal 31 Juli 2024
Dekan,

Dr. Eka Suhardi, M.Si.
NIK. H 068 021 205

Tembusan :
1. Rektor Universitas Pakuan
2. Wakil Rektor I, II, dan III Universitas Pakuan

APPENDIX 2: Surat Izin Penelitian dari FKIP

YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Kotak Pos 452, E-mail fkip@unpak.ac.id, Telepon (0251) 8375608 Bogor

Nomor : 4875/WADEK I/FKIP/VII/2022   30 Juni 2022
Perihal : Izin Penelitian

Yth. Pondok Pesantren Salafiyah Terpadu Al-Um Bogor
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   : Gabrina Fitrisia Ginzara
NPM   : 031115036
Program Studi   : PENDIDIKAN BAHASA INGGRIS
Semester   : Akhir|Empat belas

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan
penelitian yang akan dilakukan pada tanggal 04 Juli s.d 20 Juli 2022 mengenai:
CAKE APPLICATION ON STUDENTS' SPEAKING ABILITY

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa
yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik dan kemahasiswaan

Sandi Budiana, M.Pd.
NIK. 11006025469

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APPENDIX 3: Surat Keterangan dari Sekolah

YAYASAN AL UM
- PONDOK PESANTREN SALAFIYAH TERPADU AL UM
- MTS INSAN CENDIKIA AL UM
- MA CAHAYA INSANI AL UM

Pagentongan, Loji. Bogor Barat. Kota Bogor. Jawa Barat Telp. 0251 8577956

SURAT KETERANGAN
No. 233/SK/MA CIA/PPST AL-UM/VII/2022

Yang bertanda tangan dibawah ini:

Nama	: Ali, S.Th.I., M. A.
Jabatan	: Kepala Madrasah
Unit Organisasi	: MA Cahaya Insani Al-Um

Menerangkan bahwa yang bersangkutan dibawah ini:

Nama	: Gabrina Fitrisia Ginzara
NPM	: 031115036
Program Studi	: Pendidikan Bahasa Inggris
Universitas	: Universitas Pakuan
Judul Skripsi	: Cake Application on Students' Speaking Ability.

adalah benar telah melakukan penelitian di Madrasah Aliyah (MA) Insan Cendikia Al-Um, Pondok Pesantren Salafiyah Terpadu (PPST) Al-Um, yang beralamat di Jl. Sirnagalih IINo. 03 Rt.001/Rw. 006, Kel. Loji, Kec. Bogor Barat, Kota Bogor.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan agar dipergunakan sebagaimana mestinya.

Bogor, 01 Juli 2022
Mengetahui,

..., S. Th.I., M. A.
Kepala MA Cahaya Insani Al-Um

APPENDIX 4: Format Perbaikan Skripsi

FORMAT PERBAIKAN SKRIPSI

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS PAKUAN

Nama   : Gabrina Fitrisia Ginzara

NPM   : 031115036

Judul Skripsi   : CAKE APPLICATION ON STUDENTS' SPEAKING ABILITY

CATATAN PERBAIKAN
1. Rapihkan margin.
2. Perbaharui sources jangan lebih dari 12 tahun lalu.
3. Perbaiki *grammar*, khususnya di Bab 3.
4. Ubah judul agar tidak perlu mengambi data ulang.
5. Lebih teliti.

Ketua/Sekretaris Prodi,	Telah dikonsultasikan kepada penguji pada tanggal,	Bogor, Penguji,
Istiqlaliah Nurul Hidayati, M. Pd NIK. 1.0212008570	Istiqlaliah Nurul Hidayati, M. Pd NIK. 1.0212008570	

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS PAKUAN

Nama : Gabrina Fitrisia Ginzara

NPM : 031115036

Judul Skripsi : CAKE APPLICATION ON STUDENTS' SPEAKING ABILITY

CATATAN PERBAIKAN
1. Rapihkan margin.
2. Perbaiki *grammar*, khususnya di Bab 3.
3. Fokus limitasi, jangan terlalu luas.
4. Ubah judul agar tidak perlu mengambi data ulang.
5. Perhatikan penulisan. Jika hanya 1 paragraf, kata awal tidak usah menjorok.
6. Lebih teliti.

Ketua/Sekretaris Prodi,	Telah dikonsultasikan kepada penguji pada tanggal, 23 - Jul 2024	Bogor, Penguji,
Istiqlaliah Nurul Hidayati, M. Pd NIK. 1.0212008570	Lungguh Halira Vopti, M. Pd NIK. 1.1211.052.564	R. Lungguh Halira v NIK. 1.1211.052.564

Nama   : Gabrina Fitrisia Ginzara

NPM   : 031115036

Judul Skripsi : CAKE APPLICATION ON STUDENTS' SPEAKING ABILITY

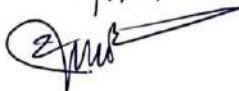| **CATATAN PERBAIKAN** |
| --- |
| 1. Rapihkan margin. |
| 2. Gunakan angka romawi yang sesuai, tidak tulis tangan. |
| 3. Perbaiki *grammar*, khususnya di Bab 3. |
| 4. Masukan sintesa penulis di Bab 2. |
| 5. Perhatikan penulisan *acknowledgement*. |
| 6. Ubah judul agar tidak perlu mengambi data ulang. |
| 7. Perhatikan penulisan. Jika hanya 1 paragraf, kata awal tidak usah menjorok. |
| 8. Lebih teliti. |

Ketua/Sekretaris Prodi,	Telah dikonsultasikan kepada penguji pada tanggal, 27/7 24	Bogor, Penguji,
Istiqlaliah Nurul Hidayati, M. Pd NIK. 1.0212008570	Mursidah Rahmah, M. Pd NIK. 10903032435	Mursidah Rahmah, M.Pd NIK .10903032435

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SEKOLAH	:	**MA Cahaya Insani**
MATA PELAJARAN	:	**BAHASA INGGRIS**
KELAS/SEMESTER	:	**X/2**
ALOKASI WAKTU	:	**2 X 45 menit (2 Pertemuan)**
TOPIK	:	**RECOUNT TEXT (Telling Experience)**

A. Kompetensi Inti

KI.1 Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI.2 Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

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

KI.4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait

dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri,
bertindak

secara efektif dan kreatif, serta mampu menggunakan metode

sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator

Pengetahuan		Keterampilan	
3.7	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi sesuai dengan konteks penggunaannya 3.7.1 Mengidentifikasi Struktur teks dan unsur kebahasaaan (*past tense*) dari teks recount sederhana yang ditunjukan oleh guru	4.7	Teks *recount* – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait unsur kebahasaan teks *recount* lisan dan tulis terkait pengalaman pribadi 1. Merangkai suatu kejadian sesuai dengan urutan peristiwa yang terjadi. 2. Menuliskan atau menceritakan kembali pengalaman pribadi dengan urutan peristiwa yag terjadi

C. Tujuan pembelajaran

Melalui pembelajaran pendekatan berbasis aplikasi online,

presentasi dan diskusi ini, siswa diharapkan mampu memahami

bagaimana membuat atau menyusun teks tulis dan lisan *recount* dan

tensis apa yang digunakan untuk menulis teks tulis dan lisan *recount*
serta mampu membuat sebuah teks tulis atau lisan tentag
pengalaman pribadiya.

D. Materi Pembelajaran

Teks *recount*

1. Fungsi Sosial

   Melaporkan, menceritakan, berbagi pengalaman,
   mengambil teladan, membanggakan

2. Struktur Teks

   Generic structure:

   - Orientation

   - Events

   - Reorientation

   - Conjunction

3. Unsur Kebahasaan

   - Kalimat deklaratif dan interogatif dalam simple past.

   - Adverbia penghubung waktu: *first, then, after that, before,*
     when, at last, finally, dsb.

   - Adverbia dan frasa preposisional penujuk waktu :*yesterday,*
     last month, an hour ago,, dsb.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

4. Topik

Peristiwa, kejadian, pengalaman yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, yang dapat menmbuhkan perilaku yang termuat di dalam KI.

E. Metode Pembelajaran

1.) Pendekatan : *Mobile Assited Language Learning*

2.) Metode : *Question and Answer*

3.) Model : *Direct Method*

F. Media dan sumber pembelajaran

1. Media : Telefon genggam, pengeras suara (bila ada), *Laptop,*

   board marker, white board dan buku paket siswa.

2. Sumber Belajar :

   - Teks *Recount*

   - Cake Application

   - Modul Siswa Bahasa Inggris kelas X semester 2 Revisi Terbaru

G. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pre Activity	**Pembukaan** • Guru mengawali proses belajar mengajar dengan mengucapkan salam, menanyakan kabar, berdoa bersama, memperkenalkan diri dan mengecek kehadiran siswa • Guru me*review* terkait materi pembelajaran yang sudah diberikan sebelumnya • Guru menunjukan contoh percakapan (bila memungkinkan)	5'
	• Guru menginformasikan tujuan yang akan dicapai selama pembelajaran • Guru meminta siswa sebangku untuk membaca teks pada buku paket bersama	

Whilst Activity	**Mengamati**	35'
	• Guru menampilkan beberapa potongan teks-teks *recount* sebagai contoh	
	• Guru membimbing siswa untuk menyimak unsur bahasa apa yang digunakan dalam teks	
	Menanya	
	• Siswa diminta untuk menentukan *Social function, generic structure, linguistic element* dan *Topic* pada teks bacaan	
	Mengeksplorasi	
	• Guru menunjukkan fitur audio pada aplikasi Cake	
	☐ Guru memutar audio percakapan dari *Cake Application* untuk diperdengarkan ke siswa sebagai contoh percakapan	
	• Guru meminta siswa untuk melakukan ulang percakapan yang sudah diputar	
	• Guru menanyakan terkait penggunaan *Vocabulary* yang tepat, cara penyebutan yang tepat dan kelancaran mengucapkan suatu kata	

| | | • Guru memberikan latihan soal teks bacaan kepada siswa mengenai teks recount sesuai dengan contoh teks-teks yang sudah diberikan dibuku paket (*Exercise* 1 menggunakan teks recount)
• Siswa diminta untuk menarik kesimpulan akhir dari teks bacaan

Mengasosiasi
• Guru membimbing siswa untuk menentukan teks *recount* mana yang paling menarik dan paling mereka pahami.
• Siswa secara berkelompok dengan teman sebangku mengembangkan informasi dari teks yang paling menarik menjadi teks *recount* yang baru dengan menggunakan bahasa sendiri.
• Guru meminta satu orang perwakilan kelompok untuk maju dan membacakan hasil kerja kelompok.
• Guru dan siswa secara bersama-sama memberikan apresiasi pada setiap kelompok.
• Guru meminta siswa untuk mengumpulkan pekerjaan kelompoknya. | |

Penutupan	**Mengkomunikasikan** ☐ Peserta didik menyimpulkan pembelajaran (dibimbing oleh guru)	5'
	☐ Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran ☐ menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya ☐ Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dengan cara menulis pada jurnal belajar. ☐ Guru menutup pelajaran dengan salam	

H. PENILAIAN

1. Teknik penilaian

Penilaian sikap   : Observasi/pengamatan

Penilaian pengetahuan   : Tes tulis (Teks bacaan)

Penilaian keterampilan   : Unjuk kerja/praktik

2. Bentuk penilaian

Observasi   : Jurnal guru dan jurnal siswa

Tes tulis   : Mengisi soal tentang *recount text* dan *oral test*

3. Instrumen penilaian (terlampir)

Bogor, Juli 2022

`   Mengetahui,

Guru Kelas,   Peneliti,

Rara Sri Naikowati, M. Hum   Gabrina F Ginzara

Lampiran 1

1. Penilaian pengetahuan (KD3)

Deskripsi	Skor
Jawaban benar dan sesuai kunci jawaban	2
Jawaban tidak sesuai dengan kunci	1

Keterangan :

PST = perolehan skor total

Pedoman Perhitungan Nilai: $Nila = \frac{PST}{16} \times 100$

2. Penilaian Sikap

a. Sikap yang menjadi penilaian adalah jujur, disiplin, jawab, peduli, kerja sama, toleran, santun, responsif dan pro-aktif.

b. Jurnal penilaian sikap :

No	Nama Siswa	Aspek Perilaku yang Dinilai			Jumlah Skor	Skor Sikap	Kode Nilai
		BS	TJ	DS			
1							
2							

Keterangan :

- BS : Bekerja Sama

- TJ : Tanggung Jawab

- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

   100 = Sangat Baik

   75 = Baik

   50 = Cukup

25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 =

400

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 310 : 4 = 77,5

4. Kode nilai / predikat :
   75,01 – 100,00 = Sangat Baik (SB)

   50,01 – 75,00 = Baik (B)

   25,01 – 50,00 = Cukup (C)

   00,00 – 25,00 = Kurang (K)

KISI-KISI

PENILAIAN HARIAN

Satuan Pendidikan : PPST AL-UM   Alokasi waktu : 45 Menit

Mata Pelajaran : Bahasa Inggris   Jumlah Soal : 4 soal

Kelas/Semester : X/2   Penulis : Gabrina F Ginz

Materi   : *Recount Text*

Kompetensi dasar	Materi	Indikator	Nomor soal	Bentuk soal

3..7.1Mengidentifikasi Struktur teks dan unsur kebahasaaan (*past tense*) dari teks recount sederhana yang ditunjukan oleh guru	*Recont text*	1.Disajikan sebuah teks recount sederhana, siswa menemukan topik dari teks tersebut .	3	*Short answer*
4.7.1 Menangkap makna secara kontekstual terkait unsur kebahasaan teks *recount* lisan dan tulis terkait	*Recount text*	1. Menuliskan atau menceritakan kembali pengalaman pribadi dengan uruta peristiwa yang terjadi	1	*Oral test*
pengalaman pribadi				

Exercise 1

Read the following text and answer the questions.

(Based on the recount text)

3. Penilaian kompetensi keterampilan

Pedoman Peskoran Ketrampilan Berbicara:

No	Aspect	Scale	Indicator
1	Pronunciation	0	Many wrong pronunciation
		1	Frequent incorrect pronunciation
		2	Occasional errors in pronunciation
		3	Some errors in pronunciation
		4	No errors/ minor errors
2	Grammatical Accuracy	0	No mastery of sentence construction
		1	Major problems in structure
		2	Several errors in stucture
		3	Minor problems in structure
		4	Demonstrates mastery of structure (few errors)
3	Vocabulary	0	Little knowledge of English words
		1	Frequent errors of word choice
		2	Occasional errors in word choice
		3	Minor errors in word choice
		4	Effective/ appropriate word choice
4	Fluency	0	Dominated by hesitation
		1	Frequent hesitation
		2	Occasional hesitation
		3	Minor hesitation
		4	No hesitation

The maximal score is 16 points.

$$\text{Student's mark} = \frac{\text{Obtained score}}{\text{The maximal score}} \times 100$$

Lampiran 1

- *Oral Test*

"Tell me about your happy experience during last holiday!

"Tell me about your horible or bad experience during last
holiday!".

Lampiran 2

- Text bacaan *Recount*

Teks 1

The Worst Vacation Ever!

I knew this was going to be a terrible vacation as soon as we arrived at the hotel.
The travel agent told us that it was a brand-new hotel in a quiet part of the island. But when we arrived we found that it was not brand-new at all — the hotel was not even finished.
There were construction workers still building parts of the hotel!
But the manager assured us that our stay would be fine. In fact, he told us we would have a great stay.

We got to our room and it didn't seem too bad. Everything looked like a normal good quality hotel room.
Then we looked in the bathroom. There was no shower. Only a washbasin and a toilet.
I asked the manager how we would take a shower and he just shrugged and said that we could use the showers in the spa. My wife asked what time the spa opened every day and he said 10:00am.
At that point, we had had enough, so I said to my wife that we would leave immediately. I didn't say another word, just took hold of our luggage trolley and went to leave the room.
Then the manager stopped me. He was very apologetic about it. That week was one of the busiest times on the island. Apparently, there was a wine festival that had just started the day we arrived.
Every hotel is fully booked, said the manager. I can't let you leave. You will have nowhere to sleep for the night.
My wife raised her hands to the ceiling and rolled her eyes.
I swore out loud.
The manager told us he would do everything he could to make it up to us. Then he left.
I lay down on the bed and kicked off my shoes. My wife unpacked our things and put them in the wardrobe. As she was doing that, she let out a scream.
I jumped to my feet and she leapt onto the bed. She was pointing at something in the wardrobe. I looked inside and I saw a huge dead rat. It looked like it had been dead for several days.
I was furious. I told my wife that we would go downstairs and tell someone on the front desk to change our room. And then hopefully go to the bar and get a stiff drink.
We left our room and went to the lifts. It was then that we saw a sign that said only one of the lifts was in operation. The other one was being repaired.
Things were just getting worse and worse! ✓
Eventually, we got downstairs and I told the front desk about the dead rat but they said they couldn't change our room as they didn't have any other rooms available.

At that point, I didn't need just one drink — I needed three or four.
I asked them where the bar was and they pointed to a door. Above the door was a sign that said The Lounge Bar.
We went in and there was no one around. No customers and certainly no barman.
I just shook my head. My wife started to cry.

Teks 2

My Holiday with My Family at Pangandaran Beach

Last month was New Year holiday. I and my family went to Pangandaran beach for a vacation. We took a tourism bus to go there. We left at 07.00 o'clock in the morning. The trip took about four hours and we arrived at around 11.00 am.

As we arrived there, I walked down to the beach. It was a nice sunny day with a blue sky and a gentle breeze. I saw some seagulls flew around hunting for fish. The waves there were suitable for swimming, but I didn't swim because I couldn't swim and only play with the water on shallow part. We also didn't miss our opportunity here taking some pictures with the background of scenic Pangandaran beach. We had so much fun there.

Before we went home, I looked for some beautiful souvenir at the nearby shop there. Eventually, we went home at about 05.00 pm. It was a memorable experience for me with my family.

Exercise 2

Instruction:

1. I want you to make a group of 2 in chair, read the text and find some generic structure of recount text you have.

2. After that, mention it one by one to the the class.

BAHAN AJAR

RECOUNT TEXT

1. **Definition**

   Recount is a text which retells events or experiences in the past.

2. **The purpose**

   Its purpose is either to inform or to entertain the audience.

3. **Generic structure**

   1. Orientation : Introducing the participants, place and time

   2. Events   : Describing series of event that happened in the past

   3. Reorientation: It is optional. Stating personal comment of the writer to the story

4. **Language feature**

   1. Use simple past tense or past continuous tense

   2. Use action verb : look, go, went, change, etc.

3. Use linking verb : was, were, heard, etc.

4. Use chronological connection : then, first, after that,finally, etc.

5. Introducing personal participant : I, my partner, my friend, etc.

Lampiran 3

☐ *Audio from Cake Application (Chapter Beginner)* Soal
No 4, 5, dan 6.

(When did you...? Where did you....? What happened...?)

APENDIX 5: Intrument Pre-test dan

Post-test Question of oral test :

The script from voice recorder

1. (Pre-test) Tell me your happy experience during your last holiday!

1. Oral Test of Pre-test

R#1 : RR

Assalamu'alaikum. How are you? I hope fine. Experience my event. I am ever competition speech English in my school and my supporter many, my friend or my teacher. I win the first. I get something googles and sertificate and towel. There my name and the colour towel is blue. I am very happy and than i am obsession from Wirda

Mansyur and Dewi Sandra because i like. Mother is speaking her's, and i want to high school class *English in Universitas Islam Negeri Bandung,* because my father is a teacher English. I am also like singing. I want to singer. I am also like singing English like Meghan Trainor, Katty Perry, CharliePuts, and still much again. I ever competition singing there. I song religi and i win the first again and now i study taekwondo. Done.

Thank you.

R#2 : AG

Oneday i wake up early at 5 a clock because i want go to the beach. But before that we as student of Al-Um boarding school listen to announcement in the field with the teacher but i am forget. So, we arrive at 12 a clock. In the beach i am swimming until afternoon but so iam was banana boat for go to the sea. Do you now in the sea there beautiful view for learn and after that i'm play the sand with my friend. After swimming i am take a bath first in the bath room. So, after that i am buy food and drink because i am feel so hmmm. I am arrived in the boarding school at 3 a clock. So, in the trip i am with my friend only sleep because i feel so tired.

R#3 : JGW

Hallo. Last month, yesterday i and you pergi ke zoo, go to zoo. There very much animals, lion, monkey, dog and elephant dan very much banyak lagi. I am very happy last month itu.

R#4 : SA

Hi. Have you watch Harry Potter movie? The movie tell about. In this movie there is children, and name is Hary Potter. In this movie there are nine series, you must watch this movie. I very recommendation okey?

2.(Posttest) Tell me your horible or bad experience during your last holiday!

R#1 : RR

Assalamu'alaikum. How are you? I hope you fine. I want to tell my bad experience. I went to a competition of singing and joined it. But, there was a tragedy. There was rain at that time and i did not bring my umbrella. So, my body was wet. But i still sang. Because of my body wet, i felt dizzy and cold. It made my voice bad. But i won again that time. Alhamdulillah. Thanks.

R#2 : AG

Good morning miss. I want to tell my experience when i went to grand mom this year when Idul Fitri. I went there with my family. Me, my mom, my dad and other member. I went to grand mom's house because it is a tradition. There, we arrived in Tasik Malaya in evening because we went from Depok in the morning after pray Idul Fitri. Me and my family got the traffic jam on the way to Tasik Malaya. So many cars. After that, we felt so hot in car. So, my father went to rest area in Cipularang. We bought some waters and snacks. thanks, miss.

.

R#3 : JGW

Holiday in Anyer. We go to anyer Januari 2022 at six o clock with morning. We go with bus. We reakfast in bus with lontong, kroket, and bakwan and we arrived anyer at twelve a clock. We eat

chicken with sauce. After that me, aura and cheryl play in the beach. We are buying cilok, chicken noodle, es potong and es milo. We so happy in Anyer but we money as up.

R#4 : SA

We go camping in back of home when holiday. We make fire to make me warm. Te weather is cold because riain. We are so cold. The thunder is on. We are scary. At ten a clock we choose to go back inside home.

Appendix 6 : Instrument of Post-test and Pre-test

Cake Application Feature :
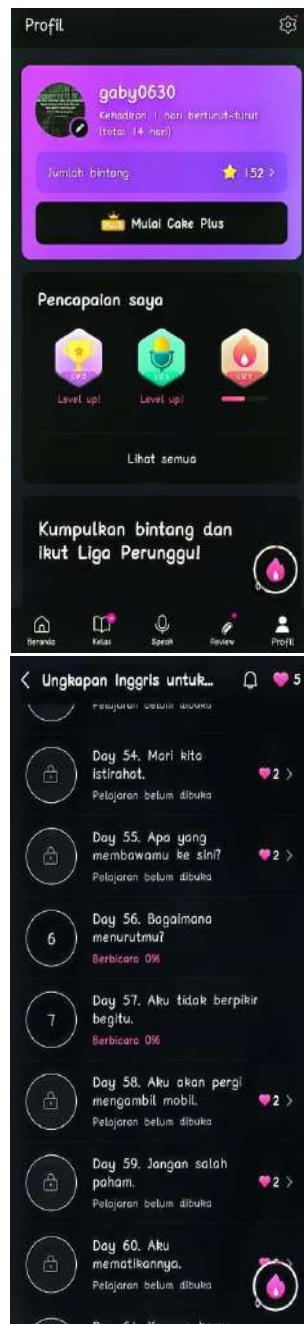
APPENDIX 7 : Scoring Rubric of Speaking
Rubrik Penilaian

No	Aspect	Scale	Indicator
1	Pronunciation	0	Many wrong pronunciation
		1	Frequent incorrect pronunciation
		2	Occasional errors in pronunciation
		3	Some errors in pronunciation
		4	No errors/ minor errors
2	Grammatical Accuracy	0	No mastery of sentence construction
		1	Major problems in structure
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		3	Minor errors in word choice
		4	Effective/ appropriate word choice
4	Fluency	0	Dominated by hesitation
		1	Frequent hesitation
		2	Occasional hesitation
		3	Minor hesitation
		4	No hesitation

The maximal score is 16 points.

Obtained score

Student's mark =_____ x 100

The maximal score

APPENDIX 8 : Data Penelitian

Table of pre-test and post-test Scores

NO	RESPONDENT	AVERAGE		Gain d = (YX)	Xd (dMd)	Xd2
		Pre-test	Posttest			
1	AA	80	100	20	-4	16
2	AG	80	100	20	-4	16
3	ASM	55	75	20	-4	16
4	CA	80	100	20	-4	16
5	FA	35	70	35	11	-44
6	AMI	25	65	40	16	-64
7	JGW	25	60	35	11	-44
8	NA	60	70	10	-14	56
9	NH	30	65	35	11	-44
10	NR	78	85	7	-17	68
11	NA	78	80	2	-22	88
12	ND	78	83	5	-19	76
13	FHA	73	83	10	-14	56
14	RB	40	90	50	26	-104
15	RAP	60	73	13	-11	44
16	SPAM	25	60	35	11	-44
17	SNH	35	60	25	1	-4
18	SAS	63	70	7	-17	68
19	SF	80	100	20	-4	16
20	SNU	63	80	17	-7	28
21	SNU	63	83	20	-4	16
22	R	80	100	20	-4	16
23	L	35	70	35	11	-44
24	NZH	80	100	20	-4	16
25	NFS	25	70	45	21	-84
26	SAA	35	65	30	6	-24
27	WN	60	80	20	-4	16
28	SNAP	30	67	37	13	-52
29	BAAZ	35	70	35	11	-44
30	YM	73	83	10	-14	56
31	ANK	35	70	35	11	-44
32	ZNY	60	80	20	-4	16
	TOTAL	**1754**	**2507**	**753**	**-15**	**60**
	Md (Gain d/N)	24				

APPENDIX 9 :

Bukti Bimbingan

Tanggal	Bab	Catatan Bimbingan	Paraf
6-10-20	I	- Judulnya terlalu Jodul - Bactgroonanyn terlalu Jeneral - Harus banyat bara Jurnal - Butuh Data Valid - Participants lebih dari 1 - Sussess Judul baru	
14-11-20	I	• Bab I bactgroundnya terlalu Jeneral - Harus ada alasan spesifik. - Perbaiki Judul biar lebih simple.	✓

Tanggal	Bab	Catatan Bimbingan	Paraf
17-11-20	I	- Perbanyak Jurnal Sbg sumber - Fokus di "problems" • Baca buku Yang banyak • Cari Instrumen yg tepat - Perkuat baca untuk Penguasaan di bab 2 dan 3	
19-01-204	I	- Cari Teori Yg banyak. - Rubah Judul - Ubah Voice over → Voice actors /dubbers - Background harus ada burning Issues	

Tangga'	Bab	Catatan Bimbingan	Par
20-02-21	I	- Instumen Apa yg akan digunakan untuk meneliti? - Revisi Judul dari: "Analysis of The Dubbers' Problems in Speaking English" menjadi "an Analysis of voice talents Challenges In speaking English"	
9.3-21	Bab 1 Bab II	- Antar paragraf harus berkesinambungan (A) - Fokus artikel speaking aja, gak semua harus di buku. - Harus tau dulu "GAP"ny. - Teori Vajib Yg tepat untuk mendukung penelitian kita - Spesifik konten!	

Tanggal	Bab	Catatan Bimbingan	Paraf
1-7-2021	Bab 1	A Revised content B Setelum menuliskan macalah harus ada pengantarnya C Grank /pamphrase kalimat di Aim D Voiceover → voice talent E Revised G Revised significance I Gamau perpoint - Diberikan link situs Sumber scripsi	
31-12-2021	Bab 1	-Judul baru "Teachers' Challenges and strategies in Teaching English at mentschool" - Jangan General - Fokus mau problemsnya Apa strategynya - Baca artikel & jurnal	

Tanggal	Bab	Catatan Bimbingan	Paraf
10-02-2024	Bab I	• mau discussion Judul • Revisi background • Revisi Reason for the Topic • paragraf minimal 3 kalimat • jangan paste. 1 paragraf • Instrumen mau apa?	
1-3-2022	Bab I	A. Pernyataan yg tdk buat haus dibuang (statement expert. B. Revised C. Huat Suggest Judul Ibu D Revised - Disarankan ganti jadi KUANTITATIF!	

Tanggal	Bab	Catatan Bimbingan	Paraf
18/04/2024	1-3	- Speaking Tidak ada soal - Tidak perlu validasi - Buat pertanyaan di Pretest dan Post test kasih liat Supervisor (diberikan contoh pertanyaan) - Bikin RPP - T- Test! "Tell your teacher what you didduring last holiday!" - Rubrik Penilaian!	~

Tanggal	Bab	Catatan Bimbingan	Paraf
10-3.2022	Bab I	- Suggest Judul baru - SF uploaded.	
25-5-2022	Bab 1-3	- Perhatikan tata kanan. - Hindari I, You, they.... - Ganti passive voice - Perhatikan Grammar - Judul bukan Improving - Ganti jadi Cake Application on students Speakir Ability	

Tanggal	Bab	Catatan Bimbingan	Paraf
9/6/2011	1 – 3 (para serpro) Bu Iis	- Perhatikan penulisan - Hindari I, You, they, we - Coke Ibu [ctmr/model?] - MALL itu apa? - Sample jangan 10, pakai semua. - Gunakan Istilah pekerja yang benar.	
9/6/2011	1 – 3 (para serpro) Bu Tanti	- Content perbaiki - Grammar dan tata penulisan perbaiki - Bibliography pakai format terbaru - Pilih salah 1, researcher atau writer - Ubah cover - Masukan approval sheet	

Tanggal	Bab	Catatan Bimbingan	Paraf
16/...	1-3 (pasca lempro) Bab Tiga	- Antar peragat harus koheren - Burning Issuenya harus tentang Speaking Challenges. Baik in General (Indonesia) maupun global. • Paragraf ke-5 dibackground ponda ke reason - Roten. Paragraf I line I itu hasil dari pre observe • Paragraf 2 Reason. Jelaskan trp milih Care u/ meningkatkan Speaking Ability Siswe. - Line ke 2 paragraf 1 fakor posisi - Aim jangan terlalu panjang - Paragraf 1 line 3 purdah di limitasi - Bab 2 perbanyak team speaking assigment & Cake app - Mall itu matel atau metode?	
		- Bab 3 Instrumenya apa? Jg Jelas! - Sample pakai semua	

LIST OF TABLE

CLASS INTERVAL	CLASS BOUNDARY	MIDPOINT	F-ABSOLUTE	F-RELATIVE
25-34	24.5-34.5	29	4	13%
30-39	29.5-39.5	34	2	6%
35-44	34.5-44.5	39	6	19%
40-49	39.5-49.5	44	1	3%
55-64	54.5-64.5	59	1	3%
60-69	59.5-69.5	64	4	13%
63-72	62.5-72.5	67	3	9%
73-82	72.5-82.5	77	2	6%
78-87	77.5-87.5	79	3	9%
80-89	79.5-89.5	84	6	19%
TOTAL			**32**	**100%**

Table 4.1 Frequency distribution of pre-test scores

CLASS INTERVAL	CLASS BOUNDARY	MIDPOINT	F-ABSOLUTE	F-RELATIVE
60-67	59.5-67.5	63	3	9%
65-72	64.5-72.5	68	4	13%
70-77	69.5-77.5	73	7	22%
73-80	72.5-80.5	76	1	3%
75-82	74.5-82.5	78	1	3%
80-87	79.5-87.5	83	4	13%
83-90	82.5-90.5	86	4	13%
85-92	84.5-92.5	88	1	3%
90-97	89.5-97.5	93	1	3%
98-100	97.5-100.5	99	6	19%
TOTAL			**32**	**100%**

Table 4.2 Frequency distribution of post-test scores
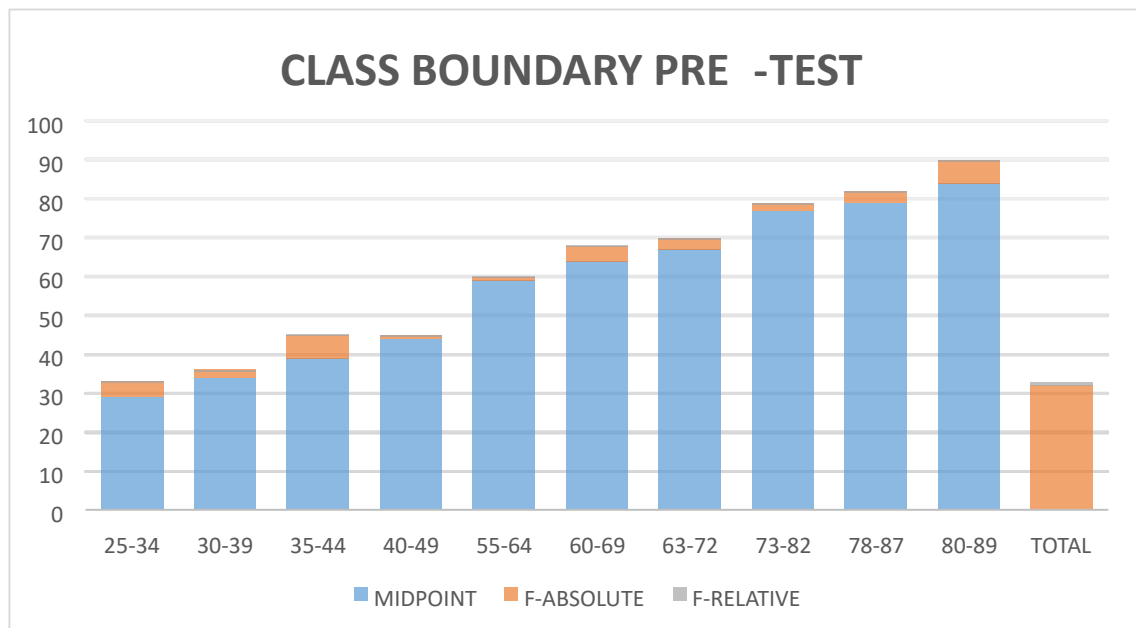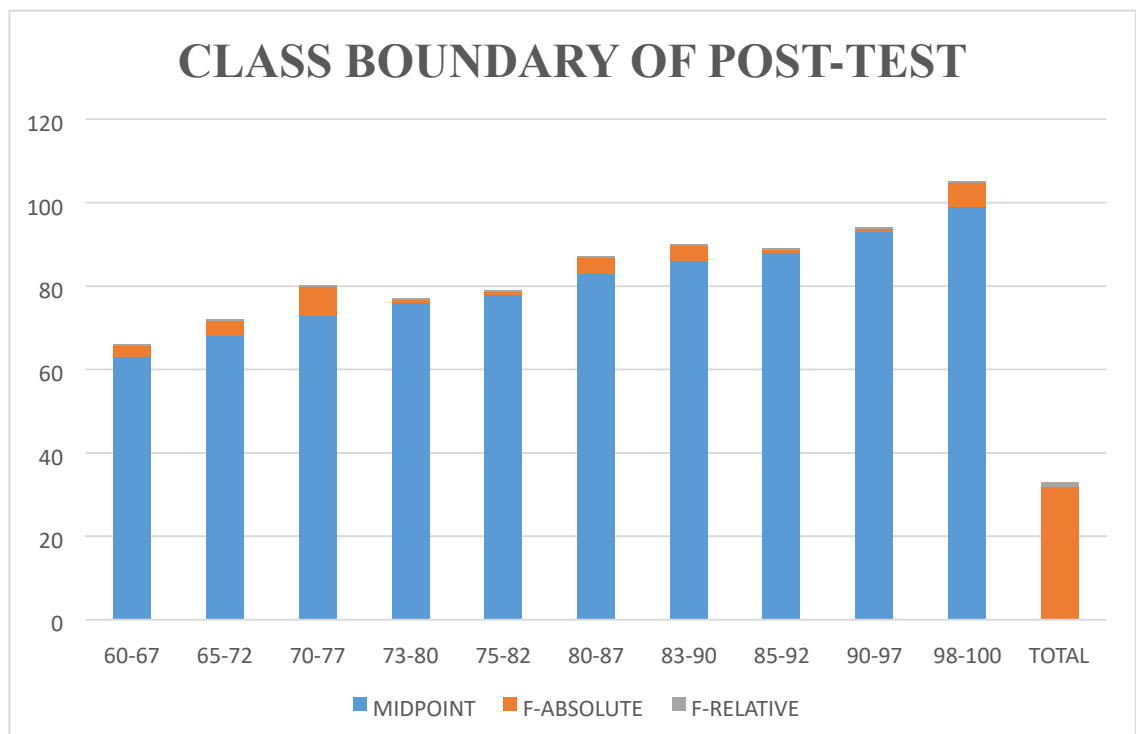
LIST OF FIGURE

Figure 4.1 of Histrogram Graph of Pre-test

Figure of 4.2 of Histogram Graph of Post-test