

Teachers' and Students' Perception on the use of Cake Application toward their Speaking Skill on Merdeka Belajar Era

Silva Anggreini¹⁾, Musiman²⁾, Dyah Sih Pratiwi³⁾

¹⁾Universitas Muhammadiyah Lampung, Indonesia
silfaanggeraini@gmail.com

²⁾ Universitas Muhammadiyah Lampung, Indonesia
mus.um.lampung@gmail.com

³⁾ Universitas Muhammadiyah Lampung, Indonesia
sihpratiwi90@gmail.com

Abstract:

This research aims at finding the perceptions of teachers and students about the use of cake applications on English speaking skills. The method applied in this research is descriptive qualitative which is presented in the form of a proportion diagram. The data collecting technique of this research used observation, questionnaires, and documentation. The researcher did direct observation one of junior high school in Bandar Lampung both in the class and out class. The questionnaires of this research used the four most alternative answers, namely strongly agree, agree, neutral and disagree. The questionnaires consisted of 10 numbers questions. The documentation technique were the documentation of score English Speaking skill from 10 English teachers before giving the cake application. Participants in this research were 40 students one of junior high school in Bandar Lampung and 10 teachers one of junior high school in Bandar Lampung. This research used 9th grade class. Based on the research results obtained, result of the 10 questionnaire question, an average of 78% of students agreed that the cake application can help English speaking skills and 85% of teachers agreed that the cake application can help the class be more active in learning. It showed that most teachers and students agree with the learning method using the Cake application. The students were more interested in English learning. The students felt enjoy and fun learning English using the Cake application. Therefore, this research found that the variety of teaching method gave positive effect for the students.

Keywords: *Perception, Cake Application, Speaking Skill*

1. INTRODUCTION

In conventional learning patterns, the teacher as the only source of information, where the teacher explains and students listen, is now being abandoned. Currently the cycle is starting to switch to learning media-based methods. Information media distributors that can be used in the learning process are called learning media. Azhar revealed that learning media is a tool in the learning process instructional in nature which can stimulate students' desire to learn (Lim, D. S., et.al, 2010). Learning is a process that students engage in to increase their knowledge, develop certain skills, and change their attitudes. Changes in behavior and student learning outcomes are indicators of learning success. The success of learning activities depends on the motivation of the pupils. According to (Puspitarini et al., 2019) motivation can be defined as the encouragement of students to participate in learning activities, maintain the continuity of the learning process, and offer guidance during the learning process in order to fulfill learning objectives. Motivation to study is

one of the essential components in reaching learning objectives. Learning motivation will encourage students to continue their studies. Speaking skills are skills that need to be practiced more by students. Repeatedly doing the practice, the better they can speak English fluently. They need to create good communication in conveying their thoughts. Meanwhile, (Barrass, 2006) explains that good communication skills are needed in everyday life, in studying, and in any career based on these studies. Some students cannot use their time wisely in using English speaking skills. They tend not to practice anymore in everyday life after learning English.

Based on the experience of researchers while doing internships one of junior high school in Bandar Lampung, researchers found problems with students' low English speaking ability, Students struggled to communicate in English and did not know how to respond to teachers inquiries when they were asked to practice dialogue in front of the class. Students are also unable to carry a natural dialogue. The topic, major concept, and other details from the text are not well captured. In fact, there are also many students who are not interested in learning English, this happens because of the lack of learning media and boring teaching routines. Given the aforementioned information, the teacher must be able to come up with creative solutions that can remove the students' barriers when dealing with their speaking issues. Considering that we are currently on the cusp of a technological revolution. So that researchers are interested in identifying learning English speaking skills using information technology in the era of independent learning, Specifically, the cake application.

The newest and most well-liked Android app was created in South Korea, and it is called Cake. This program is designed to make it easier for users to speak English more fluently. This application can give its users confidence and skills to speak powerfully on stage, in class or in front of society or in everyday life. (Sari et al., 2022) says this cake app caters to its users listening to them record, it can lot of fun. The most well-liked English language instruction program, Cake, demonstrates how to apply a word from a movie that would be quite helpful in everyday life. (Yanthi, 2020) Users of Android or iOS can download the free Cake application to learn English.

This cake application helps students to speak English well, by viewing videos or photos in the speaking feature. Cake applications have been around for a long time and are in great demand among students, presented in the form of small pieces or films including short conversations or films or animated material when we use them. Where videos are also presented interactively, such as with clear subtitles and complex elements of repetition of words. In order to apply these speaking skills, we need to know effective ways to make it easier for students to learn to speak English, this application is very unique because of the presentation of short videos, which ensures that students are not confused between words in the dialogue. stories about memories of experiences expressively and confidently in their learning activities. In addition, there are several advantages to learning to speak through the cake application; this app is suitable for improving speaking skill because its main feature is speaking course; In addition, this app informs teachers and students of several videos from various channels that teachers and students can watch and practice speaking with keywords. Teachers can use this application to teach speaking skills because it allows teachers to assess students' pronunciation, teachers can more easily determine whether they have good pronunciation or not. This cake application has several levels, starting from basic to advanced. Based on the above understanding, the researcher can conclude that the use of cake applications in learning activities can provide an understanding of speaking English and help provide updates in the learning strategies

applied by the teacher in class. (Asmah & Idayani, 2022) As for one of the factors that determine how the learning system uses online networks, namely the existence of infrastructure that can support students and teachers in the teaching and learning process, including internet access and quality internet connections. so that the use of the application can be smoothly used by teachers and students. The use of cake applications in the learning process has clearly provided many good benefits.

Experts put forward their respective definitions of learning media. Learning is a reciprocal activity between students and educators and teaching materials in a learning environment. Meanwhile, Yusuf hadi Miarso in Wilson & Sutrisno (2022) states that learning is an effort that is carried out automatically conscious and controlled to educate by setting goals in advance implementation. It is important for educators, in this case English teachers, to be capable of mixing and matching learning methods with media according to the needs of students, so that the teaching objectives are achieved.

Some research on the effect of technology on student motivation conducted by Badejo & Chakraborty (2022), focuses on teachers adapting to the current lifestyle so they have to find methods of combining and utilizing forms of technology in the classroom, not only at the level of motivation, but also at the level of Instructional, students will be more motivated to learn when learning methods follow the methods they are used to, without reducing the substance of what is learned. While research conducted by Wilson & Sutrisno, (2022), researchers use information from the Cake Application to produce interesting content. Dialogue-style questions and answers form part of research designs for various themes.

(Abugohar et al., 2019) Smartphone applications as a teaching tool for improving tertiary learners' speaking abilities: perceptions and practices. In order to develop the oral skills of Saudi tertiary students, this study intends to examine teachers' perceptions of using a set of three different smartphone applications as a recommended teaching method and their actual practices in the classroom by comparing perceptions to real classroom activities. The information for this study was gathered utilizing a mixed-mode approach using two data collection tools: an electronic questionnaire created on the Survey Monkey platform and encoded data from focus group discussions. nowadays, using smartphones in language classrooms is a great tool for improving EFL adult learners' speaking skills in terms of confidence, correctness, and fluency because of the mobility of devices, availability of a variety of applications, and the Internet in most areas of the world. This study used quantitative methods focus group talks and self-designed questionnaire forms and content were employed as data collection tools. The computerized questionnaire, which was utilized to gather data, has 29 click-and-go items. The questionnaire was broken up into three sections, each of which focused on a different aspect of using smartphone applications to enhance oral performance in EFL adult learners. The first section's five questions asked participants' demographic questions, the second's twelve rating questions looked at teachers' perceptions, and the third's twelve rating questions looked at teachers' actual practices.. There were two main domains in the questionnaire – perceptions, and actual practical practices. Based on the data gathered led to the conclusion that, despite EFL teachers' generally positive assessments of smartphone applications used to enhance adult learners' speaking abilities, classroom processes reveal weaknesses and a lack of real-world experience. The study offers pedagogical advice for creating, utilizing, and using smartphone applications to teach oral skills as well as for educating teachers and students on how to utilize them effectively. (Yanthi, 2020).

The Use of Cake Application in Teaching Speaking to Senior High School's Students which is title of this research student from Universitas in Bogor, this study focused on finding the goal is to create an efficient teaching method that makes use of technology. It is essential for a modern educator to be able to integrate a teaching strategy with the right media in order to achieve the aim of teaching and learning effectively while also making it engaging. This essay examines the use of the Cake application to teach speaking to senior high school students. The goal of this study was to find out if speaking skills were taught to senior high school students using the Cake application and what the students thought of it. The methodology employed for this study was qualitative. Data was gathered by observation, a questionnaire, and interviews. The study's participants were the 36 students enrolled in science one in the tenth grade at SMA PGRI 3 BOGOR. The data was gathered using surveys, observations, and interviews. Learning becomes more pleasurable as a result of the programs, which also improve students' passion and speaking skills as well as their self-confidence.

(Ananda, 2019) Improve Students' Speaking Skill Through Cake Learn English for Free App, which is title of this research Technology has been part of education, since technology can gives a lot of information and knowledge many educators that prefer using technology as media in their teaching learning process. Using technology in education is expected to help students faced this globalization era. In this globalization era English has become an international language that Indonesian students have to learn about English. Technology also can improve students' English skills. There are so many APP that can help students to improve their skill. This essay discusses how students' English speaking abilities can be enhanced by using the Cake - Learn English for Free APP. Three domain aspects of this APP include: Repeat each expression, review it in a pop quiz, and then move on to the tips and tricks section. The knowledge you will gain from this essay will include: 1) the definition and methods of teaching speaking; 2) the features of the Cake Learn English for Free APP; 3) the application of the Cake APP to the speaking skill; and 4) an example of teaching materials and methods for speaking skill using the Cake - Learn English for Free APP.

Based on some of the previous studies above, researchers can conclude that the use of cake applications in learning activities can provide an understanding of speaking English and help provide updates in the learning strategies applied by teachers in class. The use of cake applications in the learning process has clearly provided many good benefits, researchers are interested in conducting this research. The difference between this research and previous studies lies in the object, subject and time of the study. In this previous study, the aim was to find out whether speaking skills were taught to high school students using the Cake application and how students felt about it. The methodology used for this research is qualitative. Whereas in the research that the researchers carefully focused on how the perceptions of teachers and students towards the use of the cake application. As for the subjects in this study, not only students but also teachers were involved as subjects. then from the pre-research results found by researchers encouraging researchers to then conduct research on teacher and student perceptions about the use of Cake Applications on their Speaking Skills in the era of independent learning.

2. METHOD

In this study, the descriptive qualitative method was used. depending on (Sugiyono, 2013) who asserts that such study is descriptive qualitative. It suggests that words rather than numbers were used to collect the data. But then, (Nassaji, 2015) made the claim that the goal of qualitative research is to gain understanding of a particular phenomenon by the collection, examination, and interpretation of vast narrative and visual data.

The sample of this research were teachers and students one of junior high school in Bandar Lampung. The were 40 students and 10 teachers. This research used observation, Questionnaire and documentation for collecting the data. Observation is a data collection method used by researchers to observe or record events through direct testimony, generally a researcher can be a participant or observer who witnesses or observes the subject of the events under study. In the observation, the researcher used a type of visual perception, that is, seen personally the interactions and learning environments that occurred between teachers and students within and outside of the classroom. The data that researchers collect in observation include (1) Observation of the research location; (2) Observation on the use of the Cake application for teachers and students.

Questionnaire is an instrument used in data collection. According to Arikunto Suharsimi, (2013) questionnaire is a set of written questions that will be given to respondents to gather information. Questionnaire data will be explained descriptively to answer research questions. In collecting data, questionnaires will be distributed using the Google form as a research instrument. This is done to find knowing the perceptions of teachers and students in the use of cake applications on English speaking skills. The number of questions used is 10. Teachers and Students will be given several statements to choose from, with the most common answers being "strongly agree", "agree", "neutral", and "disagree".

The following steps were taken: (1) The researcher will invite students who are the research samples to join the WhatsApp group that is used to share the Google Form link. (2) The researcher will share a google form link containing a questionnaire to students through the WhatsApp group. (3) After the Google Form link is shared, the researcher will explain in advance how to fill out the questionnaire to students. (4) The researcher will wait until all of the students have completed the Google Form questionnaire. (5) After the students have finished filling out the questionnaire, the researcher will begin to collect data from the Google Form. (6) Then the researcher will start to analyze the data that have been obtained from the students.

It is common practice for researchers to document their examinations of written materials such books, magazines, documents, regulations, conference minutes, diaries, and so forth to obtain complete information. Researchers in conduct research using auditory perception by using documentation media in the form of screenshots of their photos. The data that researchers collect in the documentation include: (1) Research documents, (2) Pictures. The analytical method used is qualitative, namely inputting data obtained from the action, then carrying out a qualitative descriptive analysis of all data related to the problem to be studied, researched, collected, analyzed and classified.

The researcher collected the research data and then evaluate it to determine the answers to the research's clear questions. According to Umar Sidiq, et al (2019) Techniques for data analysis include data reduction, data visualization, and conclusion drawing, as follows: (1) Summarizing, finding out what is felt and considered important, and focusing on these things is part of data reduction. The intended result will serve as

each researcher's direction during the data reduction procedure. Its main emphasis is on the qualitative research's findings. (2) Data Display After the data has been successfully reduced, the next step is to data view. In-depth qualitative investigation process of presenting data can be done using short summaries, charts, relationships between categories, flowcharts, and other visual aids. (3) Making a Choice The third stage of Miles and Huberman's analysis of qualitative data technique is reaching a decision and confirming it. If there is insufficient evidence to support the following round of data collecting, the initial conclusions will change. However, if the original conclusion is supported by reliable and consistent evidence when the researcher returns to the field to collect data, then the initial conclusion is a credible conclusion.

The following steps used to analyze the data: (1) The first step involved researchers reading and collecting all of the students' responses to the surveys on Google Form. (2) The second step, the data obtained in the questionnaire will be made in the form of a descriptive and given an explanation in the form of frequency and percentage. (3) The researcher needs to put into a table whether the result of the questionnaire is in the "strong agree," "agree," "neutral," and "not agree" category. (4) The researcher communicates and produces analytical findings about teachers' and students' perceptions of the usage of cake applications to improve their speaking ability. (5) The final step was making a choice in light of the data analysis. The researcher will draw a conclusion based on the finding once they have solved the problem topic.

3. FINDINGS AND DISCUSSION

This research used questionnaire consisted 10 questions with the four most common alternative answers namely "strongly agree", "agree", "neutral", and "disagree". The indicators used in this instrument are based on digital competence dimensions for teachers that have been validated. by Touron et al., (2018) This questionnaire was distributed to 50 respondents, namely 10 Teachers in English and 40 Students one of junior high school in Bandar Lampung The following were the results of the percentages that have been obtained. The findings and the results of the conversation were presented using a percentage diagram. All data obtained through the distribution of Google forms containing questionnaires related to teacher and student perceptions on the use of cake application which will later become a reference for the results in this research. The questionnaires distributed included general, basic and in-depth questions about the cake application and the English language. Questionnaires were given to teachers were not only English subject teachers but also given to homeroom teachers. The following percentage results have been obtained presented in diagram 1.

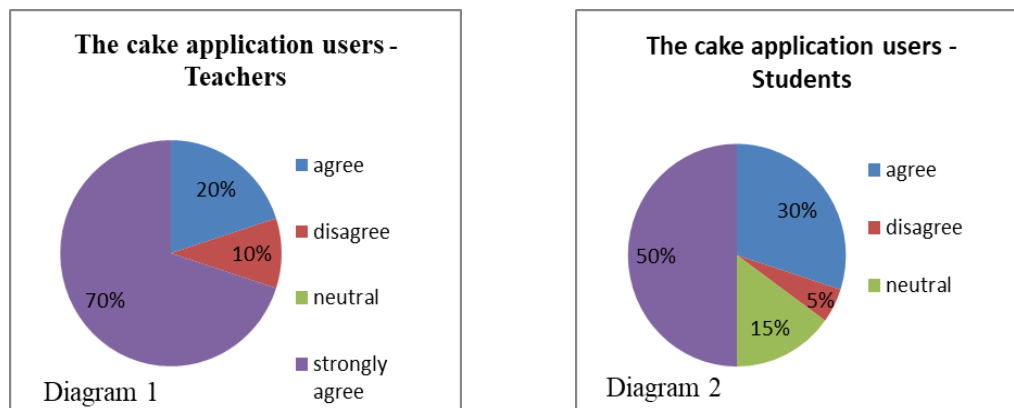


Diagram 1. Cake application user presentation diagram

In diagram 1, it showed that 70% of teachers strongly agree, 20% of teachers agree to be cake application users and 10% of teachers disagree. Meanwhile, diagram 2 showed that 5% of students disagree because they were not users of the cake application and 50% of students strongly agree, 30% of students agree, and 15% of students neutral as users of the cake application, they were interested in using the cake application. Based on the two diagrams above, it can be concluded that the majority of respondents have used the cake application.

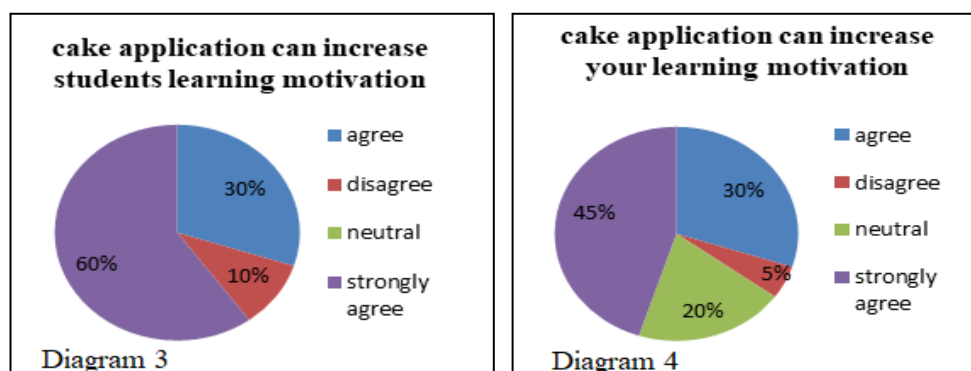


Diagram 2. Cake application percentage results diagram as learning motivation

In diagram 3 it can be seen that 60% of teachers strongly agree that cake applications can foster student learning motivation, 30% of teachers agree and 10% of teachers do not agree. While in diagram 4 it can be seen that 45% of students strongly agree, 30% of students agree, 20% of students were neutral and 5% of students do not agree. It can be concluded that most agree that the cake application can foster learning motivation.

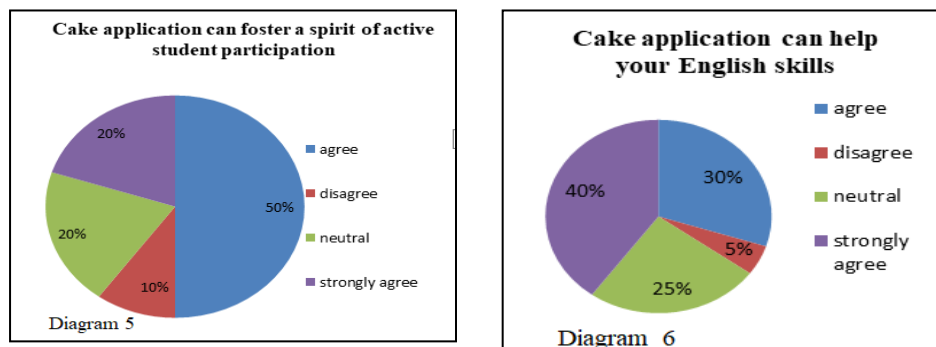


Diagram 3. Cake application percentage results diagram makes students active and helps their English speaking skills

In diagram 5 it can be seen that 20% of teachers strongly agree that the cake application can make students active, 50% of students agree and 10% of teachers do not agree. Whereas in diagram 3 it can be seen that 40% of students firmly concur, 30% of students firmly concur, 10% of students disagree and 25% of students are neutral as users of the cake application. It can be concluded that cake application users, especially students, are greatly assisted in their English speaking skills. and teachers agree that the cake application can make participants active.

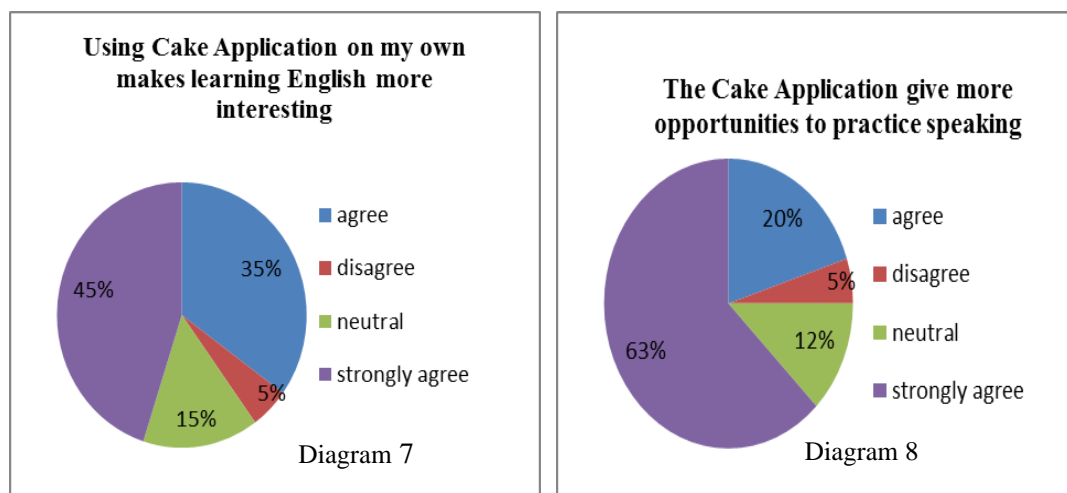


Figure 4. Cake application percentage results diagram makes students comfortable and more opportunities practicing speaking skills

In diagram 7 it can be seen that 45% of students strongly agree that the cake application can make students learning English more interesting, 35% of students agree, 15% of students neutral and 5% of students did not agree. Whereas in diagram 8 it can be seen that 63% of students strongly agree, 20% of students agree, 5% of students disagree and 12% of students were neutral as cake application give more opportunities to practice speaking. It can be concluded that the cake application users find learning more interesting and the cake application provides more opportunity to practice speaking.

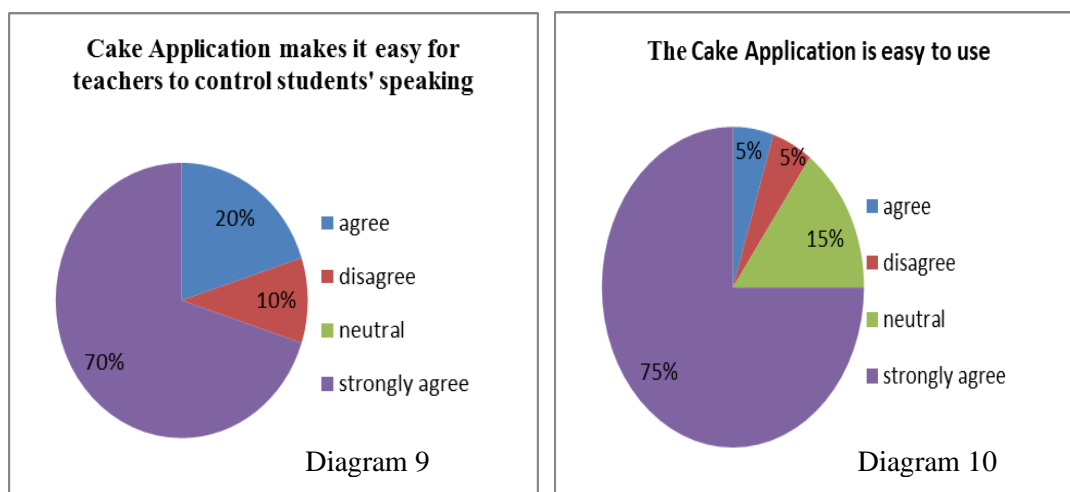


Figure 5. Cake application is easy to use and easy for teachers to control speaking students

In diagram 9 it can be seen that 70% of teachers strongly agree that the cake application makes it easy for teachers to control speaking students, 20% of students agree, 10% of students do not agree. Whereas in diagram 10 it can be seen that 75% of students strongly agree, 5% of students agree, 5% of students disagree and 15% of students are neutral as cake application is easy to use. It can be concluded that the teacher strongly agrees that using the cake application can control students' English speaking skills and students strongly agree that the cake application is easy to use.

4. CONCLUSION

Based on the data above, the researcher concluded that the average result of the 10 questionnaire questions showed that 78% of students agreed that the cake application can help English speaking skills and 85% of teachers agreed that the cake application can help the class be more active in learning. Almost all respondents stated that the teacher and students were greatly helped by the method of learning to speak English using the cake application. The use of the cake application is in great demand by students, in addition to an easy-to-use application there are also many interesting features that make student learning enthusiasm better and class conditions more interactive. The use of cake applications could improve students' speaking ability. help boost students' enthusiasm for learning English. Taking artificial intelligence-based technology to improve language, voice, and accurate pronunciation as an example. Teachers' and students' perception on using the Cake Application toward their Speaking Skill on the Merdeka Belajar Era. Merdeka Belajar is a national movement launched by the Government of Indonesia to improve the quality of education in Indonesia. This movement involves various initiatives, including technology, to achieve its goals. the use of the cake application helps teachers apply technology-based learning on merdeka belajar era. The use of the Cake application can also be used for an unlimited period of time so that it can accelerate student learning development. However, there are things that should be the focus of the teacher on the results of learning English using the cookie/technology application, namely related to the assistance from both the teacher and parents, so that the understanding of the use of the cake application is better. as expected and students not only enjoy the feature as a means of playing gadgets but are still in the realm of learning to speak English.

REFERENCES

- Abugohar, M. A., Yunus, K., & Rashid, R. A. (2019). Smartphone applications as a teaching technique for enhancing tertiary learners' speaking skills: Perceptions and practices. *International Journal of Emerging Technologies in Learning*, 14(9), 74–92. <https://doi.org/10.3991/ijet.v14i09.10375>
- Ananda, R. M. (2019). Improving Students' Speaking Skill Through Cake – Learn English for Free App. *Academia Education*, 1(1), 1–10.
- Arikunto Suharsimi. (2013). Prosedur penelitian suatu pendekatan praktik. In *Jakarta: Rineka Cipta* (p. 172).
- Asmah, F., & Idayani, A. (2022). Students' Perception and Motivation toward Online Learning at English Language Education in Pekanbaru. *ELT-Lectura*, 9(4).
- Badejo, J. A., & Chakraborty, J. (2022). The effects of technology on incarcerated student motivation and engagement in classroom-based learning. *Human-Intelligent Systems Integration*, 4(3–4), 71–80. <https://doi.org/10.1007/s42454-022-00044-8>
- Barrass, R. (2006). Speaking for Yourself. *Speaking for Yourself*. <https://doi.org/10.4324/9780203969762>
- Chairunisa, S., & Kasriyati, D. (2021). Students' Perceptions of Using Digital Product in English Class Activities at SMAN 3 Pekanbaru. *ELT-Lectura*, 8(2), 157–167.
- Sidiq, U & Choiri, Miftachul (2019). Metode Penelitian Kualitatif di Bidang Pendidikan. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9).
- Lim, D. S., Morse, E. A., Mitchell, R. K., & Seawright, K. K. *Ins* 34(3), 491–516. <https://doi.org/10.1111%2Fj.1540-6520.2010.00384.x>. (2010). No
- 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title. *Titutional Environment and Entrepreneurial Cognitions: A Comparative Business Systems Perspective. Entrepreneurship Theory and Practice.*, 564, 1–73.
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129–132. <https://doi.org/10.1177/1362168815572747>
- Prof.Dr.Sugiyono. (2013). Metode Penelitian Kuantitaif,Kualitatif dan R&D. In *Alfabeta* (Issue 465).
- Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, 4(2), 53–60. <https://doi.org/10.29333/aje.2019.426a>
- Sari, N., Abang, H., Ismail, A., & Syawal, A. M. (2022). 3 I, 2, 3. 11(1), 7–17.
- TOURÓN, J., MARTÍN, D., NAVARRO ASECIO, E., PRADAS, S., & ÍÑIGO, V. (2018). Construct validation of a questionnaire to measure teachers' digital competence (TDC). *Revista Española de Pedagogía*, 76(269). <https://doi.org/10.22550/rep76-1-2018-10>
- Wilson, A., & Sutrisno, S. (2022). Efektifitas Aplikasi Cake Terhadap Kemampuan Penguasaan Kosakata Bahasa Inggris Siswa. *Research and Development Journal of Education*, 8(1), 263. <https://doi.org/10.30998/rdje.v8i1.12093>
- Yanthi, W. (2020). The use of cake application in teaching speaking to senior high school's students. *The 2nd Bogor English Student Teacher (BEST) CONFERENCE 2020, 2017*, 165–170.