

Utilizing cake software in improving speaking skill for the second-year english major students at hanoi university of natural resources and environment

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Abstract: *To enhance students' speaking abilities, it is important to utilize suitable tools that enable them to practice and imitate English speakers accurately. One such tool is the CAKE application, which can aid students in learning speaking skills. The objective of this study was to enhance students' speaking skills by incorporating the CAKE application on their devices. The application was utilized to provide students with diverse speaking materials. This research followed an experimental design to determine whether using CAKE contributes to improving students' speaking abilities.*

Keywords: *Cake, speaking skill, Hunre*

1. INTRODUCTION

To enhance students' speaking abilities, it is important to utilize suitable tools that enable them to practice and imitate English speakers accurately. One such tool is the CAKE application, which can aid students in learning speaking skills. The objective of this study was to enhance students' speaking skills by incorporating the CAKE application on their devices. The application was utilized to provide students with diverse speaking materials. This research followed an experimental design to determine whether using CAKE contributes to improving students' speaking abilities. Specifically, a pre-experimental research design was employed, involving 24 second-year English major students at Hanoi University of Natural Resources and Environment. The data was collected through pre-tests and post-tests. Based on the analysis and findings, this study concludes that the CAKE application effectively facilitates the development of students' speaking skills.

The "Cake application" was released on March 21, 2018, and it is classified under the "Education category." This program enables users to learn English with daily updated videos, quick English dialogues, and discussions, allowing users to pick up the language quickly and continually. It is a tool designed to improve speakers' abilities. People get the self-assurance and skills to communicate persuasively in front of an audience on stage. "Cake" is the best app for learning English, utilizing brief films as examples of words or expressions used in daily life. Lestari (2021) claims that "Cake Application" is

an English language learning program emphasizing speaking ability. When used in the pre-speaking, while speaking, and post-speaking phases of primary English-speaking classes, "Cake" offers the learner several activities that accelerate his learning process.

2. RESEARCH METHODS

2.1. Research Design

The researchers in this study utilized a quantitative research approach with a pre-experimental design, focusing on a single group's pre-test and post-test. Quantitative research involves a systematic scientific method aimed at generating knowledge. In this pre-experimental design, the researchers employed a single experimental group, which encompassed the pre-test, treatment, and post-test. A variable is a characteristic that can be measured and recorded on an instrument and can vary in value or scores across different individuals. There are two types of variables: the independent variable (X) and the dependent variable (Y). In this study, the independent variable (X) was the "CAKE Application," which was chosen and controlled by the researchers, while the dependent variable (Y) was the students' speaking skills, which was examined to determine the impact of the independent variable (X).

2.2. Sample of the Study

The population in this research is second-year students of Hanoi University of Natural Resources and Environment, majoring in English, in the academic year 2022/2023. In this school, there are 8 classes of second-year students majoring in English, with a total of the population is 133 students. The sample

of this research was 24 students from a second-year English majoring class. There are 21 female students and 3 male students in this class. These students participated in this study from the beginning to the end. In doing this study, the writers used one class only choosing through a cluster random sampling technique. The class was the experimental group of this study.

2.3. Data Gathering Tools

The instrument used in this study was the speaking test. A speaking test was conducted to measure how fluent and accurate the students speaking ability. Students get an interview with the writer for 10 minutes each student, each student gets an English speaking test consist of 3 part: an introduction (where students introduce themselves), a long speech (where they are given 90 seconds to talk about a topic they pick randomly among 5 topics) and a Q&A section (where they answer 3 questions related to the topic that they have presented in part 2). Students' speaking skills will be assessed based on indicators; Pronunciation, Fluency, Vocabulary, Grammar, and Comprehension (Hughes, 1999; Rahmah, 2016).

3. FINDING AND DISCUSSION

The result of pre-test and post-test was distributed based on the classification of students' achievement by Farhan (2020). It was shown in the following table:

Table 1: Classification on the Students' Score in Pre-test and Post-Test

Value	Level of achievement	Điểm kiểm tra lần 1		Điểm kiểm tra lần 2	
		Frequency	Percentage	Frequency	Percentage
9.0-10	Excellent	2	8%	3	13%
7.6-8.9	Good	5	21%	10	42%
6.6-7.5	Enough	14	58%	9	38%
4.0-6.5	Poor	3	13%	2	8%
0.0-3.9	Very poor	0	0%	0	0%
Total		24	100%	24	100%

The table above shows the students' score achievement on the pre-test and the post-test done by the sample class. In the pre-test, most students

were categorized as enough, with (58%) of the total students falling into this category, while five students were categorized as good (21%). Three students were categorized as poor (13%) and two as excellent (8%). From the result above, many students still have weak speaking skills. In the post-test, two students were categorized as poor (8%), and nine students were categorized as enough (38%). Ten students got a good result (42%), while three got an excellent result (13%).

To test the data above, the writer used several stages using the SPSS statistical formula to determine the mean, median, and mode. The result of the statistic data was in the table below

Table 2: Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Điểm kiểm lần 1	24	5.00	9.00	7.3333	.98540
Điểm kiểm lần 2	24	5.00	9.00	7.7417	.89244
Valid N (listwise)	24				

The researchers found that the mean of pre-test score was 7.33 while the mean of post-test score was 7.74. The median of pre-test was 7.0 and the median of post-test was 7.5. The mode of pre-test was 7.0 and the mode of post-test was 7.5. The standard deviation of pre-test was .98 while the standard deviation of post-test was .89. In answering the hypothesis, the writers used test of hypothesis. In testing the normality of the data, the writers used IBM SPSS 25 by applied Kolmogorov-Smirnov normality test. The computation of normality test using IBM SPSS 25 can be seen in the table below

Field (2012: 182) states that if the significance value exceeds the significance level, the data can be regarded as normal. If the significance value is less than the significance level, the data might then be deemed abnormal. As a result, it may be said that the pre-test and post-test data both follow a normal distribution. Once it was established that the data distribution was normal, the authors used IBM SPSS 25 to compute the test of the hypothesis using the t-test. The

following is a presentation of the t-test results in Table 4.

Table 3: Test of normality Kolmogorov-Smirnov

One-Sample Kolmogorov-Smirnov Test

		Điểm kiểm lần 1	Điểm kiểm lần 2
N		24	24
Normal Parameters ^{a,b}	Mean	7.3333	7.7417
	Std. Deviation	.98540	.89244
Most Extreme Differences	Absolute	.243	.268
	Positive	.141	.136
	Negative	-.243	-.268
Test Statistic		.243	.268
Asymp. Sig. (2-tailed)		.001 ^c	.000 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 4: Paired sample test

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences			95% Confidence Interval of the Difference				
Pair 1	Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Điểm kiểm lần 1 - Điểm kiểm lần 2	-.40833	.41275	.08425	-.58262	-.23404	-4.847	23	.000	

From the Table 4, the writers found that the sig. (2 tailed) values was 0.000. The writers used 5% (0.05) significance level. Moreover, the two sided significance value was lower than 0.05 (0.000). The results also showed that the t-cal value was higher than the t-table (2.06), at the 5% significant level. Based on the hypothesis testing, the H_1 was accepted while the H_0 was rejected. The writer had a conclusion that the use of “CAKE Software” was effective to foster students’ speaking skills.

4. CONCLUSION AND RECOMMENDATION

4.1. Conclusion: Based on research in a class of second-year students majoring in English at Hanoi University of Natural Resources and Environment, it can be concluded that CAKE can influence students in speaking skills. CAKE can foster students’ speaking skills. It can be seen from the students’ improvement between pre-test and post-test.

4.2. Recommendation

For teachers: 1) Provide clear instructions and guidance on how to access and use CAKE software in your classroom. Make sure students understand its relevance to the course and how it can enhance their learning; 2) Offer training sessions or workshops to help students become proficient in using CAKE software. Provide resources and

support to ensure they can maximize its utility for assignments and projects; 3) Encourage collaborative work among students through the software’s features, promoting teamwork and peer learning. Monitor their progress and provide feedback on their use of the tool; 4) Be open to feedback from students about their experiences with CAKE software, use their insights to adapt your teaching methods and improve the integration of the tool in your curriculum.

For students: 1) Familiarize yourself with the CAKE software’s user interface and features by exploring the provided tutorials and documentation; 2) Create a structured plan for using CAKE software to manage your tasks and assignments. Utilize its project management capabilities to set deadlines, track progress, and collaborate effectively with

peers; 3) Regularly back up your work when using CAKE software to prevent data loss; 4) Don’t hesitate to seek assistance from your teacher or fellow students if you encounter challenges or have questions about using CAKE software.

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