

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter the researcher presents a literature review related to this study. It consists of speaking skill, *Cake* application, and previous study.

A. Speaking Skill

1. Definition of Speaking

One of the most important skills in learning a foreign language is speaking, which is commonly described as the ability to express ideas, feelings, and thoughts verbally in a systematic and logical way. According to (Brown, 2004) speaking is an interactive process that includes providing and receiving speeches, monologues, or reading aloud and story-telling. Language mastery is necessary for this process, but so is an ability to apply effective communication techniques in order to successfully communicate meaning. According to (Safitriani & Jayadi, 2021) speaking is a communication process that uses the sound made by the human speech process for sending messages from one person to another. Speaking is a productive oral and auditory skill that involves producing orderly utterances for conveying ideas (Nunan, 2003). According to (Harmer, 2007) underlines that speaking includes both accuracy and fluency, both of which are essential for making sure the message is clear and well-structured. Speaking in senior high school students involves more than just producing language, it also involves boosting confidence and encouraging interactive conversation in everyday situations.

Additionally, (Moh & Bafadal, 2019) state that speaking is a crucial element of teaching and learning a second language. Speaking is an efficient skill that integrates pragmatic elements like fluency, coherence, and appropriateness in communication with grammar, vocabulary, and pronunciation. This is consistent with the communicative method of teaching languages, which emphasizes speaking as a means of interpersonal communication and self-expression. Speaking skills are considered as one of the most challenging factors for language learners (Murti et al., 2022). This is because many students struggle to communicate verbally, and if a speaker struggles, the messages they are trying to convey may not be understood or may even cause the listener to misunderstand what is being said, which would prevent the communication from going as planned. It goes without saying that improving conversational skills is the first step in teaching speaking as a foreign language, particularly English.

2. Types of Speaking

According to (Brown, 2004) there are five types of speaking, they are imitative, intensive, responsive, interactive, extensive (monologue).

a. Imitative

Imitative speaking is the repetition of words or sentences exactly as heard. At this type, phonetic accuracy and pronunciation are more important than understanding or meaning passing on. Although this level of oral output is purely phonetic, the criteria performance may also contain a variety of prosodic, lexical, and grammatical components. It assesses their ability to mimic the language's intonation, rhythm, and sounds instead.

b. Intensive

This second type is often used to demonstrate (in an assessment context) grammatical, phasal, lexical, and elements such as rhythm and stress. Intensive speaking involves giving short, focused segments of spoken language. The speaker must understand the message in order to react appropriately, even if there is little interaction with others. Examples include reading aloud, finishing conversations or phrases, explaining basic pictures, and interpreting simple lines of writing.

c. Responsive

Responsive speaking is an assessment that covers interaction and understanding, such tasks are often limited to brief exchanges, polite greetings, small talk, direct requests and comments, and similar activities. The stimulus is almost always a verbal cue, perhaps with only one or two follow-up questions or responses.

d. Interactive

The duration and complexity of the interaction which occasionally involves many exchanges or multiple participants distinguishes interactive speaking from responsive speaking. There are two categories of interaction: interpersonal interactions, which aim to preserve social bonds, and transactional language, which is used to convey particular information.

e. Extensive (Monologue)

Extensive (monologues) are oral productions that include Speeches, oral presentations, and storytelling, where the listener's oral participation is either not allowed at all or very limited (perhaps to nonverbal reactions).

Although the language style is usually more formal for longer and more deliberate work (preparation required), certain informal monologues such as speeches given casually, cannot be completely ruled out.

3. Aspects of speaking

According to (Brown, 2004) the aspects of speaking skill consists of; fluency, pronunciation, vocabulary, grammar, comprehension.

a. Fluency

The ability to communicate naturally and without difficulty is referred to as fluency. Fluency in second language learning is sometimes defined as the ability of learners to communicate without constant interruptions or pauses. Fluency involves more than just speaking quickly; it also involves expressing ideas clearly and organically.

b. Pronunciation

Proper pronunciation requires the use of intonation patterns, rhythm, stress, and sound articulation. Good pronunciation is essential to making speech understandable and useful for communication. Students may use proper pronunciation to talk with more clarity. Some people may focus on grammar and vocabulary than pronunciation, but mispronounced words or wrong intonation can lead to misunderstandings, making pronunciation essential in communication (Prashant, 2018).

c. Vocabulary

Vocabulary is a combination of words they are familiar with and utilize to speak clearly. A speaker's capacity to express ideas exactly and effectively is directly impacted by their vocabulary, making it a vital part of

speaking skills. In order to achieve fluency and accuracy, speakers must be able to select words that are appropriate for the situation, target audience, and communication goal. Vocabulary mastery and speaking ability are closely related since speaking ability is a component of vocabulary (Muliadi, 2018).

d. Grammar

Grammar is a set of principles that control sentence structure, including word order, tense, agreement, and sentence formation. Since grammar ensures accuracy and clarity in communication, it is a crucial part of speaking abilities. Even when a speaker utilizes the right language, their spoken words may become unclear or hard to comprehend if they are not grammatically proper. The structuring of words into variables of communication, which frequently show multiple layers in structure, such as phrase sentences and whole utterances, is the subject matter of grammar (Yuliansih et al., 2021).

e. Comprehension

Comprehension is the ability to understand spoken language and respond appropriately to it. Comprehension is a two-way process that includes the speaker's ability to pick up and analyze information from others in addition to their ability to generate meaningful words. A seamless communication process and fewer misunderstandings are guaranteed by effective comprehension. When participants thoroughly comprehend the purpose of the research work, even when the processes are complicated and include dangers, this is referred to as comprehension (Cohen et al., 2018).

4. Teaching Speaking

Teaching speaking is one of the most important parts of learning a second language as it helps students communicate effectively in a variety of contexts. Speaking proficiency includes the ability to produce grammatically sound phrases and the ability to communicate clearly in different contexts, including formal presentations, informal discussions, and public speaking engagements (Danti et al., 2023). According to (Thornbury, 2005) speaking activity is crucial for developing learners' autonomy while providing the framework for actual language use. Teaching speaking involves teaching language to facilitate communication and convey students' thoughts, feelings and ideas to others.

The purpose of teaching speaking is to educate teachers how to use the target language fluently and to understand the concepts and methods of teaching speaking (Kimtafsirah, Zainal, Yahmawati: 2009). It emphasizes that teachers must understand the concept of speaking to help students understand what they are teaching. According to (Nunan, 2003) there are five principles for teaching speaking, they are:

- a. Understand the differences between the contexts of learning a second language and learning a foreign language.
- b. Provide students with accurate and fluent practice.
- c. Provide opportunities for students to talk by assigning group or pair work and minimizing instructor chatter.
- d. Plan speaking tasks that require negotiation of meaning.

- e. Create classroom activities that provide instruction and practice in transactional and interactive speaking.

5. Media for Teaching Speaking

The use of media in teaching speaking is essential to increase students' interest and develop their skills in communication. Teaching speaking with technology has become a crucial technique, especially when teaching English to foreign language learners (Hong, 2006). (Bahadorfar & Omidvar, 2014) as cited in (Sosas, 2021) internet technology tools, podcasts, video conferencing, videos, and speech recognition software have been considered the most helpful tools in teaching speaking skills, and using them has been seen as a means to support students in developing their language proficiency. These technologies are used as a means of communication between teachers and students, which shows that technology is necessary to live in an era of progress.

Interactive media, such as online platforms and language learning software, have transformed the teaching of speaking by giving students the opportunity to practice in an interactive and flexible setting. Apps often have speech recognition features that allow users to practice their pronunciation by comparing it to native speakers and getting feedback. These tools provide useful additional practice that supports classroom learning, but cannot replace the human connection. Technology for language learning has the potential to encourage real interaction and make it easier for people to become better communicators (Kuning, 2003).

(Kuning, 2003) states that learning media support teacher-led instruction and learning activities in the classroom. According to (Howe, N. and Strauss,

W., 2000) there are many modern technologies currently available to English teachers in the millennium including: blogging, TELL (Technology Enhanced Language Learning), Communication Labs, Internet, Pod Casting, Programs via Educational Satellites, Quick Dictionaries, Voice Recognition Software, Video Conferencing, Video Libraries, and Quick Link Pens. All of these are modern tools that teachers use to teach students, especially those in today's millennial times. The internet is one of the modern tools that teachers can use to teach English. When choosing media, it is important to consider students' interests, learning objectives, and ability levels. Teachers need to assess the suitability of the media in terms of accessibility, cultural relevance and language content. By aligning the media to the learning objectives, teachers can become more effective in teaching speaking and provide a complete and satisfying language learning experience for students.

B. *Cake* Application

1. Definition of *Cake* Application

The *Cake* Application is an innovative digital application made to help students learn languages, especially by improving their speaking abilities. It offers various features for learning English, including video viewing, conversation practice, guess-fill-the-blank comparison, and stimulation from native speakers (Hasmin, 2023). The videos in the brief English Conversation are updated daily, allowing students to learn the language quickly and for free. Through features like examining recorded speech, making learning fun, and offering helpful English language examples through video material, "*Cake*" does this (Juliana, 2024). According to (Suryani et al., 2021) this application

helps students become more confident in conversation and public speaking situations, which improves their English speaking skills.

Students may hone their speaking abilities in a safe setting due to the application's design, which makes studying more interesting. The *Cake* application facilitates students' progress at their own speed, emphasizing individualized learning. According to (Nurbaiti Ali, 2023) the app allows individuals to focus more on improving their speaking skills and not have to worry about making mistakes as the app provides immediate feedback. With the *Cake* English app, students' interest in learning to speak English is motivated and afterwards their speaking skills can be incredibly progressed (Xiaoyu, 2018). Additionally, the *Cake* application facilitates teacher participation and peer interactions, which create a collaborative learning environment. Students may take part in group projects, live speaking situations, and discussion boards to enhance their communication skills.

2. Step to Use *Cake* Application

The use of the *Cake* application involves the following series of procedures according to (Andi, 2022) as cited in (Wahyuni, 2023):

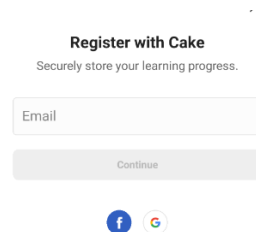
- a. Before using the *Cake* application, the first thing students have to do is download it from the Play Store. After the application is downloaded students open the *Cake* application on the smartphone.

Figure 1 Display of *Cake* Application on Play Store

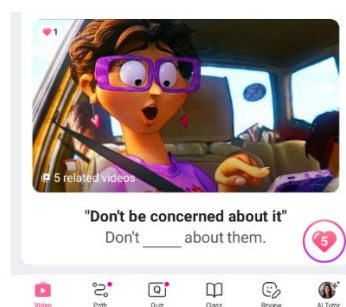
Source: Play Store



- b. To access this application, students must login first. Students can login with Facebook account or Google account.

Figure 2 Login display the *Cake* ApplicationSource: *Cake* Application

- c. There are 9 languages available, including Indonesian and English. Next, we are asked to log in via Google or Facebook.
- d. After logging in, we will see the application's start page which contains the Start menu, Search, Chat, Library and Profile.

Figure 3 Menu display in the *Cake* ApplicationSource: *Cake* Application

- e. The researcher introduced and showed the *Cake* Application, then explained the functions, features and how to use the *Cake* Application to students.

3. Advantages and Disadvantages of *Cake* Application

This Application has the advantages and disadvantages. The following are some advantages of utilizing the *Cake* application as an English language learning tool (Buludadi, 2023):

- a. It offers an innovative method to learning English and is simple to use.
- b. An application that works on a smartphone and is accessible from anywhere at any time.
- c. The app is free to use and has a variety of topics.
- d. Studying English becomes interesting and is not going to bore us.

The following are some disadvantages of utilizing the *Cake* application as an English language learning tool:

- a. In order to access the content after the trial time ends, we must pay a monthly fee.
- b. Due to subscriber requirements, certain movies are occasionally unavailable.
- c. For the application to be used comfortably, suitable devices and reliable connection are needed.

C. Previous Study

The first study from (Octavianita et al., 2022) explores the impact of *Cake* usage on English language skills through a literature review and document analysis. The instruments used are literature research, examination of books, journals and

online sources to create a theoretical framework and collect supporting data. The analysis focused on evaluating the features of the *Cake* application such as audio recording, pronunciation correction, and interactive short videos as a tool to improve speaking skills. The findings showed that the *Cake* application significantly increased students' engagement, motivation, and confidence by providing instant feedback on pronunciation and presenting language in a realistic context. Overall, the results expose that the *Cake* application is an effective tool for improving speaking skills because students feel more comfortable, interested, and motivated to practice English in an interactive, supportive digital environment.

The implementation of the *Cake* application in enhancing speaking skills among tenth-grade students of SMA PGRI 3 Bogor also investigated by (Nuraeni & Yanthi, 2020). Employing a qualitative case study design, the research utilized observations, questionnaires, and interviews as instruments to collect data. The analysis revealed that the *Cake* application integrates features like video-based learning, speech recognition, and interactive speaking practices that promote student engagement and improve pronunciation and vocabulary. The findings indicate that the app successfully creates a fun and interactive learning environment, enhances students' motivation, and builds their confidence in speaking English. Specifically, 93% of students reported increased confidence, 92% observed an improvement in speaking skills, and 89% found the app motivating. These results underscore the effectiveness of the *Cake* application as a modern teaching tool that fosters enjoyable and effective learning experiences.

The third study from (Putri et al., 2023) focuses at whether or not students' listening skills are much improved by the *Cake* application. Purposive sampling is

used in the study's pretest-posttest quasi-experimental design to choose participants from two classes: a group which uses the *Cake* application for experiment and the other that uses conventional listening techniques. Pretests and posttests were among the tools used, and t-tests, normality, and homogeneity analyses were used to examine the data. The experimental group scored much higher on the posttest, indicating a substantial difference between the groups. The alternative hypothesis that the *Cake* application successfully enhances listening skills was supported by the analysis, which showed a t-test score of 2.322, above the crucial value of 1.71. The result demonstrates how the app could potentially assist students practice listening in a more interesting and productive way.

Another study investigates the effects of the *Cake* application on the speaking skills of MAN 1 Karawang students in the tenth grade studied by (Fadila et al., 2024). Pretests and posttests completed both before and after using the app were used in the study to measure students' speaking abilities using a quantitative pre-experimental approach. With a mean score of 42.24 on the pre-test and 66.72 on the post-test, the findings showed a significant increase in the students' scores. This increase was validated by statistical analysis, which included the t-test and N-Gain score. The app greatly improved speaking skills, as evidenced by the small effect size (N-Gain score of 0.44) and t-value of 16.905, which was greater than the essential t-table value of 1.2.