# STUDENTS' PERCEPTION ON THE USE OF CAKE APPLICATION TO IMPROVE SPEAKING SKILL

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## ABSTRACT

The purpose of this study was to find out the students' perception on the use of Cake application to improve speaking skill. The subjects of this research were 12 industrial engineering students of Universitas Bhayangkara Jakarta Raya in the fifth semester. The researchers applied the descriptive qualitative method on this research. The data were gathered through questionnaire and interview. Based on the result of the study, most students agreed that Cake application gave them more chances to improve their speaking skill, they were interested in improving speaking skill independently through Cake application, they were able to practice speaking using Cake application as many times as they wanted, they enjoyed choosing materials on Cake application in improving speaking skill, Using Cake application independently enhanced the confidence to practice speaking skill, using Cake application enabled them to control their own learning, using Cake application in their own time made English language learning more interesting, Cake application could help them solve their problem in improving speaking skill, the practice in Cake application gave them more motivation in improving speaking skill, Cake application was easy to use in improving speaking skill. Four selected students were interviewed about the use of Cake application to improve speaking skill, most of them knew some features of Cake application and understood how to utilize the application. Finally, they would recommend the application to the other students for improving speaking skill.

**Keywords:** perception, cake application, speaking skill

**INTRODUCTION**

English can be considered as an international language. There are four skills that students should master it. They are listening, speaking, reading, and writing. Sometimes students feel difficult to master the skills especially speaking. They tend to be reluctant in improving their speaking skill because they do not get support from the atmosphere. The environment is not an English area. The environment of English atmosphere is really important to increase students' speaking skill. Oliver (2013) said that teaching students to become effective speakers and listeners cannot be simplified, as speaking and listening and their accompanying behaviours are involved in almost everything students and teachers do throughout the day. The teacher's role is to ensure that students develop the confidence to become effective speakers and listeners in order to meet their future needs in social, academic, family and community contexts.

Speaking is the skill that students need to practice more. Te more practice the better they can speak English fluently. They need to create good communication in conveying their though. Meanwhile, Barrass (2006) explained that good communication skills are needed in everyday life, in study at college or university, and in any career based on such studies. Yet, after more than twelve years at school, many students entering higher education are unable to express their thoughts clearly and effectively in their own language. Some students cannot utilize the time wisely in using English speaking skill. They tend to not practice more in their daily life after learning English. There are some ways that can be done by themselves in practicing speaking English. One of them is utilizing Cake application on the mobile phone. There are some features to help students practice speaking English by themselves including recording their voice while practicing the conversation.

The students practice speaking using Cake application. They find some topics for the conversation. First they listen to the conversation. Then, they imitate the speakers how to say the English utterances. Next, they record their voice. Finally, they listen to both the original utterances conveyed by the speakers and their record. They can see the difference for being corrected. The applications on mobile phone are developed rapidly. Nair and Bhandari (2013) explained that the world is going mobile and millions of smart phones are activated daily. As a result, more and more mobile applications are developed for consumers, and enterprise software products are also slowly but steadily joining the revolution. More and more businesses are convinced that in order to sustain, they need to be in the mobile space. The applications on the mobile phone really help students in their learning. They can learn English through the mobile phone anytime and anywhere. Iversen and Eierman (2014) stated that another important feature of a mobile device is the capability to communicate with other computing devices through a variety of mechanisms. A laptop can communicate using Wi-Fi and Bluetooth. However, mobile devices also have these communication capabilities; they can communicate via cellular signals and using Near Field Communication (NFC).

Many students utilize the application installed on the mobile phone. They get some references of the applications that can be used for their learning. They also share their perception on the use of the application to the other students. Students' perception on the use of Cake application can help the other students to get more information in utilizing the application. Students share their perception by responding to the information or experience that they get. Perception makes them take the sensory information in and make it into something meaningful. Robbins and Judge (2013) define Perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Students' interpretation on what they see is

influenced by the personal characteristics including attitude, personality, motives, interests, past experiences, and expectations.

**METHOD**

The researchers applied the descriptive qualitative method. The qualitative research needs verbal expressions, and often quite extensive ones at that. Have (2004) argued that the crucial feature of qualitative research, then, is to 'work up' one's research materials, to search for hidden meanings, non-obvious features, multiple interpretations, implied connotations, unheard voices. Meanwhile Anderson (1998) argues that qualitative data are analyzed in interpretative ways whereby the researcher makes judgments about what the data say. The data reported describes the situation and the researcher seeks to interpret their meaning within a particular context.

The subject of this study was the students of the fifth semester of Industrial engineering study program of Universitas Bhayangkara Jakarta Raya. There were 12 students who were involved in this research. The researchers gave chances to the students to explore the features of Cake application. They practiced speaking a lot through the application. After utilizing the application many times, the researchers gave them a questionnaire containing their perception in using Cake application to improve speaking skill. Then five selected students were being interviewed for the use of the application. The researchers used personal interview. Kothari (2004) states that through personal interview the investigator follows a rigid procedure and seeks answers to a set of pre-conceived questions through personal interviews. This method of collecting data is usually carried out in a structured way where output depends upon the ability of the interviewer to a large extent.

**FINDINGS AND DISCUSSION**

**QUESTIONNAIRE**

The researchers collected the data through questionnaire. There were ten statements offered to students about their perception on the use of Cake application to improve speaking skill. Here is the table for the result of the questionnaire.

Table 1. The Questionnaire of Using Cake Application to Improve Speaking Skill

| No. | Statement | Scale | Frequency | Percentage |
|-----|-----------|-------|-----------|------------|
| 1. | Cake application gives me more chances to improve my speaking skill. | 5 | 6 | 50 % |
| | | 4 | 5 | 41.7 % |
| | | 3 | 0 | 0 % |
| | | 2 | 0 | 0 % |
| | | 1 | 1 | 8.3 % |
| 2. | I am interested in improving my speaking skill independently through Cake application. | 5 | 2 | 16.7 % |
| | | 4 | 10 | 83.3 % |
| | | 3 | 0 | 0 % |
| | | 2 | 0 | 0 % |
| | | 1 | 0 | 0 % |
| 3. | I am able to practice speaking using Cake application as many times as I want. | 5 | 1 | 8.3 % |
| | | 4 | 9 | 75 % |
| | | 3 | 1 | 8.3 % |
| | | 2 | 0 | 0 % |
| | | 1 | 1 | 8.3 % |
| 4. | I enjoy choosing materials on Cake application in improving my speaking skill. | 5 | 2 | 16 % |
| | | 4 | 9 | 75 % |
| | | 3 | 0 | 0 % |
| | | 2 | 1 | 8.3 % |
| | | 1 | 0 | 0 % |
| 5. | Using Cake application independently enhances my confidence to practice my speaking skill. | 5 | 5 | 41.7 % |
| | | 4 | 7 | 58.3 % |
| | | 3 | 0 | 0 % |
| | | 2 | 0 | 0 % |
| | | 1 | 0 | 0 % |
| | Using Cake application | 5 | 2 | 16.7 % |

| No. | Statement | | | |
| --- | --- | --- | --- | --- |
| 6. | enables me to control my own learning. | 4 | 8 | 66.7 % |
| | | 3 | 2 | 16.7 % |
| | | 2 | 0 | 0 % |
| | | 1 | 0 | 0 % |
| 7. | Using Cake application in my own time makes English language learning more interesting. | 5 | 3 | 25 % |
| | | 4 | 8 | 66.7 % |
| | | 3 | 1 | 8.3 % |
| | | 2 | 0 | 0 % |
| | | 1 | 0 | 0 % |
| 8. | Cake application can help me solve my problem in improving speaking skill. | 5 | 3 | 25 % |
| | | 4 | 6 | 50 % |
| | | 3 | 0 | 0 % |
| | | 2 | 2 | 16.7 % |
| | | 1 | 1 | 8.3 % |
| 9. | The practice in Cake application gives me more motivation in improving my speaking skill. | 5 | 2 | 16.7 % |
| | | 4 | 10 | 83.3 % |
| | | 3 | 0 | 0 % |
| | | 2 | 0 | 0 % |
| | | 1 | 0 | 0 % |
| 10. | Cake application is easy to use in improving my speaking skill. | 5 | 4 | 33.3 % |
| | | 4 | 7 | 58.3 % |
| | | 3 | 0 | 0 % |
| | | 2 | 0 | 0 % |
| | | 1 | 1 | 8.3 % |

Regarding the questionnaire, the first statement is "Cake application gives me more chances to improve my speaking skill". Form this statement, 50% of students strongly agreed with this statement. 41.7% agreed with the statement. Meanwhile only 8.3% of students strongly disagreed and no one of the students chose undecided and disagreed with this statement. Based on the result gained from the questionnaire, students agreed that they had more chances to improve their speaking skill utilizing Cake application.

The second statement is created to know whether the students are interested in improving their speaking skill independently through Cake application. 16.7% of the students strongly agreed. 83.3% of students agreed

with the statement "I am interested in improving my speaking skill independently through Cake application". Meanwhile, no one chose the "undecided, disagree, and strongly disagree". So, the students agreed that they are interested in improving their speaking skill independently through Cake application.

The third statement is presented to know whether students are able to practice speaking using Cake application as many times as they want. 8.3% of students strongly agreed, and 75% of students agreed with this statement. Then, 8.3% of student chose "undecided". No one of the students disagreed with the statement. Meanwhile, 8.3% of student strongly disagreed. Based on the result of the questionnaire, students agreed that they are able to practice speaking using Cake application as many times as they want.

The fourth statement is formulated to know whether students enjoy choosing the materials on Cake application in improving their speaking skill. The table shows that 16% of students strongly agreed, and 75% agreed with the statement. Then, 8.3% of students disagreed. No one of the students chose "undecided and strongly disagree". So, regarding the fourth statement, students agreed that they enjoy choosing materials on Cake application in improving their speaking skill.

The fifth statement is "Using Cake application independently enhances my confidence to practice my speaking skill". It is made to know whether students can enhance their confidence to practice their speaking skill using Cake application independently. 41.7% of students strongly agreed, meanwhile 58.3% agreed with the statement. No one of the students chose "undecided, disagree and strongly disagree". So, based on the questionnaire, students agreed that they can enhance their confidence to practice their speaking skill using Cake application independently.

The sixth statement is created to know whether the students enable themselves to control their own learning using Cake application. 16.7% of students strongly agreed, and 66.7% agreed with the statement. 16.7% of students chose "undecided". Then, no one of the students chose "disagree and strongly disagree". So, students agreed that they enable themselves to control their own learning using Cake application.

The seventh statement is "Using Cake application in my own time makes English language learning more interesting". It is asked to know whether the students make English language learning more interesting using Cake application in their own time. 25% of students strongly agreed, and 66.7% agreed with the statement. 8.3% of students chose "undecided". Meanwhile, no one of the students chose "disagree and strongly disagree". Based on the questionnaire, students agreed that they make English language learning more interesting using Cake application in their own time.

The eighth statement is "Cake application can help me solve my problem in improving speaking skill". 25% of students strongly agreed. Then, 50% agreed with the statement. No one chose "undecided". 16.7% of students disagreed with the statement. Meanwhile, 8.3% strongly disagreed. So, based on the questionnaire, students agreed that Cake application can help them solve their problem in improving speaking skill.

The ninth statement is created to know whether the practice in Cake application gives the students more motivation in improving their speaking skill. 16.7% of students strongly agreed. Meanwhile, 83.3% agreed with the statement. No one chose "undecided, disagree, and strongly disagree". Based on the questionnaire, students agreed that the practice in Cake application gives them more motivation in improving their speaking skill.

The tenth statement is "Cake application is easy to use in improving my speaking skill". This statement is created to know whether Cake application is easy to use in improving students' speaking skill. 33.3% of students strongly agreed. 58.3% agreed with the statement. No one chose "undecided and disagree". Meanwhile, 8.3% of students strongly disagreed. So, students agreed that Cake application is easy to use in improving students' speaking skill.

## INTERVIEW

The researchers prepared the interview to get more information about students' perception on the use of cake application to improve speaking skill. The questions of the interview were 5. The interview was administered for four selected students. Student A responded that he knew Cake application well. He described the features of the application. The features were more for speaking practice. Meanwhile, he utilized the feature "speak" many times for his speaking improvement. Then, he really suggested other students to practice speaking using Cake application because he knew the score from the feature "speak". So, he revised his speaking more. For the last question, he replied that he would recommend the application to other students. Student B responded to the questions in the interview. He explained that if students could utilize Cake application well, they could master English easily especially for speaking skill. The content of the application was more for communication. He also told the researchers about his process in using the application. He really recommended the application for other students in order to improve their speaking skill.

Next, student C told the researchers that Cake application helps her in improving speaking skill and gaining more vocabularies. She said that the contents of the application include new vocabularies and materials for speaking practice. Then, she experienced in practicing English speaking by first reading the dialogue before speaking. She also said that the application was good and

easy to use. She recommended the application to use by the other students. The last student, student D knew more about the application. He said that the application could record his voice in the speaking practice so he could revise what he spoke. Then, he needed the translation for the meaning of what the man or woman said on the application. He would share the application to his friends for utilizing Cake application.

## CONCLUSIONS

Based on the result of the study, the researchers summarized that the most students agreed towards the use of Cake application to improve their speaking skill. They could utilize the application as good as possible for their speaking improvement. They knew how to use the application with various features on it. They could practice from the beginner to the advanced. Furthermore, the students could learn English many times with the record of their voice. Then, they would really recommend Cake application to the other students in improving the English skills particularly for speaking.

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