

HIGH SCHOOL STUDENT'S PERCEPTION OF A CAKE ENGLISH APPS TO IMPROVE SPEAKING SKILL

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Abstract

The focus of this research was to explore the students' perceptions about using the Cake English Apps to improve their speaking abilities. This study involved 14 students from class XI at SMK Giri Taruna Bogor. The qualitative descriptive method was used by the researchers in this study. Information was collected using questionnaires and interviews. The majority of the students, according to the research's findings, said that Cake English Apps gave more opportunities to practice their speaking abilities; they are interested in enhancing their speaking skills with the Cake English Apps, they can use the Cake English Apps to practice speaking as much as they like, and they like to choose the speaking-related content to practice their speaking skills. Four students walk in to be interviewed about using the Cake English Apps to improve their speaking skills; the majority of them are familiar with several of the features of the Cake Apps and understand how to use them. Finally, they will recommend the app to other students to help them improve their speaking skills.

Keywords: Cake English Apps, Speaking Ability, Perception

INTRODUCTION

An international language is considered to be English. Students should be able to master four skills. They are listening, speaking, reading, and writing at the same time. Students may find it difficult to master certain skills, particularly speaking. They are hesitant to improve speaking skills because they have not receive support from the environment. Their surroundings are not in English. English environment is critical for improving student's speaking abilities. It is impossible to oversimplify the importance of teaching students to be effective speakers and listeners because speaking and listening, as well as their associated behaviors, almost every students and teachers do throughout the day involves this aspect (Nunan, 1991). The role of the teacher is to help students gain the confidence they need to speak and listen well throughout social, academic, and community. The more they practicing speaking English, the better they will become at speaking. Speaking itself is a impotant skill that students must to develop for their further (Guo & Wang, 2018). They must develop effective communication skills in order to convey their ideas. Meanwhile, (Barrass, 2006) stated that effective communication skills are essential for daily life and any career. Some students find it challenging to maximize their time when practicing their English-speaking skills. They can practice speaking English independently by engaging in a few activities. One of them would be using the Cake app on his phone. Apps. Some features, like the ability to record their voice as they rehearse the conversation, allow students to practice speaking English alone.

The Cake English Apps is used by the students to practice speaking. They come up with some conversation starters. They begin by listening the conversation. Then they mimic how the speakers say the word or sentence in English utterances (Darmawati, 2018). They then record

their voices. Finally, they listen it to both the speakers' original original pronunciation and their recording. They can tell the difference when they are corrected. Mobile phone applications are rapidly evolving (Fitria et al., 2021). According to (Nair & Kumbhat, 2013), Millions of smartphones are being activated daily, which is making the globe more mobile. As a result, there is an increase in the creation of consumer-focused mobile applications, while enterprise software solutions are gradually catching on to the revolution. A growing number of businesses believe that in order to thrive, they must be mobile. Mobile phone applications are extremely beneficial to students' learning (Nair & Kumbhat, 2013). They can learn English just using their smartphone at any time and from any location. According to (Iversen, J and Eierman, 2014), The capability of a smartphone as a mobile device to communicate with other computer using a number ways is another crucial characteristic. There are two ways to interact with a laptop: Wi-Fi and Bluetooth. On the other hand, mobile devices have these communication options, including Near Field Communication and cellular signals (NFC). Many students make use of the mobile phone application. Some recommendations for learning-supporting applications can be used to help them. Additionally, they discuss the application's use with the other students. Other students' learning about the Cake English Apps can benefit from the students' perspectives on using it. Students respond to facts or personal experiences to convey their ideas. In order to perceive, they must translate sensory data into something meaningful. Perception is the method by which people arrange and make sense of their surroundings by figuring out what their senses are telling them. Students interpret what they observe as follows: Personal traits, including attitude, personality, intentions, interests, prior experiences, and expectations all have an effect.

METHOD

The researchers utilized a qualitative descriptive method. Qualitative research demands linguistic expressions, typically fairly extensive ones (Atmowardoyo, 2018). The defining characteristic of qualitative method is "working up" one's study materials in pursuit of untold meanings, non-obvious characteristics, various interpretations, suggested connotations, and unheard voices (Li et al., 2019). This study included the participation of 14 students at SMK Giri Taruna Bogor who were given the opportunity to explore the Cake English Apps. After using the application several times. Through the application, they got a lot of practice speaking. After using the Cake apps several times the researchers distributed a questionnaire that inquired about the Cake English Apps' effectiveness in improving speaking skills. Then, five students were chosen to be interviewed about their experience using it. Personal interviews were used by the researchers. According to (Luis & Moncayo, n.d.), during a personal interview process, The researcher adheres to a strict methodology and find the answers to a predetermined set of questions. This method of data collection is typically conducted in a structured manner, with the outcome heavily dependent on the skill of the interviewer.

RESULTS AND DISCUSSION

Results

The researcher using a questionnaire to collect the data. Students were given ten statements about how they thought using the Cake English Apps to improve their speaking skills. The results of the survey are in the table below.

Table 1. The Questionnaire

No.	Statement	Scale	Frequency	Percentage
1.	The Cake English Apps give more opportunities to practice speaking.	5	6	50%
		4	5	41.7 %
		3	0	0%
		2	0	0%
		1	1	8.3 %
2.	interested in using the Cake English Apps to improve my speaking skills on my own.	5	2	16.7 %
		4	10	83.3 %
		3	0	0%
		2	0	0%
		1	0	0%
3.	I can use the Cake Apps as many times as I want to practice speaking.	5	1	8.3 %
		4	9	75%
		3	1	8.3 %
		2	0	0%
		1	1	8.3 %
4.	I enjoy selecting materials on Cake English Apps to improve my speaking skills.	5	2	16%
		4	9	75%
		3	0	0%
		2	1	8.3 %
		1	0	0%
5.	Using the Cake Apps on my own makes me feel more comfortable practicing my speaking skills.	5	5	41.7 %
		4	7	58.3 %
		3	0	0%
		2	0	0%
		1	0	0%
6	Cake lets me control my learning.	5	2	16.7 %
		4	8	66.7 %
		3	2	16.7 %
		2	0	0%
		1	0	0%
7	Using Cake English Apps on my own makes learning English more interesting.	5	3	25%
		4	8	66.7 %
		3	1	8.3 %
		2	0	0%

		1	0	0%
8	The Cake English Apps help me to solve my problem of English speaking skills.	5	3	25%
		4	6	50%
		3	0	0%
		2	2	16.7 %
		1	1	8.3 %
9	Using Cake English Apps to practicing English gives me more confidently and motivation to improve speaking skills.	5	2	16.7 %
		4	10	83.3 %
		3	0	0%
		2	0	0%
		1	0	0%
10	The Cake English Apps is easy to use	5	4	33.3 %
		4	7	58.3 %
		3	0	0%
		2	0	0%
		1	1	8.3 %

The first statement on the questionnaire is, " The Cake English Apps give more opportunities to practice speaking." 50% of students agreed with the statement. The statement was supported by 41.7% of respondents, while only 8.3% disagreed with this statement. No students chose undecided or disagreed with it. 83.3 percent of students concurred with the statement, "interested in using the Cake English Apps to improve my speaking skills on my own." This statement is designed to determine that students have interested in improving their speaking skills on their own using the Cake English Apps and students were asked whether they would like to improve their speaking skills on their own using the Cake English Apps. No one chose "undecided, disagreed, and strongly disagreed."

Next statement is presented to determine whether students can practice as many times as they want using the Cake English Apps, and students voted on whether students can practice speaking as many times as they want using the Cake English Apps. 75 percent of students agreed, and 8.3 percent strongly disagreed. Nobody in the class disagreed with the statement that students could use the application to practice speaking multiple times. The fourth statement is written to determine that students enjoy selecting materials on the application to improve their speaking skills. Students chose whether they enjoy selecting materials on the Cake English Apps to improve their speaking skills. 16% of students strongly agreed and 75% agreed with the statement, then, 8.3 percent said they disagreed. No students chose "undecided and strongly disagree, ". "Using the Cake English Apps independently boosts my confidence to practice my speaking skills," says the fifth statement. 41.7 percent of students strongly agreed with the statement, while 58.3 percent agreed with it. None of the students selected undecided, disagreed, or strongly disagreed. Students agreed that they could boost their confidence by practicing speaking skills on their own using the Cake English Apps. The sixth statement is designed to determine that students can control their own learning using the Cake English Apps. 66.7% agreed with the statement that students can control their way to learning using the Cake English Apps. 16.7 percent strongly agreed with this statement, and 16.8% disagreed. As a result, students agreed to use

the Cake English Apps to empower themselves to control their learning. Twentyfive percent student choosed to agreed strongly, and 66.7 percent agreed with it for the survey of seventh statement. No student selected "disagree and strongly disagree" on the question. According to the results of the survey, using the Cake English Apps on their own time make students agreed that make learning english become more interesting. "The Cake English Apps help me to solve my problem of English speaking skills." says the eighth statement. One-quarter of students strongly agreed. The statement was rejected by 16.7 percent of students. In the meantime, 8.3 percent strongly disagreed. Nobody selected "undecided". The statement number ninth is designed to determine whether the practice in the Cake English Apps motivates students to improve their speaking skills. Students agree that practicing in the Cake English Apps motivates them to improve speaking skills. Students who choose strongly agreed is about 16.7%, and those who agreed with the statement are 83.3% of respondents. According to a questionnaire, nobody selected "undecided," "disagree, or strongly disagree," .In the tenth survey, students surveyed 33,3 percent of students agreed that,the Cake English Apps are easy to use for improve speaking skills.58.3 percent supported the statement. And only 8.3 percent choose strongly disagreed with the statement; nobody selected "undecided and disagree."

Discussion

Student perspectives on the use of communication skills to enhance Cake English Apps There were five interview questions. Four students were selected to take part in the interview. Four selected students participated in the interview. Student A mentioned his familiarity with the Cake English Apps in his response. The capabilities of the program were discussed. The tools were specifically designed for speaking exercises. In the interim, he made extensive use of the "Speak" function to enhance his speaking abilities. Then, knowing the grade for the "speak" feature, he strongly recommended that other students utilize the Cake program to practice speaking. Thus, he revised his delivery even further. In response to the final question, he stated that the student would like to recommend this learning application to their fellow. Responding to the interview questions was Student B. He added that if students utilized the Cake English Apps correctly, they would be able to comprehend English with ease, especially speaking skills. The content of the Cake Apps was geared toward the communication. Additionally, he described to the researchers how he utilized the application. He strongly recommended that other students use the application to enhance their public speaking abilities. Then, C student informed the researchers that the Cake English Apps assisted her in enhancing her speaking ability and mastering the vocabulary. She stated that the application contains new vocabulary and speaking practice materials. Then, she practiced speaking English by reading and then speaking the dialogue. Additionally, she stated that the application was outstanding. Simple to use She advised the other students to utilize the application. Student D, the final student, had greater application knowledge. He explained that the Cake English Apps could record a voice during the speaking practice, allowing him to review what he had said. Then he demanded that the applicant's application materials be translated. He would recommend and encourage his friends to use the Cake English apps.

CONCLUSION

According to the study's findings, the majority of students agreed to use the Cake English Apps to improve their speaking skills. They could make the best use of the application for their speaking improvement. They were familiar with the feature of the application. They could progress from beginner to advanced practice. Furthermore, by recording their voices, the students could learn English multiple times. They would then strongly advise other students to use the Cake English Apps to improve their English skills, particularly speaking.

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