



# DEVELOPING CAKE APP AS DIGITAL MEDIA FOR TEACHING SPEAKING IN JUNIOR HIGH SCHOOL

Ade Putra Pulungan

Dr. Masitowarni Siregar, M.Ed

## ABSTRACT

This research 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 product, this study was conducted by using Research and Development (R & D) method which adapted from Borg and Gall (1989). The subject of this study was the ninth grade students of SMP Kreatif Medan. In conducting this research, the procedures were gathering the data and information, conducting the need analysis, designing the first draft of media, revising the media, and producing the final product as the digital media. The instruments of collecting data were the combination of two strategies; interview and questionnaires. The interview result was analyzed as qualitative data and the questionnaires analyzed as quantitative data. The result of the study were a digital media to be used in teaching speaking. In the percentage form, the average score of experts' validation in term of material aspect was 95.3%, and media aspect was 96.6% these scores were categorized "Very Good". It means the developed media for teaching speaking was appropriate for the ninth grade students of SMP Kreatif Medan.

**Keywords** : *Report text, Digital Media, Cake App.*

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## INTRODUCTION

### *Background of Study*

Indonesia curriculum has four major skills which have to be taught in English teaching and learning. One of the language skills that must be mastered by any foreign language learners is the ability to speak. Speaking skill is an important skill that they should master when they learn a language. Speaking involves verbal communication and paralinguistic and non-linguistic elements of speech which enables someone to convey his/her meaning without any accompanying speech. The ability of speaking can measure the success of learning language. Speaking is important for students to master, by mastering speaking, students can share ideas with well pronunciation. This

is why speaking skills should be taught and practiced in the language classroom because it enables the students to communicate in English orally.

According to Brown (2001) teaching language needs the involvement of other language aspects. Both accuracy and fluency become the important goals to be pursued in performing speaking by allowing students to focus on the element of phonology, grammar and discourse in that spoken output. These elements of language help speaker to produce a meaningful message to listener. As a language productive skill, speaking is one of important skills that should be mastered. By mastering speaking skill speakers can express their idea and respond to meaning orally.

Based on the observation that was done by the writer at SMP Kreatif Medan, there were some problems that happened during English teaching and learning process dealing with speaking. The students have many problems dealing with speaking. Many students do not understand how to speak and even they do not know what they will speak. Speaking is categorized as difficult skill by the students.

Nowadays, the education system in Indonesia grows globally. In 21st century teaching practices are revolutionized as classes are more students centered instead of being teacher centered. Kukulska-Hulme & Shield (2018) state the challenging of teaching in 21st century refers to learning languages via mobile devices/phones. Mobile Learning makes learning more private and individual matter as well as it makes learning possible in formal and informal situations. Students are found using Smartphone for learning translation and retranslation, reading online books, and practicing their communication skills via smartphones. Shamim (2017) states that students of today are technology addicted and use several learning Apps on their smartphones these days. Further, Chaudron (2015) explains that English language learning Apps available on smartphone connected with internet has made learning easy for students. Smartphones are now not only used for the basic purpose of communication but also as an effective learning tool as they have all the features of computers inbuilt in them.

In fact, based on the observation that was done by the writer at SMP Kreatif Medan, the writer found out the students were less motivated in learning speaking because the monotonous classroom activities and there were no media in the teaching and learning process. During the teaching and learning process the English teacher only used students' worksheet (Lembar Kerja Siswa) in delivering the materials. Moreover, most of the time the students focused on reading dialogs, whereas teaching and learning process of speaking should give priority to students' to participate actively in speaking. The student's motivation and attitude in learning foreign language will be better if there is an interesting media which can attract their attention to study. The interesting and innovative media is a very crucial thing which must be thought.

In this research the writer developed a new media for teaching speaking English that helps students to make the process of learning exciting and to help them to continue what they learn inside the classroom. Considering problems above, the only solution that the teacher can apply in teaching learning English by using Cake App, because Cake App is one of potential application that believed to give the positive effect on the students' interest and modern in studying English as well as to increase their speaking ability. Cake App is defined as an application through technology on which there is/are (a) video(s), (a) sound(s), (a) word(s) and (a) picture(s) to prompt or encourage students to produce particular language, often during a controlled practice activity or drill. By using Cake App student can learn real English expressions curated from YouTube. YouTube has become one of the most-popular websites in the world (Almurashi, 2016). It offers fun and fast access to instruction, culturebased videos, and language from all over the world (Almurashi, 2016). Simply students also get to record their voice and get immediate feedback. As well as students learn to sound like a native speaker. Teachers can use the Cake App in the learning activities in order to meet the goal of speaking class. So, it can be said that Cake App as IT-based media is recommended to be used for developing teacher's speaking media.

## **REVIEW OF LITERATURE**

### **1. Media**

According to Sadiman (2002) media is anything used to send message(s) from the sender(s) to the receiver(s), thus it can be aroused the learners' thought, feeling, and attract the students' interest to speak. The use of media in teaching speaking can help the teachers to

stimulate students' ideas in order to make the students actively participate in the teaching and learning process.

According to Levie and Lenz (2013), Media can be divided into three parts, audio, visual, and audiovisual. Visual media is a term used to include teaching aids which depend on the use of a visual communication channel. Simulation of visual media fortunately gives students a result of teaching and learning more effective and efficient as good as possible as like re-remembering and knowing the material.

## **2. The Nature of Speaking**

Speaking is classified as a productive skill of language. As stated by Cameron (2016), speaking is categorized as the productive uses of language since people use it to actively express their idea to others so that other people can make sense of them. In order to convey the meaning precisely and accurately, a speaker should consider other aspects of language.

Brown (2004) categorizes speaking performance into four categories. The first category is imitative, which concerns the ability to pronounce words correctly. The second is intensive, which focuses on the production of short stretches of language. The third is responsive, which refers to an interaction of very short conversations. The fourth is extensive, which gives lots of opportunity for speakers.

## **3. Teaching Speaking Through Cake App Media**

The use of the Cake App can improve students' speaking skills in terms of pronunciation, grammar, vocabulary, and fluency. The Cake App offers speaking practices that simulate conversations with native speakers, students can check their pronunciation with the speech recognition on the Cake App. Simply students also get to record their voice and get immediate feedback. Soon students will learn to sound like a native speaker. Teachers can use the Cake App in many techniques or activities in order to meet the goal of speaking class.

### *Research Methodology*

This study applied Research and Development (R & D) research method that functioned to develop a new educational product based on the needs analysis. It adapted R & D research method proposed by Borg and Gall (1983) state that educational research and development (R & D) is a process used to develop and validate educational products. Learning materials is going to be the product of this educational research and development. There are some main steps in (R & D),

which are research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, dissemination and implementation.

#### *Data and Data Source*

The subject of this study conducted at Junior High School especially SMP Kreatif Medan grade IX in the 2020/2021 academic year. Their ages around 12-13 years old. All of them are native speakers of Bahasa Indonesia. They learn English as a foreign language.

#### *The Techniques and Instruments of Data Collection*

In collecting data, the researcher applied the combination of two strategies, using questionnaires and interview. The interview proposed to the teacher. While the questionnaires proposed to the students.

#### *The Techniques of Data Analysis*

The data collected in the form of qualitative and quantitative. The qualitative data obtained from the questionnaires of the students and the interview of teacher. While quantitative data obtained from the questionnaires in form of percentage.

### **FINDINGS**

There were two experts involved in this media evaluation, they were Prof. Amrin Saragih, M.A., Ph.D. as a lecturer of English and Education Department on English and Literature study program of State University of Medan mastering into linguistics, and Miss Nursaidah Hasibuan, S.Pd as an English teacher of SMP Kreatif Medan. The result was described as follow :

<u>The Data of Expert's Validation to Material Aspect</u>					
No	Item Assessed	Expert		Percentages (%)	Criteria
		1	2		
1	The developed materials fit the core in 2013 Curriculum for Class IX in Junior High School.	4	4	80	Good
2	The development of learning media contains topics that provide competency values in speaking.	5	5	100	Very Good
3	The development of speaking learning media is designed based on the students' needs in speaking.	5	5	100	Very Good

4	The provided material improve the students' speaking skill effectively.	4	4	80	Good
5	The development of speaking media are designed optimally and relevant to the essence of these parts.	4	5	90	Very Good
6	The speaking digital media allows and gives students space and time to learn independently.	5	5	100	Very Good
7	The speaking digital media provides opportunities for students to use a wide variety of language functions.	5	5	100	Very Good
8	The speaking digital media encourages students to discuss.	4	5	90	Very Good
9	The speaking digital media is able to create a relaxed atmosphere.	5	5	100	Very Good
10	The speaking digital media allows students to implement efficient and effective learning strategies.	5	5	100	Very Good
11	The ways to show the ideas, thoughts, or materials use understandable language.	5	5	100	Very Good
12	There are examples and exercises that match the material discussed.	5	5	100	Very Good
13	The speaking digital media motivate students to learn.	5	5	100	Very Good
An overall Assessment		1.240 : 13 = 95.3 %		Very Good	

From the table above, it could be concluded that the speaking digital media is feasible to teach speaking report text for the ninth grade students of SMP Kreatif Medan. The average score for the overall assessment for the material aspect is 95.3 %. According to Quantitative Data Conversion proposed by Sugiyono (2012), the score belongs to the *Very Good* category with the interval score 81% - 100%.

#### The Data of Expert's Validation to Material Aspect

No	Item Assessed	Expert		Percentages (%)	Criteria
		1	2		
1	In general, the development of speaking digital media for junior high schools is developed in a relevant way	5	5	100	Good
2	The ways to show the images and videos in digital media based on the students' ability.	4	5	90	Very Good
3	The arrangement or layout of the image is developed optimally and attractive.	4	5	90	Very Good

4	Visualization of learning media is generally good and interesting	5	5	100	Good
5	The quality of digital learning media designed well.	5	5	100	Very Good
6	The shape and size of the letters are appropriate, students can be read easily	5	5	100	Very Good
An overall Assessment		580 : 6 = 96.6 %		Very Good	

Based on the table above, the score for the overall assessment of the media aspect is 96.6 %. This score is considered as Very Good category (81% - 100%), According to Quantitative Data Conversion proposed by Sugiyono (2012). The experts decided that the digital media is already feasible to teach speaking report text to the ninth grade students of SMP Kreatif Medan. Some revisions are needed to make the media better.

## DISCUSSION

This study is aimed to find out the students' need and develop new media for the ninth grade students of SMP Kreatif Medan. The media developed by the researcher are appropriate and related to the students' interest since it is based on their needs analysis. Analyzing the students' needs based on their interest is one of the way to improve their learning motivation in order to increase their skills in studying English, especially speaking skill. The finding supports the result of Honeck (2013) found that the learner need motivation to learn and one of them is using the interesting and attractive media.

The teaching and learning process of speaking using Cake App, the students were motivated to participate actively and shown their best speaking performance. Thus, students can speak English confidently with their friends. This finding supports Harmer (2015) which reported that Digital Media will help students to speak up easily in the form of words or phrases even sentences when they are involved in a conversation.

In addition, the use of Cake App media in presentation, practice and production activities attracted students' interest. They always gave close attention to the Cake App in teaching and learning process. By being involved in the use of Cake App as digital media, the students got sufficient inputs such as vocabulary, grammar, and pronunciation to stimulate their ideas to speak. Generally, they contributed more in every learning activity. This seems to confirm

Briggs (1970) suggestion that media as physical means which are used to send message to the students and stimulate them to learn.

Furthermore, by creating comfortable atmosphere and giving rewards to the students' participation and achievement in the teaching and learning process, they competed each other to show their best performance in speaking activities. They also participated actively since they did not feel threatened in the whole teaching and learning process using Cake App. This result lends a support to a previous study finding reported by Harmer (2014) who said that adolescents are attractive if they are engaged, have a great potential for creativity, and a passionate commitment.

### *Conclusion*

The average score of validation for the Cake App as digital media for the material aspect was 95.3 %, while for the media aspect, the average score was 96.6 %. Based on the percentages, it can be concluded the digital media are appropriate to be used in teaching learning process, especially English report text.

Furthermore, during the teaching and learning process using Cake App, the students were motivated to increase their vocabulary mastery, improve their grammar accuracy and pronunciation. By being involved through the use of Cake App, they were more confident to speak English and participate actively in the whole teaching and learning process.

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