

Honing the Speaking Skill with Cake Application in Classroom Action Research

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Abstrak

The aim of the research is (1) to find out the students problems in speaking skill, (2) to improve the students speaking skill through Cake Application at the 8th grade students of SMP Islam Al-Wathoniyah Kab. Bekasi in the academic year of 2021/2022.

The researcher applied the methodology of Classroom Action Research (CAR). There are three cycles that have to be accomplished by the researcher from Cycle I and II. The result of the research has shown up that Cake Application is able to improve students' speaking skill. This can be shown that students in eighth grade of SMP Islam Al-Wathoniyah has the average score of 72 in Cycle I and in Cycle II is 82. Based on the fact above the researcher concluded that Cake Application is able to improve the students' speaking skill at eighth grade of SMP Islam Al-Wathoniyah in the academic year of 2021/2022.

Keyword: speaking skill, cake application, junior high school.

1 INTRODUCTION

Speaking skill in English has many functions, one of them is for students to develop science, technology, culture and art, and the final objective of teaching and learning process. This oral communication would require the complex thinking of the speaker using the language. In this oral communication, some main areas in linguistics are used and applied as well as analyzed simultaneously. They are such as the aspects of vocabulary, grammar, pronunciation, fluency and understanding the context.

The speaking skill considered as the productive skill that represent the ability of students to use English language. This kind of performance would actually support the trends of education is lied on KKNi (Indonesian Working Qualification Framework) and OBE (Outcome Based Education). As it is well-known that KKNi and OBE would focus on (1) increasing quantity of human resources Indonesia with quality and international competitiveness in order to ensure an increase in the accessibility of Indonesian human resources to the national and international job markets; (2) Increasing the contribution of learning outcomes obtained through formal, non-formal, informal education or work experience in national economic growth; (3) increasing academic mobility to increase mutual understanding and solidarity and cooperation in higher education between countries in the world; (4) increasing recognition of other countries both bilaterally, regionally and internationally to Indonesia without leaving the characteristics and personality of the Indonesian nation .

Speaking Skill as the support of KKNi and OBE above can be seen as one of skills of highly priced in the global competition. This global competition would like to lift up Indonesian education achievement, particularly in English Teaching Education. Working qualification that meets the international demand is one of them acceptable level of English

as communicational activities. KKNI leads to creating Indonesian people that could face the globalization by preparing it since in the level of basic education. Speaking skill is no longer about the target of curriculum to express idea, feeling and thought but in a further reach it is for putting Indonesian people into KKNI and OBE system.

Speaking skill is interactive process which consist of producing systematic verbal utterances to convey meaning. Mastering of speaking Skill is also the single most important aspect of learning second language and success is measured in terms of ability to carry out conversation in the language. Speaking is one the important skill because this one of abilities to carry out conversation. Speaking is use for many different purposes when we use casual conversation, to make social contact with people, and describe something to other.

Teaching speaking is one part of second language learning. The ability to comuniatie in a second language cl aerly and efficiently contribute to the succes of learner in school and succes later in every phase of a life. Therefore, it is esential that language teacher pay great attention to teaching speaking.

Teaching speaking has been undervalued and english language teacher and English language teachers have continued to teach speaking just as a repetiation of drill or memorization of dialogues. Goal of teaching speaking should improve the students communicative.

Based on the researcher's preliminary, it can be find out several problems of speaking skills on grade eight at SMP Islam Al-Wathoniyah in first semester on academic year 2021/2022. Firstly, the students are shy to speak English with other students, the students feel they speak not well, the student feel shy if they make mistake when they speak English, because English is not their mother language. Firstly student feel english language too dificult, some student feel uncomfortable speak in second language.

Secondly, students have lack motivation to practice speak. In addition, most of the student not could not express themselves adequately and even found difficulty answering simple open-ended question. Student often to make the some errors even after being corrected many time by the teacher.

Thirdly, students are not being able to understand the vocabulary to speak English, the student are lack vocabulary. Student dont understand what teachears say. Student feel confused about teachers mean, they cant answer the teachers question.

Fourthly the environment does not support the student to speak English frequently, the environment here means the student outside, those people may think that the student just want to show off when they speak English. Sudent dont have partner to practice their speaking skill.

Fifthly, most of the student have grammatical problems. This make them tend to be pasive. They produce less speaking activity during the speaking session in the classroom. Grammar play significan role in the speaking practices.

Sixthly, most of the student cant understand in convey their existing ideas. The student have confused about fluency in English language. Communication is one of the implementation of language function in society as a means of carrying out of the problems. Students are not easy to speak English fluently if they only study at school generally, they will get it in real life speaking to the native speaker. But, if the school has certain rule and has good condition of school environment, so the students can learn to speak English as well.

Rather than laeading student to pure memorization, providing a rich environment where meaningful communication takes place is desired. With various speaking activities can contribute a geat deal to student in develoing basic interactive skill necessary for life. Variuos speaking activity make student more active in the learning process and at the same time make their learning more meaningful and fun for them.

There are lots of technique or media for learning English that anyone could name them. One of them is application media in the mobile application under android system called Cake Application. This application has so many features for learning English such as speaking tool to practice speaking using dialogue, watching video to enhance speaking

skills, and guess fill in the blank and comparing the right answer to help memorize each expression. The beneficial feature of this application is speaking practice that stimulate conversation with native speakers .

Online application is the fruit of technology that supports the needs of teaching and learning process. Particularly, in this new normal Mobile Assisted Language Learning is something that is commonly integrated in the classroom teaching. Smartphone applications are popular with vocabulary attainment that is crucial in the stages of English language acquisition in the non-native Muslim YELL (Youth English Language Learner) .

Integrating mobile assisted language learning is compulsory for teaching nowadays. Students should be able to use and manage both existing and emerging technologies effectively and be able to apply associated pedagogies to suit the environment, but also evaluate and manage technological advances of future and the requisite pedagogical shifts to achieve efficiency and effectiveness .

The demand of educational technology has been rising steadily, primarily due to the fact that e-learning is a huge and significantly expanding world-wide industry. Commercial e-learning companies, training departments in large companies and organizations, computer software companies and educational institutions the world over employ large numbers of educational technology specialists. There is a strong demand for technologists who understand educational theories and for instructional designers and teachers who understand technologies.

This is the age of information technology that grows rapidly throughout the decades. Teachers should be upgraded themselves with tons of information for the era of digitalization. Cake Application is trying to make it possible to learn at anytime and anywhere, learning can be created in a number of ways for the sake of speaking skill improvement on the students.

2 RESEARCH METHODS

The research used a Classroom Action Research method in conducting the research. This method of research is the application of fact-finding to practical problem-solving in a social situation with a view to improving the quality of action within it, involving the collaboration and cooperation of researchers, teachers and students.

Classroom action research is useful for the researcher who wants to understand more about teaching and learning improvement in the basis of local area. This method has been popularly and widely used in formal schools for solving a certain problem faced by the students related to the skills of English Language. Mc. Taggart introduced classroom action research for the first time. The basic conceptual of classroom action research for the first time. The basic conceptual of classroom action research include four components: 1) planning, 2) acting, 3) observing, and 4) reflecting.

Planning is a step to prepare the classroom instructional strategy to be develop in the study to solve the instructional problem. The instructional strategy has been selected based on the belief that the strategy can theoretically solve the problems. It is this strategy that becomes the focus of the study, to be prepared, to be tried out, to be revised, to be tried again until it proves effective to solve the problems.

Acting is the second step after the planning step to implement the instructional strategy that has been planned. At this stage, the researcher has mastered the instructional scenario before starting the implementation in class. The researcher at this stage is not in the process of learning how to implement the plan, nor in the process of improving the quality of teachers' performance, but in the process of actually trying out the strategy to test how much the strategy can solve the classroom problems. The researcher is recommended to collaborate with one or two other teachers of the same subjects. The collaborators observe the implementation of the plan to see how much the strategy can solve the classroom problems.

Reflecting is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem. Reflecting also shows what factors support the success of the strategy or what other problems may occur during the implementation process.

At the end of this study, the researcher concluded the result of the study by describing the real situation, according to the data obtained during the study. This study the researcher tried to use Team Game Tournament of speaking skill. The activity is done in two cycles, and each cycle consists of 4 steps, they are planning, acting, observing, and reflecting.

Classroom Action Research is a form of reflective research that conducted by the researchers themselves and the result utilized as a tool for the development of teaching skill. In this research researcher using Team Game Tournament Technique, that applied in three cycles of the action research in order to reach maximum results of leaning processes directed by the researcher who was accompanied by a collaborator teacher where the researcher conducted the research.

3 RESULT AND DISCUSSION

3.1 Preaction

The research was conducted at eighth grade of SMP Islam al-Wathoniyah Kab. Bekasi. The pre-action was conducted in August 2021. In this occasion, the researcher joined the class and observed the students' activity in the class to identify the problem. Based on the observation, the researcher found that the teacher just explained the material and give task to the students.

Teacher often give speaking practice in the classroom. But the students' speaking performance was low. They did not know how to speak correctly using the right pronunciation. They have difficulty in finding appropriate words to express their ideas then the students were lack of vocabulary mastery and less of confidence. So, there are many students could not practice speaking.

The speaking score of the students were still minimum, there were only 14 students or 35,71% students who could meet the minimum criteria of passing grade which set 70. Then from the observation found that many students still passive in teaching learning, they not motivated to practice speaking, and the students are not active ask the teacher. From the problem found in pre-cycle observation, teacher planned to use Cake application as a media in speaking online class in order to improve their speaking skill.

First, the students' pronunciation was still bad because there was no native speaker in the school. Second, the students are lack of learning resources that support learning English. Therefore, there was limitation in learning process. Besides, the students are not able to express their ideas using English. They have difficulty in finding appropriate words to express their ideas. Due to, the students were lack of vocabulary mastery and less of confidence. So, the students need native speaker to imitate how to speak English to make them sound like native speaker using Cake platform in improving students' speaking skill.

3.2 Cycle I

Planning stage began with lesson plan based on syllabus, lesson material about describing text including social function, generic structure, and grammatical language in the form of power-point, collaborator's observation sheet for students, collaborator's observation sheet for the researcher, researcher's observation sheet for students and post-test instrument and the learning activities by using zoom meeting, the material was presented about famous person.

Acting stage conducted on Tuesday, August 3rd, 2021. The researcher shared link to join zoom meeting in WhatsApp group, then the researcher did the introduction to the students and said greeting to them and then the researcher checked the students

attendance. As the principle's decision, the class may be opened for learning with health protocol and combination of online-offline.

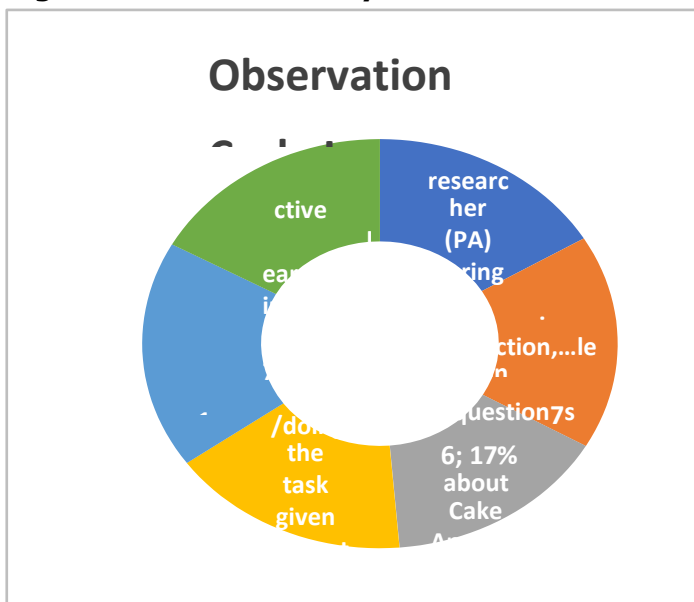
Main stage presented about descriptive text in the form of power point. Researcher presented the descriptive material about describing famous person. Then the researcher explained the material about describing a famous person and also the implementation of open discussion in terms of question-answer in learning process through online-offline class. Then the researcher gave instruction to students to do some missions in Cake application. After that, each student should make a descriptive text about their favorite famous person in the form of video/audio recording.

Researcher gave feedback for the students. Researcher and students concluded together that material. Researcher gave information about next day's material and finally, researcher closed the meeting.

In the observation, the researcher and the collaborator observed the activity when teaching and learning process are running. There were some students who came late for absent due to unstable connection joining google meeting, when all students in the zoom meeting, there were 30 students who discussed actively then the rest of 12 students did not follow the researcher's instruction by disappear during discussion process.

The following chart show the result from the observation sheets for the students, such as:

Diagram 1 Observation Cycle I



According to observation sheet, it can be seen that: *first*, 74% students paying attention to the learning process, 26% students still didn't pay attention to the researcher as it was their first time trying to apply Cake

Application in the learning process. They were busy trying to explore all the features of the application for filling their curiosity. *Second*, the percentage of active learning is 76% as the students follow the instruction actively and follow the learning process from beginning until the end. Third, it is seen that 76% students are understanding the lesson given using Cake Application as the students were able to follow the instructions. This was a good

start for the research as the sign of students' involvement was clearly seen. Forth, there is 69% of the students having questions and answers during the learning process. Fifth, the above diagrams depict that the students followed the lesson completely 81%. This means most of the students obey the teacher during the learning session. Sixth, it is clear that 76% students complete the assignment by uploading the video of speaking practice.

4) Reflecting

According to data that the students' speaking skill was quite satisfied, as there were many students could achieve the standard competency of minimum score. It meant that the researcher should do the second cycle to improve the students' speaking skill. According to the result, from the total member of students are 42 students, there were only 18 students who failed during the speaking test in Cycle I. The others 24 students were considered passed the test as they could meet standard competence. It means that the average of students speaking test of the first cycle was 72. As the criteria of successful

research mentioned previously, the percentage of passing student is 90%, meanwhile the result of Cycle I, the passing students were reach (57,1%) and failed (42,9) students. It was clear that the researcher needed 32% to gain the successful research criteria. Therefore, this research was continued to cycle II.



3.3 Cycle 2

This meeting was conducted on Tuesday, 17th and 24th of August 2021. The researcher opened the online class by greeting and checking the students' attendance list. After that researcher and students reviewed about last meeting's lesson. Then the researcher reminded the students about today's lesson was about respecting the good work and asking for idea.

The researcher shared the lesson in the form of PowerPoint and the cake application in the classroom. The researcher explained the lesson about describing respecting the good work and asking for idea, and also the implementation of open group discussion in learning process. After that, the researcher asked students to do some tasks in the Cake application. After that, the researcher asked students to have open discussion to post or even to make a short dialogue about respecting the good work and asking for idea. The researcher gave time for discussing up to 15 minutes. After the students finished discussion about the cake application and made short conversation as it was modelled, paired students practiced the speaking performance.

The researcher asked the difficulties in making the conversation about respecting the good work and asking for idea. The researcher gave feedback and corrected their vocabulary, pronunciation, grammar, fluency, and comprehension. After that, the researcher gave information about what was the next lesson. Before the class had ended, the researcher concluded the lesson and gave the students assignment to the class.

In the cycle 2, the students' participations were highly increased. There were 41 students who had good participation and follow the instruction that had been given by the researcher. The researcher carried a test to measure the understanding of the students regarding to the topic by performing conversation about respecting the good work and asking for idea. In this chart below shows the result from the researcher's observation sheets for the students:

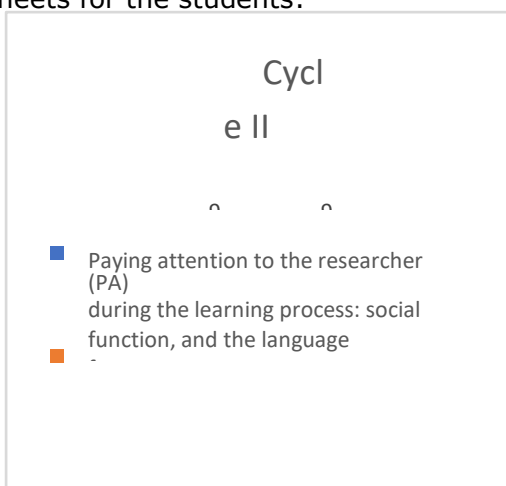


Figure 2 The Observation Result in Cycle II

According to observation sheet, it showed that: first, paying attention to the researcher (PA) during the learning process: social function, and the language features increased to 98%. Second, understanding the lesson given (UL) was 98%. Third, the students were asking questions about Cake Application (AQ) related to the description was 95%. Third, performing/doing the task given Students (PTG) in the video performance was 95%. This means almost all students posted the video and then two others had problems in their mobile phone and later on their video posted lately as the technical problem had solved. Forth, the students were following the lesson completely (FL) was 98%.

Fifth, the active learning (AL) was 100%. This means the students took part in the online and offline class actively. The teacher must make a safety feeling for students and make the atmosphere in the online class being fun and enjoyable. There was a little improvement for their vocabulary, pronunciation, fluency and grammar.

In the second cycle, there were 42 students passed. It means that the average of students speaking test of the second cycle was 82. This thing was evaluated to give better understanding.

The students who could meet standard competence during the post-test instrument with the appropriate vocabulary, grammar, pronunciation, fluency and comprehension. It was good improvement, after the researcher had modified the learning process by giving rewards such as snacks for the meeting to get the best result of their improvement.

The researcher felt that the implementation the using of Cake application in teaching speaking was successful, because Cake is an interesting application where students have a lot of opportunity to practice speaking in online speaking class. So, researcher concluded that Cake Application is an appropriate media that used in teaching speaking for students.

4 CONCLUSION

Having research which has conducted in two cycles, the researcher concluded that the students' speaking skill at the eighth grade of SMP Islam al-Wathoniyah Pebayuran, Kab. Bekasi Tangerang can be improved by the use of Cake Application for learning spoken English comprehensively.

The Cake application as teaching media especially in teaching speaking has various features that support the students' development on speaking skill. Those features are pronunciation, grammar, vocabulary, intonation, recording video, and speaking practices. It can be seen from the observations student activities in learning process and the result of students speaking skill which increased from cycle to cycle because the researcher gave rewards for students to practice their speaking skill. The student not feel shy anymore when describing their own image, indirectly they practiced speaking English when the application started with the missions. The student more enjoys to practice their speaking because students think the mission is just like a game that is more fun than learning.

The Cake Application can be effective to be applied for students speaking skill. At first, most of the students were unable to tell what was cake application about. They imagined it was a cooking game application or baking game application for the girls. As it was named the cake, it was pretended that they students were having a cake to learn English with fun and enjoyable moment in the game setting. The main problems were such as the internet connections particularly during the cloudy, rainy, and drizzled weather in a day. As it is the application such problems are just temporary problem when the weather is just clear then everything is stable.

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