
**Students' Respond Through CAKE Application in Learning
English Pronunciation Skill**

I Gede Wila Selamat Rinata
Universitas Pendidikan Ganesha
wila@undiksha.ac.id

Abstract

In today's digital age, many students still face challenges in learning, particularly in mastering spoken English. Despite this, there's a plethora of tools available to support educational needs. Students now have access to knowledge not only through traditional books but also via smartphones, with AI-based apps emerging as a popular option in the educational landscape. This study aims to gauge student response to using the Cake AI-based application to enhance their speaking skills. Employing a mixed-method approach, the research utilized observation via the triple E rubric and interviews as data collection instruments. Participants included grade 11 students from SMA N 1 Kubutambahan. Findings suggest that this application effectively boosts student motivation and improves their speaking abilities.

Keywords: Artificial Intelligence, Speaking, Pronunciation, Cake Application

INTRODUCTION

Integrating AI-powered virtual teaching assistants into language education presents a promising solution for addressing challenges in speaking skill development. These assistants offer immediate feedback and interactive exercises, fostering dynamic learning environments that significantly enhance students' speaking abilities. Implementing this approach within the "Cake" application, which likely focuses on language learning or communication enhancement, could further enhance the learning experience. AI could analyze user data, identify language acquisition patterns, and customize the app's content to match individual proficiency levels and learning preferences. Moreover, incorporating virtual teaching assistants within the app could offer personalized guidance and exercises aimed at improving speaking skills. By focusing on speaking skills, these applications help users prepare for effective communication in various contexts, aligning with the evolving demands of technology-driven education.

Gomez (2016) stated that the online learning platform is a way to structure the instruction, which encourages optimal content organization and student interaction. Online learning platforms can reduce the workload of lecturers, improve teaching and learning process inside and outside the classroom (AS, 2011). Online learning platforms is a learning tool that brings lecturers, students, and parents have access to general resources, communication tools, and information, both inside and outside the classroom. Ouadoud (2016) stated that an Online learning platform is a software including services to assist teachers in the management of their course. Cheng (2006) claims that an online learning platform is something supplied, allowed, or mediated by electronic technology for the explicit learning purpose. Dodun (2015) proposed

that the online learning platforms are used fairly commonly in various stages of formal education processes; e-learning includes all educational circumstances where communication and information technology means are used significantly.

In the educational context, speaking ability is a crucial aspect of language skills. It serves as the primary means for students to express ideas, interact with others, and engage in the teaching and learning process (Brown, 2001). In modern curricula that emphasize communication, speaking ability receives significant attention from educators. It not only impacts verbal communication skills but also contributes to students' social, emotional, and cognitive development. Through speaking, students learn to articulate thoughts and emotions effectively, understand diverse perspectives, and collaborate in team settings. Additionally, speaking fosters the development of critical and analytical thinking skills as students formulate and present arguments or presentations logically and persuasively.

Based on initial observations at SMA N 1 Kubutambahan, researchers noted students' interest in learning English but also identified challenges, particularly in speaking skills. This issue has rendered English learning at the school somewhat ineffective. According to teacher feedback, one of the classes, specifically grade 11 9, struggles with low English scores, with many students exhibiting difficulty maintaining focus during lessons. To address this, researchers have introduced the Cake application as a teaching innovation aimed at enhancing students' English skills, particularly in speaking proficiency.

There are several studies related to Cake application to improve students speaking skills. first Fitria (2021) found that cake application was suitable, Students feel motivated during the learning process and are able to improve speaking skill . Redjeki and Muhajir (2022) found that the student have a good perception when using cake application, Because there are many interesting features related to speaking in this application. Hamdani (2022) found that cake application can improve students speaking skill, student can practice many times when using this application, and students agreed that cake application can improve their speaking skill.

METHOD

The method used CAR (Classroom Action Research), Action research, according to Kemmis and Mc Taggart (1988), is a participatory and collaborative approach to research that involves identifying a problem or an issue within a specific context and then taking action to address it. The process typically involves a cyclical sequence of planning, acting, observing, and reflecting. In action research, the individuals directly affected by the issue are actively involved in the research process. This could include teachers, students, community members, or any other stakeholders. The aim is to empower these individuals to make informed decisions and implement changes based on the research findings.

Qualitative research is typically associated with words, language and experiences instead of measurement, statistics and numerical figures (Pitriana, 2012). The data were collected through interview, and open-ended questionnaire. Creswell (2008) also explains that the number of individuals and locations being sampled varies from one qualitative analysis to the next. You might review some published qualitative studies to see what number of researchers used sites and participants. The population is also the group of individuals you want

to find out about by doing your research. Therefore, there must be populations that will be studied in performing this study

Subjects

This research conducted at SMA N 1 Kubutambahan with class XI-9 as subjects in this study with a total of 35 students. The data were collected through speaking comprehension tests, observation from triple E rubric and interview. The students were given english learning using cake application during learing procces, subsequently the finding data will be analyzed through student responses using cake application in learning speaking.

Data Colletcion Methods

In this study used three data colletcion methods namely, speaking comprehension test, observation with triple e rubric and interview through triple e framework.

A test serves as a means to enhance and evaluate student achievement, whether individually or in groups, assessing various aspects such as ability, knowledge, intelligence, and pronunciation. It aids in gauging students' comprehension of the material provided by the teacher. In this study, researchers utilized an oral test to assess the pronunciation proficiency of grade 11 9 students at SMA N 1 Kubutambahan.

The study employed two types of tests: a pre-test and a post-test. The pre-test was administered before the researcher commenced teaching pronunciation using the Cake application, aiming to establish baseline scores before the instructional process. This pre-test assessed students' initial proficiency in English pronunciation. Conversely, the post-test occurred after the learning process utilizing the Cake application, evaluating students' progress during instruction. The comparison between pre-test and post-test scores determined whether there was an improvement in pronunciation skills following the use of the Cake application. The post-test continued until students attained a minimum passing score of 75, known as KKM (Kriteria Ketuntasan Minimal), indicating satisfactory completion of the learning objectives. At the high school level, the average KKM is set at 75, thus students must achieve this score to be deemed proficient in their learning.

Researchers will administer a speaking test involving conversational topics such as asking and giving opinions, serving as both pre-test and post-test measures. This test aims to ascertain the level of student competence and address the research question: "Can the Cake application improve students' pronunciation?" Through the analysis of pre-test and post-test results, researchers will determine the efficacy of the Cake application in enhancing students' pronunciation skills..

The Triple E framework serves as a valuable tool for assessing the effectiveness of technology, including the Cake application, in achieving learning goals. This framework comprises three components: engagement, enhancement, and extension. To evaluate the effectiveness and gather pertinent data regarding the Cake application as a learning medium, researchers will employ observations utilizing the Triple E rubric.

During the observation process, attention will be directed towards the interaction between teachers and students utilizing the Cake application in the classroom. In the engagement phase, the focus will be on assessing the level of student engagement and whether the technology motivates students to initiate the learning process. This includes observing whether students remain focused on tasks or activities without undue distraction and if the Cake application serves as a catalyst for student engagement.

Moving to the enhancement segment, the role of technology in supporting both teachers and students in the learning process will be evaluated. This entails examining how the Cake application contributes to the learning process, whether it facilitates deeper understanding of the material, and whether it promotes the use of higher-order thinking skills among students.

Finally, in the extension phase, researchers will assess whether the Cake application extends learning beyond the confines of the classroom environment. This involves observing students' utilization of the Cake application in their daily lives outside of school to determine its effectiveness in supporting continued learning beyond traditional classroom settings. By focusing on these key indicators—student engagement and advancement of learning objectives—researchers aim to gather comprehensive data to evaluate the effectiveness of the Cake application in enhancing learning outcomes and achieving established learning objectives.

After conducting observations using the Triple E framework rubric, the researcher proceeded with interviews to validate data obtained, particularly in the extension section. According to Sugiyono (2016: 194), "Interviews are utilized as a data collection method when the researcher aims to conduct an initial study to identify research problems or desires to delve deeper into respondent insights." In this context, interviews were conducted to gain deeper insights into the utilization of technology both within and beyond the school environment. The objective of the interviews was also to address the third indicator concerning the efficacy of technology in supporting learning beyond the classroom. Through this approach, the research aims to provide a comprehensive understanding of the effectiveness of the CAKE App in a learning context, emphasizing student engagement, enhanced learning, and practical application of concepts in daily life.

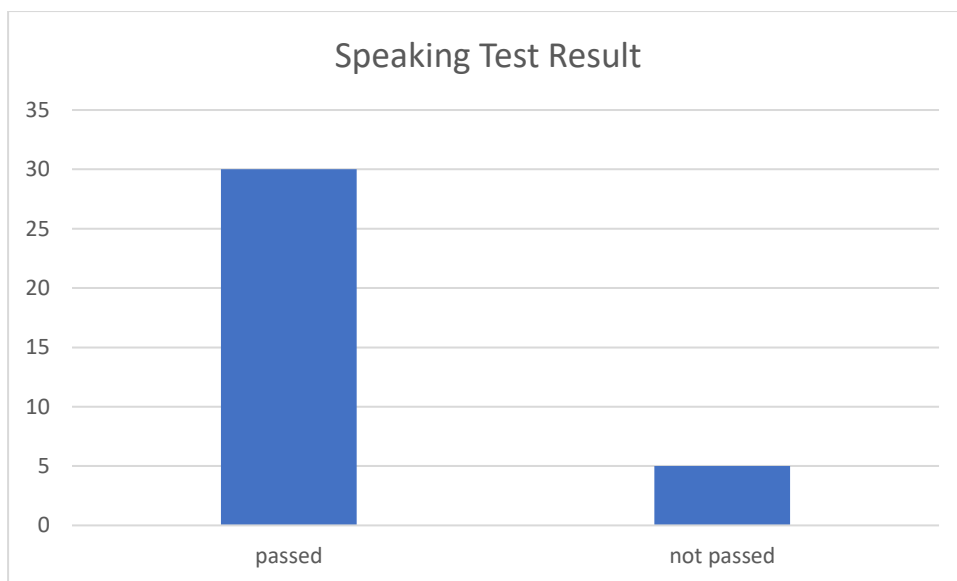
The interviews will be scheduled outside of regular class hours, involving four students: two with the highest grades and two with the lowest grades. These interviews will be open-ended to ensure students feel at ease and not pressured. Each interview will be conducted individually, with a duration of approximately 10-15 minutes. The questions posed will encompass various aspects, including the application's usage, its integration with school learning, and the perceived benefits experienced by students in their everyday lives.

Data Analysis

In this study, two types of data were collected: qualitative and quantitative. Qualitative data were gathered through preliminary observations and analyses with Triple E framework, while quantitative data were obtained from students' speaking comprehension tests.

FINDINGS AND DISCUSSIONS

Speaking Test Result



From the chart above it can be seen that 30 students passed the test and 5 not passed, the test, the researcher conclude the cake application are suitable for students because before they used this app their score in english learning was low, and after use this app the score of students improve significantly.

Observation Result

The following is the test result, during learning using cake application, it can be seen that, this application can improve students' speaking pronunciation skills.

Table 1. Test Results

Students	35
Maximum score	85
Minimum score	70
Average score	76
Student passed KKM	30
Student below KKM	5
Student classical achievement ability	85%
Indicator of success	75

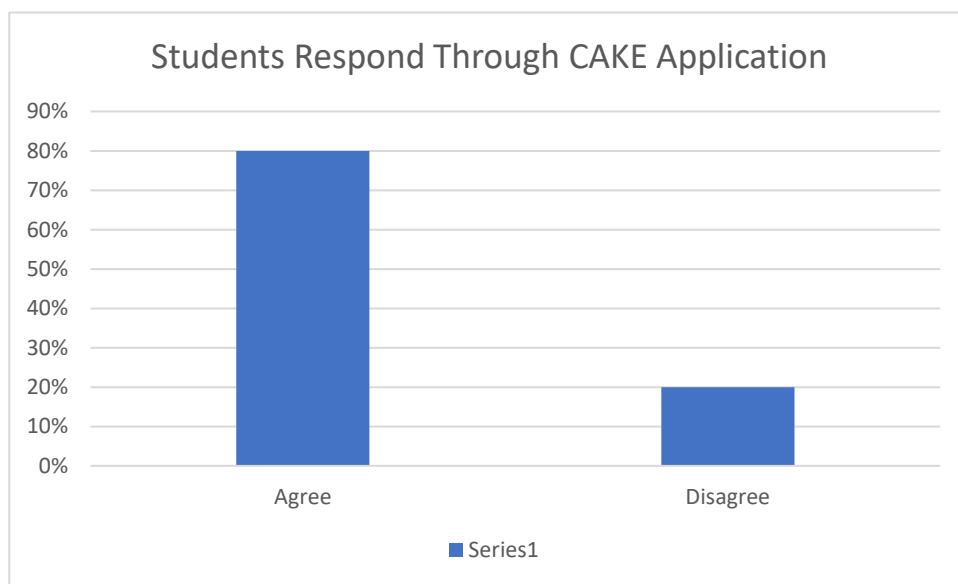
Although there are still some students who have not reached the standard score, their abilities can also be considered improved than during test, where only 30 students were able to reach KKM, and 5 other students were not, so this observation table can be proof that this application is very effective for improving students' pronunciation abilities.

Interview and Questionnaire result

Researchers process data through observations and interviews from triple E framework, so that researchers can find out whether students' extends cake application outside classroom. The results obtained from questionnaire and interviews are the students use cake applications outside school, and some of them are less likely to use this application outside of school because there are several obstacles, such as inadequate devices and connections when using cake applications outside the school environment. The use of CAKE Application outside the

classroom received some good responses from students, many students who use CAKE Application outside of study hours, according to them using CAKE Application can help them understand the material more deeply and prepare themselves if quizzes and exams are held, while students who comment that using CAKE Application at home can help them to explore new concepts that have not been discussed and this application also make students study independently.

This Cake application also cannot be used optimally by students outside the school environment due to obstacle, namely the lack of student motivation to study independently because students are tired at home, In addition, students experience bad signal problems that make them lazy to use this application at home. SMA N 1 Kubutambahan is one of the schools that implements a full day schools system so students go home around 4 p.m. This causes students to be tired and bored with the lessons they have done at school. Of course, this is supported by the results of interviews with students.



From the chart above, it can be concluded that the whole of 11-9 class was agreed that CAKE Application can improve their ability, this result provide based on before and after students learn using CAKE application, in interview students state that their ability improve dramatically, they more interested, focus, and the motivation during learning more excellent and from the chart abobe there are some students disagree about this app can improve their ability, from the gathering data, the student disagree, because they cannot use the app effectively and there are some reason, the students uses this app only during school, because there are the good internet, and some reason the student too tired to uses this at home because the fullday school. from students above, it can be concluded that students cannot use the Cake application outside of school optimally. Students have obstacles which, if grouped into 2 main problems, are internet problems (limited quota, limited network provider, limited Wi-Fi access) and free time constraints which have an effect on lack of motivation to study. So students prefer to use it in school environments and times where Wi-Fi facilities are available.

CONCLUSION

Based on the result provided, it is evident that while the CAKE application is a valuable educational tool for students of SMAN 1 Kubutambahan, student agreed that CAKE application can improve their pronunciation ability, there are significant challenges to its optimal use outside of school. Many students find the app useful for exploring additional material, taking quizzes, and preparing for classes and exams. However, the full-day school schedule leaves them too tired to engage with the app at home, and technical issues such as poor signal strength further hinder their motivation and ability to use it effectively outside school hours. Despite these obstacles, students recognize the app's benefits when they are able to use it.

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