

**IMPROVING SPEAKING MASTERY BY USING
CAKE APPLICATION MEDIA AT THE XI
GRADE STUDENTS OF SMA N 5
PADANGSIDIMPUAN**



Thesis

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
of the Graduate Degree of Education (S.Pd) in English Department*

Written By

RAHMIDA SARI
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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI
HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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LETTER OF AGREEMENT

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To: Dean of Tarbiyah and Teacher
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Padangsidempuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Rahmida Sari**, entitled **"Improving Speaking Mastery by Using Cake Application Media at the XI Grade Students of SMA N 5 Padangsidempuan."**

We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.
Thank you.

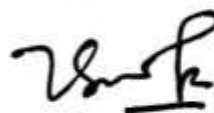
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Media at the XI Grade Students of SMA N 5
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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

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For the development of science and technology, I hereby declare that I present to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan Non-Exclusive Royalty Right on my thesis with entitled: "Improving Speaking Mastery by Using Cake Application Media at the XI Grade Students of SMA N 5 Padangsidimpuan" with all sets of equipment (if needed). Based on the Non-Exclusive Royalty Right, the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

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ABSTRACT

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Title of Thesis : Improving Speaking Mastery by Using Cake Application
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This study aims to improve students' speaking mastery by using Cake application media at the XI grade of students SMA N 5 Padangsidimpuan, because it was found in that school that the students' speaking mastery is still low. The method used is Classroom Action Research. The participants of this research were 36 students in class XI-4 SMA N 5 Padangsidimpuan. The data were analyzed using both quantitative and qualitative methods based on Creswell's techniques. Quantitative data from speaking tests were analyzed using Creswell's formula to calculate mean scores, while qualitative data from observation notes were analyzed following Creswell's qualitative analysis. The first mean score in the first cycle was 69.44 and second mean score in the second cycle was 80.13. It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on observation notes, the students got improvement of speaking and the students were more active and interested in learning speaking mastery. It is asserted that Cake application media can improve students' speaking mastery at the XI grade of SMA N 5 Padangsidimpuan.

Keywords : *Speaking Mastery, Cake Application*

ABSTRAK

Nama : Rahmida Sari
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Judul Skripsi : Meningkatkan Penguasaan Berbicara dengan Menggunakan Media Aplikasi Cake pada Siswa Kelas XI SMA N 5 Padangsidempuan

Penelitian ini bertujuan untuk meningkatkan penguasaan berbicara siswa dengan menggunakan media aplikasi Cake pada siswa kelas XI SMA N 5 Padangsidempuan, karena di sekolah tersebut ditemukan bahwa penguasaan berbicara siswa masih rendah. Metode yang digunakan adalah Penelitian Tindakan Kelas. Partisipan penelitian ini adalah siswa kelas XI-4 SMA N 5 Padangsidempuan yang berjumlah 36 orang. Data dianalisis menggunakan metode kuantitatif dan kualitatif berdasarkan teknik Creswell. Data kuantitatif dari tes berbicara dianalisis menggunakan rumus Creswell untuk menghitung nilai rata-rata, sedangkan data kualitatif dari catatan observasi dianalisis mengikuti analisis kualitatif Creswell. Nilai rata-rata pertama pada siklus I adalah 69.44 dan nilai rata-rata kedua pada siklus II adalah 80.13. Dapat disimpulkan bahwa rata-rata skor pada siklus II lebih tinggi dibandingkan siklus I. Berdasarkan catatan observasi, siswa mengalami peningkatan dalam berbicara dan siswa menjadi lebih aktif dan tertarik mempelajari penguasaan berbicara. Ditegaskan bahwa media penerapan Cake dapat meningkatkan penguasaan berbicara siswa di kelas XI SMA N 5 Padangsidempuan.

Kata Kunci : *Penguasaan Berbicara, Aplikasi Cake*

ملخص البحث

اسم : رعمدة ساري
رقم القيد : ٢٠٢٠٣٠٠٠٦٩
موضوع البحث : لترقية إتقان التحدث باستخدام وسيلة تطبيق كيك (Cake) لدى التلاميذ الصف الحادي عشر في المدرسة العالية الحكومية 5 بادنغ سيدمبوان

يهدف هذا البحث لترقية إتقان التلاميذ على التحدث باستخدام وسائل تطبيق الكيك (Cake) لدى تلاميذ الصف الحادي عشر من مدرسة العالية الحكومية ٥ بادنغ سيدمبوان. لأن وجد فيها أن إتقان التلاميذ للتحدث لا يزال منخفضاً. المنهج المستخدم هو البحث الإجرائي الصفي. كان المشاركون في هذا البحث ٣٦ تلميذاً من الصف الحادي عشر - أربعة من مدرسة العالية الحكومية ٥ بادنغ سيدمبوان. كان تحليل البيانات باستخدام المنهج الكمي والنوعي استناداً إلى تقنية كريسويل. كان تحليل البيانات الكمية من اختبار التحدث باستخدام معادلة كريسويل لحساب المتوسط الحسابي، بينما تحليل البيانات النوعية من ملاحظات الملاحظة وفقاً لتحليل كريسويل النوعي. كان متوسط القيمة الأول في الدورة الأولى ٦٩،٦٦، وكان متوسط القيمة الثاني في الدورة الثانية ٨٠،١٣. يمكن استنتاج أن متوسط الدرجات في الدورة الثانية أعلى مقارنة بالدورة الأولى. استناداً إلى ملاحظات الملاحظة، شهد التلاميذ تحسناً في التحدث وأصبحوا أكثر نشاطاً واهتماماً بتعلم إتقان التحدث. كان التأكيد على أن وسيلة تطبيق كيك لترقية إتقان التلاميذ على التحدث باستخدام وسائل تطبيق الكيك (Cake) لدى تلاميذ الصف الحادي عشر من مدرسة العالية الحكومية ٥ بادنغ سيدمبوان.

كلمة المفاتيحية: إتقان التحدث، تطبيق الكيك

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بسم الله الرحمن الرحيم

All praise is to Allah, Lord of the worlds, because of His blessing, I am able to complete this “Thesis”. Peace and blessing are upon Prophet Muhammad, his family, his relatives, and his followers. This thesis entitled is presented to “Improving Speaking Mastery by Using Cake Application Media at the XI Grade Students of SMA N 5 Padangsidempuan”

The Department of English Education Faculty of Tarbiyah and Teacher Training UIN Syekh Ali Hasan Ahmad Addary. I would like to:

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, Jauary 2025

Researcher

Rahmida Sari

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is an important language that learners should acquire. It is because, as an official international language, English has an essential role in language communication. English as a foreign language has four primary skills, named speaking, writing, listening and reading¹. Speaking is one of the most demanding skills in the daily life. Every person needs to communicate with others through speaking. Speaking plays an important role in making a social interaction with another people in order to gain information. Thus, it is necessary for every people to have a good speaking skill.

Speaking is a communication technique that uses words or sounds of articulation that can be learned by teaching and studying to convey, express, inform, and impart ideas, thoughts, feelings, views, and talking about perception². Good speaking involves knowing the right words and using them effectively. Considering the audience and the situation helps in communicating clearly.

¹ Iful Rahmawati Mega and Dody Sugiarto, "Speaking Skill in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students," *Journal of Foreign Language Teaching and Learning* 5, no. 2 (2020), <https://doi.org/10.18196/ftl.5253>.

² Zainuddin Zainuddin, Sojuangon Rambe, and Safrina Hulu, "Improving Students' Speaking Ability through Problem Solving Technique at the 1st Group 2nd Semester Students of Ma'had Jami'ah IAIN Padangsidimpuan," *English Education : English Journal for Teaching and Learning* 5, no. 1 (2017): 101, <https://doi.org/10.24952/ee.v5i1.1173>.

The use of mother tongue and passive students also two other problems that occur in practicing English speaking³. Passive students are the main problems in teaching speaking, to deal with it, the teachers suggested the students to train themselves individually like talking in front of the mirror as often as possible.

Richard and Renandya stated that achieving fluency in oral communication is the main dream and the main motivation which a large percentage of learners bring to language classes⁴. However, learners feel frustrated when they are unable to participate in speaking activity. In fact, achieving speaking fluency is not easy. Students are not only required to use grammar correctly or have good pronunciation and vocabulary, they are also required to know how to use the language.

When students talk, they use words to share their ideas, feelings, and plans so that others can understand what they mean. Here, the process might seem complex because speakers do not just say random words, but they choose their words carefully to convey their thoughts. Language is crucial because it helps people show who they are, ask questions, agree or disagree with others. Because of this, speaking is considered very important.

³ Sokhira Linda Vinde Rambe, "Implementing Games Based Teaching Strategy in Teaching Speaking," *English Education : English Journal for Teaching and Learning* 10, no. 01 (2022): 54–68, <https://doi.org/10.24952/ee.v10i01.5656>.

⁴ Dea Aries Fitriani, Rahayu Apriliawati, and Wardah, "A Study on Student's English Speaking Problems in Speaking Performance," *JPPK: Journal of Equatorial Education and Learning* 4, no. 9 (2015): 1–13, <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/11345>.

These speaking mastery are also useful for learners when they have to settle down well in their professions. In the modern world, it has become quite common to prove the candidates' talents at the time of their job interviews and many of the selections are based on the performance of the interview⁵. Speaking mastery are the most essential skill for all the learners. It helps with career growth, business improvement, building confidence, finding better job opportunities, making public speeches, attending interviews, joining debates and discussions, giving presentations, and more. In today's world, being good at speaking is important for almost everything.

This research made interview to the English teacher at XI grade SMA N 5 Padangsidempuan. The English teacher said that there are many issues with students learning English in the classroom, several students said they actually have so many ideas in their minds, but when it comes to speak, they have no idea at all. Then, the teaching methods in class are often monotonous, such as only using textbooks or, making it difficult for students to be interested in learning speaking. Others say they are not confident with their grammar, afraid of being criticized, lack of vocabularies, nervous, worry, and anxious. When speaking, the students combine English and Indonesian because they do not confident to use English, so at times they speak in their mother tongue. It is

⁵ Parupalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal* 2, no. 2 (2019): 6–18, https://www.researchgate.net/publication/334283040_THE_IMPORTANCE_OF_SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS.

because they do not have high motivation for learning English⁶. To solve these problems, teachers need to create a learning environment that makes students feel comfortable and confident in speaking English. Using fun and interactive methods can help increase their motivation and make them more willing to practice speaking.

One of the alternative teaching strategies for teaching English is the use of learning media. This will inspire students and improve their understanding of the subject matter while also significantly improving the effectiveness of the learning process. In this case, the Cake Application is considered as suitable media. According to Albahlal⁷, Cake application provides a lot of video references on Youtube. The use of YouTube in teaching the English language plays a leading role in helping learners understand their English lessons. On the other hand Xiaoyu He⁸, state that using the Cake application allows students to control their learning, can solve speaking problems, and makes students interested in speaking English.

The Cake Application is a popular online tool for learning English. Its primary content consists of videos of amusing and brief English conversations.

⁶ Roslina Hutagalung, "A Private Interview to the Teacher of SMA N 5 Padangsidempuan" (Padangsidempuan, February 15th, 2024)

⁷ Saud Albahlal, "The Impact of YouTube on Improving Secondary School Students' Speaking Skills: English Language Teachers' Perspectives," *Journal of Applied Linguistics and Language Research* Vol 11, No (2019), <https://www.jallr.com/index.php/JALLR>.

⁸ Xiaoyu HE, "A Study of Cake English App-One of Children's Picture Books Reading Apps in Improving Primary School Students' English Speaking," *Studies in Literature and Language* 17, no. 2 (2018): 104–8, <https://doi.org/10.3968/10554>.

Also, the Cake Application provides grammatical explanations for the sentences that are utilized, as well as common idioms and terminology that are placed in contexts that are helpful to English learners. Then, this Cake application may record, analyze, and check pronunciation⁹. Using the Cake application in class can make learning more fun and interactive. It helps students practice real-life conversations and get feedback on their pronunciation. This builds their confidence and improves their English speaking skills.

According to Syalwa, using a Cake Application can have a good impact for speaking skill¹⁰. This application offers different English videos featuring native speakers. It includes both English and Indonesian subtitles that are clear and easy to understand. In the Cake speaking application, students can practice speaking by following along with the speakers. According to Corp, this application can also check whether the speaking is correct or not with Advanced AI Speech Recognition technology¹¹. The Cake Application gives feedback right away, helping students notice and fix their pronunciation mistakes. This makes learning to speak English easier and more fun. With regular practice, students can become more confident and fluent in speaking English.

⁹ Marta Tambunan, "The Effectiveness of Cake Application Toward Students' Vocabulary Mastery at Eleventh Grade Students of SMA N 8 Jambi City," *JELT: Journal of English Language Teaching* (University of Batanghari Jambi, 2023), <https://doi.org/10.33087/jelt.v7i2.152>.

¹⁰ Tzalyta Syalwa, "The Effect of Cake Application on Students' Speaking Ability a Thesis" (State Islamic University of North Sumatera, 2020).

¹¹ Kiki Wahyuni, "The Influence of Cake Learning Application on Students' Speaking Ability at The Tenth Grade of SMA Negeri 1 Siak Hulu" (UIN Suska Riau, 2019).

In this research, researcher interested to in this tittle because the main thing in learning English was to increase the speaking mastery. For senior high school to study speaking using The Cake Application can make them more interested and spirit to learn and have a good speaking mastery

B. The Identifications of the Problem

Based on the background of the problem above, there are some problems as follows:

1. Some of students at grade XI SMA N 5 Padangsidimpuan are not very fluent in speaking and have low speaking mastery.
2. Some of students at grade XI SMA N 5 Padangsidimpuan have limit speaking practice in the class.
3. Some of students at grade XI SMA N 5 Padangsidimpuan do not have high motivation in learning English especially in speaking.

C. The Focus of the Research

In order to avoid misunderstanding about the problem, it is necessary for the researcher to focus of the research. The researcher focuses on material Offer and Suggestion on speaking conversations

D. The Formulation of the Problem

Based on the backgroundof the problem, the research problem of this study is fomulated as the : “How can the cake application media improve students’ speaking mastery at the XI grade students of SMA N 5 Padangsidimpuan?”

E. The Objective of the Research

Based on the problem above, the objective of the research is to describe the extent the cake application media can improve students' speaking mastery at the XI grade students of SMA N 5 Padangsidempuan

F. The Significances of the Research

The result of this research is expected to give some benefits for the teachers, the students and the other researchers. The significances are :

1. For teachers, to give educators further knowledge about how to employ advanced educational media to improve teaching of speaking and increase the standards of English teaching
2. For the headmaster, it is suggested to support the use of Cake application by giving teachers the tools and help they need. This can make it easier for students to improve their English speaking skills.
3. For other researches, this study can be utilized as a starting point for additional research by other English language teaching researchers as well as a source for knowledge on new teaching media and the factors that lead to vocabulary mastery in students.

G. The Definitions of Key Terms

In order to avoid ambiguity and miscommunication between the researcher and the reader, the researcher comes to the following findings:

1. Improving means to become better or more effective. It can be used to describe a condition, situation, or performance that has been improved in terms of efficiency or quality.
2. Speaking mastery is the ability to talk clearly and confidently in a language. It means being able to speak smoothly, use the right words, pronounce them correctly, and follow grammar rules. A person with speaking mastery can also understand others and answer them in a way that makes sense. It is not just about speaking perfectly, but also about being comfortable and clear when talking.
3. The "Cake" application helps users improve their English through interactive video clips, quizzes, and pronunciation practice, making learning engaging and effective. It provides fresh daily content to keep users motivated.

H. The Outlines of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one consists of background of the problem, identifications of the problem, formulation of the problem, focus of the research, objective of the research, the significances of the research, definitions of terminology and outline of the thesis. Chapter two consists of theoretical descriptions, review of related findings, the framework of thinking and hypothesis.

Chapter three consists of research methodology and in research methodology consists of research design, time and place of the research, the participants, the research cycle, the instrumentation, techniques of data analysis.

Chapter four consists of the result of the research talking about the analysis of data. This chapter consist of description data, the comparative result of action, influencing factors, discussion of the research findings, and the threats of the research. Chapter five consists of conclusion, suggestion and implication

CHAPTER II

LITERATURE REVIEW

A. Theoretical Descriptions

1. The Concept of Speaking

a. The Definition of Speaking

Speaking is the ability to verbally express opinions, thoughts, facts, and feelings to other people, animals, and even to oneself. According to Nunan, speaking is a productive oral skill which consists of composing systematic verbal utterances to convey meaning¹. Harmer states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot².

In specific based on curriculum, speaking is expressing various meanings (interpersonal, ideational, textual) in various interactional oral texts and monologues, especially those in descriptive form, narrative, recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review³. This definition emphasizes the importance of students being able to express their

¹ David Nunan, *Practical English Language Teaching*, McGraw-Hill/Contemporary, a Business Unit of The McGraw-Hill, First Edit, vol. 57 (New York, 2003), https://www.academia.edu/34135090/Practical_English_Language_Teaching_pdf.

² Jeremy Harmer, *The Practice of English Language Teaching*, Pearson Longman, Fourth Ed (Cambridge, UK, 2007).

³ Kementerian Pendidikan dan Kebudayaan, "Pedoman Pembelajaran Bahasa Inggris SMA," 2013, <https://static.buku.kemdikbud.go.id>.

thoughts and feelings verbally in various contexts and types of texts, in accordance with the learning objectives stated in the curriculum.

In oral communication, there is a process where a speaker sends a message to a listener. The speaker needs to put their message into words, and the listener has to understand and interpret the information in the message. In addition, Nation said “speaking is a communicate information rather than to maintain social contact as is the case with most interactional speaking”. So is a process of communication to order message from a speaker to listener.

Speaking is described as the ability to express oneself in life situations or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently⁴. Based on the definition above, the researcher concludes that speaking is a means for individuals to express ideas, opinions, or emotions to others through words or articulated sounds, with the purpose of informing, persuading, or entertaining. It is an action of conveying information or expressing thoughts and feelings through spoken language. Mastering speaking is crucial for students, as it is a key skill in learning English.

Mastery means being able to do something. In everyday communication, this ability includes using the correct pronunciation,

⁴ Fitri Rayani Siregar, “How to Enhance Lecturers’ Speaking Skill?” 07, no. 01 (2019): 15–28, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ>.

stress, intonation, grammar, and vocabulary of a foreign language, just like a native speaker would⁵. The ability is acquired by much repetition. It consists of competence in sending and receiving messages

According to Bygate as quoted by Wahyuni, speaking mastery is the ability in using oral organ to explore ideas, intentions, thoughts and feelings to other people as way to make the message clearly delivered and well understood by the hearer⁶. Focusing in the definitions of speaking which are stated by Bygate above, it can be concluded that speaking is an ability which is used to deliver ideas though spoken language.

Speaking is a key skill for sharing ideas, feelings, and information with others. It means using words clearly and correctly to communicate well. For students learning English, being good at speaking helps to share what they want to say, whether to inform, persuade, or entertain. Knowing why we speak and practicing often can help students become better at expressing themselves in English.

⁵ Bambang Gunawan, "Improving Speaking Ability Through Role Play Strategies At Grade XI Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru" (Institute for Islamic Studies Padangsidempuan, 2022).

⁶ Dinar Esa Dwi Wahyuni, "A Study on Factors Causing Students Difficulties in Speaking English" (Universitas Muhammadiyah Purwokerto, 2019).

b. The Purposes of Speaking

The main purpose of speaking are to inform, entertain, report, persuade, and convince others. For students learning English, the general purpose is to communicate verbally in simple English. Understanding these objectives helps clarify the purpose of speaking⁷.

When a speaker wants to inform, their goal is for the audience to learn something new. They might explain an idea, share new information, or show how to do something. When a speaker wants to persuade, they aim to change the audience's beliefs or encourage them to take action. Persuasion involves supporting one side of an argument and defending it⁸.

Besides these main goals, speakers might have other specific aims. They might want to make the audience laugh, build on someone else's speech, target a specific group, show their skills to potential employers, or create a debate. A good speech needs a clear idea of both general and specific goals to choose and present ideas effectively.

Speaking helps us share information, entertain, report, persuade, and convince others. For students learning English, the main goal is to

⁷ Gunawan, "Improving Speaking Ability Through Role Play Strategies At Grade XI Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru."

⁸ "Approaching the Speaking Situation: Audience, Occasion, Purpose," University of Pittsburgh, n.d., <https://www.comm.pitt.edu/approaching-speaking-situation-audience-occasion-purpose>.

speak clearly and simply. Understanding these goals helps us communicate better, whether we want to teach something, change someone's mind, or make them laugh. Having a clear purpose makes it easier to share ideas effectively.

c. The Types of Speaking

Speaking in classroom involves the interaction between teachers and students or among the students which depends in how classroom activities are organized. According to Brown, there are five basic types of speaking, they are imitative, intensive, responsive, transactional (dialogue), and interpersonal (dialogue)⁹.

1. Imitative

This category involves practicing intonation and focusing on specific elements of language structure. It primarily involves imitating a word, phrase, or sentence, with a strong emphasis on pronunciation. The teacher uses drilling during the teaching process because it allows students to listen to and verbally repeat words, reinforcing their pronunciation skills¹⁰.

⁹ H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Pearson Education, Second Edition (Longman, San Francisco, 2004), file:///C:/Users/ACER/Downloads/teaching by principle.pdf.

¹⁰ Asramadhani and Sri Minda Murni, "Improving Students' Speaking Skill in Expressing Offering by Using Role Play Technique," *Journal of English Language Teaching and Learning of FBS UNIMED* 10, no. 1 (2019): 1–10.

2. Intensive

This describes students' speaking practice, focusing on phonological and grammatical aspects of the language. Typically, students work in pairs or groups to complete tasks like reading aloud, which may involve reading a paragraph, taking turns reading a dialogue with a partner, or reading information from a chart¹¹.

3. Responsive

Responsive performance involves engaging in interaction and testing comprehension, though at a basic level, such as very short conversations, standard greetings, small talk, simple requests, and comments. It includes brief replies to questions or comments initiated by the teacher or other students, as well as providing instructions and directions. These replies are typically clear, meaningful, and adequate for the context¹².

4. Transactional (dialogue)

Information-gathering interviews, role-plays, and discussions are examples of transactional conversations that are held with the intention of exchanging information. It is an interaction with a

¹¹ Chairil Anwar Korompot and Baso Jabu, "Intensive and Extensive Speaking : Approaches to Systematizing The Speaking Skills Courses for Undergraduate ELE Students," *Lingua, Jurnal Bahasa & Sastra* 20 (2019): 19–29.

¹² Asramadhani and Murni, "Improving Students ' Speaking Skill in Expressing Offering by Using Role Play Technique."

result, like making a purchase at a store or enrolling in a course. Since speaking occurs in real time and is frequently characterized by incomplete utterances, reformulations, overlapping utterances, and grammatically wrong utterances, the language employed in these situations is rather limited and therefore quite predictable¹³.

5. Interpersonal (dialogue)

Interpersonal conversation is to establish or maintain social relationships, such as personal interviews or casual conversation roleplays. These conversations are a little trickier for learners because they can involve some or all of the following factors: a casual register, slang, sarcasm, a colloquial language¹⁴.

In the classroom, speaking can be practiced in different ways. There are five types: imitative, intensive, responsive, transactional, and interpersonal. Imitative practice helps students with pronunciation by repeating words. Intensive practice focuses on reading and understanding grammar. Responsive speaking involves short replies and simple interactions. Transactional (dialogue) focuses on exchanging information or achieving a specific result. Interpersonal (dialogue)

¹³ Rizki Maharani, "Teaching Transactional and Interpersonal Dialogues Using Spontaneous Role Play," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, 2019, 1–10.

¹⁴ Praisela Vania Palijama, "Students' Speaking Problems in Interpersonal Speaking Class" (Universitas Kristen Satya Wacana Salatiga, 2020), https://repository.uksw.edu/bitstream/123456789/20799/2/T1_112016099_Full text.pdf.

builds or maintains social relationship. Understanding these types helps students improve their speaking skills in various situations.

d. The Components of Speaking

According to Brown, there are five components of speaking; pronunciation, grammar, vocabulary, fluency, and comprehension¹⁵.

1. Pronunciation helps students speak more clearly. With good pronunciation and intonation, students can communicate effectively, even if their vocabulary and grammar are limited.
2. Grammar is essential for students to construct correct sentences in both written and spoken conversations. It is defined as a systematic approach to understanding and predicting the knowledge of language that an ideal speaker or listener possesses.
3. Vocabulary is essential for effectively using a second language because, without a wide range of words, it becomes difficult to apply the language structures and functions we've learned for clear communication. In short, a strong vocabulary is a key factor in successful communication.
4. Fluency is the ability to speak smoothly, effectively, and accurately. It generally means being able to communicate in spoken language without interruptions or hesitations.

¹⁵ Herdinatara Febria, "Comparative Study on Students' Speaking Skill Using Audio-Video and Picture" (University of Muhammadiyah Semarang, 2019), <http://repository.unimus.ac.id/363/>.

5. Comprehension involves understanding and interpreting the full range of discourse and forming a clear idea of a sentence's meaning. Learning to comprehend a second language is generally more challenging.

Good pronunciation makes speech clearer. Grammar helps students make correct sentences. A strong vocabulary helps in using the language well. Fluency means speaking smoothly without stops, and comprehension is about understanding what is said. These parts are important for effective communication in any language.

e. The Difficulties in Speaking

According to Brown, the following eight characteristics in speaking may make it difficult for EFL to generate effective English in oral communication¹⁶:

1) Clustering

Fluent speech is usually spoken in phrases, not word by word.

Organizing words into small groups makes speaking easier.

2) Redundancy

Spoken language includes repetition or extra words that help make the meaning clear. This feature helps learners express themselves better.

¹⁶ Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*.

3) Reduced Forms

Reduced forms are known to be used by highly proficient English users in most interactional contexts. English often uses shortened forms, like contractions or skipped sounds. Without practicing these, speech may sound too formal or unnatural¹⁷.

4) Performance Variables

Pauses, hesitations, and filler words like "um," "uh," or "you know" are part of natural speech. Learning to use them can make speaking sound more fluent and natural.

5) Colloquial Language

It is important for learners to become familiar with common words, idioms, and phrases used in everyday language and mostly used in informal situation. Practicing these forms helps learners use them naturally in conversation¹⁸.

6) Rate of Delivery

Fluency includes speaking at a good speed. Learners should practice speaking at a speed that is clear and natural to improve their fluency.

¹⁷ Matthew P. Wallace, "The Effects of Instruction in Reduced Forms on the Performance of Low-Proficiency EFL University Students," *Asian EFL Journal* 14, no. 4 (2019): 134–52.

¹⁸ Suhardianto Anto and Fasaaro Hulu, "Colloquial, Slang and Transformational Language: Comparative Study," *Jurnal Basis* 6, no. 1 (2019): 105, <https://doi.org/10.33884/basisupb.v6i1.1059>.

7) Stress, Rythym and Intonation

These are key parts of English pronunciation. Stress, rhythm, and the tone of voice carry important meanings in spoken English. Stress, rhythm and intonation important element which must mastery to have good pronunciation¹⁹.

8) Interaction

Learning to speak without real interaction such as practicing alone without conversation partners eliminates one of the key aspects of speaking skills, the creativity in negotiating meaning during a conversation. This includes the ability to understand, respond, and address misunderstandings directly while engaging with others.

f. The Material of Speaking

Material of learning speaking at the XI grade students is offer and suggestion. Here the example of the material teaching speaking from the English textbook in SMA N 5 Padangsidempuan.

¹⁹ Eriska Oktaviani Nasution, Nelda, and Srimaharani Tanjung, "An Analysis of Students' Error in Pronunciation Practice (A Atudy at the Fifth Semester of English Department Institut Pendidikan," *Jurnal Liner, Institut Pendidikan Tapanuli Selatan* 2, no. 2 (2019): 1–10, <https://journal.ipts.ac.id/index.php/LINER/article/view/909>.



Figures II.1. Material of Learning Speaking²⁰

2. The Concept of the Cake Application

a. The Definitions of Cake Application

According to Kukulska Hulme, the use of mobiles assisted language learning focused on teaching-learning process has been considered as a progressing major proclivity in education and language training²¹. For this reason, cake application is a mobile digital application that pretends to facilitate and develop the English of students using short English conversation videos update every day. In addition, this mobile application motivates students to practice their

²⁰ Makhrukh Bashir, *Bahasa Inggris Stop Bullying Now, Berkala Ilmiah Biologi*, vol. 14 (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), <https://doi.org/10.22146/bib.v14i2.5175>.

²¹ Agnes Kukulska-Hulme, "Mobile Language Learning Innovation Inspired by Migrants," *Journal of Learning for Development* 6, no. 2 (2019): 116–29, <https://doi.org/10.56059/jl4d.v6i2.349>.

English pronunciation through the use of communicative expressions presented in real daily common situations spoken by native speakers.

Cake application is an educational tool designed to enhance student learning in English flexibly. It includes various features that address the four key language skills: listening, speaking, reading and writing. Cake employs modern and contemporary teaching methods that are well-suited to the current era.

According to Sinha as quoted by Wahyuni, the Cake Application presents a recording feature that users can listen to, making it very enjoyable²². Cake Application is a mobile application that can be accessed by anyone, anywhere and anytime. It boasts a 4.8 rating and has been downloaded by over ten million users worldwide²³. However, as of the latest data in June 2024, the Cake application has achieved a rating of 4.9 and has been downloaded by over 100 million users.

In 2018, Cake is among the newest apps available on mobile devices for learning English. The original idea originated in Korea²⁴.

²² Wahyuni, "The Influence of Cake Learning Application on Students' Speaking Ability at The Tenth Grade of SMA Negeri 1 Siak Hulu."

²³ Intan in Elysa Hardiyanti, "The Effectiveness of Cake Application For Students's Listening Comprehension in Mts N 2 Malang" (2023), <http://etheses.uin-malang.ac.id/58191/>.

²⁴ Nurbaiti Ali, "The Cake Application: A Mobile-Assisted Language Learning (MALL) to Improve English Speaking Skill," *JOLADU: Journal of Language Education* 2, no. 2 (2023): 76–83, <https://doi.org/10.58738/joladu.v2i2.472>.

Cake for free is developed by Playlist Corporation Cake. The CEO is Lee Chonghee²⁵.

Cake application is also recommended as a mobile- assisted language learning, which is to increase students' interest in learning listening skills or listening comprehension. It is designed for enjoyable learning experiences, incorporating features and amenities that capture students' interest during their learning activities. For example, the Cake application offers a variety of video clips across different categories and engaging podcasts to simulate and practice listening comprehension.

Cake application is anticipated to be able to offer students an enjoyable, significant, and self-directed learning experience that will sustain their enthusiasm for practicing these speaking skills²⁶. The ultimate goal is for students to be able to speak English fluently, in line with the requirements of the skills that foreign language learners need to master.

Cake application helps students improve their English skills in a fun and easy way, especially in listening and speaking. It has features like video clips, podcasts, and audio recordings that make learning interesting and enjoyable. The application also allows students to

²⁵ Cake Day, "Learn Real-Life English & Korean," 2019, <https://cake.day/home>.

²⁶ Nurbaiti Ali, "The Cake Application: A Mobile-Assisted Language Learning (MALL) to Improve English Speaking Skill."

practice on their own, helping them stay motivated. As a learning tool, Cake is a great way for students to become more confident and better at speaking English. Students can use it anytime and anywhere to practice on their own, which keeps them motivated. Cake is a great tool for becoming more confident and fluent in speaking English.

b. The Functions of Cake Application

Cake application helps improve speaking skills. Users can practice speaking, take quizzes, and review what they've learned. Repeating and practicing make it easy to remember new expressions. Regular use of the Cake app can greatly improve English skills.

This application offers many features, such as a speaking tool for practicing conversations, watching videos, and filling in blanks with the correct words. These activities help users memorize expressions more effectively. The best instruments for practicing speaking are the web, podcasts, video conferencing, recordings and speech recognition programs²⁷. Learners study English using the Cake application by watching YouTube videos and subscribing to the channels they enjoy²⁸.

Learners can use audio recordings, like conversations, to improve their

²⁷ Reza Omidvar Maryam Bahadorfar, "Technology in Teaching Speaking Skill," *Journal of English Education, Literature and Linguistics* 2, no. 1 (2019): 50–59, <https://doi.org/10.31540/jeell.v2i1.243>.

²⁸ Drupadi Sana Aqilah, "The Use of Cake Application in Learning English Speaking Skills," *Jurnal Pendidikan Bahasa Inggris Undiksha* 11, no. 3 (2024): 252–57, <https://doi.org/10.23887/jpbi.v11i3.47323>.

English. The application has speech recognition, allowing users to record their voices. It gives feedback on which words are pronounced incorrectly. If all words are pronounced correctly, the recording gets an A. If there are mistakes, it will get an A, B, C, or D based on the errors.

Another benefit of this application is the many English expressions, words, and idioms included in short movie scripts or audio, which are very helpful for learners. The application is not only useful for improving speaking but also for listening, grammar, and vocabulary.

c. The Advantages and Disadvantages of Cake Application

1) The Advantages of Cake Application

Basically, the Cake Application is made to serve as a learning tool that facilitates the achievement of the learning objectives.

1. Cake application has modern features that are in accordance with the current era, so that the learning methods used are also modern²⁹. For instance, this application offers podcasts and short clips from movies or TV shows that are narrated by local speakers. The content is easily understood because subtitles are included. In addition, users have the option to change the video or film's speed to ensure that no words are missed. As a result,

²⁹ Fadila Tiamanda, "The Use of Cake Application to Improve Students' Vocabulary" (Sultan Agung Islamic University, 2022), http://repository.unissula.ac.id/27377/1/Pendidikan_Bahasa_Inggris_31801700013_fullpdf.pdf.

the user simultaneously gains indirect knowledge of reading, hearing, and pronunciation in English.

2. Users can sign up for any of the available learning themes at no cost. Users have the option to directly subscribe to topics or channels that correspond with their skill level or preferred course content.
3. Cake application is more relevant and diversified³⁰. There are a lot of different and contextual practice questions available in the Cake application. This application shows accompanying words in a specific dialogue or narration so the users can understand contextually for questions that require word answers.

2) Disadvantages of Cake Application

1. Cake application is not a free access application, so to use it the user must log-in with the username and password or with the smartphone drive account, so it must be ensured that the user has an account to access this application³¹.
2. Cake application is an online application that needs an internet connection to be used, so users must ensure their smartphones have a strong internet signal.

³⁰ Nuraeni and Winda Yanthi, "The Use of Cake Application in Teaching Speaking To Senior High School'S Students," *The 2nd Bogor English Student and Teacher (BEST) Conference*, no. 2017 (2020): 165–70.

³¹ Tiamanda, "The Use of Cake Application to Improve Studenrs' Vocabulary."

3. Cake application is too complex for beginners to use since when we start the Cake Application on the home page, we are instantly confronted with a big number of different types organized by theme³².

However, there are some problems with the Cake application. Users need to log in, so it is not fully free. Also, the application needs a good internet connection, so users must have strong Wi-Fi or data. Finally, the application can be confusing for beginners because the home page has many different options and themes.

d. The Procedures of to Use Cake Application

According to Daniel, there are several steps to follow to use Cake application,

- 1) Download or install the Cake application from the Playstore or iOs.

Cake application can be downloaded from the Play Store for Android the App Store for iPhone. In the search bar, type “Cake-Learn English” and tap install button. Wait until the installation process is complete, then open the application

- 2) To access this application, students must login first. Students can login with Facebook account or Google account.

³² Tambunan, “The Effectiveness of Cake Application Toward Students’ Vocabulary Mastery at Eleventh Grade Students of SMA N 8 Jambi City.”

After install the application, login is required to access all features. The application provides options to log in using a Facebook or Google account. Just follow the steps shown the screen to complete the process. Login helps to track learning progress and save favorite content

- 3) After logging in, we will see the application's start page which contains the Start menu, Search, Chat, Library and Profile.

The main page will appear with several menus. The Start menu is used to begin learning, while the Search menu helps to find videos. The Chat menu allows interaction with an AI chatbot, the Library menu stores favorite content, and the Profile menu displays progresss and setting.

- 4) Select the video and watch to get new vocabularies.

Choose any video and watch to learn new words and phrases. The videos show how words are used in real conversations.

- 5) After watch the selected video, there is speaking practice that useful for correct the pronunciation

Speaking practice is available after watching a video. This feature helps to improve pronunciation by repeating sentences from the video.

- 6) Under the “speaking practice” column, there is always a quiz to do to find out how much we understand the video³³.

Quiz is available to check understanding. The quiz may include completing sentences or recording voice notes. This helps to measure progress and identify areas that need improvement.

Using the Cake App is an easy way to improve your English. Just download it, log in, see the main page and start watching videos. Practice speaking and take quizzes to check your progress. The application helps to learn new words and get better at speaking in a fun way.

e. Teaching Speaking by Using Cake Application

Learning speaking by using Cake application help to improve speaking mastery by providing short videos from various categories, such as movies, podcasts and vlogs with subtitle³⁴. Students can repeat word or sentence that are emphasized in the video so that it will be easier to improve pronunciation because students can more easily imitate what people have just said in the video. Using the Cake application, learners can participate in different activities like group discussions, role-plays,

³³ Mena Bonifaz Christian Daniel, “CAKE – LEARN ENGLISH APP AND THE ENGLISH LANGUAGE VOCABULARY” (UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD, 2020).

³⁴ Fauzia Hasmin, “Teaching English Speaking Skill Through Cake Application for Tenth Grade Students of SMA Muhammadiyah 1 UNISMUH Makassar” (Universitas Muhammadiyah Makassar, 2023).

presentations, and Q&A sessions, creating a more effective and interactive learning environment that supports ideal conditions for teaching speaking³⁵.

In teaching speaking by using Cake application, there are some procedures that teacher will apply in classroom. The procedures in the table below.

Table II.1 Teaching Speaking by Using Cake Application

Teacher's Activities	Students' Activities
Preparation and Instruction	
Pre-Teaching	
<ol style="list-style-type: none"> 1. Teacher open the class by greeting and praying before learning. 2. Teacher take attendance list. 3. Teacher give brainstorming. 4. Teacher explain the purpose of the study. 	<ol style="list-style-type: none"> 1. Prayed before learning 2. Students listen to teacher while take attendance list 3. Students follow the teacher's instructions. 4. Students listen to teacher's explanation.
Action and Discussion	
While Teaching	
<ol style="list-style-type: none"> 1. Teacher ask their knowledge about Cake application 2. Teacher introduce Cake and how to use the the features in Cake application 3. Teacher explain offering and suggestion material 4. Teacher show the short video in the Cake application based on the material as example of using Cake application 	<ol style="list-style-type: none"> 1. Almost students answer that they are not familiar with the Cake application. 2. Students listen to the teacher and try to understand the features of the Cake application 3. Students pay attention to the teacher 4. Students watch the video on the whiteboard 5. Students sit and discuss with their group members and

³⁵ Ema Riski Maulida et al., "The Effectiveness of Cake App to Teach Speaking," *Jurnal Cendekia Ilmiah* 3, no. 1 (2024): 4875–80, <https://doi.org/10.31571/bahasa.v13i1.7256>.

5. Teacher divide students into some groups and tell the keywords of the video. 6. Teacher instruct them to search, watch and understand the video. 7. Teacher ask them to try speaking test to check the pronunciation	search the video based on the keywords. 6. Students watch the video with the member group and discuss about its video. 7. Students try speaking test one by one
Evaluation	
Post Teaching	
1. Teacher ask students about their understanding of the topic. 2. Teacher make conclusion with today's learning 3. Teacher revises today's learning session with using Cake application 4. Teacher closes teaching-learning process.	1. Students answer teacher's question and tell their problem. 2. Teacher listen carefully to the teacher's conclusion. 3. Students pay attention with the teacher revises 4. Students give greeting to the teacher

B. Review of the Related Findings

There are some related findings to this research, as follows:

The first, researcher takes the research by Fatin³⁶. This research was carried out by using a quantitative approach with pre-experimental research method. The numeric data obtained from the samples were analyzed using a paired sample t-test along with other prerequisite statistical tools to verify the significant difference of mean scores of the pre-test and post-test. The data could be seen from the increase in the mean score gain of post-test, upto 12.55.

³⁶ Nurina Almas Laila Fatin, "The Effectiveness of Using Cake Application Toward Students' Vocabulary Mastery of the Seventh Grade at MTs PSM Rejotangan" (Institut Agama Islam Negeri Tulungagung, 2021), <http://repo.uinsatu.ac.id/id/eprint/20610>.

The mean score of pre-test was 46.59 while after being given treatment the mean score of post-test was 59.14. The gained mean score was statistically significant after being tested through paired sample t-test showing that the sig-value was 0.00 that is lower than 0.05. The results showed that Cake Application is effective in increasing the vocabulary mastery.

The second, this research by Hasyim³⁷. The design in this study was pre-experimental with pre-test and post-test designs. Students did a pre-test, get treatment and did a post-test. Subject of this research is class X TKJ which consists of 10 students. The subject of this study used purposive sampling. The result in this research was indicated that there was improvement of the student's listening comprehension. It was indicated by the student's mean score of post-test (7,00) was greater than pre-test (37,4). Even, for the level significant (p) 5% and $df = 9$, and the value of table is 1,833 while the value of t-test is 2,6. It means that, the t-test value is greater than t-table ($2,6 \geq 1.833$). Thus, it can be concluded that the students' reading comprehension is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

³⁷ Nur Fajriyani Hikmah Hasyim, "The Use of Cake Application to Improve Student ' s Listening Comprehension at the First Grade of SMK Muhammadiyah Parepare," *Repository IAIN Parepare* (2022), <https://repository.iainpare.ac.id/id/eprint/4281/>.

The third is the research from Nuraeni and Yanthi³⁸. The aim of this study was to find out whether the use of Cake application in teaching speaking skill to senior high school students, and the students' perception about Cake application. The approach of this study was qualitative. Observation, questionnaire and interview were used as the instruments of eliciting the data. The subjects of this study were the tenth grade science one students of SMA PGRI 3 BOGOR. The results are those application creating fun learning, improving students' motivation and their speaking skill, also affects students' confidence.

The fourth, the research by Ramadhani and Aeni³⁹. The purpose of this research was to find out the effectiveness of the implementation of Cake Application in improving the students' vocabulary mastery in the Eighth-grade students of SMPN 29 Makassar. The method was used quantitatively with a pre-experimental research design with a sample of 30 students from class VIII.3 using purposive sampling technique. The result of this research showed that the implementation of Cake Application was very effective in improving the students' vocabulary mastery at the Eight Grade Students of SMPN 29 Makassar. It was shown by the mean post-test score which was higher than the

³⁸ Nuraeni and Yanthi, "The Use of Cake Application in Teaching Speaking To Senior High School'S Students."

³⁹ Hafsa Ramadhani and Nur Aeni, "The Effectiveness of Cake Application in Improving the 8 Th Grade Students' Vocabulary at SMPN 29 Makassar," *PERFORMANCE: Journal of English Education and Literature* 2, no. 4 (2023): 554–64, file:///C:/Users/acer/Downloads/54290-134318-1-SM.pdf.

mean pretest score ($81.93 > 65.60$). Then, the researcher concluded that the use of cake application effective to improve vocabulary mastery students at Smpn 29 Makassar

The last research is the research from Tsaqifatuzziyyan⁴⁰. The researcher used classroom action research, which is divided into two cycles with two meetings each. The finding of the research shows that 75% students got 71 scores, it means that the finding fulfilled the criteria of success. The average Test 1 score was 53,35, the average Test 2 score was 62,75, and the average Test 3 score from cycle 2 was 76,4 as a result of the data from cycle 1. The classroom's condition was improving. Students are more engaged in their learning. Students will be able to learn and apply new vocabulary. It implies that Cake Application can improve the eighth-grade students of MTs Daarul Musatqiem.

Based on five of previous research above, the researcher tries to find out the improving of students' speaking ability through cake application as a media of teaching English for senior high school. So, the researcher wants to improve students' speaking ability by using Cake Application at SMA N 5 Padangsidempuan.

⁴⁰ Tsaqifatuzziyyan, "IMPROVING STUDENTS' VOCABULARY MASTERY USING CAKE APPLICATION FOR EIGHTH-GRADE STUDENTS OF MTS DAARUL MUSTAQIEM BOGOR" (IAIN Kediri, 2022), <https://etheses.iainkediri.ac.id/7032/>.

C. The Framework of Thinking

In learning English there are four skills should be mastered by students and teachers. They are reading, speaking, listening and writing. The researcher identified problems at SMA N 5 Padangsidimpuan, the students are not very interested in speaking English and not confident with their speaking skill. To address these issues, the researcher used Cake Application as a media to facilitate speaking skill. Cake application is a software that helps students rapidly and continually learn English with daily updates to video lessons, short English dialogues, and discussions. By integrating engaging content, it encourages students to practice consistently, enhancing their fluency and boosting their confidence in speaking English.

In this research, the researcher would have used test as an instrument test. The researcher gave it to XI students at SMA N 5 Padangsidimpuan as the participant in this research, this research was conducted by using Classroom Action Research (CAR). The Cycle of this research was divided into two cycles. Each cycle consisted of two meetings. If there were some problems that happened while doing this research which researcher had no clue or result from this research. The researcher would try it again with the same cycle accordingly until it was resolved. The researcher did this research according to the framework below based on the problem.

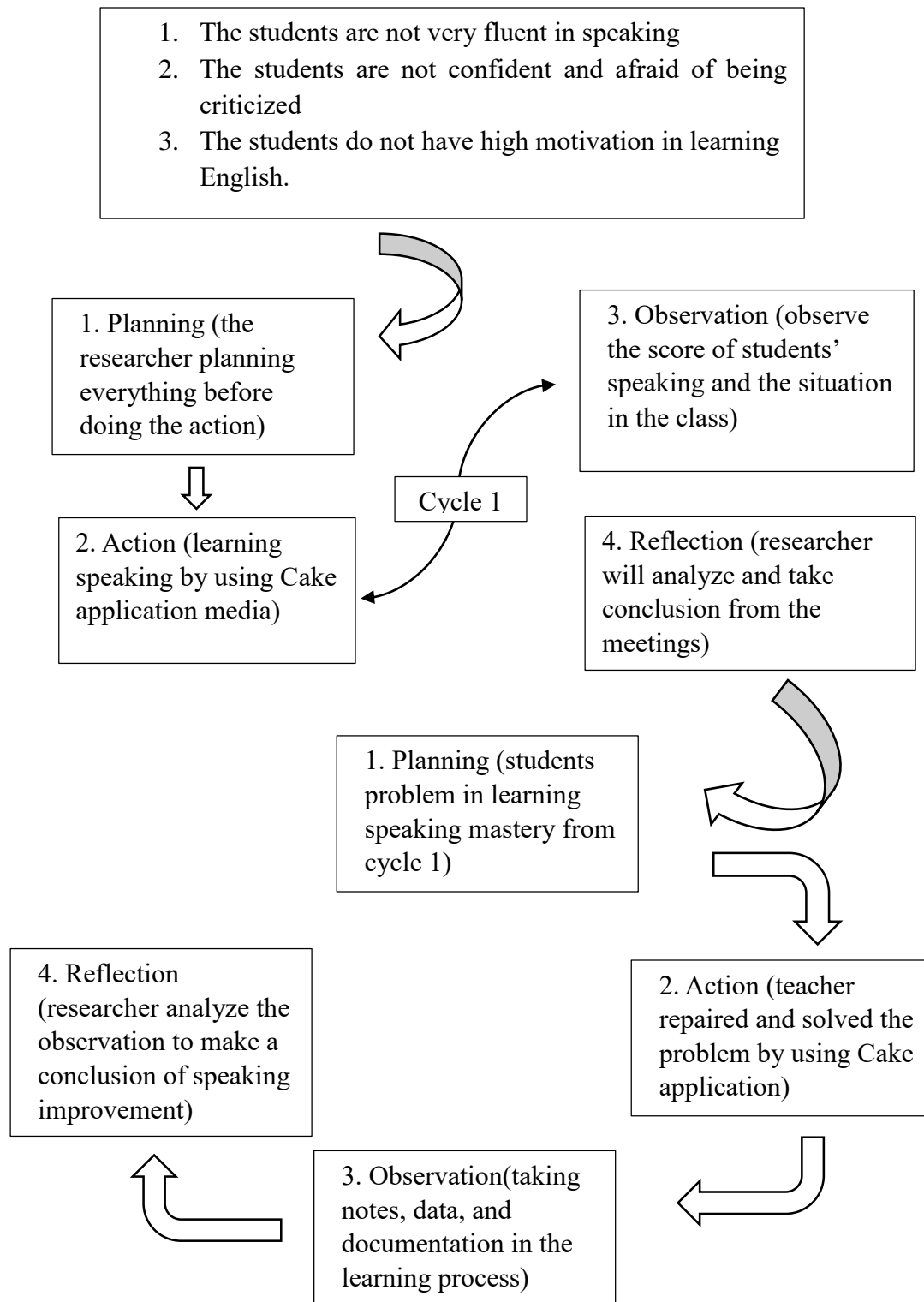


Figure II.2 : The Conceptual Framework of Classroom Action Research

D. Hypothesis of the Action

The implementation of cake application at the grade XI students of SMA N 5 Padangsidempuan can improve the students' speaking mastery significantly

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and Place of the Research

This research have been conducted at SMA N 5 Padangsidimpuan, It is located at Jl. Melati No.90, Ujung Padang, Kec. Padangsidimpuan Sel., Kota Padang Sidempuan, Sumatera Utara. This research done from October 2023 until finish.

B. The Design of the Research

This research was implemented using Classroom Action Research. Classroom action research (CAR) is a method teachers used to improve their teaching strategies and address specific challenges in their classrooms. This research used the Classroom Action Research design by Kemmis. According to Kemmis and McTaggart, Action Research typically involved four broad phases in a cycle of research. It involved a systematic process of planning, acting, observing, and reflecting.

First, teachers identified an area they wanted to improve or a problem they wanted to solve, such as student engagement or understanding of a concept. They then implemented changes based on their plan, observed the effects of these changes through data collection, and reflected on what worked well and what did not. This reflective cycle allowed teachers to make informed adjustments to their teaching methods, ultimately aiming to enhance student learning and classroom experiences. CAR encouraged

teachers to take an active role in their professional development by using evidence and reflection to continuously refine their instructional approaches. The steps in the action were simpler than other designs, making it easy for researchers to understand. The form of action research cycles can be seen in the illustration below:

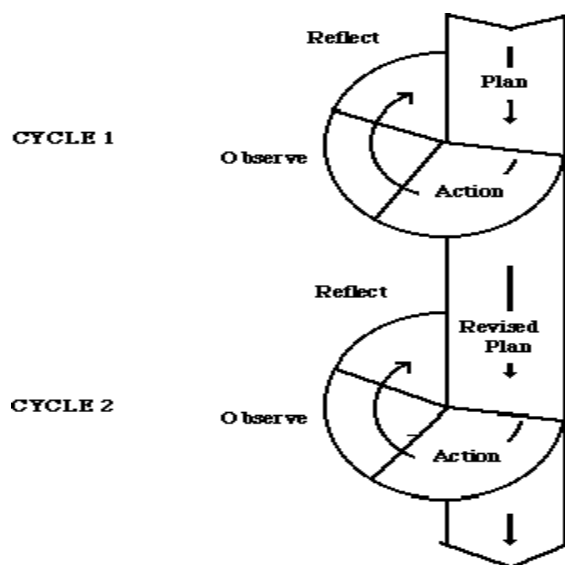


Figure III. 1 Kemmis and Taggart Spiral Model Action Research¹

a. Planning

Planning is the process of setting goals and deciding on the steps to achieve them. It involves preparing materials, methods, and strategies to reach a specific objective.

¹ Anne Burns, *Doing Action Research in English Language Teaching* (New York and London: Routledge, 2010).

b. Action

Action is the process of carrying out the planned activities. It involves implementing strategies and methods to achieve the desired goals.

c. Observation

Observation is the process of watching and collecting information about what happens during the action. It helps to understand the results and identify any challenges.

d. Reflection

Reflection is the process of thinking about what happened during the action and observation. It helps to evaluate the results and find ways to improve future actions.

C. The Participants of the Research

The participants of this research is students at grade XI of SMA N 5 Padangsidimpuan and the English teacher as a collaborator. There are 31 students in this class. The researcher choose this particular grade level because the class faces specific challenges or issues that need to be addressed. Additionally, there is a significant focus on improving or enhancing speaking ability in this class.

D. The Instrument of Data Collecting

In collecting data, Classroom Action Research (CAR) used qualitative data (experience-based) and quantitative data (number based). There were two instruments was used in collecting data, observation and test as follows:

a) Test

The researcher gave a speaking test to measure the students' speaking ability. In this research, the researcher gave a speaking test to assess the students' ability in speaking. In scoring the students' speaking test, the researcher gave four values: fluency, vocabulary, grammar, and pronunciation. Each indicator was given 1-5 points, so the highest possible score was 20. The instrument was presented below.:

Table III. 1 Rubric Score of Speaking

Indicators	Point	Performance Descriptions
Vocabulary	5	The vocabulary that used advance vocabulary
	4	The vocabulary that used rarely used vocabulary
	3	The vocabulary that used common vocabulary
	2	The vocabulary that used frequently vocabulary
	1	The vocabulary that used very frequently vocabulary
Pronunciation	5	Very Good
	4	Good

Indicators	Point	Performance Descriptions
	3	Enough
	2	Not too bad
	1	Bad
Grammar	5	Few errors, with no patterns or failure.
	4	Constant errors showing control of very few major patterns and frequently preventing communication
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	2	Constant errors showing control of very few major patterns and frequently preventing communication.
	1	Grammar almost entirely inaccurate phrases.
Fluency	5	Students' speech is very fluent and in routine sentence
	4	Students' speech is fluent and in routine sentence
	3	Students' speech are not hulting in speech
	2	Students' speech is not hesitant, sentence is not hesitant, sentence is not left incompletely
	1	Students' speech is not effortless and smooth

The score's criteria : Every point of indicator times 5 point.

b) Observation

The observation for this research which researchers attempted to identify how the students' problems in reading that need to cope. In this part, the researcher did such observation through several things that happened in a classroom. Those points were delivered below:

1. Students can answer question correctly that teacher ask
2. Students can not collaborate with group/pair
3. Students still noisy and not ready to study
4. Students stay quiet during speaking activities
5. Students can not focus to the teacher's explanation
6. Students feel nervous or shy to speak
7. Students have trouble in pronouncing word
8. Students can not use Cake application
9. Students finish task in Cake application
10. Students practice pronunciation with the application

E. The Procedures of the Research

There were two cycle and four steps in each cycle

1) Cycle 1

a) First Meeting

a. Planning

- Arranging schedule classroom action research
- Making a lesson plan

- Determining the lesson material which is about topic from the textbook
- Preparing the lesson materials on suggestions and offering and the topic is “travelling”

b. Action

- Asking students about Cake application
- Introducing the Cake Application and show how to use Cake application
- Explaining the related topic (Offering and Suggestion)
- Asking students to watch the specified video based on the material
- Dividing students into some groups and tell the keywords of the video
- Instructing to search, watch and understand the video
- Asking students to try playing speaking test after watch the video

c. Observation

- Teaching and learning situation such as; the attitude, responses, how many students are in the class
- Obseving the activeness of students
- Observing the understanding of students in using the cake application

- Observing the problem in process learning and giving solution

d. Reflection

- Reflecting what have been conducted in the first cycle
- Analyzing the weakness and the progress of using Cake App as a media for speaking learning
- Evaluating or interpret the data got from the class and make decision for next meeting

b) Second Meeting

a. Planning

- Arranging schedule classroom action research based on the previous meeting
- Preparing the lesson material
- Providing the other new video in teaching vocabulary by using Cake Apps based on the material suggestions and the topic is “travelling”
- Starting the lesson by praying together

b. Action

- Greeting students before starting the lesson
- Asking students about Cake application
- Introducing the Cake Application and show how to use Cake application

- Explaining the related topic (Offering and Suggestion)
- Asking students to watch the specified video based on the material
- Dividing students into some groups and tell the keywords of the video
- Instructing to search, watch and understand the video
- Asking students to try playing speaking test after watch the video
- Students do the speaking test

c. Observation

- Teaching and learning situation such as; the attitude, responses, how many students are in the class
- Observing the activeness of students
- Obseving the understanding of students in using the cake application

d. Reflection

The researcher looked at the results from the first and second meetings and decided if Cake application help students learn in speaking. If the results from the first cycle were not as good as expected, the researcher would start a second cycle to try to get better results.

2) Cycle 2

c) Third Meeting

a. Planning

- Arranging schedule classroom action research based on the previous meeting
- Preparing the lesson material
- Providing the other new material or new video in teaching speaking by using Cake application based on the material suggestions and offering and the topic is “shopping”
- Starting the lesson by praying together

b. Action

- Greeting students before starting the lesson
- Asking students about Cake application
- Explaining the related topic (Offering and Suggestion)
- Asking students to watch the specified video based on the material
- Dividing students to make pairs and tell the keywords of the video
- Instructing to search, watch and understand the video

- Asking students to try playing speaking test after watch the video

c. Observation

- Teaching and learning situation such as; the attitude, responses, how many students are in the class
- Observing the activeness of students
- Observing the understanding of students in using the cake application

d. Reflection

- Reflecting what have been conducted in the second cycle at the third meeting
- Analyzing the weakness and the progress of using Cake App as a media for vocabulary learning
- Evaluating or interpret the data got from the class and make decision for next meeting.

d) Fourth Meeting

a. Planning

- Using the previous lesson plan as the third meeting
- Preparing the media and tools that needed for the classrom
- Preparing the test

- Starting the lesson by praying together and check the attendance list

b. Action

- Giving brainstorming to the students regarding the topic to be discussed.
- Asking students to perform a glimpse on the topic that have been discussed
- At the end of the lesson, the teacher gave a speaking test to the students
- Asking students do speaking test with their pairs

c. Observation

- Teaching and learning situation such as; the attitude, responses, how many students are in the class
- Observing the activeness of students
- Observing the understanding of students in mastering speaking by using the cake application

d. Reflection

The researcher reflected on all the meetings and analyzed to make a conclusion of the used of cake application in students' speaking mastery.

F. The Technique of Data Analysis

Both qualitative and quantitative data will be utilized in the data analysis process for this study. Quantitative data will be used to analyze students' scores to determine if there is improvement with each cycle. The following formula will be applied²:

$$M = \frac{\sum fx}{N}$$

Where

M : The means of students' score

$\sum fx$: The total score

N : The number of the students

And the percentage of students' speaking mastery by using Cake Application is calculated by applying the following formula below:

$$P = \frac{R}{T} \times 100\%$$

Explanation

P: The percentage of students who get the score > 75 (students' KKM)

R: The number of students who get the score up > 75

T: The total number of students do the test.

After calculating and scoring students' answer sheets, then their scores were consulted the classification quality on table below:

² John W Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (New York: SAGE Publications, 2013).

Table III.2 Classification Quality of Students Score

No	Percentage	Criteria
1.	0%-20%	Very Low
2.	21%-40%	Low
3.	41%-60%	Enough
4.	61%-80%	Good
5.	81%-100%	Very Good

Sources: Zainal Aqib, PTK for SMP, SMA, SMK³

This formula helps calculate the success rate of the total trials. It shows the proportion of success as a percentage in the entire experiment. If (R) represents the number of students who show improved understanding after applying a learning media, and (T) is the total number of students in the class, this formula can measure how successful the media is in enhancing student mastery, especially in speaking mastery.

Finally, the researcher summarizes qualitative data by six steps as suggested by Creswell in the following⁴:

Steps 1: Organizing and preparing the data for analysis. This involves transcribing observations, optically scanning material, typing up field notes depending on the source of information.

Steps 2: Reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning

³ Zainal Aqib, PTK Untuk Guru SMP,SMA,SMK (Yrama Widya, 2009), <https://books.google.co.id/books?id=vx7AYgEACAAJ> p.40.

⁴ Creswell.

Steps 3: Beginning detail analysis with a coding process. It was organizing material into “chunk” before bringing meaning to those chunks.

Steps 4: Using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes.

Steps 5: Advancing how the description and themes are represented in the qualitative. This is discussion to mention a chronological events, the detailed discussion of several themes or inter-connecting themes researcher used visuals or figure to convey descriptive information about participants in a table.

Steps 6: Making interpretation or meaning of the data. It was researcher’s personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

CHAPTER VI

RESEARCH FINDINGS

To evaluate the result of teaching speaking by using cake application media on students' speaking mastery. The researcher described into data description, the comparative result of students' speaking test, the discussion, and the threats of the research findings.

A. Data Description

The data was analyzed from the learning process and evaluation in each cycle which consisted of cycle 1 up to cycle 2. Analysis in this research also conducted by observation because this research used classroom action research.

1. Setting

The place of the research is at SMA Negeri 5 Padangsidimpuan. The Location is on Melati No.90 Street, kel. Ujung Padang. Padangsidimpuan, North Sumatera. This research started from 2023 until finish. The participants of this research is students of class XI-4 in academic year 2024/2025 and the teacher who involved in this research is Mrs. Roslina Hasibuan, S.Pd. The researcher choosed this class because the researcher found the problem of students' speaking mastery.

2. Result of Classroom Learning Process in Cycle 1 and Cycle 2

The research was conducted in two cycles divided into four meetings. Each cycle consisted of four stages, they were; planning, action, observation

and reflection. Researcher would describe learning process cycle 1 and cycle 2 below.

a. Cycle 1

The first and the second meeting in cycle I was done on 26th of September and 3rd of October 2024. The meeting was divided into two meetings that consisted of 2 x 45 minutes. So, two meetings were done for 4 x 45 minutes or 180 minutes. The learning process are described below.

1) Classroom Learning Process in the First Meeting

a) Planning

First, the researcher made the lesson plan, made learning planning in speaking by using cake application media, prepared the material and in this cycle the material was offering and suggestion and the topic to do giving offering and suggestion about travelling, prepared the projector and laptop that will use in learning process, and prepared all material about offering and suggestion that needed in teaching-learning process of speaking by using cake application media.

b) Action

Action was the next step, this action was the implementation of planning. The researcher gave greeting to open the class, pray before started lesson, checked students' attendant, and to make relationship between students and researcher better, the researcher

introduced self and students also done it, and explained the purpose of the research into their class. The researcher also gave motivation.

The next step, the researcher introduced the Cake application media and showed how to use that application, explained the topic then asked students to watch the specific video by the keywords given that is suitable with the topic travelling. After the video finished, the researcher asked students to try the speaking test feature in the application. In this feature, students could check the level of their English pronunciation skills, which was directly assessed by the application itself. Researcher concluded the material and asked the students difficulties in learning speaking by using cake application and made it clear for everyone and researcher closed the meeting by praying with all students.

c) Observation

While conducting some previous actions, the teacher observed the students and classroom process. In observing the action, researcher used observation sheet to observe students and the teaching learning process. In this meeting, the observation result from the observation sheet were delivered below.

- a) There were four students answered the question correctly
- b) Six students did not work well with the group
- c) Six students were noisy and not ready to study

- d) There were eight students stayed quiet during speaking activities
 - e) There were ten students had trouble focusing on the teacher's explanation
 - f) There were eight students felt nervous or shy to speak in front of others
 - g) There were eight students had difficulty saying certain words clearly
 - h) Seven students had trouble using the Cake application
 - i) There were fourteen students finished their speaking tasks on the Cake application
 - j) Three students used the Cake application to practice their pronunciation.
- d) Reflection

Finally, the researcher reflected on the first meeting, reviewing the actions and efforts made. This reflection helped evaluate the teaching and learning process and provided ideas for improvements in the next session. Out of 36 students, only 4 answered questions correctly. Six students didn't work well in groups, 6 were noisy, and 10 couldn't stay focused. To help improve this, the researcher planned to use pictures and examples. Since students struggled to focus on explanations, the researcher

added pictures or simple slides to show how to use the app and understand the topic more easily.

Then, about 10 students found it hard to focus. They might have felt shy, nervous, or confused. To make the instructions easier to follow, so the researcher would give instructions step-by-step, the researcher explained one part at a time and had students try it out before moving to the next part and understanding often, the researcher would ask quick questions after each step to make sure everyone understood and stayed focused. Next, the students had problems in pronunciation could practice with the easy words and focused on one or two key words from the video topic to make pronunciation practice feel easier and less intimidating. So, the researcher concluded that the first meeting did not go as well as expected.

2) Classroom Learning Process in the Second Meeting

a) Planning

For the second meeting in the cycle 1, the researcher analyzed the reflection result from the first meeting. The researcher prepared all speaking materials on offering and suggesting needed for the teaching and learning process, including the lesson plan and media.

b) Action

The researcher recorded any issues and progress during the lesson. Before continuing with the material, the researcher opened the class with a greeting, led a prayer, took attendance, and reminded the students about the previous lesson to keep the material connected.

After that, researcher did some learning process by using cake application media where divided all students with several groups, and researcher gave all students the same keywords to watch the video based on the topic that was travelling. Then, the students discussed with their groups and shared their own opinions. The researcher asked students to make new conversation based on learning topic to show in front of the class. This action was the test given from the researcher. So, the students could practice the conversation until the class over. After that, the researcher closed the class by praying together.

c) Observation

There were some problems that found in the second meeting.

- a) Out of 36 students, there were five students answered question correctly
- b) There were four students did not collaborate with group

- c) Five students were noisy and not ready to study
 - d) There were four students stayed quiet during speaking activities
 - e) There were six students did not focus to the teacher's explanation
 - f) Eight students felt nervous or shy to speak
 - g) There were five students had trouble in pronouncing words
 - h) There were five students could not use the Cake application
 - i) Sixteen students did not finish task in the application
 - j) Six students practiced pronunciation with the application
- d) Reflection

To repair the reflecting to action researcher and effort that had been done in first meeting. Based on the result of the observation, the researcher realized that the result of activities that had been done were not successful in solving the students' speaking mastery. It could be concluded that the activities should be change, improve, and completed.

Based on the observation, five students answered question correctly, which was a little improvement. However, five students were noisy and not ready to study, so the researcher would start the lesson with engaging brainstorming such as played the game in wordwall web based on the material. Then,

eight students weew nervous about speaking and had a little difficult pronouncing words. Additionally, five students had difficulties using the Cake application. So, the researcher focused on practicing just one or two keywords using repetition. For students who still struggled with the Cake, the researcher guided them through the key steps to make sure they knew how to use it.

3) Students' Speaking Mastery Score in Cycle 1

Based on the first test taken in the first cycle, the researcher found the exact point of students' speaking mastery score according to the table below:

Table VI.1 Students' Speaking Mastery Score in Cycle I

No	Students' Initial	Indicators				Total point	Test score
		Gr	Voc	Pron	Flu		
1.	AS	5	3	2	2	12	60
2.	ASN	5	4	2	2	13	65
3.	AF	5	4	2	3	14	70
4.	A	5	4	3	3	15	75
5.	AK	5	3	3	3	14	70
6.	CM	4	3	2	2	11	55
7.	DH	5	4	3	4	16	80
8.	DA	5	4	3	3	15	75
9.	DF	4	3	4	3	14	70
10.	EM	5	3	3	2	13	65
11.	EH	5	4	3	4	16	80
12.	FF	5	3	4	3	15	75
13.	GI	5	4	3	3	15	75
14.	ISN	5	3	3	3	14	70
15.	JY	5	4	3	2	14	70

No	Students' Initial	Indicators				Total point	Test score
		Gr	Voc	Pron	Flu		
16.	JM	5	4	3	3	15	75
17.	KM	4	3	2	2	11	55
18.	LM	5	4	4	4	17	85
19.	LA	4	3	2	2	11	55
20.	LLI	5	3	3	3	14	70
21.	MAU	4	3	3	3	13	65
22.	MG	5	3	2	2	12	60
23.	NK	5	4	3	4	16	80
24.	NT	5	3	2	2	12	60
25.	PR	4	3	3	2	12	60
26.	RAY	4	3	2	3	12	60
27.	RT	5	4	4	4	17	85
28.	RA	5	3	3	2	13	65
29.	RS	4	3	3	4	14	70
30.	RE	5	3	3	3	14	70
31.	RET	5	4	3	3	15	75
32.	SD	5	4	3	3	15	75
33.	S	4	3	3	2	12	60
34.	SM	5	5	4	4	18	90
35.	ASR	4	3	2	2	11	55
36.	AOS	5	4	3	3	15	75
Total		170	125	103	102	500	2500
Mean Score		4.72	3.47	2.86	2.83		69.44

Referring to the table above, the mean score for each indicator can be seen, where for the first indicator the mean score was 4.72, the second indicator was 3.47, the third indicator was 2.86 and the last indicator was 2.83.

This research used statistics to summarize the data, and the summary of the data using these numbers is as follows:

Table IV. 2 Resume of Variable Score in Cycle 1

No	Descriptive	Statistics
1.	Total points	500
2.	Total score	2500
3.	The Highest score	90
4.	The Lowest score	55
5.	Mean	69.44
6.	Median	70
7.	Modus	70
8.	Range	35

Based on table above, it showed that total score from 36 students' in class XI-4 were 2500 with 500 points. The mean score was 69.44. Highest score was 90. Lowest score was 55. The median was 70. Modus was 70. The range was 35. The frequency of students' result score in cycle I showed in the table below:

Table IV.3 Frequency of Students' Result in Cycle 1

No	Interval	Mid-Point	Frequency	Percentages
1.	55-60	57.5	10	27.79%
2.	61-66	63.5	4	11.11%
3.	67-72	69.5	8	22.22%
4.	73-78	75.5	8	22.22%
5.	79-84	82.5	3	8.33%
6.	85-90	87.5	3	8.33%
$I = 6$			36	100%

In order to get description of the data clearly and completely, the researcher present the histogram on the following figure:

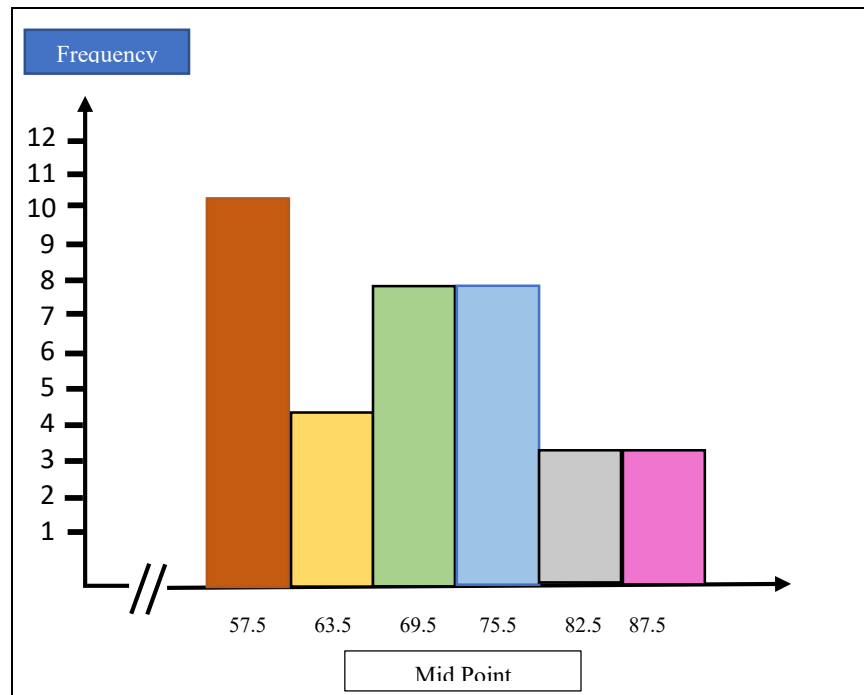


Figure IV.1 Data Description of Students' Score in Cycle 1

The figure shows the distribution of students' scores in cycle 1 based on interval class. From the chart, it is evident that the highest scores fall within the 55-60 interval, with a frequency of 10 students, indicating that most students achieved scores in this range. The 67-72 and 73-78 intervals each have a frequency of about 8 students. Meanwhile, the 79-84 and 85-90 intervals have lower frequencies, with 3 students in each interval. The 61-66 interval has 4 students. This data showed that most students were in the mid-range scores, with few achieving very high or very low scores.

Given these conditions, the researcher realized that the first cycle was less effective, and the results indicated it was not

successful in improving students' speaking mastery. It was concluded that the approach needed to be revised and changed to enhance students' speaking mastery. The researcher decided to adjust the teaching strategies or create a new learning environment.

To address this, the researcher reflected on the actions taken during the first cycle. This reflection involved evaluating the teaching and learning process and identifying solutions for the next cycle. Then, observation that had been done by researcher and collaborator teacher purposed to find out the problem when the action or teaching learning process had been done. Based on it and the result of cycle 1 should be needed to repair and gave solution to improve students who were less in each indicator of speaking test. The final result, the students' speaking mastery in cycle 1 needed to improved.

b. Cycle 2

The second cycle was conducted for two meetings. Each meeting was done for 2 x 45 minutes. The third meeting was conducted on 10th October 2024 and the fourth meeting on 14th 2024. The learning activities will be dexcribed below:

1) Classroom Learning in the Third Meeting

a) Planning

This stage was the first step in classroom action and should be prepared before the action given to the subject. In this steps, researcher make the lesson plan made learning planning in speaking by using Cake application, prepare the material about offer and suggestion that needed in teaching and learning process of speaking.

b) Action

In this process, the researcher gave greeting to open the class, pray before started lesson, checked students' attendant, and to make relationship between students and researcher better, the researcher introduced self and students also done it, and explained the purpose of the research into their class. The researcher also gave motivation.

After that, researcher reviewed the previous lesson first. The researcher brainstormed with the students, namely played a game on the Wordwall website which consisted of guessing which sentences included an offering and also a suggestion to review the lesson last week. Then, the researcher used infocus to support the Cake application media. The researcher explained the material about offers and suggestions again and provided keywords for watching videos that supported the material in the Cake application. Students were allowed to use

their handphones, and the researcher also provided access via infocus so that other students who had some difficulty using cellphones could watch.

After watching the video, students discussed the video with their classmates. Then, the researcher asked students to try the speaking test feature available in the Cake application to check their pronunciation level in speaking English, which was then directly assessed by the Cake application itself. Students took turns trying the speaking test together with their partner. Finally, if the class was over, researcher closed the lesson by giving the students instructions to pray together and remembering all students to try another feature of the Cake application, so it would make them familiar with the media and the English.

c) Observation

Next, the result observation was:

- a) There were nine students answered the question correctly
- b) Three students did not work well with the group
- c) Four students were noisy and not ready to study
- d) There were three students stayed quiet during speaking activities
- e) There were four students had trouble focusing on the teacher's explanation

- f) There were seven students felt nervous or shy to speak in front of others
 - g) There were three students had difficulty saying certain words clearly
 - h) Three students had trouble using the Cake application
 - i) There were five students did not finish their speaking tasks on the Cake application
 - j) Ten students used the Cake application to practice pronunciation.
- d) Reflection

For this meeting, students had been looked like enjoying tried the media. They were easy to pronounce the English word because they can repeated the difficult word from the video so that it could be easy for them to tell it more. Then, some students could speak another sentence of offer and suggestion. Group work and focus also improved, though some students were still noisy or had trouble paying attention. A few were shy or struggled with pronunciation, so the researcher continued practicing simple phrases and gave extra support. Overall, students became more comfortable, but the researcher kept working on helping them build confidence and stay focused.

2) Classroom Learning Process in the Fourth Meeting

a) Planning

The researcher planned activities for the second cycle to help students improve their speaking based on what was learned in the first cycle. First, the researcher made a lesson plan, prepared all the materials, gathered infocus, laptop and the Cake app to use as media, and set up the test for this cycle. The researcher also encouraged students to build quick recall of speaking.

b) Action

When the researcher came to class, they greeted the students and gave a short review of the last lesson. The teacher also motivated the students, helping to make the learning more fun and interesting.

In this process, the researcher applied Cake application media. As before, researcher provided one keyword to watch videos in the Cake application. Different from the first cycle which took the topic of traveling, the second cycle was shopping. Then, the researcher divided the students into pairs. After watching and discussing, the researcher asked the students to create new conversations containing offer sentences and suggestions.

In the end of meeting, the researcher gave test. The test was made new conversation with the pairs and practiced in front of the class with the topic was shopping. The researcher gave instruction do the test was same with the first test before in cycle 1, it was just in cycle 1 it was in groups consisting 4 students, in cycle 2 was in pairs.

c) Observation

Then, continued to the final result from observation in the last meeting were delivered below:

- a) Out of 36 students, there were twelve students answered question correctly
- b) There were two students did not collaborate with pair
- c) Four students were noisy and not ready to study
- d) There were three students stayed quiet during speaking activities
- e) There were four students did not focus to the teacher's explanation
- f) Five students felt nervous or shy to speak
- g) There were three students had trouble in pronouncing words
- h) All of students could use the Cake application
- i) Two students did not finish task in the application

j) Almost students practiced pronunciation with the application

d) Reflection

In this cycle, reflecting is done by analyzing the result from the text. The second cycle is carried out to determine the success of the implementation of improvements by applying the Cake application media, and from the test it can see that Cake application is effective in learning process and can improve their speaking. Thus by this media they were easier to understand the material. Overall, students grew more confident with the app, but the researcher remained focused on helping them stay engaged, work together, and improve their speaking skills. In this cycle the researcher can evaluate that students' speaking mastery can improve by using Cake application media, so the purpose of this research have done.

3) Students' Speaking Mastery Score in Cycle 2

Cycle 2 done while applied the second test. The result of students' speaking score in cycle 2 showed in the table below:

Table IV.4 Students' Speaking Score in Cycle 2

No	Students' Initial	Indicators				Total point	Test score
		Gr	Vocab	Pro	Flu		
1.	AS	5	4	3	3	15	75

No	Students' Initial	Indicators				Total point	Test score
		Gr	Vocab	Pro	Flu		
2.	ASN	5	4	3	3	15	75
3.	AF	5	4	3	4	16	80
4.	A	5	4	3	4	16	80
5.	AK	5	4	3	3	15	75
6.	CM	4	4	4	4	16	80
7.	DH	5	4	4	4	17	85
8.	DA	5	4	4	3	16	80
9.	DF	5	4	4	4	17	85
10.	EM	5	3	4	3	15	75
11.	EH	5	4	4	3	16	80
12.	FF	5	4	4	4	17	85
13.	GI	5	4	4	4	17	85
14.	ISN	5	4	3	4	16	80
15.	JY	5	4	4	3	16	80
16.	JM	5	4	4	4	17	85
17.	KM	4	4	3	3	14	70
18.	LM	5	5	4	4	18	90
19.	LA	4	4	3	3	14	70
20.	LLI	5	4	4	3	16	80
21.	MAU	5	4	4	3	16	80
22.	MG	5	4	3	3	15	75
23.	NK	5	4	4	4	17	85
24.	NT	5	4	3	2	14	70
25.	PR	5	4	3	3	15	75
26.	RAY	5	4	3	3	15	75
27.	RT	5	5	5	4	19	95
28.	RA	5	4	4	3	16	80
29.	RS	5	4	4	4	17	85
30.	RE	5	4	4	3	16	80
31.	RET	5	4	4	4	17	85
32.	SD	5	4	4	3	16	80
33.	S	5	3	4	3	15	75
34.	SM	5	5	5	4	19	95
35.	ASR	5	4	3	3	15	75
36.	AOS	5	4	4	3	16	80
Total		177	145	133	122	577	2885
Mean Score		4.91	4.02	3.69	3.38	16.02	80.13

According to the result from the table, the mean score of students in all indicators were different, in grammar, it reached to 4.91, in vocabulary reached to 4.02, pronunciation was about 3.60, and in fluency was about 3.38. It means, from the indicators, students were able to recognize and understand all. Then, the percentages of students who passed the passing grade were explained through the following table below:

Table IV.5 Resume of Variable Score in Cycle 2

Descriptive	Statistics
Total points	577
Total score	2885
Highest score	95
Lowest score	70
Mean	80.13
Median	80
Modus	80
Range	25

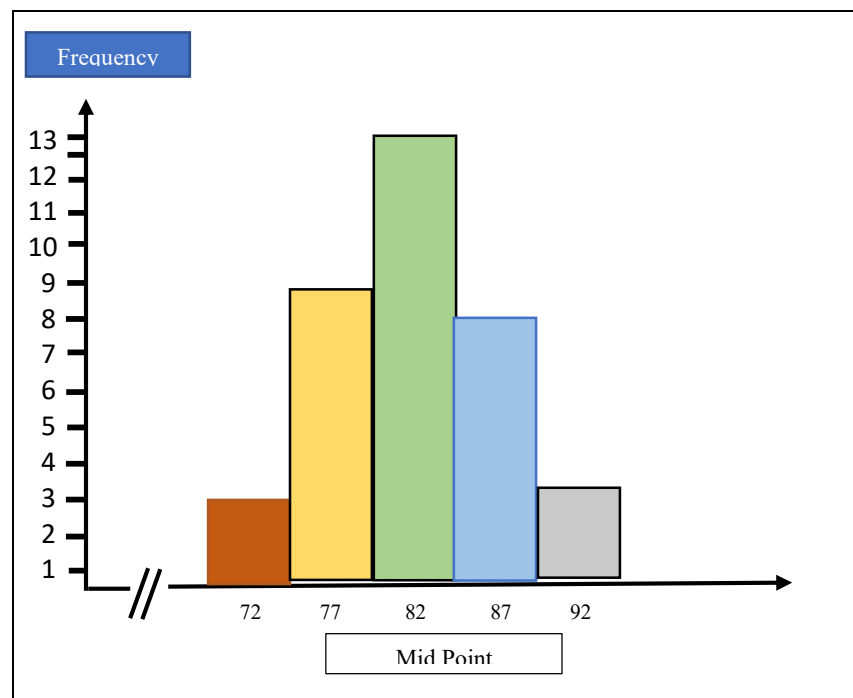
Based on the table above, it showed total score from 36 students in class XI-4 were 2885 points. The mean score was 80.13. Highest score was 95 and lowest score was 70. The median and the modus were same 80. The range was 25.

The frequency of students' result score in cycle 2 showed in the table below:

Table IV.6 Frequency of Students' Result Score in Cycle 2

No	Interval	Mid-Point	Frequency	Percentages
1.	70-74	72	3	8.33%
2.	75-79	77	9	25%
3.	80-84	82	13	36.12%
4.	85-89	87	8	22.22%
5.	90-95	92	3	8.33%
<i>I = 5</i>			36	100%

To clearly and fully describe the data, the researcher presents the histogram in the figure below:

**Figure IV. 2 Data Description of Students' Score in Cycle 2**

The figure shows the distribution of students' scores in Cycle 2 based on score intervals. Most students scored between 80-84, with a frequency of over 13 students, indicating significant

improvement. The 70-74 and 90-95 intervals had a smaller group, with about 3 students in each interval. Intervals 75-79 indicated 9 students. The 85-89 interval included 8 students. This data indicates that most students performed better, as the majority are concentrated in the higher score range of 80-84.

From the data above, it can be concluded that students' speaking mastery in cycle 2 was good. Based on the test in cycle 2, the researcher recorded students' speaking mastery results according to the test indicators.

B. The Comparison of Students' Speaking Mastery

Based on the results from the first and second cycles, the researcher conducted tests during the second and fourth meetings. Throughout the research, it was observed that the students continued to improve from the first test to the last test. With the use of the Cake application media, the students' scores showed significant improvement.

The researcher also provided the graph that showed the comparison of the students' achievement between cycle 1 and cycle 2 that could be seen below:

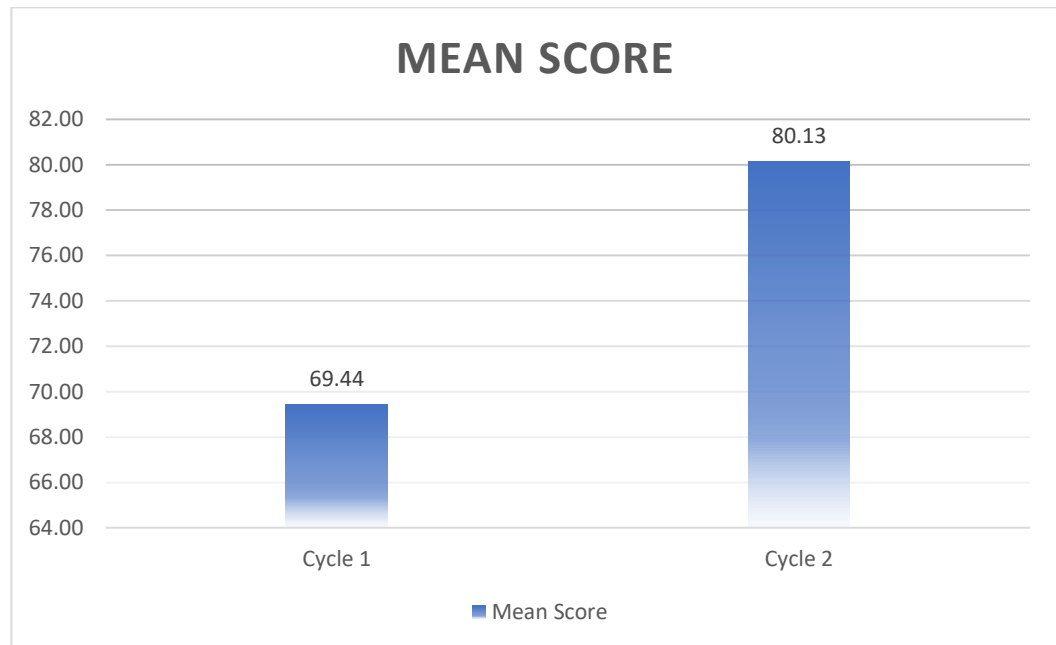


Figure IV.3 The Comparison of Students' Achievement in Cycle 1 and Cycle 2

The figure compares the mean scores of students in cycle 1 and cycle 2. In cycle 1, the mean score was 61.30, indicating a lower level of achievement. In cycle 2, the mean score increased significantly to 81.08, showing substantial improvement. This comparison highlights the effectiveness of the strategies or interventions applied between the two cycles, as the students' performance improved by nearly 20 points on average.

The researcher also provided the table that showed the comparison of students' progress in learning speaking between cycle 1 and cycle 2 that could be seen below:

Table IV. 7 The Comparison of Students' Progress in Cycle 1 and Cycle 2

No	Obsevation Aspect	Cycle 1	Cycle 2
1.	Answer question correctly	5 students	11 students
2.	Do not collaborate with group/pair	5 students	3 students
3.	Still noisy not ready to study	6 students	4 students
4.	Stay quiet during speaking activities	6 students	3 students
5.	Do not focus to the teacher's explanation	8 students	4 students
6.	Feel nervous or shy to speak	8 students	6 students
7.	Have trouble in pronouncing word	7 students	3 students
8.	Can not use the Cake application	6 students	3 students
9.	Finish speaking task in the application	15 students	33 students
10.	Practice pronunciation with the application	5 students	20 students

The data shows there is the improvements from Cycle 1 to Cycle 2. More students answered questions correctly, collaborated in groups, and practiced pronunciation using the application. There were also reductions in negative behaviors such as being noisy, staying quiet during speaking activities, and struggling with pronunciation. These results demonstrate the effectiveness of the interventions in enhancing students' participation, confidence, and language skills.

C. The Discussion of the Research Findings

This research was conducted to describe the extent the cake application media can improve students' speaking mastery. In this research, the researcher choose the technique of collecting data by giving speaking test and observation.

The speaking test was to make a short conversation with pair and group by using expressions offer and suggestion based on the topic was travelling and shopping. The test conducted to measure students' speaking mastery.

Next, the researcher observed the situation and condition in the class to know the information about the students' learning activities in learning English especially in speaking. After the researcher got all dataa, the researched analyzed by comparing the total score of students' test and the number all of the students to find out the mean score of students' test in cycle 1 and cycle 2, is there any improvement or not.

The participant of this research was the students at grade eleventh of SMA N 5 Padangsidimpuan and the English teacher as a collaborator. To conduct this research, the researcher used quantitative and qualitative methods based on Cresswell techniques. Quantitative used to analyze students' scores to determine if there is improvement with eacy cycle. Qualitative data used to know the learning situation in the class.

This research aimed to improve students' speaking skills by using cake application. The researcher followed the CAR cycle, which included planning, acting, observing, and reflecting. The researcher applied this media to help students learn better.

The data of quantitative was gained in numeric and had been analyzed to get the mean score in each cycle. In the first cycle, total the students' score divided by total the students and the mean score was 69.44 and the percentages

of students achievement in was 38% . It can be known by the Cresswell formula. To get the percentages of students who get the score >75 (standard of minimum completeness of mastery learning), the number of students who get the score up >75 divided by the total number of students do the test times 100%. After calculating and scoring students test, then the scores were consulted the classification quality that is low.

In second cycle, the mean score was 80.13 and the percentages quality was 82%. There was the improvement from cycle 1 to cycle 2. From the percentages of students score, the quality was good. The qualitative data used the observation. From the cycle 1 to cycle 2, students showed great improvement, by completing more assignment in Cake application and participating in speaking activities. The students become more confidents and able to practice pronunciation. Group work and focus have been improved, although some students are still noisy and distracted. No students experienced difficulty in using the application, this shows that the students more comfortable using it.

The result showed that there was the improvement from cycle 1 and cycle 2. That is way, the formulations of the problem have been answered. Based on the results of the data analysis in this research which has been described previously, the researcher proves the theory of Xiaoyu He who said that that using the Cake application allows students to control their learning, can solve speaking problems, and makes students interested in speaking

English¹. This is proven by the mean score of students increasing as much as 10.69 from cycle 1 to cycle 2. Therefore, from observations sheets which show that students' interest in learning English increases by using Cake application especially in speaking.

In this study, it was found that students' speaking mastery improved by using the Cake application. This means that the more students practiced with Cake, like listening to native speakers, repeating sentences, and doing speaking exercises, the better they became at speaking English. The improvement shows that the Cake application helped students speak more confidently.

The result of this study is in line with previous research that also found the improvement using Cake application for learning speaking. Research by Paramita et al showed that Cake application has an effect on students who use it, especially in the speaking field². The findings of this study are also consistent with the research conducted by Wahyuni in her study titled “The Influence of Cake Learning Application on Students’ Speaking Ability at Tenth Grade of SMA N 1 Siak Hulu”. Wahyuni concluded that there was an influence between students' speaking ability before and after being taught by using the cake learning application in class X SMAN 1 Siak Hulu³. Similarly, this research

¹ Xiaoyu HE, “A Study of Cake English App-One of Children’s Picture Books Reading Apps in Improving Primary School Students’ English Speaking,” *Studies in Literature and Language* 17, no. 2 (2018): 104–8, <https://doi.org/10.3968/10554>.

² I Gusti Ayu Dewi Paramita et al., “The Use of Cake Application to Improve Speaking Ability,” *Journal of Applied Studies in Language* 6, no. 2 (2022): 214–20, <https://doi.org/10.31940/jasl.v6i2.345>.

³ Kiki Wahyuni, “The Influence of Cake Learning Application on Students’ Speaking Ability at The Tenth Grade of SMA Negeri 1 Siak Hulu” (UIN Suska Riau, 2019).

also found there is the increasing in speaking ability before and after using Cake application.

The result of this study also align with Lestari's research, which found a significant influence of using cake application on students' speaking skills in the second semester of the seventh grade in SMP N 1 Rawajitu Selatan 2022/2023 academic year. Lestari's research showed that the significant value generated was Sig. (P-value) = $0.002 < \alpha = 0.05$. So, H_a is accepted and H_o is rejected. The other findings also in line with the research by Fitria et al with the title "The Implementation of Cake Application in Learning English Speaking Skills". They stated that there are several features in this application such as watching short movie and practicing speaking by using dialogue that make the students are comfortable and interested to learn speaking using cake application⁴.

Another result of this research is that a few students are less interested in using this application because this application requires a stable network to use it. As Tiamanda said that Cake application is an online application that needs internet connection to be used⁵. Students must ensure their smartphones have a strong internet signal. The other weakness is Cake application is not free

⁴ Anisa Fitria, Asri Dwimaulidiyanti, and Salwa Nur Mohamad Sapitri, "The Implementation of Cake Application in Learning English Speaking Skill," *Proceedings International Conference On Education Of Suryakancana*, 2021.

⁵ Fadila Tiamanda, "The Use of Cake Application to Improve Students' Vocabulary" (Sultan Agung Islamic University, 2022), http://repository.unissula.ac.id/27377/1/Pendidikan_Bahasa_Inggris_31801700013_fullpdf.pdf.

access application, the user must to log in with the username and password or with the facebook or google account. As Tiamanda stated in her research, Signing in can be done with a Facebook account or Google account. Guest mode is also available, but only free episodes can be watched. A two-week trial is given to new users, so it can be used for free during that time⁶.

Overall, the findings of this research are consistent with the existing literature, which shows that the use of Cake application can improve students learning English especially in speaking.

D. The Threats of the Research Findings

In this research, the researcher believed that there were many threats founded in this research:

- 1) The researcher identified certain challenges, including students' difficulties with their confidence in speaking english
- 2) Many students had not practiced speaking effectively, so the researcher aimed to make the learning process more enjoyable and engaging.
- 3) Some students acted as troublemakers, disrupting others' concentration and making it difficult for the researcher to teach. To manage this, the researcher engaged these students by asking them questions asking them to clarify any material they did not understand.

⁶ Tiamanda.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about using Cake application media to improve speaking mastery at the XI grade students of XI SMA N 5 Padangsidimpuan, it can be concluded that:

1. In the first cycle the mean score of the students' achievement was 69.44. In the second cycle the mean of the students' achievement was 80.13. Students' speaking mastery increased as well as their motivation in speaking and they were interested speaking by using Cake application. Result of the research show that the students improve their speaking mastery efficiently and effectively.
2. From Cycle 1 to Cycle 2, students showed big improvement, with more completing tasks in the Cake application and joining speaking activities. They became more confident and were able practicing pronunciation. Group work and focus got better, though some students were still noisy or distracted. No students had trouble using the application, showing they were more comfortable with it. Overall, students made good progress, but shyness, focus, and pronunciation still need more work.

B. Suggestions

1. For teachers, to give educators further knowledge about how to employ advanced educational media to improve teaching of speaking and increase the standards of English teaching.
2. For the headmaster, it is suggested to support the use of the Cake application by giving teachers the tools and help they need. This can make it easier for students to improve their English-speaking skills.
3. For other researches, this study can be utilized as a starting point for additional research by other English language teaching researchers as well as a source for knowledge on new teaching media and the factors that lead to speaking mastery in students.

C. Implication

Based on the research conducted on "Improving Speaking Mastery by Using Cake Application Media at the XI Grade Students of SMA N 5 Padangsidempuan". There are several implications obtained from the results of the study, they are:

1. The results of this study can be used as a guide for implementing Cake application as one of the teaching media to improve students' speaking mastery.
2. This study can increase teachers' awareness about the importance of using Cake application in teaching English.

3. The results of this study can improve the quality of English learning in speaking at SMA N 5 Padangsidempuan.

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APPENDIX 1

LESSON PLAN IN CYCLE 1

MODUL AJAR

1. INFORMASI UMUM	
A. Identitas Modul	
Nama Penyusun	: Rahmida Sari
Institusi	: SMA N 5 Padangsidimpuan
Tahun	: 2024
Fase/Kelas	: F/XI
Mata Pelajaran	: Bahasa Inggris
Topik	: Offer and Suggestion
Alokasi Waktu	: 4 x 45 menit (2 Pertemuan)
B. Elemen dan Capaian Pembelajaran	
Elemen : Berbicara (Speaking)	
Pada akhir Fase F, peserta didik dapat menggunakan teks lisan seperti percakapan dalam Bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan dan pemirsa/pembacanya.	
C. Tujuan Pembelajaran	
F1 : Mengidentifikasi fungsi sosial dari teks saran dan tawaran	
F2 : Membedakan unsur kebahasaan yang mengungkapkan suggestion and offers	
F3 : Menyusun teks interaksi transaksional lisan dan tulis dalam tindakan memberi dan meminta informasi terkait saran dan tawaran	
D. Pemahaman Bermakna	
Informasi yang hendak kita dapat atau berikan kepada seseorang dapat dilakukan dalam berbagai tindakan, yaitu ketika memberi dan meminta saran dan tawaran serta dalam memberi dan meminta informasi terhadap isu suatu hal yang tentunya melibatkan penerapan fungsi sosial dan unsur kebahasaan sesuai konteks	
E. Profil Pelajar Pancasila	
1. Beriman	
2. Bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia	
3. Gotong Royong	
4. Mandiri	
5. Berkebhinekaan global	
6. Bernalar Kritis dan kreatif	
F. Model Pembelajaran	
Tatap muka	
G. Assesment	
Berpasangan kelompok	

H. Materi Ajar, Alat dan Bahan Ajar

Materi : Teks lisan dan tulis dalam tindakan memberi dan meminta informasi terkait saran dan tawaran

Metode : Discovery Learning

Menyimak, diskusi kelompok, studi pustaka, role-play, penugasan individu dan kelompok

Media : Cake Application, Whiteboard, laptop, handphone, buku text, power point, video, kamus

Sumber : Buku Pendidik Bahasa Inggris kelas XI, Kemendikbud 2015

2. KOMPONEN INTI

A. Tujuan Capaian Pembelajaran

- 1.1 Peserta didik dapat mengidentifikasi fungsi sosial dari teks saran dan tawaran
- 2.1 Peserta didik dapat menyebutkan struktur teks yang terbagi menjadi *expressing to suggest* and *to offer*
- 3.1 Peserta didik dapat menyusun teks interaksi transaksional lisan dalam tindakan memberi dan meminta informasi terkait saran dan tawaran

B. Pertanyaan Pemantik

- *What do we often say when giving or offering something?*
- *What do we often say when giving or asking suggestion?*
- *Do you think that offer and suggestion are almost the same?*

C. Pemahaman Bermakna

Informasi yang hendak kita dapat atau berikan kepada seseorang dapat dilakukan dalam berbagai tindakan, yaitu ketika memberi dan meminta saran dan tawaran serta dalam memberi dan meminta informasi terhadap isu suatu hal yang tentunya melibatkan penerapan fungsi sosial dan unsur kebahasaan sesuai konteks.

D. Kegiatan Pembelajaran

Pertemuan 1

1) Kegiatan Pendahuluan

- a. Guru menyapa dan memberikan salam kepada siswa serta memeriksa kehadiran para siswa
- b. Guru menjelaskan tujuan pembelajaran
- c. Guru memberikan brainstorming

2) Kegiatan Inti

Langkah 1. Orientasi Masalah

- a. Guru menanyakan seputar materi yang akan dipelajari
- b. Guru menanyakan kepada siswa tentang pengetahuan mereka terhadap aplikasi Cake

Langkah 2. Mengorganisasikan Peserta Didik

- a. Guru memperkenalkan penggunaan aplikasi Cake dan bagaimana cara mengoperasikannya
- b. Guru mulai menjelaskan materi tentang offer dan suggestion
- c. Guru menampilkan sebuah video yang tersedia di aplikasi Cake dan yang sesuai dengan materi sebagai contoh dalam penggunaan aplikasi Cake

Langkah 3. Membimbing Para Siswa

- a. Guru membagi siswa kedalam beberapa kelompok yang terdiri dari 3-4 siswa
- b. Guru memberikan sebuah satu kata kunci tentang video offer dan suggestion dan meminta siswa untuk menyaksikan bersama kemudian berdiskusi dengan kelompoknya
- c. Guru menginstruksikan siswa untuk memahami video tersebut dan mengidentifikasi kalimat yang mengandung offer dan suggestion
- d. Guru kemudian meminta siswa untuk mencoba fitur speaking test yang ada di aplikasi Cake untuk memeriksa level pelafalan siswa

Langkah 4. Menganalisis dan Mengevaluasi Proses Pemecahan Masalah

- a. Guru memantau diskusi kelompok dan membimbing siswa dalam menggunakan aplikasi Cake
- b. Guru memantau keterlibatan, partisipasi dan pemahaman siswa

3) Kegiatan Penutup

- a. Guru melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan yang telah berlangsung
- b. Guru menyimpulkan poin-poin penting dari hal-hal yang dipelajari kegiatan pembelajaran yang telah dilakukan.
- c. Guru menutup pembelajaran dengan membaca do'a

Pertemuan Kedua**1) Kegiatan Pendahuluan**

- a. Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- b. Guru menginstruksikan perwakilan peserta didik memimpin doa.
- c. Guru menanyakan kabar peserta didik dan mengecek kehadiran peserta didik.

- d. Guru memberikan apersepsi tentang pembelajaran yang lalu dengan beberapa pertanyaan

2) Kegiatan Inti

Langkah 1. Orientasi Masalah

- a. Siswa diminta menjawab pertanyaan tentang apa yang mereka ingat dari pembelajaran sebelumnya.
- b. Siswa diminta membuka dan menggunakan aplikasi Cake

Langkah 2. Mengorganisasi Peserta Didik

- a. Siswa bekerja sama dengan guru saat pembelajaran dimulai.
- b. Siswa fokus pada video yang diberikan, dan guru memberi waktu untuk memahami video tersebut bersama kelompoknya

Langkah 3. Membimbing Para Siswa

- a. Guru membagi siswa sesuai dengan tempat duduk mereka.
- b. Guru meminta setiap kelompok siswa menonton kembali video di aplikasi Cake menggunakan ponsel pribadi siswa
- c. Guru memberi waktu kepada tiap kelompok untuk berdiskusi dan memahami video tersebut
- d. Guru bertanya tentang kalimat yang mengandung offer dan suggestion di video yang tertera

Langkah 4. Menganalisis dan Mengevaluasi Proses Pemecahan Masalah

- a. Guru memberikan umpan balik singkat tentang kemampuan siswa.
- b. Guru mengevaluasi pembelajaran dengan memberikan saran yang membangun.
- c. Di akhir pembelajaran, guru memberikan tes untuk menilai penguasaan berbicara siswa tentang materi yang telah dipelajari

3) Kegiatan Penutup

- a. Guru mengakhiri pembelajaran dengan menutup lewat doa bersama setelah pembelajaran selesai
- b. Guru mengucapkan salam penutupan setelah pembelajaran selesai

E. Refleksi

Refleksi untuk siswa

1. Apakah ada kendala pada kegiatan pembelajaran?
2. Apa saja kesulitan siswa yang dapat diidentifikasi pada kegiatan pembelajaran?

3. Apakah siswa yang memiliki kesulitan ketika berkegiatan dapat teratasi dengan baik?
4. Apa level pencapaian rata-rata siswa dalam kegiatan pembelajaran ini?

Refleksi untuk guru

1. Apakah tujuan pembelajaran sudah tercapai?
2. Apakah langkah-langkah pembelajaran sudah sesuai?
3. Apakah kegiatan pembelajaran dapat menumbuhkan sikap kreativitas pada diri siswa?

F. Assesment

1. Formatif
Penilaian Observasi
2. Sumatif
Tes Lisan (Speaking test)

LEMBAR KEGIATAN PESERTA DIDIK (LKPD)

A. Questions

Instructions :

1. Teacher makes a small group discussion every group consists of 3-4 students
2. Respond to the following statement by using expressions “offer and suggestion” based on the topic is *travelling*
3. Discuss with your group to make a dialogue/conversation
4. Please present your result in your group firstly then in front of the class

B. Pedoman Penilaian

1) Aspek yang Dinilai

No	Evaluation	Point (1-5)				
		5	4	3	2	1
1	Vocabulary					
2	Grammar					
3	Pronunciation					

2) Kategori Skor

1. 0% -20% (Very low)
2. 21% - 40% (Low)
3. 41% - 60% (Enough)
4. 61% - 80% (Good)
5. 81% - 100% (Very good)

Jumlah skor maksimal = 100

$$\begin{aligned}\text{Nilai maksimal} &= 100 \\ \text{Nilai siswa} &= \frac{\text{skor perolehan}}{\text{Skor maksimal}} \times 100\end{aligned}$$

Mengetahui,
Guru Bahasa Inggris

Roslina Hasibuan, S.Pd

Padangsidempuan, 3 Oktober 2024

Peneliti

Rahmida Sari

APPENDIX 2

LESSON PLAN IN CYCLE 2

MODUL AJAR

3. INFORMASI UMUM	
A. Identitas Modul	
Nama Penyusun	: Rahmida Sari
Institusi	: SMA N 5 Padangsidimpuan
Tahun	: 2024
Fase/Kelas	: F/XI
Mata Pelajaran	: Bahasa Inggris
Topik	: Offer and Suggestion
Alokasi Waktu	: 4 x 45 menit (2 Pertemuan)
B. Elemen dan Capaian Pembelajaran	
Elemen : Berbicara (Speaking)	
Pada akhir Fase F, peserta didik dapat menggunakan teks lisan seperti percakapan dalam Bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan dan pemirsa/pembacanya.	
C. Tujuan Pembelajaran	
F1 : Mengidentifikasi fungsi sosial dari teks saran dan tawaran	
F2 : Membedakan unsur kebahasaan yang mengungkapkan suggestion and offers	
F3 : Menyusun teks interaksi transaksional lisan dan tulis dalam tindakan memberi dan meminta informasi terkait saran dan tawaran	
D. Pemahaman Bermakna	
Informasi yang hendak kita dapat atau berikan kepada seseorang dapat dilakukan dalam berbagai tindakan, yaitu ketika memberi dan meminta saran dan tawaran serta dalam memberi dan meminta informasi terhadap isu suatu hal yang tentunya melibatkan penerapan fungsi sosial dan unsur kebahasaan sesuai konteks	
E. Profil Pelajar Pancasila	
1. Beriman	
2. Bertakwa kepada Tuhan Yang Maha Esa dan berakhlak mulia	
3. Gotong Royong	
4. Mandiri	
5. Berkebhinekaan global	
6. Bernalar Kritis dan kreatif	
F. Model Pembelajaran	
Tatap muka	
G. Assesment	
Berpasangan	

H. Materi Ajar, Alat dan Bahan Ajar

Materi : Teks lisan dan tulis dalam tindakan memberi dan meminta informasi terkait saran dan tawaran

Metode : Discovery Learning

Menyimak, diskusi kelompok, studi pustaka, role-play, penugasan individu dan kelompok

Media : Cake Application, Whiteboard, laptop, handphone, buku text, power point, video, kamus

Sumber : Buku Pendidik Bahasa Inggris kelas XI, Kemendikbud 2015

4. KOMPONEN INTI

A. Tujuan Capaian Pembelajaran

- 1.1 Peserta didik dapat mengidentifikasi fungsi sosial dari teks saran dan tawaran
- 2.1 Peserta didik dapat menyebutkan struktur teks yang terbagi menjadi *expressing to suggest* and *to offer*
- 3.1 Peserta didik dapat menyusun teks interaksi transaksional lisan dalam tindakan memberi dan meminta informasi terkait saran dan tawaran

B. Pertanyaan Pemantik

- *What do we often say when giving or offering something?*
- *What do we often say when giving or asking suggestion?*
- *Do you think that offer and suggestion are almost the same?*

C. Pemahaman Bermakna

Informasi yang hendak kita dapat atau berikan kepada seseorang dapat dilakukan dalam berbagai tindakan, yaitu ketika memberi dan meminta saran dan tawaran serta dalam memberi dan meminta informasi terhadap isu suatu hal yang tentunya melibatkan penerapan fungsi sosial dan unsur kebahasaan sesuai konteks.

D. Kegiatan Pembelajaran

Pertemuan 1

1) Kegiatan Pendahuluan

- a. Guru menyapa dan memberikan salam kepada siswa serta memeriksa kehadiran para siswa
- b. Guru menjelaskan tujuan pembelajaran
- c. Guru memberikan brainstorming

2) Kegiatan Inti

Langkah 1. Orientasi Masalah

- a. Guru menanyakan seputar materi yang akan dipelajari
- b. Guru menanyakan kepada siswa tentang pengetahuan mereka terhadap aplikasi Cake

Langkah 2. Mengorganisasikan Peserta Didik

- a. Guru memperkenalkan penggunaan kembali aplikasi Cake dan bagaimana cara mengoperasikannya
- b. Guru mulai menjelaskan materi tentang offer dan suggestion
- c. Guru menampilkan sebuah video yang tersedia di aplikasi Cake dan yang sesuai dengan materi sebagai contoh dalam penggunaan aplikasi Cake

Langkah 3. Membimbing Para Siswa

- a. Guru meminta siswa untuk menemukan pasangan berdiskusi
- b. Guru memberikan sebuah kata kunci tentang video offer dan suggestion dan meminta siswa untuk menyaksikan bersama kemudian berdiskusi dengan partnernya
- c. Guru menginstruksikan siswa untuk memahami video tersebut dan mengidentifikasi kalimat yang mengandung offer dan suggestion
- d. Guru kemudian meminta siswa untuk mencoba fitur speaking test yang ada di aplikasi Cake untuk memeriksa level pelafalan siswa

Langkah 4. Menganalisis dan Mengevaluasi Proses Pemecahan Masalah

- a. Guru memantau diskusi kelompok dan membimbing siswa dalam menggunakan aplikasi Cake
- b. Guru memantau keterlibatan, partisipasi dan pemahaman siswa

3) Kegiatan Penutup

- a. Guru melakukan refleksi dan tanya jawab untuk mengevaluasi kegiatan yang telah berlangsung
- b. Guru menyimpulkan poin-poin penting dari hal-hal yang dipelajari kegiatan pembelajaran yang telah dilakukan.
- c. Guru menutup pembelajaran dengan membaca do'a

Pertemuan Kedua

1) Kegiatan Pendahuluan

- a. Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- b. Guru menginstruksikan perwakilan peserta didik memimpin doa.
- c. Guru menanyakan kabar peserta didik dan mengecek kehadiran peserta didik.
- d. Guru memberikan apersepsi tentang pembelajaran yang lalu dengan beberapa pertanyaan

2) Kegiatan Inti

Langkah 1. Orientasi Masalah

- a. Siswa diminta menjawab pertanyaan tentang apa yang mereka ingat dari pembelajaran sebelumnya.
- b. Siswa diminta membuka dan menggunakan aplikasi Cake

Langkah 2. Mengorganisasi Peserta Didik

- a. Siswa bekerja sama dengan guru saat pembelajaran dimulai.
- b. Siswa fokus pada video yang diberikan, dan guru memberi waktu untuk memahami video tersebut bersama kelompoknya

Langkah 3. Membimbing Para Siswa

- a. Guru membagi siswa sesuai dengan tempat duduk mereka.
- b. Guru meminta setiap pasangan siswa menonton kembali video di aplikasi Cake menggunakan ponsel pribadi siswa
- c. Guru memberi waktu kepada tiap pasangan untuk berdiskusi dan memahami video tersebut
- d. Guru bertanya tentang kalimat yang mengandung offer dan suggestion di video yang tertera

Langkah 4. Menganalisis dan Mengevaluasi Proses Pemecahan Masalah

- a. Guru memberikan umpan balik singkat tentang kemampuan siswa.
- b. Guru mengevaluasi pembelajaran dengan memberikan saran yang membangun.
- c. Di akhir pembelajaran, guru memberikan tes untuk menilai penguasaan berbicara siswa tentang materi yang telah dipelajari

3) Kegiatan Penutup

- a. Guru mengakhiri pembelajaran dengan menutup lewat doa bersama setelah pembelajaran selesai
- b. Guru mengucapkan salam penutupan setelah pembelajaran selesai

E. Refleksi

Refleksi untuk siswa

1. Apakah ada kendala pada kegiatan pembelajaran?
2. Apa saja kesulitan siswa yang dapat diidentifikasi pada kegiatan pembelajaran?

3. Apakah siswa yang memiliki kesulitan ketika berkegiatan dapat teratasi dengan baik?
4. Apa level pencapaian rata-rata siswa dalam kegiatan pembelajaran ini?

Refleksi untuk guru

1. Apakah tujuan pembelajaran sudah tercapai?
2. Apakah langkah-langkah pembelajaran sudah sesuai?
3. Apakah kegiatan pembelajaran dapat menumbuhkan sikap kreativitas pada diri siswa?

F. Assesment

1. Formatif
Penilaian Observasi
2. Sumatif
Tes Lisan (Speaking test)

LEMBAR KEGIATAN PESERTA DIDIK (LKPD)

A. Questions

Instructions :

1. Teacher asks students to find the partner
2. Respond to the following statement by using expressions “offer and suggestion” based on the topic is *shopping*
3. Discuss with your group to make a dialogue/conversation
4. Please present your result in your group firstly then in front of the class

B. Pedoman Penilaian

1. Aspek yang Dinilai

No	Evaluation	Point (1-5)				
		5	4	3	2	1
1	Vocabulary					
2	Grammar					
3	Pronunciation					

2. Kategori Skor

1. 0% -20% (Very low)
2. 21% - 40% (Low)
3. 41% - 60% (Enough)
4. 61% - 80% (Good)
5. 81% - 100% (Very good)

Jumlah skor maksimal = 100

Nilai maksimal = 100

$$\text{Nilai siswa} = \frac{\text{skor perolehan}}{\text{Skor maksimal}} \times 100$$

Padangsidimpuan, 8 Oktober 2024

Mengetahui,
Guru Bahasa Inggris

Peneliti

Roslina Hasibuan, S.Pd

Rahmida Sari

APPENDIX 3

OBSERVATION NOTE SHEET CYCLE 1

Students' Activity in Teaching Learning Process

Subject : English

Class : XI-4

Meeting : 1

[illegible]

21.	MAU				✓	✓	✓				
22.	MG			✓		✓					
23.	NK	✓								✓	
24.	NT								✓		
25.	PR		✓		✓			✓			
26.	RAY					✓	✓				
27.	RT	✓								✓	✓
28.	RA					✓	✓				
29.	RS						✓			✓	
30.	RE			✓		✓					
31.	RET		✓	✓				✓			
32.	SD						✓				
33.	S					✓			✓	✓	
34.	SM	✓								✓	✓
35.	ASR					✓			✓		
36.	AOS			✓			✓			✓	

Notes:

1. Answer question correctly
2. Dont collaborate with group/pair
3. Still noisy not ready to study
4. Stay quiet during speaking activities
5. Dont focus to the teacher's explanation
6. Feel nervous or shy to speak
7. Have trouble in pronouncing word
8. Cant use the Cake application
9. Finish speaking task in the application
10. Practice pronunciation with the application

OBSERVATION NOTE SHEET CYCLE 1

Students' Activity in Teaching Learning Process

Subject : English

Class : XI-4

Meeting : 2

No	Students	The Aspects of Observations									
		1	2	3	4	5	6	7	8	9	10
37.	AS			✓					✓		
38.	ASN						✓			✓	
39.	AF				✓						
40.	A		✓						✓	✓	
41.	AK										
42.	CM				✓						
43.	DH									✓	✓
44.	DA							✓			✓
45.	DF				✓					✓	
46.	EM									✓	
47.	EH							✓			
48.	FF				✓				✓	✓	
49.	GI				✓					✓	
50.	ISN					✓		✓			
51.	JY			✓			✓				✓
52.	JM									✓	
53.	KM		✓		✓				✓		
54.	LM	✓								✓	
55.	LA		✓								
56.	LLI									✓	
57.	MAU				✓	✓	✓				

58.	MG	✓		✓		✓					
59.	NK	✓								✓	
60.	NT								✓		
61.	PR				✓			✓			✓
62.	RAY					✓	✓				
63.	RT		✓							✓	✓
64.	RA						✓				
65.	RS	✓					✓			✓	
66.	RE			✓		✓					
67.	RET			✓				✓			
68.	SD						✓				
69.	S					✓			✓	✓	
70.	SM	✓								✓	✓
71.	ASR										
72.	AOS						✓			✓	

Notes:

11. Answer question correctly
12. Dont collaborate with group/pair
13. Still noisy not ready to study
14. Stay quiet during speaking activities
15. Dont focus to the teacher's explanation
16. Feel nervous or shy to speak
17. Have trouble in pronouncing word
18. Cant use the Cake application
19. Finish speaking task in the application
20. Practice pronunciation with the application

APPENDIX 4

OBSERVATION NOTE SHEET CYCLE 2

Students' Activity in Teaching Learning Process

Subject : English

Class : XI-4

Meeting : 3

[illegible]

21.	MAU					✓	✓			✓	
22.	MG									✓	
23.	NK	✓									
24.	NT								✓		
25.	PR				✓			✓			
26.	RAY		✓			✓	✓				
27.	RT	✓									✓
28.	RA	✓					✓				
29.	RS										
30.	RE			✓							
31.	RET			✓							
32.	SD						✓				
33.	S	✓							✓		
34.	SM										✓
35.	ASR									✓	✓
36.	AOS						✓				

Notes:

1. Answer question correctly
2. Dont collaborate with group/pair
3. Still noisy not ready to study
4. Stay quiet during speaking activities
5. Dont focus to the teacher's explanation
6. Feel nervous or shy to speak
7. Have trouble in pronouncing word
8. Cant use the Cake application
9. Finish speaking task in the application
10. Practice pronunciation with the application

OBSERVATION NOTE SHEET CYCLE 2

Students' Activity in Teaching Learning Process

Subject : English

Class : XI-4

Meeting : 4

No	Students	The Aspects of Observations									
		1	2	3	4	5	6	7	8	9	10
37.	AS					✓			✓	✓	✓
38.	ASN							✓		✓	✓
39.	AF				✓					✓	
40.	A	✓								✓	✓
41.	AK									✓	✓
42.	CM				✓					✓	
43.	DH	✓								✓	✓
44.	DA			✓						✓	✓
45.	DF	✓								✓	✓
46.	EM						✓			✓	✓
47.	EH		✓					✓		✓	✓
48.	FF									✓	✓
49.	GI	✓								✓	✓
50.	ISN									✓	✓
51.	JY			✓						✓	✓
52.	JM									✓	✓
53.	KM	✓								✓	✓
54.	LM	✓								✓	✓
55.	LA					✓				✓	✓
56.	LLI									✓	✓
57.	MAU	✓				✓	✓			✓	✓

58.	MG									✓	
59.	NK	✓								✓	✓
60.	NT								✓	✓	✓
61.	PR				✓			✓		✓	
62.	RAY		✓			✓	✓			✓	✓
63.	RT	✓					✓			✓	✓
64.	RA	✓								✓	
65.	RS									✓	✓
66.	RE	✓					✓			✓	✓
67.	RET			✓						✓	✓
68.	SD									✓	✓
69.	S	✓							✓	✓	✓
70.	SM				✓					✓	
71.	ASR					✓				✓	✓
72.	AOS									✓	✓

Notes:

11. Answer question correctly
12. Dont collaborate with group/pair
13. Still noisy not ready to study
14. Stay quiet during speaking activities
15. Dont focus to the teacher's explanation
16. Feel nervous or shy to speak
17. Have trouble in pronouncing word
18. Cant use the Cake application
19. Finish speaking task in the application
20. Practice pronunciation with the application

APPENDIX 5

Students' Speaking Mastery Score in Cycle 1

No	Students' Initial	Indicators				Total point	Test score
		Gr	Voc	Pron	Flu		
1.	AS	5	3	2	2	12	60
2.	ASN	5	4	2	2	13	65
3.	AF	5	4	2	3	14	70
4.	A	5	4	3	3	15	75
5.	AK	5	3	3	3	14	70
6.	CM	4	3	2	2	11	55
7.	DH	5	4	3	4	16	80
8.	DA	5	4	3	3	15	75
9.	DF	5	3	4	3	15	75
10.	EM	5	3	3	2	13	65
11.	EH	5	4	3	4	16	80
12.	FF	5	3	4	3	15	75
13.	GI	5	4	3	3	15	75
14.	ISN	5	3	3	3	14	70
15.	JY	4	4	3	2	13	65
16.	JM	5	4	3	3	15	75
17.	KM	4	3	2	2	11	55
18.	LM	5	4	4	4	17	85
19.	LA	4	3	2	2	11	55
20.	LLI	5	3	3	3	14	70
21.	MAU	4	3	3	3	13	65
22.	MG	5	3	2	2	12	60
23.	NK	5	4	3	4	16	80
24.	NT	5	3	2	2	12	60
25.	PR	4	3	3	2	12	60
26.	RAY	4	3	2	3	12	60
27.	RT	5	4	4	4	17	85
28.	RA	5	3	3	2	13	65
29.	RS	4	3	3	4	14	70
30.	RE	5	3	3	3	14	70

No	Students' Initial	Indicators				Total point	Test score
		Gr	Voc	Pron	Flu		
31.	RET	5	4	3	3	15	75
32.	SD	5	4	3	3	15	75
33.	S	4	3	3	2	12	60
34.	SM	5	5	4	4	18	90
35.	ASR	4	3	2	2	11	55
36.	AOS	5	4	3	3	15	75
Total		170	125	103	102	500	2500
Mean Score		4.72	3.47	2.86	2.83		69.44

APPENDIX 6

Students' Speaking Maastery Score in Cycle 2

No	Students' Initial	Indicators				Total point	Test score
		Gr	Vocab	Pro	Flu		
1.	AS	5	4	3	3	15	75
2.	ASN	5	4	3	3	15	75
3.	AF	5	4	3	4	16	80
4.	A	5	4	3	4	16	80
5.	AK	5	4	3	3	15	75
6.	CM	4	4	4	4	16	80
7.	DH	5	4	4	4	17	85
8.	DA	5	4	4	3	16	80
9.	DF	5	4	4	4	17	85
10.	EM	5	3	4	3	15	75
11.	EH	5	4	4	3	16	80
12.	FF	5	4	4	4	17	85
13.	GI	5	4	4	4	17	85
14.	ISN	5	4	3	4	16	80
15.	JY	5	4	4	3	16	80
16.	JM	5	4	4	4	17	85
17.	KM	4	4	3	3	14	70
18.	LM	5	5	4	4	18	90
19.	LA	4	4	3	3	14	70
20.	LLI	5	4	4	3	16	80
21.	MAU	5	4	4	3	16	80
22.	MG	5	4	3	3	15	75
23.	NK	5	4	4	4	17	85
24.	NT	5	4	3	2	14	70
25.	PR	5	4	3	3	15	75
26.	RAY	5	4	3	3	15	75
27.	RT	5	5	5	4	19	95
28.	RA	5	4	4	3	16	80
29.	RS	5	4	4	4	17	85
30.	RE	5	4	4	3	16	80

No	Students' Initial	Indicators				Total point	Test score
		Gr	Vocab	Pro	Flu		
31.	RET	5	4	4	4	17	85
32.	SD	5	4	4	3	16	80
33.	S	5	3	4	3	15	75
34.	SM	5	5	5	4	19	95
35.	ASR	5	4	3	3	15	75
36.	AOS	5	4	4	3	16	80
Total		177	145	133	122	577	2885
Mean Score		4.91	4.02	3.69	3.38	16.02	80.13

APPENDIX 7

TRANSCRIPT OF STUDENTS' TEST IN CYCLE 1

Group 1

AS : Hello, let's go to the zoo in this Sunday?
AK : That sounds fun! What animals do you want to see?
KM : I want see snake and crocodile
MAU : I love see the monkey, it fun
AS : What time we go?
AK : How about at 10? Dont worry i'll bring water for us
MAU : Perfect, I am bring food

Group 2

ASR : Hello, how are you?
NT : We are good, what happen today?
JM : Let's go the photo studio. We must have the good pictures
CM : It good, let's go after school
JM : Do you agree we go after school?
ASR, NT, CM : Agree
JM : Okay, dont forget to bring our beautiful clothes

Group 3

ISN : How about a trip to the beach this weekend?
PR : Good good. Which beach we go?
MG : Let's go to Pangandaran. I listen it is beautiful there.
RA : I love place! We can swim and relax
ISN : Let's go in the morning. What time we meet?
PR : How about 7 AM?
MG : Perfect! I bring food
RA : Perfect! I bring drink.

Group 4

SD : Hi everyone! What do you do in the weekend?
RET : Just stay at home and play the phone
DH : How about we are going to Sibio bio? I think it's really bored if stay at home
AF : It's good. What can we do there?
SD : Look the nice views and now it has new homestay
RET : Yes, i know it, and we can take many pictures there
DH : How about we bring some snack? So we are going to do picnic. It's very refreshing
AF : Wah, i'm excited go to Sibio bio

Group 5

DA : Hi everyone! Are you planning to trip?
RT : I think about we're touring, any interested?
AOS : Yes, it's so amazing. I'd love to join
GI : How about we make group trip? We're close to explore many places together
DA : That's a great idea, I can tell we should visit forest
RT : Maybe we can offer a villa for browsing when we look for places to stay
AOS : I love that suggestion, it will do so much fun to have our adventures
GI : That's all looking for option that this trip is going to be happy

Group 6

EH : Hey, let's go to the beach for the holidays! What do you think?
ASN : That's a great idea! Which beach should we visit?
LA : How Sibolga? It beautiful beaches and nice
LLI : Sibolga sounds perfect! We can relax on the beach and enjoy
EH : We can stay in a villa near the beach. It is comfortable
ASN : Yes and we can also visit other places around there

Group 7

EM : Good morning
DF : Good morning, are you all going somewhere?
JY : Yes. We going to city to buy and lunch
FF : That's right, do you want to join with me?
EM : Yes sure, if you dont mind
DF : Do you bring your motorcycle?
EM : Yes, i do
JY : We go to at 12, dont forget use sunscreen. Today very hot
FF : Yes, of course. Dont forget to use jacket

Group 8

LM : Hey, guys! I've been thinking about our semester vacation. Any ideas?

NK : How about we go to a Toba lake?

SM : That nice. I heard Danau Toba is beautiful. We can explore the island of Samosir.

A : I agree! And we could rent a boat.

LM : I love the idea. But what about the budget

NK : I think it's affordable if we plan well. We can ride motorcycle.

SM : That's a good plan. I can check for cheap homestay

A : Yes, and we should definitely visit the traditional Batak villages.

SM : Sounds like a perfect plan! Let's plan from now

Group 9

RS : Hey, friends! How doing today?

S : I'm good, thanks. Just tired little. How about you?

RE : I'm great! I was thinking it's so hot today. It would be nice to swim

RAY : Same here! It's the perfect weather for swim.

RS : Hey, want go to swimming pool this afternoon

S : It fun. Where pool we go?

RE : Let's go to the one near the park. It is nice

RAY : I love pool. We can swimming and relax

APPENDIX 8

TRANSCRIPT OF STUDENTS' TEST IN CYCLE 2

Pair 1

AK : Hello, are you looking to buy something special today?
PR : Yes, i need some clothes, any ideas?
AK : How about the store near the school? They have unique styles
PR : Good idea, Should i look at t-shirt first?
AK : Yes, I recommended there
PR : Thank you, Andi.
AK : You're welcome

Pair 2

CM : Hello, good morning
RAY : Good morning, Chelsea.
CM : Where do you want to go?
RAY : My shoes has broke. I want to buy new shoes
CM : I can going with you if you want
RAY : Thank you chelsea, but I go with my mom
CM : No problem. I recommend you go to Plaza buy shoes. They has many discount
RAY : Thank you, Chelsea
CM : Yes, Raffi

Pair 3

AS : Hi Agnes, are you planning a trip soon?
AOS : Yes, I am. Do you have any suggestion?
AS : How about the beach?
AOS : That sounds great! Should I stay in a hotel?
AS : I suggesst staying at homestay. It's cheaper
AOS : Good idea, thanks for the suggestion
AS : Anytime. Have fun!

Pair 4

ASN : Hello, how are you?

MG : I'm good, how about you?

ASN : I'm fine. Are you going shopping today?

MG : Yes, any ideas on where to go?

ASN : Try new mall, they have good deals

MG : Good ideas. I want to buy clothes. Do you want to come with me?

ASN : Sure. I can help you find beautiful clothes

MG : Thanks, Alf.

ASN : You're welcome

Pair 5

AF : Hello

NT : Hi Fatta

AF : Do you free today?

NT : Yes, i do. What happen Fatta?

AF : Do you want to go with me to buy gift for my mother? Today is her birthday

NT : Sure, I recommendation you to buy in DIY. They have a sale going on

AF : Wow, sounds good. Thank you Hayati

NT : I love to help

Pair 6

LM : Yes, I need new shoes too. Where do you want to go?

SM : I don't know. Do you have any ideas?

LM : How about the mall? They have a sale. Maybe you can find a good jacket.

SM : That's a good idea! Should I get a leather jacket or a normal one?

LM : I think a normal one is better. You can wear it more often.

SM : You're right! Do you want to get coffee before shopping?

LM : Yes! Should we go to the café near the mall?

SM : Okay! I can give you a ride if you need one.

LM : Thank you! That would be nice.

Pair 7

RT : Hi, Nadia, I'm thinking about going on a trip. Do you want to travel with me?

NK : That good. Where do you want to go?

RT : I'm not sure yet. Do you have any ideas?

NK : How about going to the beach? It's relaxing and not too far.

RT : That's a great suggestion! Should we stay for one night or two?

NK : I think two nights would be better. We'll have more time to enjoy.

RT : Good idea! Should we drive or take the train?

NK : I suggest we take the train. It's easier and more comfortable.

RT : I agree! By the way, I can book the tickets if you want.

NK : Thanks for the offer! That would be really helpful.

Pair 8

DA : Excuse me. Could you help me?

RA : Of course. How can I help you?

DA : I am looking for sweater

RA : What size do you wear?

DA : Medium I think

RA : Here. Do you like this one? I think you are beautiful use this one

DA : It is pretty. Can I try it?

RA : You can try it on the room there

Pair 9

DH : I am going to the market

RS : What do you want to buy?

DH : I want to buy bread, egg and milk. Do you have idea what else?

RS : I think you buy chicken

DH : Any else?

RS : Maybe juice

DH : Okay, thank you

Pair 10

GI : Hey, do you know about sale at mall?

RE : Really? What store?

GI : Mostly clothes and shoes

RE : Good. I need new jacket. Can we go together?

GI : Sure. We can get extra discount if we buy together

RE : Alright, how if we check online first for more discount?

GI : Great idea. Then we can review before buy

Pair 11

EH : Good afternoon. Can I help you with anything?
MAU : Afternoon. I am looking for shirt. Do you have any in blue?
EH : Yes, here are some options for blue shirt. You can try
MAU : Alright. I try this one. How much?
EH : It is 100.000 Rupiah
MAU : Alright, i pay this one
EH : Thank you

Pair 12

EM : Hello, how much this shoes?
RET : It is 150.000 Rupiah. We have other colour if you want
EM : No, thank you. I just want this
RET : What size?
EM : 39. Can i try first?
RET : Of course. Let me get your size
EM : This fit. I take this shoes. I pay
RET : Sure, thank you so much

Pair 13

FF : Hello. I want you go to swimming pool. Do you want to join with me?
SD : Sure if you dont mind
FF : Do you know the near from here?
SD : How about the Kaisar pool? It is clean and beautiful
FF : Good idea. Should i bring snack?
SD : Yes. I suggest bring snack and water
FF : Thanks for tips. Lets go

Pair 14

ISN : You have new dress. Where did you buy it?
S : Thank you. I buy in online shop
ISN : Your dress is beautiful. I want to give the dress like you to my sister
S : Should I give the name of store? I will share you later
ISN : Wah thank you. It is very helpful for me. Because I'm so confused to choose.
S : I can help you to choose if you want
ISN : Thank you

Pair 15

JY : Excuse me. Do you know how to get to Toba lake?

JM : Of course. From here you can take a bus to Parapat

JY : Oh. How long the bus go there?

JM : It is usually around 4 or 5 hours from here.

JY : Thank you. There is the specific bus?

JM : Yes, look the bus say "Parapat" or ask to bus station

JY : Got it. Thank you

JM : No problem

Pair 16

KM : Hallo, I look tiktok there Mikie Holiday. You know where is it?

LLI : It's locate in Berastagi. I have go there

KM : I really want to go there. How much prize?

LLI : I check last its around 100.000 Rupiah for adults. But prize can change

KM : Thank you for information

LLI : Yes. Hopefully you can go there

APPENDIX 9

DOCUMENTATION

Cycle 1



The researcher gave greetings to open the class



The researcher gave brainstorming that regarding the topic to be discussed



The researcher introduced the Cake application and showed how to use it





The researcher explained the material and did the process learning by using Cake application





Students did the test with the group

DOCUMENTATIONS

Cycle 2





The researcher did the learning process by using Cake application





Students tried speaking test feature in Cake application





Students did the test with the pair

CURRICULUM VITAE



I. Identity

- 1. Name : Rahmida Sari**
- 2. Reg. Numb : 20 203 00049**
- 3. Gender : Female**
- 4. Place/Birth : Pijorkoling, 15 June 2002**
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- b. Mother's Name : Yusnawati Siregar**

III. Educational Background

- 1. Elementary School : SD Negeri 200515 Perumnas Pijorkoling**
- 2. Junior High School : MtsS Al Ansor Manunggang Julu**
- 3. Senior High School : MAS Al Ansor Manunggang Julu**
- 4. University : UIN Syekh Ali Hasan Ahmad Addary
Padangsidempuan**

VALIDATOR LETTER

I am the one who signed this letter.

Name : Roslina Hasibuan, S.Pd.

Job : English Teacher at SMA N 5 Padangsidimpuan

Has provided a student speaking test guide sheet to complete the research entitled:

“Improving Speaking Mastery by Using Cake Application Media at the XI Grade Students of SMA N 5 Padangsidimpuan”

Arranged by:

Name : Rahmida Sari

NIM 20 203 00049

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department

The input that I have given as follow:

1. Lesson Plan
2. Instrument Speaking Test
3. Instrument Observation Sheet

With hope, the input and assessment that given can be used to complete in obtaining the quality of guidelines for good test.

Padangsidimpuan, 15 Oktober 2024

Validator

Roslina Hasibuan, S.Pd.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
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Nomor : B /Un.28/E.1/PP.00.9/10/2023
Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan
Pembimbing Skripsi**

Oktober 2023

Yth.

- | | |
|-------------------------------------------|------------------------|
| 1. Dr. Hamka, M.Hum | (Pembimbing I) |
| 2. Sokhira Linda Vinde Rambe, M.Pd | (Pembimbing II) |

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Rahmida Sari
NIM	: 20 203 00049
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: Improving Speaking Mastery by Using Cake Application Media at the XI Grade Students of SMA N 5 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik
Dan Kelembagaan

Ketua Program Studi
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23 September 2024

Nomor : B-6338/Un.28/E.1/TL.00.9/09/2024

Lampiran : -

Hal : Izin Penelitian

Penyelesaian Skripsi

Yth. Kepala SMA N 5 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	: Rahmida Sari
NIM	: 2020300049
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Perumnas Pijorkoling

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul " **Improving Speaking Mastery by Using Cake Application Media at the XI Grade Students of SMA N 5 Padangsidimpuan**".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan


Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
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PEMERINTAH PROVINSI SUMATERA UTARA

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Kode Pos : 22725

SURAT KETERANGAN

Nomor : 423.4/340/SMA.5/MH-2024

Sehubungan dengan surat dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan dengan nomor : 6338/Un.28/E.1/TL.00.9/09/2024, tanggal 23 September 2024, tentang izin penelitian, bersama ini kami sampaikan bahwa :

Nama : **Rahmida Sari**
NIM : 2020300049
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Perumnas Pijarkoling

Adalah benar telah menyelesaikan penelitian di SMA Negeri 5 Padangsidempuan dengan judul skripsi :

IMPROVING SPEAKING MASTERY BY USING CAKE APPLICATION MEDIA AT THE XI GRADE STUDENTS OF SMA N 5 PADANGSIDIMPUAN

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.



Oktober 2024

SAHMARDAN, S. Pd
NIP. 19690226 200212 1 006

Tembusan :

1. Dekan
2. Yang bersangkutan
3. Peringgal