

**EFFECTIVINESS OF USING THE CAKE APPLICATION  
TOWARDS STUDENTS SPEAKING LEARNING OUTCOMES  
AT ENGLISH EDUCATION CLASS OF 2020**



**THESIS**

As a Condition For Compiling a Thesis  
English Education Study Program

By :

**NURMINI**

Reg. No. 190110016

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
AHMAD DAHLAN SINJAI ISLAMIC UNIVERSITY  
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**Advisor :**

- 1. Dr. Ismail, M.Pd.**
- 2. Dr. Atmaranie Dewi Purnama, S.Pd.,M.Pd.**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
AHMAD DAHLAN SINJAI ISLAMIC UNIVERSITY  
2023**

## STATEMENT OF AUTHENTICITY

I am student with following identity:

Name : Nurmini  
Student Number : 190110016  
Study program : English Education

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Sinjai, 02 Juni 2023  
The Researcher,



Nurmini  
190110016

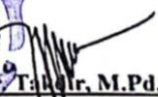
## PENGESAHAN SKRIPSI

Skrripsi berjudul, Effectiveness Of Using The Cake Application Towards Students Speaking Learning Outcomes At English Education Class Of 2020, yang ditulis oleh Nurmini Nomor Induk Mahasiswa (NIM) 190110016, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 1 Agustus 2023 M bertepatan dengan 14 Shafar 1445 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

### Dewan Penguji

|                                   |               |         |
|-----------------------------------|---------------|---------|
| Dr. Firdaus, M.Ag.                | Ketua         | (.....) |
| Dr. Suriati, M.Sos.I.             | Sekretaris    | (.....) |
| Dr. Takdir, M.Pd.I.               | Penguji I     | (.....) |
| Harmilawati, S.S., S.Pd., M.Pd.   | Penguji II    | (.....) |
| Dr. Ismail, M.Pd.                 | Pembimbing I  | (.....) |
| Dr. Atmaranie Dewi Purnama, M.Pd. | Pembimbing II | (.....) |

Mengetahui:  
Dekan FTIK UIAD,

  
Dr. Takdir, M.Pd.I.  
NBM. 1213495

## ABSTRACT

**Nurmini.** The Effectiveness of Using the Cake Application on the Speaking Learning Outcomes of Tadris English Students Class of 2020. Sinjai English Education Study Program, Faculty of Tarbiyah and Teacher Training, Ahmad Dahlan Islamic University Sinjai, 2023.

This research aims to determine the effectiveness of using the Cake application on the speaking learning outcomes of Tadris English students class of 2020. This research is included in experimental research using a quantitative approach. The sample for this research is Tadris English students class of 2020.

This type of research is experimental research using a quantitative descriptive approach. This research was conducted on English Tadris students class of 2020, Tarbiyah Faculty, Ahmad Dahlan Sinjai Islamic University, totaling 22 students as the research sample. The data collection techniques used in this research are tests and documentation. Meanwhile, the data analysis technique uses descriptive statistics, Normality Test, Homogeneity Test, and T Test.

The research results show, First, the results of descriptive analysis before using the Cake Application obtained a mean (average) value of 11.95 which is in the medium category with an interval value of 11-15. Meanwhile, the results of descriptive statistics obtained a mean (average) value of 21.45 which is included in the high category with an interval value of 21-25 and the gain value from the pre-test and post-test results was 0.4, which is included in the high category which shows that Media Effectiveness Cake Application on English Speaking Learning Results for Class of 2020 Students. Second, the results of the Paired Sample T-test obtained Sig. (2-tailed) of  $0.000 < 0.05$ . So  $H_0$  is rejected and  $H_1$  is accepted, which means that the application of cake is effective on the learning outcomes of students in English speaking education class of 2020.

**Keywords:** Effectiveness, Cake Application, Student Speaking Learning Outcomes



## المستخلص

نورميني. فعالية استخدام تطبيق الكيك في مخرجات تعلم التحدث لدى طلاب اللغة الإنجليزية دفعة ٢٠٢٠. سنجائي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دحلان الإسلامية سنجائي، ٢٠٢٣.

يهدف هذا البحث إلى تحديد مدى فاعلية استخدام تطبيق كيك على نتائج تعلم المحادثة لدى طلاب مدرسة اللغة الإنجليزية دفعة ٢٠٢٠. وقد تم تضمين هذا البحث في البحث التجريبي باستخدام المنهج الكمي. عينة هذا البحث هي طلاب مدرسة اللغة الإنجليزية دفعة ٢٠٢٠. هذا النوع من البحث هو بحث تجريبي باستخدام المنهج الوصفي الكمي. أجرى هذا البحث على طلاب تدريس اللغة الإنجليزية دفعة ٢٠٢٠، كلية التربية، جامعة أحمد دحلان سنجائي الإسلامية، والبالغ عددهم ٢٢ طالباً كعينة البحث. تقنيات جمع البيانات المستخدمة في هذا البحث هي الاختبارات والتوثيق. وفي الوقت نفسه، تستخدم تقنية تحليل البيانات الإحصاء الوصفي، واختبار الحالة الطبيعية، واختبار التجانس، واختبارات أظهرت نتائج البحث، أولاً، أن نتائج التحليل الوصفي قبل استخدام تطبيق الكيك حصلت على قيمة وسطية (متوسطة) قدرها ١١.٩٥ وهي في الفئة المتوسطة بقيمة فاصلة ١١-١٥. في حين حصلت نتائج الإحصاء الوصفي على قيمة وسطية قدرها ٢١.٤٥ تدخل ضمن الفئة العالية بفواصل زمني ٢١-٢٥ وكانت قيمة الكسب من نتائج الاختبار القبلي والبعدي ٠.٤ وهي تم تضمينه في الفئة العالية التي توضح أن تطبيق كعكة فعالية الوسائط على نتائج تعلم التحدث باللغة الإنجليزية لطلاب دفعة ٢٠٢٠. ثانياً، تم الحصول على نتائج اختبار العينة المقترنة ت-سيغ (٢ ذيل)  $0.0005 > 0.0000$ . لذلك تم رفض  $H_0$  وتم قبول  $H_1$ ، مما يعني أن تطبيق الكعكة فعال على نتائج التعلم للطلاب في فصل تعليم التحدث باللغة الإنجليزية لعام ٢٠٢٠.

الكلمات الأساسية: الفاعلية، تطبيق الكيك، مخرجات تعلم التحدث لدى الطلاب

## FOREWORD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ  
وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدًا  
وَعَلَى آلِهِ وَاصْحَابِهِ أَخْمَعِينَ أَمَّا بَعْدُ.

In this occasion the researcher would like to express the deepest gratitude to all parties who have provided assistance in the form of guidance and encouragement during the writing of this research. Therefore, the researcher expresses thanks and appreciation to:

1. The Researcher family, especially for the Researcher parents (Mr. Hasanuddin and Mrs. Salmah), brother (Amiruddin), sister (Nurimah), and the big family who always gives me support;
2. Dr. Firdaus, M.Ag as chairman of the Islamic Institute of Muhammadiyah Sinjai;
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11. Student friends of the Islamic Institute of Muhammadiyah Sinjai and various parties who cannot be mentioned one by one, who have provided moral support so that the researcher can complete the study.

With prayers, hopefully the good deeds from various parties will receive multiple rewards from Allah SWT, and



hopefully this thesis will be useful for anyone who reads it.  
Amen.

Sinjai, 11 Desember 2023

A handwritten signature in dark ink, appearing to read 'Nurmini', with a stylized flourish at the end.

Nurmini  
190110016

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

Based on the release of the educational institution EF English Proficiency Index (EF EPI) revealed that the English skills possessed by Indonesian human resources (HR) are in 74th position out of 100 countries which is still far behind other Southeast Asian countries (Takeno & Moritoshi, 2021). and this should be a concern for the government, especially teachers and students so that students' English mastery skills are increasing. There are four skills that students must master in learning English, the four skills are reading, listening, speaking, and writing. Especially on students' speaking ability. it is often found that many students are unable to speak, understand the contents of the reading and write in English. This arises because they lack practice speaking in English. This also makes them unable to listen properly to what is conveyed or said by native speakers or other speakers who use English, even if the teacher provides information, instructions or lessons in the classroom.

Previously, several studies have been carried out regarding the use of mobile applications in the language

teaching and learning process, one of which is the impact of mobile applications on students' speaking and critical thinking skills in learning English (Kusmaryani, Musthafa, et al., 2019). In research it can be seen that mobile assisted learning, especially in language acquisition, has advantages and disadvantages in terms of maximizing student output towards learning objectives. They see the impact of mobile apps as learning aids, specifically how they can help students improve their speaking and critical thinking skills in mastering English. Online dictionary, language translator, spoken English, English grammar, speech to text, critical thinking, WhatsApp, Google Chrome, The UserTube, Weebly and Gmail are some of the mobile applications used. Technology in the form of mobile learning applications allows teachers and students to improve the quality of teaching and learning.

Speaking is one of the important abilities that must be developed by students. Speaking, according to Brown in his book entitled *Teaching by principles: An interactive approach to language learning* is an interactive process of building meaning which consists of producing, receiving, and processing speech by using sound as the main instrument. Agus Setyonegoro also explained that speaking is intended



to convey meaning so that other people can understand it. In other words, speaking is a very important ability to communicate with others. It is difficult for a teacher to teach speaking in class because of the importance of speaking. In fact, the majority of children are hesitant to speak up in class and lack encouragement. The difficulty results essentially from character and inadequate frequency of speaking opportunities in the classroom compared to the natural abundance of varieties and genres of spoken communication. In fact, choosing the type of spoken discourse that is most appropriate for classroom practice in a particular language course is a very difficult decision which, unfortunately, almost never reflects the natural occurrence and distribution of communicative situations. To correct the decline in students' knowledge as a result of online learning, teachers use many applications as additional courses to pursue the desired results. The Cake App is a tool for learning English. This is a program that gives students a way to speak more effectively. It gives people the confidence and abilities they need to communicate in public or in everyday situations. The Cake App, according to Sinha in (Dwijayani, 2019) has a recording option that users can listen to, which is great fun. This app can also be used to engage students. The student

can find new vocabulary while talking. That's the problem. The best app to learn to speak English. There are videos showing how to do some of these things. New useful English words, idioms and terminology for everyday conversation.

To be proficient in English, of course, cannot be separated from efforts such as practicing speaking up every day and memorizing a lot of vocabulary consistently with the effort made students will master English faster as in the following paragraph it is explained that people who try will definitely get success The word of Allah SWT in surah At-Taubah verse 105 reads:

وَسْتَزِدُونَ ۖ وَالْمُؤْمِنُونَ وَرَسُولُهُ عَمَلَكُمْ اللَّهُ فَسَيَرَىٰ أَعْمَالُكُمْ وَقُلْ

Meaning: "And Say: "Work The User, then Allah and His Messenger and the believers will see The User work, and The user will be returned to (Allah) Who Knows the unseen and the real, then He will tell The user what what The user have done."

Based on this, the researcher expected that the use of Cake Application, can improve students speaking mastery, with the title of the research is The "Effectiveness of Using The Cake Application towards Speaking Learning Outcomes at English Education Class of 2020".

## **B. Research question**

Based on the background of the study above, the problem has formulated as follow; Does the use of Cake Application effective in Increase the Students' Speaking Learning Outcomes at TBI Class 2020?''.

## **C. The Objective of Research**

Based on the formulation of the problem, the objective of research can be stand to find out "Effective of using the Cake Application to increase the outcomes the speaking learning at the students of English Study Program Class Of 2020 Islamic Institute of Muhammadiyah Sinjai.

## **D. The Significant of Research**

The result of the study expected to be use for :

- a. For the teacher : from this teacher, the teacher can make this application learning media in increasing the outcomes the speaking learning
- b. For the students : from this research, the students can have a positive impact on students in increasing their outcomes the speaking learning
- c. For the readers : for readers hopefully this can be part of the reference whe doing research

- d. For the researcher : the result on this research, hope be useful knowledge for the researcher when they start their profession as a teacher in the future time.

## **CHAPTER II**

### **THEORITICAL REVIEW**

#### **A. Literature Review**

This section explains about the definition of Application, Cake Application, future of Cake application. The next is definition of speaking, types of speaking and characteristic of speaking and also

##### **1. Application**

###### **a. Definition of application**

An application can be interpreted as a program in the form of software that runs on an object certain systems that are useful for helping various activities carried out by humans. Besides understanding above, there are many meanings of the word 'Application' put forward by experts (Kusmaryani, W., et al., 2019).

From journal (Huda & Priyatna, 2019) Here are some definitions of applications according to some experts who are quite popular ;

###### **1) Ali Zaki and Smitdev Community**

According to Ali Zaki and Smitdev Community, Applications are useful components as a medium for carrying out data processing or

various other activities such as creation or processing of documents and files.

## 2) Sri Widiанти

According to Sri Widiанти, an application is a software (software) that is in charge as a front end on a system that is used to manage various kinds of data so that it becomes useful information for users and also the system related to.

## 3) Harip Santoso

According to Harip Santoso, an application is a group of files (class, form, report). intended as the executor of certain activities that are interrelated as an example payroll application and fixed asset application.

from the explanation above it can be concluded that the application is a medium for running data processing to manage various kinds of data so application becomes information

## 2. Cake Application

### a. Definition of cake application

The Cake Application is an English learning application that serves to improve student learning activities in the field of English. This application

provides features of speaking, writing, listening, and reading. Cake is the latest Android mobile application developed by Korea. This is an app to help people become better speakers Confident for others, speaking in good public skills, or in everyday life (Yanthi & Winda, 2020). Cake application great to help people who listen to it. This is the best app to learn to speak English, gives examples using videos, and the word is very useful to pronounce.

In the Cake Application , people can also learn native English from videos. Have fun, short English conversation videos are updated daily, so users can learn English quickly and completely free, Users can learn selected original English expressions from The YouTube and see similar phrases in one place, it only takes a few minutes a day to improve The userEnglish, The Cake Application offers oral exercises that simulate conversations, TheCake

Application offers oral exercise that simulate conversations with native speakers, Can be used for voice recognition to check pronunciation Simple recording Cake Application will welcome

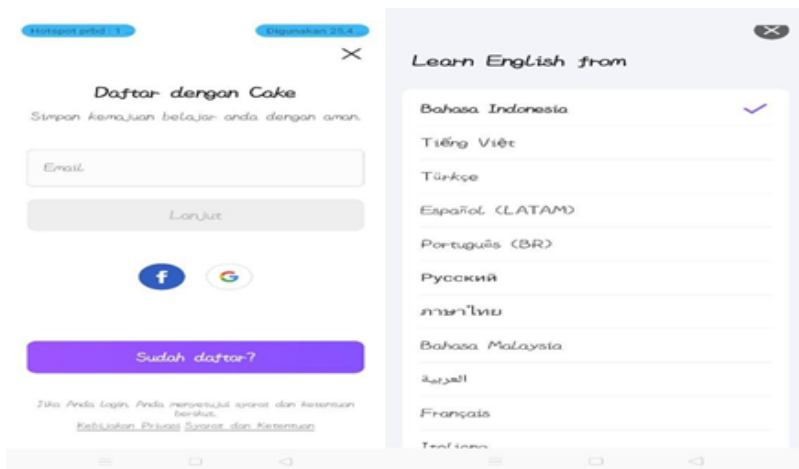
comments soon and The Cake Application is completely free and has no annoying advertisement.

Users can collect a number of stars as a reward for successfully completing tasks, such as tasks to achieve learning goals in Applications. There is also quiz in the Cake Application. Users need to fill in the missing words in the sentence. This sentence is a prayer word studied earlier. In addition to filling in the blank words, a test is also carried out by spelling the words speak in the application. In the Cake Application, the user can choose the learning goals and progress the user want to achieve using the application, and can understand the learning progress based on the stars learned and the level passed. The test of reading stories and filling in the blanks can be done before, during, and after conversations in basic English class. Therefore, vocabulary learning is suitable for the pre-conversation stage. Vocabulary mapping games can be played at the pre-dialogue stage. Image reading can be done at the dialogue stage and post-speaking stage.



## b. Basic Features of Application English Cake

To access this application, the user must first log in. log in with the Users Facebook account or Google account, Please note that the user can also use the guest mode, that is, the user does not need to log in, but when the user uses the guest mode, only free episodes (Oral practice materials) are provided, Before using the Cake Application, the first thing to do is download it from the Play Store. After the application is downloaded. There are 9 languages, including Indonesian and English. Next, we are asked to log in via Google or Facebook. Look at the image below



Picture 2.1 the way to log in the Cake Application

Once logged in, the user will see the home page of the Application, which contains the Start menu, Search, Chat, Library and Profile. Then in the upper right corner there is a bell icon with notifications. In the upper left corner are the "Today" and "Subscribe" menus. in the search menu, there are many options, such as movies, beginner auditions, travel, comedy, pop, American TV series, TV series.



Picture 2.2 Figure of Cake Application

### c. Steps to Use Cake Application

To start a master class in this application, click on the microphone symbol at the bottom and decide the level the user wants to learn, then select the plot or topic the user needs to learn. Each episode costs 10 coins. After logging in, the user will get 30 coins to open the episode. At the conference, there are a few things to know:

- 1) These coins are used to purchase individual episodes in Speaking.
- 2) The coins are not for sale. They are provided when the user uses the call while connected.
- 3) The amount of gold The user gets depends on the amount of gold The user spends. The more gold coins The user gets.
- 4) A maximum of 50 gold coins can be deposited and no more gold coins can be received.

In the course of speaking, the user must listen to the conversation before the user is asked to speak. Depends on the conversation the user is listening to. This app will automatically correct the user's pronunciation, if the user makes a mistake, the

word will have stripes and red. the user can repeat it until The user has the correct pronunciation.

- d. Effectiveness of Cake Application to increase speaking outcomes learning

1) Speaking Quiz

This quiz challenges students' speaking and phrase memory. In one level, students will find sentences repeatedly appearing to be answered. So that students' memory of sentences will also be honed. After completing the four levels, students will get prizes in the form of several stars as student score

2) Collect Sparks Every Day

In the Cake application, students will be invited to consistently follow every English challenge. students need to set learning targets per day at Cake. For example, students target 20 minutes per day, then every 20 minutes students play at Cake, the spark of students will increase.

3) Watch videos on Cake Application

There are many English videos displayed on Cake Application, students can choose the videos they like. In these videos can make

students learn proper pronunciation from the native speaker's way.

#### 4) Students Are Competing

This last feature is like a superior feature of Cake. The concept of the game it really doesn't feel right if there is no competition. Each score in the form of stars that students get from the results of the challenge, will be accumulated and compared with other players. Cake is not only intended for Indonesian people who want to learn English, but is universal. So that students can set and choose the basic language of student applications.

#### e. The Advantages and Disadvantages of Cake Application

The advantage of the Cake Application is that it includes engaging graphics that can pique the interest of The youngsters and adults alike in learning. The application's features are also quite simple to use. As learning tools, there are short movies that are read by native speakers. So that users can hear native speakers speak immediately. We can also use the accessible subtitles function when

watching the brief video. Like in a video game, there are several awards and accolades to be earned, and we can progress to a higher level if we practice using the Cake Application on a regular basis.

The disadvantage of the Cake Application is that it is too complex for beginners to use since when we start the Cake Application on the home page, Users are instantly confronted with a big number of different types of short movies that are

not organized by theme and the solution is to choose a video with a theme according to the needs you want to learn, for example how to say congratulations.

### 3. Speaking Learning outcomes

#### a. Definition of learning outcomes

Learning is a relative change in behavior resulting from previous experience or intentional or planned learning (Nurrita, 2018). Learning outcomes are output based on a relationship between learning and teaching actions (Ikhsan, 2019). The level of success of students in participating in the teaching and learning process as indicated by the value is the

result of learning. (Meidawati & Sobron A.N, Bayu, 2019)

Based on the understanding of learning outcomes, researchers can conclude that the assessment of learning outcomes from students is obtained based on behavioral aspects that depend on what is learned by students. Therefore, when students learn about concepts, changes in the way of doing things are considered as applying the concepts. In learning English students are continuously needed to achieve the desired level of learning. Through this activity, students will learn a lot about how they can interact with each other to get good and right conclusions.

Learning outcomes are the final results obtained by an individual after the teaching and learning process takes place, which in this case can influence changes in behavior both in terms of knowledge, understanding, attitudes and skills so that they become better than before (Siregar & Farida, 2019). Learning outcomes are changes in a person's behavior after experiencing teaching and learning activities (Irawan & Febriyanti, 2016). Learning

outcomes are competencies that can be achieved by someone after going through teaching and learning activities carried out by a teacher in a certain class . It can be concluded that learning outcomes are results obtained by someone after the learning process takes place. According to Sudjana (2005) in (Rohman et al., 2021). Learning outcomes are divided into 3 domains, namely the cognitive domain, the affective domain, and the psychomotor domain. Because student learning outcomes are not only an indication of success, but are important to be understood by both individuals and groups. They are also useful for teachers who are committed to the success of their students as a way of measuring a teacher's ability to teach. The learning outcomes of each individual are different from other individuals even though the material delivered is the same.

The learning outcomes in this study are as a result of evaluation, namely the results of the efforts made by students obtained in the Speaking learning process by implementing based on observation sheets, questionnaires and documentation of learning outcomes. This is mentioned so that before students



practice their speaking skills when they meet future job prospects, they first know and understand their knowledge. Learning evaluation is arranged in a planned manner to find out how high the level of understanding of the material that has been delivered by the lecturer. Speaking is a process that requires observation, patience, agreement, practice and an organized way of thinking to express it in spoken language, From this opinion it can be interpreted that language is very relative depending on how often we say it.

Wahyuni's research results say that Speaking is an activity that is more difficult than reading and listening because it requires thinking about the words you use to make phrases so they can be understood Some students justify this because the pronunciation of English is sometimes not in accordance with their writing. While Speaking is a linguistic ability that needs to be developed by students. For this reason, the researcher drew this Speaking lesson to see the students' ability to speak English.

Learning outcomes are something that can be seen from two sides, namely the student side and the

lecturer side. When viewed from the student's point of view, learning outcomes are mental development which is already rather good compared to before learning, which can be seen from the cognitive, affective and psychomotor domains. According to Benjamin S.Bloom with the Taxonomy of education objectives, learning outcomes cover three domains, namely (Tasya et al., 2019):

#### 1) Cognitive realm

The cognitive domain includes memory and recognition of certain facts that allow intellectual abilities and skills to develop (Magdalena et al., 2020). The cognitive domain is a realm that includes mental strength in this case (brain). Any learning process that includes brain activity is called the cognitive domain. Cognitive aspects are divided into several categories including:

- a) Remember, if the purpose of learning is to grow the ability to know the learning material as it is taught,

- b) Understand, if the purpose of learning is to grow the ability to transfer, the main thing is to understand to create
  - c) Applying, the cognitive process of applying involves using certain steps to work on or solve problems,
  - d) Analyzing, the process of breaking the material into several parts and determining the relationship between parts, between each part and the whole,
  - e) Evaluate, the basis for making a hearing decision based on predetermined criteria and standards,
  - f) Creating, the process of compiling parts into a functional unit. This cognitive aspect is very influential on student learning outcomes and to find out to what extent the student's ability in the cognitive field.
- 2) The affective realm the affective domain is everything related to values which are then linked to attitudes and behavior (Tasya et al., 2019)
- 3) This affective domain consists of five stages of ability, namely, receiving, answering, assessing,

organizing and characterizing with a value or value complex.

- 4) Psychomotor realm regarding the motor skills put forward by Anita Harrow states that a number of teachers cannot demand perfect achievement of the formulated learning objectives, except only hoping that the skills achieved by students greatly support advanced skills or complex movements. This psychomotor domain has a close relationship with muscle work so that it is caused by the movement of the body or other parts.

b. Factors that influence learning outcomes

Learning is a mental and psychological activity that can be influenced by several factors. According to Baharuddin in (Tasya et al., 2019) factors that can affect learning outcomes are:

1) Internal factors

a) Physiological factors

Physiological factors are factors that can affect a person's physical condition.

b) Psychological factors

Psychological factors are a person's condition that can affect a person's learning process, such

as motivation, attitude, talent, intelligence and interest.

## 2) External factors

- a) Social environment, for example school social environment, family social environment and community social environment.
- b) Non-social environment, for example the natural environment, instrumental factors and subject matter factors.

These two factors greatly affect learning outcomes, and the use of teaching methods that are not appropriate can affect learning outcomes, according to Abdurrahman (2012) states that the low factor or lack of students' understanding of mathematical concepts, one of which is the use of the method used by the teacher in this case Lecturer (Tasya et al., 2019)

Assessment of learning outcomes is one of the competencies that must be applied and mastered by teachers in the learning process (Abdullah, 2017). Thus internal factors and external factors are very influential on learning outcomes. Therefore, it is

necessary to have indicators as benchmarks in assessing learning outcomes.

c. Speaking Outcome Learning

The criteria used to evaluate students' performance are based on those developed by Brown. Brown suggests there are six criteria to assess speaking skill: pronunciation, fluency, grammar, vocabulary, discourse feature, and task accomplishment.

**Table 2.1 Rating Points for Speaking**

| <b>Initial</b> | <b>Criteria</b> | <b>Score</b> |
|----------------|-----------------|--------------|
| E              | Excellent       | 5 points     |
| VG             | Very Good       | 4 points     |
| G              | Good            | 3 points     |
| S              | Satisfactorily  | 2 points     |
| P              | Poor            | 1 points     |

(Rahmawati & Ertin, 2014)

To measure students' speaking skill, the researcher use the speaking assessment rubric as follows:

**Table 2.2 Indicators of Speaking**

| <b>Speaking Components</b> | <b>Indicators</b>                                                                                                     | <b>Points</b> |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------|
| Pronunciation              | a. Students have few traces of foreign accent.                                                                        | 5             |
|                            | b. Students are always intelligible, though one is conscious of define accent.                                        | 4             |
|                            | c. Students have pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. | 3             |
|                            | d. Students are very hard to understand because of pronunciation problem, mush frequently be asked to repeat.         | 2             |
|                            | e. Students have pronunciation problem sever as to make speech virtually unintelligible.                              | 1             |
| Grammar                    | a. Students make a few noticeable errors in grammar and word order.                                                   | 5             |
|                            | b. Students make grammatical or word errors on occasion, whether intentional or not, which obscure the meaning.       | 4             |
|                            | c. Students make frequent errors of grammar and word order, which occasionally obscure meaning.                       | 3             |
|                            | d. Students have grammar and                                                                                          | 2             |
|                            |                                                                                                                       | 1             |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                              |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
|            | <p>word errors making difficult to understanding.</p> <p>e. Students have errors in grammar and word order so severe as to make speech virtually unintelligible.</p>                                                                                                                                                                                                                                                                                                                                                                                |                                              |
| Vocabulary | <p>a. Students' use of vocabulary and idioms is virtually that of a native speaker</p> <p>b. Sometimes, students use inappropriate terms or must rephrase ideas because of lexical inadequacies.</p> <p>c. Students frequently use the incorrect words, so that students' conversations are limited due to lack of vocabulary.</p> <p>d. Students' misuse of words and very limited vocabulary are so extreme as to make comprehension quite difficult.</p> <p>e. Students have such a limited vocabulary that conversing is nearly impossible.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |
| Fluency    | <p>a. Students have speech as fluent and effortless as that native speaker.</p> <p>b. Students' speed of speech seems to be affected by language problems.</p> <p>c. Students have rather strong speed and fluency.</p>                                                                                                                                                                                                                                                                                                                             | <p>5</p> <p>4</p> <p>3</p> <p>2</p>          |



|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|               | <ul style="list-style-type: none"> <li>d. Students are usually hesitant and often forced into silence by language limitations.</li> <li>e. Students' speech is so halting and fragmentary as to make conversation virtually impossible.</li> </ul>                                                                                                                                                                                                                                                                                        | 1                     |
| Comprehension | <ul style="list-style-type: none"> <li>a. Students appear to understand everything without difficulty.</li> <li>b. Students understand nearly everything at normal speed, although repetition may be necessary.</li> <li>c. Students understand most of what is said at a slower than normal speed with repetition.</li> <li>d. Students have great difficulty following that is said, can comprehend only social conversations spoken slowly.</li> <li>e. Students cannot say to understand even simple conversation English.</li> </ul> | 5<br>4<br>3<br>2<br>1 |

## B. Review of previous Researches

In this part the researcher describe some previous researches which are relevant to this thesis proposal

1. The first previous research is thesis "The Implementation Of Cake Application In Learning

English Speaking Skills”. By Anisa Fitria et al. (2021) the purpose in this research to find out (1) the use of Cake application in learning speaking; (2) students’ responses toward Cake application as a learning media; and (3) benefit of Cake application in learning speaking. Also The instruments on this research used questionnaire and interview. The findings indicate that the students are comfortable and interested to learn speaking using cake application (Fitria et al., 2021)

The similarity with the research conducted by the researchers is that they both use the cake application as a teaching medium to improve students' speaking skills. The difference is that this research uses a quantitative research type with a pre-experimental design, while Anisa Fitri's research uses a qualitative research type, and Anisa Fitri's research focuses on speaking skills.

2. The second previous research is thesis “The Use Of Cake Application In Teaching Speaking To Senior High School’s Students” by Nuraeni1 & Winda Yanthi (2020). The purpose in this research want to explores the use of Cake application in teaching speaking to senior high school students. The aim of this study was to find out whether the use of Cake application in

teaching speaking skill to senior high school students, and the students' perception about Cake application. To collect the data, the researcher use collected through observations, questionnaires, and interviews. The students were given English learning using Cake application in a classroom activity. Subsequently, the finding data were analyzed based on the students' perception of the use of Cake application in learning speaking skills. In identifying the students' perception, four classifications of the indicator were applied. The result from this researcher shows that the cake application can help increase students 'motivation to learn speaking and improve students' speaking learning outcomes. (Yanthi & Winda, 2020)

The similarity of this research with Winda & Yanthi's research is that both of them use the Cake application as a teaching medium in learning speaking and the difference between these two studies is that winda & Yanthi's research focuses more on speaking skills while this research focuses more on speaking learning outcomes..

3. The third previous research by Fifth, Hapipah (2021) whose research title is "Students' Perceptions of using

Cake Application for Speaking Skills at the First Grade of SMA Negeri 1 Jambi". This research focuses on students' speaking skills. Researchers used qualitative methods with a phenomenological approach. The research instrument used in-depth interviews and document analysis. In learning to use this Cake Application, many students feel that this Cake Application is very effective for students who want to learn to speak. The Cake Application, as evidenced by students who feel the many benefits and positive effects of this application.

Based on the previous study above, the researcher sees the similarities of the two thesis, namely the similarities in researching use the cake application as learning media in speaking skill

### C. Hypothesis

Khotari in Hidayatul said that Hypothesis a statement of the research assumption about the relationship between two variables that the researcher plans to test within the framework of the researcher study. Literally a hypothesis can be interpreted as a statement that is not yet a thesis; a temporary conclusion; something opinions that are not final

because the truth must be proven . hypothesis is a provisional conjecture, a provisional thesis which must be proven through scientific investigation. Based on that explanation, the researcher conducted hypothesis as follow:

H<sub>0</sub> : The use Cake Application is not effective towards speaking learning outcomes at English Education Class of 2020

H<sub>1</sub> : The use Cake Application is effective towards speaking learning outcomes at English Education Class of 2020

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Type and Design of the Research**

##### **1. Type of the research**

The type of research used in this research is experimental research. Experimental research is research conducted to determine the impact caused by a treatment given intentionally . There are several forms of experimental design that can be used in research, namely Pre Experimental Design, True Experimental Design, Factorial Design and Quasi Experimental Design. This research is included in the Pre-Experimental Design research, namely research that intends to determine whether there is an impact caused by the treatment of a subject.

##### **2. Design of the Research**

The design of the research is design with one group pretest posttest design. In this research using a pretest or pretest before being given treatment and a final test or posttest after being given treatment. So that the results of the treatment can be known more accurately because it can compare with the situation before being treated.

The design of this research can be described as follows:

Table 2.3 pretest posttest design

| Group      | Pretest        | Treatment | Posttest       |
|------------|----------------|-----------|----------------|
| Experiment | O <sub>1</sub> | X         | O <sub>2</sub> |

O<sub>1</sub> = Pretest (before given treatment)

O<sub>2</sub> = Posttest (after being treated)

X = Treatment using the Cake Application

The researcher will give a pretest or initial test to the object of research before the research begins. Posttest is also will be give at the end the study to be analyzed to draw research conclusions. In this research, the experimental group will treated using the Cake application.

### **Research procedure**

The Experimental Research Procedure implemented with the following steps :

1. The Researcher Preparation stage is divided into :
  - a. Determine of research Design

- b. Preparation of literature studies
  - c. Making Learning media , research instruments and other equipment
  - d. Validation Research instruments
2. The Research implementation stage is divided into;
- The test given in this Research is Oral Test of pre-test and post-test

a. Pre-test

Before doing the treatment, the researcher gave a pre-test. This test is used to measure students' speaking skill. The researcher gave an evaluation of speaking about asking and giving opinion about social media. Then students in pairs have a dialogue in front of the class

b. Treatment

The researcher treated the students after doing the pre-test. This require meeting and meeting last 60 minutes. The following were some of the steps of the learning process:

- 1) Before starting the material, the researcher gave some motivation and emphasized the importance of learning English.



- 2) The researcher offered some insight about the learning process.
- 3) Students are asked to introduced themselves by the researcher.
- 4) Researches explained the purpose or objectives of the research.
- 5) Researcher began to introduced the Cake Application, and explained the function and how to use the Cake Application.
- 6) Students explain orally what they have learned from the video dialogue.
- 7) When one of the students described the video they just watch and imitated the pronunciation of the short video so that students can practiced speaking on their own. Other students watched their friends discuss the short video they had just watched.
- 8) During the conversation, the researcher gave input about the terminology and pronunciation they heard.

c. Post-test

In experimental research, the test is given after students used the Cake Application. After

teaching using the Cake Application to learn to speak, the students were given a post-test. The post-test was in the form of an oral exam and the students will be Oral test of speaking questions The following were the steps for implementing the posttest:

- 1) The researcher explained the test strategy given to students.
  - 2) The researcher asked the students to give an oral presentation.
  - 3) The researcher given the students question sheet and they have to answered during 15 minutes.
  - 4) The researcher given value based on indicator value of the Research
3. The final stage of the research:
- a. Processing and analysis data
  - b. conclusion

## **B. Variable Definition**

Variables are anything in any form determined by the researcher to be studied so that information is obtained about it, then conclusions are drawn (Sugiyono, 2018).

### **1) Cake Application (Independent Variable)**

Cake is a website and app that as a social project is aimed at learning languages, including English. The

Cake application is said to be an independent variable because this application is expected to be able to influence or provide changes to the dependent variable. Independent variables are variables that affect or cause the change or emergence of the dependent variable. Independent variables are often also called independent variables.

## 2) Learning Outcomes (Dependent Variable)

Learning Outcomes are measurable statements that articulate at the beginning what students should know, be able to do, or value as a result of taking a course or completing a program. Learning outcomes in this research is referred to as the dependent variable, because it gets the effect or treatment from the Cake application or the independent variable. The dependent variable is the variable that is influenced or that becomes the result because of the independent variable.

## **C. Research Time and Place**

### 1. Time of the research

The location or place where the researcher conducted the research at the Islamic University of Ahmad Dahlan Sinjai, Sultan Hasanuddin Street,

number 20, Sinjai district, South Sulawesi province. The reason of the researcher select this location because the Islamic University of Ahmad Dahlan Sinjai is the place where the researcher studies.

## 2. Time of The Research

The research was held from March to July 2023.

## **D. Population and Sample**

### 1. Population

According to craswell population is group of individuals who have the same characteristic. According to Sugiyono population means generalization region consists of: objects or subjects that have certain qualities and characteristic are determined by investigators to be studied and then drawn conclusion. Also Arikunto said that the population is all subject research. In this research, the population will include all the students at English Education Islamic University of Ahmad Dahlan Sinjai with 22 students, consisting 14 female students and 8 male students.

### 2. Sample

According to craswell sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this research, the researcher choose sampling technique named total sampling. According to Sugiyono “ Total Sampling is a Sampling technique when all members of the population used as a sample. The reason the researcher chose total sampling is because the population was less than 100. So the number of samples in this research is 22 students, consisting 14 female students and 8 male students.

#### **E. Data Collection Technique**

The techniques use to obtain data in this research are as follows:

##### **1. Test**

According to Arikunto, the test is a series of question or other instruments which are used to measure the individual or group skill, knowledge, intelligence, capability or talent. There were two tests in this research, namely pre-test and post-test. The main purpose of pre-test is to determine the extent the student. Speaking outcomes learning before and after treatment..

The data collection technique used in this study was giving a test in the form of a test to analyze the Cake Application which is the x variable. Then, a speaking test to see the results of student speaking learning using the Cake Application which has been found in variable Y.

Student test results be analyzed using the formula, as follows:

### **Information**

Rill Score : Scores achieved by students

Maximum/ideal : A score that ca answered by a student if he is able to answer all exam questions correctly.

100 : The scale used (0-100)

## **2. Documentation**

Documentation is to find a variable such as the note, transcript, newspaper, magazine and so on. With the documentation, it can be prove that we have done some research at the school and we can see the activities that are carried out together with students.

## **F. Research Instruments**

The research instruments use in the research are:

### **1. Oral Test**

In this research, the oral test used is the form of certain materials to test students' speaking skill by asking students to speak in English. The assessments of this test were based on 5 criteria, namely grammar, vocabulary, pronunciation, fluency and comprehension. By the oral test, the students speaking skill of English Education class of 2020 known.

### **2. Documentation Tool**

Documentation tools that be used by researchers are stationery to record important things and cellphones to record or take pictures or collect all data. This documentation tool is important for researchers to collect student data that will become the object of research related to the effectiveness of the Cake application in learning outcomes at English Education class of 2020

## **G. Validation and Reliability test instrument**

A measuring instrument can be recognized as a good measuring instrument and is able to provide clear and accurate information if it meets the criteria set by the experts, namely the criteria for validating the measuring

instrument are valid and reliable. The tests used to check the quality of an instrument are validity and reliability tests.

### 1. Validity Test

The validity test is to equate the data reported by the researcher with the data obtained directly that happened to the research subject (Sugiyono, 2018). In this research, the researcher will use the help of the SPSS Version 26 application to measure the level of validity of the instrument. If a significant value is  $<$  than  $\alpha = 0.05$ , it can be said to be valid, whereas if a significant value is  $>$  than  $\alpha = 0.05$ , it can be said to be invalid.

### 2. Reliability Test

Reliability test is the degree of consistency and stability of data or findings (Sugiyono, 2018). Reliability test is a tool to measure a questionnaire which is an indicator of the variable. A questionnaire is said to be reliable if one's answers to the statement are consistent(stable) from time to time.

In SPSS, the benchmark for reliability is the Cronbach alpha value. Questionnaire items can be said to be reliable if the Cronbach's Alpha value is  $> 0.70$



and is said to be unreliable if the Cronbach's Alpha value is  $< 0.70$

## **H. Data analysis technique**

Data analysis techniques used in this research were descriptive data analysis and inferential statistical analysis.

### **1. Descriptive Statistics**

Descriptive statistic is part of statistics that can only be used when the researcher wants to describe sample data and does not want to draw conclusions about samples from the population taken in the form of presenting data through tables, graphs or diagrams, centralizing data and distributing data. The management process in testing the descriptive statistical analysis was carried out using SPSS.

### **2. Inference Statistics**

Inference Statistics is part of the statistics used in drawing a conclusion about the entire population from sample research data. The form of testing is in the form of a t-test using SPSS. Before the hypothesis is tested, a prerequisite test is carried out, namely the normality test.

#### **a. Normality Test**

The data normality test is a test that must be carried out prior to testing the hypothesis aiming at the

data already collected normally distributed or taken from the population normal.

To facilitate testing, researcher used the SPSS application to carry out an analysis of the normality of this instrument. The basis for making decisions in the normality test is :

- 1) If sig. (significance) < 0.05, then the data is not normally distributed.
- 2) If sig. (significance) > 0.05, then the data is normally distributed

#### b. Hypothesis Test

To find out the Effectiveness of using the Cake Application Towards students Speaking outcomes at English Education Class of 2020 , the researcher calculate it using a paired one sample t-test with the help of the SPSS application version 25. Paired sample t-test is one of the test methods used. To assess the effectiveness of the treatment, marked by the difference in the average before and after the treatment is given. This test is use to determine the difference in the average value of the population used as a comparison with the average of a sample. From the results of this test it known whether the average of the

population used as a comparison is significantly different from the average of a sample, if there is a difference in which average is higher.

The basis for making a decision to accept or reject  $H_0$  in this test is as follows:

- 1) If the significant value is  $> 0.05$  then  $H_0$  is accepted or  $H_1$  is rejected (the performance difference is not significant).
- 2) If the significant value  $< 0.05$  then  $H_0$  is rejected or  $H_1$  is accepted (significant performance difference)

## **CHAPTER IV**

### **RESEARCH FINDINGS**

#### **A. General Description of Research Locations**

##### **1. History of Ahmad Dahlan Sinjai University**

One of the universities in Sinjai City is the Sinjai Muhammadiyah Islamic Institute, which is located at Jalan Sultan Hasanuddin No. 20, Balannipa, North Sinjai, Sinjai. This campus is accredited "Good" with SK BAN PT No.1088/SK/BANPT/Akred/PT/IXX/2020.

Previously, the Muhammadiyah Sinjai Islamic Religious Institute was a branch of Unismuh Makassar which was named the Tarbiyah Faculty of Unismuh Makassar Sinjai branch in 1974. Until 1986, the Chancellor of Unismuh gave the opportunity to stand alone by changing the name to the Muhammadiyah Sinjai Tarbiyah Institute (STIT) then in In 1995 there were demands and government regulations, in this case the Indonesian Ministry of Religion changed to STAI Muhammadiyah Sinjai. This is one of the many private Islamic tertiary institutions in Indonesia that is affiliated with Kopertais Region VIII Directorate General of Islamic Education and is under the auspices of the Ministry of Religion. Until now, the Muhammadiyah

Sinjai Islamic Institute has changed its name to Ahmad Dahlan Sinjai Islamic University since a visitation in 2022.

This campus is centered under the auspices of Muhammadiyah and has been operating since June 16, 1995 with Decree No. PT 266/1995. UIAD is often referred to as the blue campus because most of the walls are blue. UIAD is currently known by the tagline "Islamic, Quality and Credible." (Admin, 2023b)

## **2. Profile of the Faculty of Tarbiyah and Teaching Sciences**

In 2016, the Chancellor of the Sinjai Muhammadiyah Islamic Institute issued Decree Number: 216/1.3.AU/D/KEP/2016 concerning the establishment of the Faculty of Tarbiyah and Teaching Science (FTI), which was based on the Decree of the Director General of Islamic Education Number: 6722 Year 2016 dated, November 24 2016, concerning the Permit to Change the Form of the Muhammadiyah Sinjai Islamic College of Religion to become the Muhammadiyah Sinjai Islamic Institute.

The Faculty of Tarbiyah and Teaching Science (FTIK). consists of three study programs: Arabic

Language Education (PBA), Madrasah Ibtidaiyah Teacher Education (PGMI), and Islamic Religious Education Study Program (PAI).

Therefore, the Sinjai Muhammadiyah Islamic Institute launched the English Education Study Program in accordance with the Decree of the Director General of Islamic Education Number: 1081 of 2017 dated 21 February 2017. English Education and Mathematics Education joined the Faculty of Tarbiyah and Teacher Training.

### **Vision**

To become an Islamic, Innovative and Competitive Teaching Personnel Education Institution (LPTK).

### **Mission**

1. Organizing Islamic-based, innovative and competitive education and learning.
2. Carrying out Islamic-based, innovative and competitive research.
3. Organizing Community Service that is Islamic-based, innovative and competitive.
4. Organizing development of Al Islam Kemuhammadiyah (AIK) for progressive academics. (Admin, 2023)

## **Purpose**

1. The implementation of Islamic-based, innovative and competitive education and learning.
2. The implementation of Islamic-based, innovative and competitive research.
3. Implementation of community service based on Islam, innovative and competitive.
4. Implementation of Al-Islam Kemuhammadiyah (AIK) development for progressive academics.

## **3. English Education Study Program Profile**

In 2016, the Chancellor of the Muhammadiyah Sinjai Islamic Institute issued Decree No: 1164/1.3.AU/B/KEP/2016 concerning the Opening of the English Education Study Program, Undergraduate Program at the Islamic University of Ahmad Dahlan Sinjai to add to the existing study programs at UIAD Sinjai.

After this proposal, in 2017 the Director General of Islamic Education issued Decree Number 541 of 2017 concerning Permits to Organize Study Programs at Private Islamic Religious Higher Education Undergraduate Programs in 2017, especially the English Education study program. On that basis, the English Education study

program joined the Faculty of Tarbiyah and Teaching Sciences at the Ahmad Dahlan Sinjai Islamic University.

After the issuance of the Director General's Decree, officially in 2017 the Ahmad Dahlan Sinjai Islamic University Campus opened the first registration and the first 36 first students and screened the first 36 students who passed the entrance test. They were the first to be accepted to study at the English Education Study Program, followed by 38 students from the second batch in 2018. Until the fifth year of operation, there were 95 students registered as part of the English Education study program.

### **Vision**

Realizing a study program that is trusted in producing English education graduates who are superior, competitive, and Islamic in producing English language education graduates.

### **Mission**

1. Organizing quality English education to produce superior and competitive English education graduates.
2. Conducting research and community service in the field of technology-based English language education to create an intelligent, creative and prosperous society.



3. Organizing professional education and teaching in the field of English by integrating values with Islamic values and local culture.
4. Building an effective, efficient, transparent quality management system and an effective, efficient, transparent and accountable quality management system to guarantee the quality of graduates and the management of study programs.
5. Establish continuous cooperation with institutions, alumni and stakeholders in the context of developing the quality of study programs and graduates.

### **Purpose**

1. To produce graduates who are innovative and competitive in learning English.
2. Producing graduates who have knowledge, character attitudes based on Islamic values.
3. To produce graduates who are capable of conducting research and community service in the field of English education for English language education to improve the quality of life for intelligent, creative and prosperous people.

4. To produce graduates who have knowledge and skills in other fields related to English, namely tourism entrepreneurship and translation

#### 4. Respondent Data

Table 4.1 Data Of Respondent

| <b>No.</b> | <b>Name</b>                   | <b>Reg. No.</b> | <b>Class/Year</b> |
|------------|-------------------------------|-----------------|-------------------|
| 1          | A.Khusnul Khatimah<br>Hasbi   | 20011001        | TBI/20            |
| 2          | Amelia sari                   | 20011002        | TBI/20            |
| 3          | Andi irsan irawan             | 20011003        | TBI/20            |
| 4          | Fajar Kurniawan               | 20011004        | TBI/20            |
| 5          | Faturahman fadli              | 20011005        | TBI/20            |
| 6          | Haerul                        | 20011007        | TBI/20            |
| 7          | Hasnia                        | 20011008        | TBI/20            |
| 8          | Irfan ardash                  | 20011009        | TBI/20            |
| 9          | Hijrahwati                    | 200110010       | TBI/20            |
| 10         | Muhammad Nurfaidzal<br>rahmat | 200110014       | TBI/20            |
| 11         | Nuraida                       | 200110015       | TBI/20            |
| 12         | Nurhadiza                     | 200110017       | TBI/20            |
| 13         | Nuruh Azhizah                 | 200110018       | TBI/20            |
| 14         | Nurul Azizah                  | 200110019       | TBI/20            |

|    |                              |           |        |
|----|------------------------------|-----------|--------|
| 15 | Reskia Amelia                | 200110021 | TBI/20 |
| 16 | Suarni                       | 200110023 | TBI/20 |
| 17 | Yusrianti                    | 200110025 | TBI/20 |
| 18 | Andi Batari Muyassara        | 200110026 | TBI/20 |
| 19 | Risma Lestari                | 200110022 | TBI/20 |
| 20 | Raehanatul Jannah            | 200110020 | TBI/20 |
| 21 | Muhammad Aqsa putra<br>Irfan | 200110012 | TBI/20 |
| 22 | Dzulkiram                    | 200110024 | TBI/20 |

Source : Students Of English Education Study  
program 2020 Data

## B. Results and Discussion

### 1. Results of the implementation of the experiment

#### a. FORMAT OF ASSESSMENT OF PRE-TEST RESULTS

Table 4.2 Result of Pre-Test

| No | Name | Speaking Indicators |         |            |         |               | Total Skor |
|----|------|---------------------|---------|------------|---------|---------------|------------|
|    |      | Pronunciation       | Grammar | Vocabulary | Fluency | Comprehension |            |
| 1  | R1   | 3                   | 2       | 3          | 3       | 3             | 14         |
| 2  | R2   | 2                   | 3       | 2          | 2       | 2             | 11         |
| 3  | R3   | 4                   | 3       | 1          | 2       | 2             | 12         |
| 4  | R4   | 3                   | 3       | 2          | 2       | 3             | 13         |
| 5  | R5   | 1                   | 2       | 4          | 2       | 1             | 10         |
| 6  | R6   | 3                   | 2       | 3          | 1       | 2             | 11         |
| 7  | R7   | 2                   | 3       | 2          | 2       | 3             | 12         |

|    |     |   |   |   |   |   |    |
|----|-----|---|---|---|---|---|----|
| 8  | R8  | 3 | 2 | 2 | 3 | 2 | 12 |
| 9  | R9  | 2 | 3 | 2 | 3 | 3 | 13 |
| 10 | R10 | 3 | 4 | 3 | 3 | 2 | 15 |
| 11 | R11 | 2 | 2 | 4 | 2 | 3 | 13 |
| 12 | R12 | 2 | 2 | 3 | 1 | 3 | 11 |
| 13 | R13 | 1 | 2 | 3 | 3 | 2 | 11 |
| 14 | R14 | 2 | 2 | 3 | 2 | 3 | 12 |
| 15 | R15 | 3 | 3 | 3 | 2 | 3 | 14 |
| 16 | R16 | 2 | 2 | 3 | 2 | 2 | 11 |
| 17 | R17 | 2 | 2 | 2 | 2 | 3 | 11 |
| 18 | R18 | 2 | 3 | 3 | 1 | 2 | 11 |
| 19 | R19 | 1 | 1 | 3 | 3 | 3 | 11 |
| 20 | R20 | 3 | 2 | 2 | 2 | 3 | 12 |
| 21 | R21 | 2 | 2 | 3 | 1 | 2 | 10 |
| 22 | R22 | 3 | 3 | 3 | 2 | 2 | 13 |

### **b. FORMAT OF ASSESSMENT OF POST-TEST RESULTS**

Table 4.3 Result of Post-Test

| No | Name | Speaking Indicators |         |            |         |               | Total Skor |
|----|------|---------------------|---------|------------|---------|---------------|------------|
|    |      | Pronunciation       | Grammar | Vocabulary | Fluency | Comprehension |            |
| 1  | R1   | 4                   | 4       | 4          | 4       | 5             | 21         |
| 2  | R2   | 4                   | 4       | 5          | 4       | 4             | 21         |
| 3  | R3   | 4                   | 4       | 4          | 4       | 4             | 20         |
| 4  | R4   | 4                   | 4       | 3          | 5       | 5             | 21         |
| 5  | R5   | 4                   | 4       | 4          | 5       | 5             | 22         |
| 6  | R6   | 4                   | 5       | 5          | 4       | 4             | 22         |
| 7  | R7   | 5                   | 5       | 5          | 4       | 5             | 24         |
| 8  | R8   | 3                   | 4       | 5          | 4       | 4             | 20         |

|    |     |   |   |   |   |   |    |
|----|-----|---|---|---|---|---|----|
| 9  | R9  | 4 | 4 | 4 | 3 | 5 | 20 |
| 10 | R10 | 4 | 4 | 5 | 5 | 5 | 23 |
| 11 | R11 | 4 | 4 | 4 | 4 | 5 | 21 |
| 12 | R12 | 4 | 5 | 3 | 4 | 4 | 20 |
| 13 | R13 | 3 | 3 | 4 | 4 | 5 | 19 |
| 14 | R14 | 4 | 5 | 5 | 4 | 5 | 23 |
| 15 | R15 | 5 | 5 | 4 | 4 | 5 | 23 |
| 16 | R16 | 4 | 4 | 5 | 5 | 4 | 22 |
| 17 | R17 | 4 | 4 | 5 | 4 | 4 | 21 |
| 18 | R18 | 4 | 4 | 5 | 4 | 3 | 20 |
| 19 | R19 | 4 | 3 | 5 | 4 | 4 | 20 |
| 20 | R20 | 5 | 5 | 5 | 5 | 5 | 25 |
| 21 | R21 | 5 | 5 | 5 | 5 | 5 | 25 |
| 22 | R22 | 4 | 3 | 3 | 4 | 5 | 19 |

## 2. Research Results

### a. Validity and Reliability Test

#### 1) Validity Test

Before using an instrument to conduct research, the instrument must be tested first on a large number of identified respondents to test its effectiveness. If the device is validated, it can be used for research. To test the validity of the research instrument using the product moment with the help of the SPSS 25.0 for windows program with the provision of comparing the recount value with the r-table value. If the value of  $r\text{-count} > r\text{-table}$  then the items and questionnaires

are declared invalid. The results of the validity test of the test questions and are as follows:

**Table 4.4 Validity Test**

| <b>Correlation</b>       |                         |                       |             |
|--------------------------|-------------------------|-----------------------|-------------|
| No.<br>Question<br>Items | Pearson<br>Correlations | Ratable<br>(Sig.0,05) | Information |
| P1                       | 0,651                   | 0,422                 | Valid       |
| P2                       | 0,730                   | 0,422                 | Valid       |
| P3                       | 0,770                   | 0,422                 | Valid       |
| P4                       | 0,816                   | 0,422                 | Valid       |
| P5                       | 0,467                   | 0,422                 | Valid       |

Source: Result of Data Analysis with SPSS 25.0

From table 4.1 it can be seen that an item is declared valid if the results of the calculation of the person correlation  $>$  r-table (Sig. 0.05). to determine the r-table value (sig. 0.05) can be seen in the product moment r-table with the amount of data (N) = 22 in the appendix. Based on the r product moment table at 5% significance, it is known that the r table is 0.422. Thus, the test item consisting of 5 items is declared valid

## 2) Reliability Test

Reliability is defined as something that can be trusted. The reliability test serves to determine the level of consistency of the items and questionnaires that will be used in research so that the items can be used. In this study the reliability test used the alpha Cronbach moment with the help of SPSS 25.0 for windows. The basis for decision making in the reliability test is if the Cronbach alpha value is  $> 0.70$ , the research instrument is declared reliable or consistent. Meanwhile, if the Cronbach alpha value is  $< 0.70$ , the research instrument is declared reliable or inconsistent. The results of the reliability test of the 5 items are as follows:

**Table 4.5 Reliability Test**

| <b>Reliability Statistics</b> |             |
|-------------------------------|-------------|
| Alfa Cronbach                 | N dare Item |
| ,731                          | 5           |

Source: Results of data analysis with SPSS 25.0

Based on table 4.2, the reliability test results above show that the Cronbach's Alpha value is 0.731 or  $0.731 > 0.70$ . This means that the items have a high level of reliability

b. Statistical Descriptive Analysis

1) Student test results in speaking English before using Cake Application (Pre -Test).

Based on the results of the study, the following is the result of a descriptive analysis based on the English speaking pre-test scores of English students class of 2020.

**Table 4.6 Descriptive Analysis Results**

| <i>Descriptive Statistics</i> |    |         |         |       |                |
|-------------------------------|----|---------|---------|-------|----------------|
|                               | N  | Minimum | Maximum | Mean  | Std. Deviation |
| <i>Pretest</i>                | 22 | 10      | 15      | 11,95 | 1,327          |
| <i>Posttest</i>               | 22 | 19      | 25      | 21,45 | 1,765          |
| <i>Valid N (listwise)</i>     | 22 |         |         |       |                |

Source: Results of statistical descriptive data analysis using SPSS version 25

Based on the table above, it shows that the score for the pre-test speaking English for English Students in 2020 obtained a minimum score or lowest score of 10.



Meanwhile, the maximum score or highest score was 15. The mean (average) value was obtained at 11.95. And the standard deviation value is 1.327. Based on this, pre-test values can be grouped into five categories in the distribution of frequency scores in the following table:

**Table 4.7 Frequency distribution of pre-test scores for speaking English**

| No | Speaking Value | Frequency | Category  |
|----|----------------|-----------|-----------|
| 1  | 21-25          | 0         | Very high |
| 2  | 16-20          | 0         | Tall      |
| 3  | 11-15          | 20        | Currently |
| 4  | 6-10           | 2         | Low       |
| 5  | 0-5            | 0         | Very low  |

*source: (Mawaddah, 2021)*

Based on the table above, it shows that the results of speaking English class of 2020 are in the medium category, obtaining interval values of 11-15. This indicates that before using the Cake Application the speaking results of the English Education class of 2020 students were in the Currently category

## 2) Student test results in speaking English after using Cake Application (Post test)

Based on the results of the research, the following is the result of a descriptive analysis based on the post-test scores for speaking English for English students class of 2020 after the treatment.

**Table 4.8 Descriptive Analysis Results**

| <i>Descriptive Statistics</i> |    |         |         |       |                |
|-------------------------------|----|---------|---------|-------|----------------|
|                               | N  | Minimum | Maximum | Mean  | Std. Deviation |
| <i>Pretest</i>                | 22 | 10      | 15      | 11,95 | 1,327          |
| <i>Posttest</i>               | 22 | 19      | 25      | 21,45 | 1,765          |
| <i>Valid N (listwise)</i>     | 22 |         |         |       |                |

Source: Results of statistical descriptive data analysis using SPSS version25

Based on the table above, it shows that the score for the post-test speaking English for English Students in 2020 obtained a minimum score or lowest score of 19. Meanwhile, the maximum score or highest score

was 25. The mean (average) value was obtained at 21,45. And the standard deviation value is 1,765.

**Table 4.9 Frequency distribution of post-test scores for speaking English**

| No | Speaking Value | Frequency | Category  |
|----|----------------|-----------|-----------|
| 1  | 21-25          | 14        | Very high |
| 2  | 16-20          | 8         | Tall      |
| 3  | 11-15          | 0         | Currently |
| 4  | 6-10           | 0         | Low       |
| 5  | 0-5            | 0         | Very low  |

*source: (Mawaddah, 2021)*

Based on the table above, it shows that the results of speaking English class of 2020 are in the Very High category, obtaining interval values of 21-25. This indicates that before using the Cake Application the speaking results of the English Education class of 2020 students were in the very high category.

3) Descriptive Normalize Gain or the level of student speaking learning outcomes after using the Cake application

To calculate the increase in students' speaking learning outcomes and analysis of the Cake application, firstly, the data from the pre-test and post-test results of students was calculated using the normalized gain formula. The statistics for the gain in students' English speaking are as follows:

$$g = \frac{S_{post} - S_{pre}}{S_{max} - S_{pre}} = \frac{472 - 263}{2.200 - 263}$$

Based on the results of the gain value above which shows 0.4, it can be seen based on the improvement criteria from the following pre-test and post-test results:

**Table 4.10 Criteria for the N-Gain level**

| <b>Gain Normalization Coefficient</b> | <b>Category</b> |
|---------------------------------------|-----------------|
| $g < 0,3$                             | Low             |

|                    |           |
|--------------------|-----------|
| $0,3 \leq g < 0,7$ | Currently |
| $g > 0,7$          | High      |

Based on the table above, a gain value of 0.4 is obtained. So that the criteria for students' ability to speak English after the implementation of the Cake Application are in the medium category. It can be concluded that the Cake application is effectively applied to improve student speaking learning outcomes.

c. Inferential Statistical Analysis

To test the hypothesis, inferential statistics are used. T test (Paired Sample T-Test) is used in testing the hypothesis of this study. Prerequisite tests, such as normality tests and homogeneity tests, must be carried out before carrying out a hypothesis test or T test. To validate the hypothesis, prerequisite tests are carried out on the data collected.

1) Normality Test

To ascertain whether the data is normally distributed or not, a normality test is performed. The purpose of the normality test of this study was to find out whether the data on students' English speaking

abilities were normally distributed or not. The SPSS 25 program is used in the normality test using the Shapiro-Wilk test with a significance level of  $> 0.05$ . The results of the normality test in this study are as follows:

**Table 4.11 Normality Test Results**

| <i>Tests of Normality</i> |                     |           |             |
|---------------------------|---------------------|-----------|-------------|
|                           | <i>Shapiro-Wilk</i> |           |             |
|                           | <i>Statistic</i>    | <i>Df</i> | <i>Sig.</i> |
| (Pre-test)                | ,914                | 22        | ,058        |
| (Post-test)               | ,916                | 22        | ,064        |

Source: Results of statistical descriptive data analysis using SPSS version 25.

Based on the table above, it shows that the acquisition of the pre-test value is 0.058 which is found in the sig table. This means that the significance value obtained is  $0.058 > 0.05$  and the post test significance value is  $0.064 > 0.05$ . So it can be concluded that the test results of students' speaking English before and after using the Cake Application on the pre-test and post-test were normally distributed.

## 2) Homogeneity Test

To find out whether two or more groups of data are homogeneous or have the same variance as one another, a homogeneity test is used. The homogeneity test uses the ANOVA test using the SPSS 25 program. The homogeneity test requirement for the ANOVA test is a Sig value  $> 0.5$ . The results of the homogeneity test in this study are as follows:

**Table 4.12 Homogeneity Test Results**

| <i>Test of Homogeneity of Variances</i>                   |                                             |                         |            |            |             |
|-----------------------------------------------------------|---------------------------------------------|-------------------------|------------|------------|-------------|
|                                                           |                                             | <i>Levene Statistic</i> | <i>df1</i> | <i>df2</i> | <i>Sig.</i> |
| Speak English before and after using the Cake Application | <i>Based on Mean</i>                        |                         | 1          |            |             |
|                                                           | <i>Based on Median</i>                      |                         | 1          |            |             |
|                                                           | <i>Based on Median and with adjusted df</i> |                         | 1          |            |             |
|                                                           | <i>Based on trimmed mean</i>                |                         | 1          |            |             |

Based on the table above, the results of the homogeneity test were obtained with a significance value of  $0.167 > 0.05$ . So it can be concluded that the data comes from a homogeneous population.

#### 4) T test (Paired Sample T-Test)

Once it is known that the data are normally distributed and homogeneous, then hypothesis testing will be carried out. It aims to answer the research hypothesis contained in this study.

The test conducted in this study was a paired sample t-test. Tests were carried out to find out if the Cake application was effective in improving the speaking learning outcomes at English Student class of 2020. The following is the results of the paired sample t-test using SPSS version 25.

**Table 4.13 T Test Results (Paired Samples Test)**

| Paired Samples Test |                      |                    |       |       |                                           |            |         |    |                 |
|---------------------|----------------------|--------------------|-------|-------|-------------------------------------------|------------|---------|----|-----------------|
|                     |                      | Paired Differences |       |       |                                           |            | T       | df | Sig. (2-tailed) |
|                     |                      |                    | Std.  | Std.  | 95% Confidence Interval of the Difference |            |         |    |                 |
|                     |                      |                    |       |       | Mean                                      | Error Mean |         |    |                 |
| Pair 1              | Pre Test - Post Test | -9.500             | 2,198 | 0,469 | -10,475                                   | - 8,525    | -20,268 | 21 | ,000            |

Based on the table above, the Sig. (2-tailed) of 0.000.

This value is less than 0.05 or  $0.000 < 0.05$ . Then  $H_0$  is rejected and  $H_1$  is accepted, which means, the application of cake is effective on the results of learning speaking at English Education Class of 2020.



#### d. Effectiveness Analysis

This effectiveness analysis is useful to find out whether the research hypothesis is true or not. The hypothesis in this study is that the cake application is effective on the speaking learning outcomes of English Education class of 2020. The results of the hypothesis analysis in this study are:

- a) There is an increase in value before using the cake application obtained at 11.95. The mean value (average) after using Cake Application is 21.45. It can be concluded that the Cake Application is effective on the Students speaking learning outcomes at English Education class of 2020.
- b) In addition, the results of the inferential analysis show that the value of Sig. (2-tailed) of  $0.000 < 0.05$ . Then  $H_0$  is rejected and  $H_1$  is accepted, which means, Cake Application is effective on the students speaking outcomes learning at English Education class of 2020

## 2. Discussion

- a. The use of the Cake application for the results of students speaking outcomes learning at English Education class of 2020

The Cake Application is an English learning application that serves to improve student learning activities in the field of English. This application provides features of speaking, writing, listening, and reading. Cake is the latest Android mobile application developed by Korea. This is an app to help people become better speakers Confident for others, speaking in good public skills, or in everyday life (Yanthi & Winda, 2020). Cake application great to help people who listen to it. This is the best app to learn to speak English, gives examples using videos, and the word is very useful to pronounce.

Students speaking outcomes learning at English Education class of 2020 can be distinguished from before and after treatment using the cake application. Based on the results of the descriptive analysis, the pre-test score for English Education class of 2020 obtained a minimum score or lowest score of 10. Meanwhile, the maximum score or highest score was 15. The mean (average) score was 11.95. And the standard deviation value is 1,327

Meanwhile, the student scores after the treatment was carried out obtained the minimum score or the lowest score was 19. While the maximum score or the highest

score was 25. The mean (average) value was obtained at 21.45. And the standard deviation value is 1.765.

Based on the results of the descriptive analysis above, it can be concluded that there are differences in the learning outcomes of English tadaris students class of 2020 before and after using the Cake Application.

b. The Effectiveness of the Cake Application Towards Students Speaking learning outcomes at English Education Class of 2020

The results of this study indicate that Cake Application is towards students Speaking learning outcomes. This can be proven from the results of the pre-test and post-test of the Sig. (2-tailed) of  $0.000 < 0.05$ . Then  $H_0$  is rejected and  $H_1$  is accepted.

The results of previous research that support the results of the research that the author has done, namely research from Aniisa Fitria (2019) which shows that learning by using the cake application can make students comfortable and more interested in learning English. This means that the Cake application can attract students' interest and enthusiasm for learning to learn English. Then the results of Nuraeni & Winda Yanthi's research (2020). Researching students' perception about cake

application and the results of his research show that the cake application can help increase students' motivation to learn speaking and improve students' speaking learning outcomes. Meanwhile, the results of Fifth's research, Hapipah (2021) whose research title is "Students' Perceptions of using Cake Application for Speaking Skills show that students feel that this Cake Application is very effective for students who want to learn to speak. The Cake Application, as evidenced by students who feel the many benefits and positive effects of this application.

Based on the results of the previous research above, it indicates that the research that has been carried out is a new thing or a new discovery was found. The Cake application is used as a medium for learning English speaking. The results of the study show that the Cake Application is effective towards students speaking learning outcomes.

## **CHAPTER V**

### **CLOSING**

#### **A. Conclusion of The Research**

Based on the research that has been conducted at English Education Class of 2020 , after analyzing the data using tests , it can be concluded that the results of the hypothesis indicate that the Cake application is effective towards students speaking outcomes learning. It can be seen by the final results of testing using a paired sample T-Test. The value of Sig. (2-tailed) of 0.000. The significance value obtained is less than 0.05 or  $0.000 < 0.05$ , then  $H_0$  is rejected and  $H_1$  is accepted. In other words, the Cake Application is effective towards students speaking outcomes learning.

#### **B. Suggestion of The Research**

The suggestions put forward by researcher related to this research are as follows

1. For the students to be able to use the Cake Application in learning English and should be more serious about learning in order to obtain higher learning outcomes
2. For the teacher to be able to use learning methods or media that are fun and can make it easier for students to

understand the subject matter so that students are more motivated to learn

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# **APPENDICES**

**APPENDIX I**

**RESEARCH**

**INSTRUMENTS**

## GRID OF RESEARCH INSTRUMENT

### Effectiviness Of Using the Cake Application Towards Students Speaking Learning Outcomes At English Education Class Of 2020

#### Appendix 1: Research Instrument Grid

| No. | Variables | Indicators       | Instruments | Data Resource |
|-----|-----------|------------------|-------------|---------------|
| 1.  | Speaking  | a. Pronunciation | Oral test   | Students      |
|     |           | b. Grammar       | Oral test   | Students      |
|     |           | c. Vocabulary    | Oral test   | Students      |
|     |           | d. Fluency       | Oral test   | Students      |
|     |           | e. Comprehension | Oral test   | Students      |

Sinjai 16 July 2023

|                                                                       |                                                                                        |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Advisor I,<br><br><b><u>Dr. Ismail, M.Pd.</u></b><br>NIDN. 2110058301 | Advisor II,<br><br><b><u>Dr. Atmaranie Dewi Purnama, M.Pd.</u></b><br>NIDN. 2119098902 |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------|

## ASSESSMENT GUIDELINES

### Effectiveness Of Using the Cake Application Towards Students Speaking Learning Outcomes At English Education Class Of 2020

#### Appendix 2 : Assesment Guidelines

| Speaking Components | Indicators                                                                                                            | Points |
|---------------------|-----------------------------------------------------------------------------------------------------------------------|--------|
| . Pronunciation     | a. Students have few traces of foreign accent.                                                                        | 5      |
|                     | b. Students are always intelligible, though one is conscious of define accent.                                        | 4      |
|                     | c. Students have pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding. | 3      |
|                     | d. Students are very hard to understand because of pronunciation problem, mush frequently be asked to repeat.         | 2      |
|                     | e. Students have pronunciation problem sever as to                                                                    | 1      |

|         |                                                                                                                                |        |
|---------|--------------------------------------------------------------------------------------------------------------------------------|--------|
|         | make speech<br>virtually<br>unintelligible.                                                                                    |        |
| Grammar | a. Students make a few<br>noticeable errors in<br>grammar and word<br>order.                                                   | 5<br>4 |
|         | b. Students make<br>grammatical or word<br>errors on occasion,<br>whether intentional<br>or not, which obscure<br>the meaning. | 3<br>2 |
|         | c. Students make<br>frequent errors of<br>grammar and word<br>order, which<br>occasionally obscure<br>meaning.                 | 1      |
|         | d. Students have<br>grammar and word<br>errors making<br>difficult to<br>understanding.                                        |        |
|         | e. Students have errors<br>in grammar and word<br>order so severe as to<br>make speech<br>virtually<br>unintelligible.         |        |
|         | a. Students' use of<br>vocabulary and<br>idioms is virtually<br>that of a native                                               | 5<br>4 |

|            |                                                                                                                        |   |
|------------|------------------------------------------------------------------------------------------------------------------------|---|
| Vocabulary | speaker                                                                                                                |   |
|            | b. Sometimes, students use inappropriate terms or must rephrase ideas because of lexical inadequacies.                 | 3 |
|            |                                                                                                                        | 2 |
|            | c. Students frequently use the incorrect words, so that students' conversations are limited due to lack of vocabulary. | 1 |
|            | d. Students' misuse of words and very limited vocabulary are so extreme as to make comprehension quite difficult.      |   |
|            | e. Students have such a limited vocabulary that conversing is nearly impossible.                                       |   |
| Fluency    | a. Students have speech as fluent and effortless as that native speaker.                                               | 5 |
|            |                                                                                                                        | 4 |
|            | b. Students' speed of speech seems to be affected by language problems.                                                | 3 |
|            |                                                                                                                        | 2 |
|            | c. Students have rather strong speed and                                                                               | 1 |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                              |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
|               | <p>fluency.</p> <p>d. Students are usually hesitant and often forced into silence by language limitations.</p> <p>e. Students' speech is so halting and fragmentary as to make conversation virtually impossible.</p>                                                                                                                                                                                                                                                                  |                                              |
| Comprehension | <p>a. Students appear to understand everything without difficulty.</p> <p>b. Students understand nearly everything at normal speed, although repetition may be necessary.</p> <p>c. Students understand most of what is said at a slower than normal speed with repetition.</p> <p>d. Students have great difficulty following that is said, can comprehend only social conversations spoken slowly.</p> <p>e. Students cannot say to understand even simple conversation English.</p> | <p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p> |



# **APPENDIX II**

**ASSESSMENT OF PRE-TEST RESULTS**

**ASSESSMENT OF POST-TEST RESULTS**

**VALIDATION AND RELIABILITY TEST  
RESULTS**

**RESULTS OF STATISTICAL ANALYSIS**

### **Appendix 3 : Value Instruction**

---

#### **Value Instruction Test**

| <b>NO</b> | <b>INSTRUCTION</b>                                            |
|-----------|---------------------------------------------------------------|
| 1         | Students are free to choose speaking topics using English     |
| 2         | Students are given 15 minutes to speak                        |
| 3         | The researcher assessed the students who were speaking        |
| 4         | Students are given grades according to the speaking indicator |

## **Appendix 4 : ASSESSMENT OF PRE-TEST RESULTS**

### **VALIDATION AND REALIBILITY DATA**

| <b>No</b> | <b>Name</b> | <b>Speaking Indicators</b> |             |            |             |             | <b>Total Skor</b> |
|-----------|-------------|----------------------------|-------------|------------|-------------|-------------|-------------------|
|           |             | <b>Pronu</b>               | <b>Gram</b> | <b>Voc</b> | <b>Flue</b> | <b>Comp</b> |                   |
| 1         | R1          | 4                          | 3           | 4          | 3           | 4           | 18                |
| 2         | R2          | 4                          | 3           | 3          | 3           | 4           | 17                |
| 3         | R3          | 4                          | 3           | 4          | 3           | 4           | 18                |
| 4         | R4          | 3                          | 4           | 3          | 4           | 3           | 17                |
| 5         | R5          | 3                          | 4           | 4          | 5           | 3           | 19                |
| 6         | R6          | 4                          | 4           | 3          | 4           | 2           | 17                |
| 7         | R7          | 3                          | 3           | 5          | 4           | 3           | 18                |
| 8         | R8          | 4                          | 4           | 2          | 3           | 5           | 18                |
| 9         | R9          | 4                          | 3           | 3          | 3           | 3           | 16                |
| 10        | R10         | 4                          | 4           | 3          | 3           | 4           | 18                |
| 11        | R11         | 4                          | 4           | 4          | 2           | 3           | 17                |
| 12        | R12         | 3                          | 4           | 3          | 3           | 3           | 16                |
| 13        | R13         | 3                          | 4           | 3          | 4           | 2           | 16                |
| 14        | R14         | 3                          | 3           | 3          | 4           | 3           | 16                |
| 15        | R15         | 3                          | 3           | 3          | 5           | 3           | 17                |
| 16        | R16         | 4                          | 3           | 3          | 5           | 4           | 19                |
| 17        | R17         | 4                          | 4           | 5          | 2           | 3           | 18                |
| 18        | R18         | 3                          | 3           | 4          | 4           | 3           | 17                |
| 19        | R19         | 4                          | 3           | 4          | 4           | 3           | 18                |
| 20        | R20         | 4                          | 4           | 3          | 5           | 3           | 19                |
| 21        | R21         | 4                          | 3           | 3          | 5           | 2           | 17                |
| 22        | R22         | 4                          | 3           | 3          | 5           | 3           | 18                |

## Appendix 6 : RESULTS OF STATISTICAL ANALYSIS

### 1. The Output of SPSS Validity and Realibilty

|       |                     | Correlations |        |        |        |       |        |
|-------|---------------------|--------------|--------|--------|--------|-------|--------|
|       |                     | P01          | P02    | P03    | P04    | P05   | Total  |
| P01   | Pearson Correlation | 1            | .163   | .556** | .221   | .498* | .651** |
|       | Sig. (2-tailed)     |              | .468   | .007   | .323   | .018  | .001   |
|       | N                   | 22           | 22     | 22     | 22     | 22    | 22     |
| P02   | Pearson Correlation | .163         | 1      | .404   | .782** | -.014 | .730** |
|       | Sig. (2-tailed)     | .468         |        | .062   | .000   | .952  | .000   |
|       | N                   | 22           | 22     | 22     | 22     | 22    | 22     |
| P03   | Pearson Correlation | .556**       | .404   | 1      | .495*  | .187  | .770** |
|       | Sig. (2-tailed)     | .007         | .062   |        | .019   | .405  | .000   |
|       | N                   | 22           | 22     | 22     | 22     | 22    | 22     |
| P04   | Pearson Correlation | .221         | .782** | .495*  | 1      | .160  | .816** |
|       | Sig. (2-tailed)     | .323         | .000   | .019   |        | .476  | .000   |
|       | N                   | 22           | 22     | 22     | 22     | 22    | 22     |
| P05   | Pearson Correlation | .498*        | -.014  | .187   | .160   | 1     | .467*  |
|       | Sig. (2-tailed)     | .018         | .952   | .405   | .476   |       | .029   |
|       | N                   | 22           | 22     | 22     | 22     | 22    | 22     |
| Total | Pearson Correlation | .651**       | .730** | .770** | .816** | .467* | 1      |
|       | Sig. (2-tailed)     | .001         | .000   | .000   | .000   | .029  |        |

|   |    |    |    |    |    |    |
|---|----|----|----|----|----|----|
| N | 22 | 22 | 22 | 22 | 22 | 22 |
|---|----|----|----|----|----|----|

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

#### Reliability Statistics

|                  |            |
|------------------|------------|
| Cronbach's Alpha | N of Items |
| .731             | 5          |

### 2. The Output of SPSS Descriptive Statistics

#### Descriptive Statistics

|                    | N  | Minimum | Maximum | Mean  | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Sebelum            | 22 | 10      | 15      | 11.95 | 1.327          |
| Setelah            | 22 | 19      | 25      | 21.45 | 1.765          |
| Valid N (listwise) | 22 |         |         |       |                |

### 3. The Output of SPSS Normality test

#### Tests of Normality

|         | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|---------|---------------------------------|----|------|--------------|----|------|
|         | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Sebelum | .219                            | 22 | .008 | .914         | 22 | .058 |
| Setelah | .192                            | 22 | .033 | .916         | 22 | .064 |

a. Lilliefors Significance Correction

#### 4. The Output of SPSS Homogeneity test

##### Test of Homogeneity of Variances

Hasil Belajar

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.534            | 5   | 15  | .238 |

##### ANOVA

Hasil Belajar

|                | Sum of Squares | df | Mean Square | F     | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 17.088         | 6  | 2.848       | 2.150 | .107 |
| Within Groups  | 19.867         | 15 | 1.324       |       |      |
| Total          | 36.955         | 21 |             |       |      |

#### 5. The Output of SPSS Hypothesis test

##### Paired Samples Statistics

|                | Mean  | N  | Std. Deviation | Std. Error Mean |
|----------------|-------|----|----------------|-----------------|
| Pair 1 Sebelum | 11.95 | 22 | 1.327          | .283            |
| Setelah        | 21.45 | 22 | 1.765          | .376            |

##### Paired Samples Correlations

|                          | N  | Correlation | Sig. |
|--------------------------|----|-------------|------|
| Pair 1 Sebelum & Setelah | 22 | .009        | .967 |

### Paired Samples Test

|                             | Paired Differences |                   |                       |                                                 |        | t       | df | Sig.<br>(2-tailed) |
|-----------------------------|--------------------|-------------------|-----------------------|-------------------------------------------------|--------|---------|----|--------------------|
|                             |                    | Std.<br>Deviation | Std.<br>Error<br>Mean | 95% Confidence<br>Interval of the<br>Difference |        |         |    |                    |
|                             |                    |                   |                       | Lower                                           | Upper  |         |    |                    |
| Pair 1 Sebelum<br>– Setelah | -9.500             | 2.198             | .469                  | -10.475                                         | -8.525 | -20.268 | 21 | .000               |



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AHMAD DAHLAN**

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DAN ILMU KEGURUAN**

Nomor : 235.D1/III.3.AU/F/2023  
Tempat : Satu Rangkap  
Hal : Permohonan Izin Penelitian

Sinjai, 2 Muharram 1444 H  
20 Juli 2023 M

Kepada Yang Terhormat  
**Ketua Prodi Tadris Bahasa Inggris UIAD**  
Di -

Sinjai

*Assalamu'alaikum Warahmatullahi Wabarakatuh.*

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Nurmini  
NIM : 190110016  
Program Studi : Tadris Bahasa Inggris (TBI)  
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

**"Effectivinnes Of Using The Cake Application Towards Students Speaking Learning Outcomes At English Education Class Of 2020".**

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian **Di Kampus UIAD Sinjai**.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*



Tembusan disampaikan Kepada Yth :  
1. Rektor IAIM Sinjai





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**FAKULTAS TARBIIYAH DAN ILMU KEGURUAN**

Kampus : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai, Tlp. 082291930870, Kode Pos 92612

Email : [filisaini@gmail.com](mailto:filisaini@gmail.com)

Website : <http://www.iainsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1988/SK/BAN-PT/Akred/PT/XII/2020



**SURAT KEPUTUSAN**  
**NOMOR: 1087.D1/III.3.AU/F/KEP/2022**

**TENTANG**  
**DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIIYAH DAN ILMU KEGURUAN T.A. 2022/2023**

**DEKAN FAKULTAS TARBIIYAH DAN ILMU KEGURUAN**  
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- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2022/2023, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
  2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
  - b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
  - c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
  - d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai.
  - e. Surat Keputusan Rektor IAIM Nomor : 216/I.3.AU/D/KEP/2016 tentang Pendidiran Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
  - f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
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  2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 305.R/III.3.AU/F/KEP/2022 tanggal 15 Oktober 2022 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Institut Agama Islam Muhammadiyah Sinjai tahun akademik 2022/2023.

**MEMUTUSKAN**

- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** : Mengangkat dan menetapkan saudara(i) :

| <b>Pembimbing I</b> | <b>Pembimbing II</b>                 |
|---------------------|--------------------------------------|
| Dr. Ismail, M.Pd.   | Atmaranie Dewi Purnama, S.Pd., M.Pd. |

untuk penulisan skripsi mahasiswa:

Nama : Nurmini  
NIM : 190110016  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : The Effectiveness of Using The CAKE Application towards Speaking Learning Outcomes at English Education Class of 2020



**INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Kampus : Jl. Sultan Hassanudin No. 20 Kab. Sinjai, Tlp. 082291930870, Kode Pos 92612

Email : [fi@iaim@gmail.com](mailto:fi@iaim@gmail.com)

Website : <http://www.iaimsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1088/SK/BAN-PT/Akred/PT/XII/2020



- Kedua : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.
- Ketiga : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Sinjai  
Pada Tanggal : 25 Oktober 2022 M  
: 29 Rabiul Awal 1444 H

Dekan,

**Takdir, S.Pd.L., M.Pd.L.**  
NBM/ 1213495

**Tembusan Disampaikan Kepada Yang Terhormat:**

1. BPH IAIM Sinjai
2. Rektor IAIM Sinjai
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM IAIM Sinjai



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AHMAD DAHLAN**

**PROGRAM STUDI  
TADRIS BAHASA INGGRIS**

**SURAT KETERANGAN PENELITIAN**

Nomor: 006.P10.1/III.3.AU/A/2023

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Sinjai:

Nama : Harmilawati, S.S., S.Pd., M.Pd  
NIDN : 2125058607  
Jabatan : Ketua Prodi Tadris Bahasa Inggris

Dengan ini menerangkan bahwa:

Nama : Nurmini  
NIM : 190110016  
Program Studi : Tadris Bahasa Inggris  
Semester : VIII ( Delapan)

Menyatakan bahwa benar yang namanya di atas telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Sinjai dalam rangka penyusunan Skripsi.

Demikian surat keterangan ini dibuat dengan benar dan untuk dipergunakan sebagaimana mestinya.

Sinjai, 04 Muharram 1445 H

22 Juli 2023 M

Ketua Prodi  
Tadris Bahasa Inggris,  
  
Harmilawati, S.S., S.Pd., M.Pd.  
NIDN 2125058607

# DOCUMENTATION



## **Appendix 6: Documentation**

---

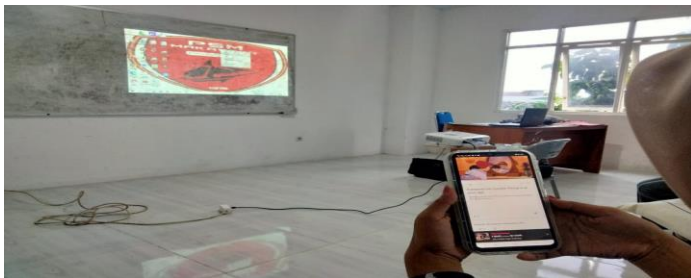
### **1. Observation**



## 2. Pre Test



## 3. Treatment



#### 4. Pos Test





[illegible]



## The Researcher Bioadata



Name : Nurmini  
Number Student : 190110016  
Place and date of birth : Sinjai, 25 October 2001  
Address : Dusun MAroanging, Desa  
Tongke-tongke Kec.  
Sinjai Timur, Kab. Sinjai  
Organizational experience : Management of ESA  
UIAD Sinjai, Tahun 2020-  
2021  
Educational background :  
1. Elementary School : SD 29 Maroanging, Kec.  
Sinjai timur  
2. Junior High School : SMPN 7 Sinjai Timur ,  
Graduates in 2016  
3. Senior High School : SMKN 1 Sinjai,  
Graduates in Tahun 2019  
4. D1/D2 : Ahmad Dahlan Sinjai  
Islamic University  
Graduates in 2023  
Handphone : 082194596330  
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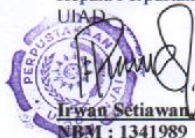
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