

## CHAPTER I INTRODUCTION

This chapter describes the background of the study, research questions, research purposes, research significances, scope, conceptual framework, and previous studies.

### **A. Background**

This research explores the process of learning speaking and students' self-confidence by utilizing cake application. Bahadorfar and Omidvar (2014) explained general technologies for teaching English: internet, podcast, video conferencing, videos, and speech recognition. It is essential to conduct the research on the popularity of cake application which gets a good rating in Play Store as an English learning app. Users share testimonial reviews that cake application fosters their English skills, especially speaking skills (Batool, 2019). From Google Play, the researcher found that the cake application has some features. First, the speak feature offers speaking practices that simulate conversation with a native speaker. Second, record speaking allows students to record their speaking, and AI (Artificial Intelligent) speech recognition simply records the voice and then gets immediate feedback. Those features may offer some opportunities to develop students' English language skills significantly in speaking class and fostering their speaking self-confidence. Cake application can be used as a learning medium to help students practice their English language.

Speaking is one of some skills in language learning besides listening, writing, and reading that use spoken language to share meaning or ideas. As defined by Yang (2014), speaking is a process of constructing and sharing meaning through verbal use in a different context. In other words, speaking can also be interpreted as an activity to convey and ask for information between two or more people (Bygate, 2003; Nunan, 2003). In speaking, there is a process of communication between the speaker and the listener. People pour ideas into spoken words to convey the speaker's perceptions and feelings to the other person so that they can be understood

by the other person.

Subsequently, the English teaching is intended to develop students' communicative competence which emphasizes listening, writing, reading, and speaking skills. For Thornbury (2005), speaking seems to be the most important of all four English skills, as speaking skills present a real challenge for most language learners. The development of the internet provides challenges in making communication between people between domestic or countries easier. This supports the exchange of information between countries to be more open and even there are no restrictions for some countries.

Then, Brown (2001) explained that teaching speaking is teaching about speaking learning which is a process to help students get knowledge by guiding and facilitating the learner to learn how to explore ideas, intentions, thoughts, and feelings to others as a way for messages to be conveyed clearly and well understood by listeners. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Learning speaking needs interesting teaching activities, a particular method or technique may need to be applied in presenting the material. Appropriate media offers an opportunity to facilitate the process of teaching speaking. Media as a tool in teaching speaking may help teachers to present the material and help students to understand the material easier. As Munadi (2013), teaching media is an intermediary tool for understanding the meaning of the material submitted by educators or teachers either print or electronic media and teaching media is also a tool to facilitate the implementation of the components of the learning system, so that the learning process can last a longtime and be effective.

Based on the teacher's experience, students seemed to face difficulties speaking English. Some students regard EFL as difficult since they must construct and communicate concepts, which frequently result in delivery difficulties Savaşçı (2014), found that lack of self-confidence is considered as one of some problems for students since they get anxiety in speaking class. The problem above also affects students' motivation to speak English. In addition, having low self-confidence, students fear making mistakes when speaking impact the low ability of students to

speak in English (Mathisen & Bronnick, 2009). In line with the teacher experience, students with high self-confidence were more involved with the material during learning activities than students with low self-confidence.

Students of MA Nurul Huda Kawali also experienced the same difficulty. They were able to write, read, and listen based on observations made during the teaching and learning process. They faced some obstacles in speaking practice. However, when the teacher asked them to speak, they refused to practice or did speaking assignments in front of the class when the teacher asked them to. During the English class, only several students actively participated. Those who refused to practice were nervous to speak in English. They also chose to remain silent. It did not mean that they did not want to speak, yet they feared of saying wrong utterances or meaning. They were also scared that their friends would laugh at them when their pronunciation were wrong.

From the facts above, students still have some problems with their speaking skills. First, they lack confidence in their ability in speaking English when they are asked to do some utterances in speaking class ((Brown, 2001; He and Chen, 2010). Second, they are still afraid of making mistakes when speaking English verbally, which makes them reluctant to do so (Sato, 2003; Hieu, 2011). Third, they have difficulty pronouncing words in English. Therefore, it can be said that the common problems of MA Nurul Huda Kawali class students are fear of making mistakes and lack of confidence.

To overcome these difficulties, teachers may need to support their teaching and learning activity with a media that can grow students' motivation to learn English. Cake application is popular English learning application with good ratings from users. This application provides learning features that support learning English. First, the channel feature offers reference English materials curated from youtube. Second, record speaking and AI speech recognition which is a tool for recording voice and getting direct feedback. Third, speak feature provides speaking practice for conversations conducted by native speakers. Fourth, quiz is a feature that challenges students based on the material that they have learned. This feature also provides correction and reward. As Albahlal (2019) states that students found

various videos on cake application and what different is the videos have been designed to be understood as simply as possible by students. Those features above certainly need to be packaged through an appropriate learning method.

The cake application provides authentic video sources showing phrases and conversations based on the real activities of native speakers. Therefore, communicative language teaching (CLT) seems to be an appropriate method that can be conducted since cake application tends to bring the real situation into the classroom. As defined by Ghofur (2017) Communicative Language Teaching (CLT) is a language learning method that emphasizes understanding the use of language itself. Dialogue materials in the speak feature are used as a means to develop communication skills without memorizing them. This means that students understand and can use English in real conditions naturally. Thus, students can see and practice the intended real situation. For example, in a speaking class, the conversation about buying clothes at a store becomes a reality. This means that as far as possible the class can be transformed as if it were a mini shop where students can see clothes and meet a merchant.

Mastery in communicating using English for students is done through trials and errors activities as the cake application provides its AI of speech recognition and immediate feedback. Students strives to interact with other students through activities in pairs, groups, or speaking. The teacher only facilitates and should not limit what students will use in communicating using English. Because, in CLT intrinsic motivation in learning English will grow from the interest in what is communicated in English (Ghofur, 2017).

Moreover, the cake app uses the concept of a game so that it allows students to compete to get the highest score and level. In addition, after doing the exercise students will also get rewards, corrections, and motivation words immediately. Regarding the features in the Cake app which optimizes the Communicative Language Teaching (CLT), this app seems to be an interesting media that can motivate students in English learning.

For Hadeel, et al (2021) looked at how YouTube videos can help students improve their speaking skills, which is considered important in evaluating language

competence. Likewise, the videos provided by cake application are videos sourced from YouTube but the videos taken have been adapted to the needs of students. After videos from YouTube are processed into short video sections with specific topics according to student needs, short videos can also be integrated with the features provided by cake application, such as the challenge feature that can be adjusted to the student's English skill level.

A good speaking activity should be highly engaging for students (Harmer, 2007). For Rihani (2021), cake applications provides interesting features for students' speaking activities and benefits in developing the speaking skills of EFL students. Therefore, Hanipah, Munawwaroh, and Dewi (2021) believe that students have a positive impression of their perceptions of the use of Cake Applications for Speaking Skills. Anggaraini (2022), also showed a good response to the implementation of cake application as a tool to increase students' engagement in the pronunciation learning process and to improve pronunciation skills.

Although Cake Application was seen as a good tool and showed a positive impression in previous research to help students improve their English skills, a similar method has not yet been implemented at Islamic Senior High School MA Nurul Huda Kawali. That is to say, this research aims to identify the process of teaching speaking using cake application in students' self-confidence, and the students' self-confidence in speaking English during learning using cake application by implementing the features that include cake application as an alternative to learning media for the senior high school students of Islamic Senior High School MA Nurul Huda Kawali.

## **B. Research Questions**

The problems can be formulated as follows

1. How is the process of teaching speaking using cake application in EFL students' self-confidence?
2. How is student's self-confidence in speaking English during learning using cake application?

### **C. Research Purposes**

The study's goal in the research is as follows, based on the issue statements:

1. To describe the process of teaching speaking using cake application in EFL students' self-confidence
2. To find out student's self-confidence in in speaking English during learning using cake application

### **D. The Significances of the Research**

Based on the problem statements, this research is expected to give some benefits. Theoretically, this research proposes a piece of information about the teaching process and students' self-confidence by utilizing native videos in cake application as a learning media alternative to constructing a delightful teaching-learning process. It also gives significance practically, as follows:

1. For the students

This study can be useful for fostering their skill in the English learning process by using native video in cake application.

2. For the English teacher

This research can provide the specific procedures of how to foster the speaking learning process through Natives video in cake application. It also can be used by an English teacher in other schools as an alternative solution to the problems that may exist in their school.

3. For the school

The research can give inputs of native conversation videos in cake application in the English teaching and learning process. Thus, the school principal may have the policy to apply cake application as one of the teaching and learning media in the school.

Practically, the teacher can get an amount of knowledge about teaching speaking by using cake application as media and this research will give the information and knowledge about the implementation of cake application in teaching speaking.



## **F. Conceptual Framework**

Generally, speaking is one of the primary language skills that students must learn to be effective communicators. Brown (2003) argues that when someone can speak a language it means that he/she can carry on a reasonable conversation. Students must choose how to interact in expressing themselves and forming social relationships through speech. In short, speaking can be a way to carry out feelings through words, even conversation with others. For Cahyono (2006), speaking is an interactive skill that requires the ability to cooperate with the other aspects of language. Speaking skill needs to be developed and practiced independently from the other aspects of language, such as grammar and listening skill. In that case, the teaching and learning process will be as interesting as possible to be conducted in each classroom to make the students more interested in learning the other aspects of language.

According to Brown (2010), self-confidence is the students' belief in their ability that is fully capable of accomplishing a task. Self-efficacy and self-esteem are two main things that contribute to self-confidence. The students will gain a sense of self-efficacy when they see themselves mastering skills and achieve goals in the teaching learning activity. Meanwhile, the students' judgment of their own worth or value from the self-efficacy above is called self-esteem. In order to explore the mentioned aspect of self-confidence, the researcher tried to integrate Cake Application as a media to foster student's self-confidence.

Cake application is the newest popular Android mobile application developed by South Korea. It is an application to help people to be better speakers. It gives people the confidence and skills to speak powerfully on stage, in front of the public, or in everyday life. Sinha (2019), said it serves people listening to their recording, it can be fun learning. It is an effective application for learning speaking English. It uses video to give us the example of a word that will be very useful in daily speech (Batool, 2019). Students may readily get material or topics to express themselves by viewing utterances or conversation videos done by native speakers.

Cake application provides English material in video. This is a kind of

audiovisual media which is categorized as a media to teach speaking since the students at the same time or in short term they watch and listen at the same time. Cake application is a combination of modern AI technologies that combines the internet, videos, and speech recognition. Therefore, it is considered able to solve the students' problem in their speaking, such as students can learn how to pronounce some words and expressions in English through listening from the material and features that are offered by the cake application. In addition, the material is conducted from native speakers. It is contextual material in which the topic can be chosen as students need and the level of the material is adjustable with the skill level of students. It is in line with Brown (2001), that making decision about the technique in teaching speaking needs to consider several principles includes cover the spectrum of learner needs, intrinsically motivating, encourage the use of authentic language in meaningful context, provide feedback and correction, capitalize on natural link between speaking and listening, and give students opportunity to initiate oral communication.

Another feature that is helpful for students is the subtitles. It provides bilingual subtitles so students can more easily understand what the speaker says. If both subtitles and language that exist in the movie are using the same language, students are also able to match the pronunciation and the subtitle. Furthermore, through the movie, watching and learning can be one package to make students' pronunciation understandable, (Masruddin, 2018).

Teachers can also utilize technology aids to be more creative in the ways that they present their teaching materials and in designing online courses in a more structured and organized way than traditional courses (Zhu, 2010). Challenge is the feature in cake application that makes it more interesting. Students can check their listening, understanding and pronouncing ability at an adjustable level. Appropriate level is an effective way to foster self-confidence because when they can pass the challenge it makes them happy and feel motivated.

From the explanation above, Ferstephanie and Pratiwi (2021) fleshed out that gaining new experiences while learning a language fosters students' speaking self-confidence. They enjoy learning speaking skills with cake application learning



tool. As a result, students' speaking anxiety decreased while students' speaking self-confidence increased throughout their practice activity in the cake app.

## **E. Previous Studies**

Little is known about cake application as a learning medium, especially for EFL students. Nonetheless, here are some related studies on using cake application as a learning medium. First, Pulungan and Siregar (2020) conducted research that was aimed to develop appropriate, interesting and attractive speaking digital media for ninth grade students of SMP Kreatif Medan. Due to the result in the form of the product, this study was conducted by using Research and Development (R & D) method which is adapted from (Borg and Gall, 1989). The subject of this study was the ninth-grade students of SMP Kreatif Medan. The result showed that the developed media for teaching speaking was appropriate for the ninth-grade students of SMP Kreatif Medan.

The second is the research by Rihani (2021). This study is aimed to provide an overview about the cake application and its benefits in developing EFL learners' speaking skill. It also will show both EFL learners, and teachers if learning through application is possible or not by the use of cake application as a model. This research used a descriptive method to describe EFL learner's views to cake application as well as it used among students also to what degree it improves students' speaking skill.

Next, the research by Hanipah, Munawwaroh, Dewi (2021), the purpose of this study, titled *The Students' Perception of Using Cake Application for Speaking Skills at SMAN 1 Jambi's First Grade Students*, is to look at students' perceptions of using Cake Application for Speaking Skills. The researcher conducts qualitative research using a phenomenological technique. The researcher discovered the perceptions of pupils in first grade SMAN 1 Kota Jambi through in-depth interviews and document analysis. Students had a positive impression of cake application.

Yanthi (2020) looked at how the Cake Apps might be used to educate senior high school pupils how to talk. This study was conducted as a case study at SMA PGRI 3 Bogor, with X Science 1 students serving as the research subjects and a

total population of 36 students. Observations, questionnaires, and interviews were used to gather information. In general, speaking is an important aspect of the English unit since it allows students to express and present their finest thoughts and perspectives. Students with strong speaking skills might learn more about themselves as they progress through the teaching-learning process. Anggaraini (2022), also showed good response to the implementation of cake application as a tool to increase students' engagement in pronunciation learning process and to improve pronunciation skills.

As a result, the implementation of cake application proved that it was an interesting and fun medium as a medium in learning speaking. It was an effective means of developing student's motivation concerning speaking skills. The result also found that cake application showed a good impression in increasing speaking skills. Therefore, the researcher tries to fill the gap and conduct cake application to examine the process of teaching speaking using cake application the process of teaching speaking using cake application in students' self-confidence, and the students' self-confidence in speaking English during learning using cake application by implementing the features that include in cake app as an alternative to learning media for the senior high school students of Islamic Senior High School MA Nurul Huda Kawali.