THE EFFECTS OF USING CAKE APPLICATION TO IMPROVE LISTENING ABILITY OF THE TENTH GRADE STUDENTS OF STATE SENIOR HIGH SCHOOL 2 OF TUNGKAL JAYA

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ABSTRACT
The objective of the researcher was to find out whether there was any significant effect toward the students who were taught listening using the cake application of the tenth-grade students of state senior high school 2 of Tungkal Jaya. The population in this study was all class X for the academic year 2021/2022 . The total population was 153 students from 5 classes . The sample consists of students taken from classes X MIA 1 and X MIA 3 using purposive sampling . A quasi - Experimental design with Nanequvalent control group design pre - test and post - test was used in this study . In collecting the data , the researcher used a written test , and then the data was analyzed using normality , homogeneity , and a t - test . The homogeneity test score for the pre-test and post-test experiments was 0.214. The normality test was more significant than 0.05, Furthermore , the calculation result of the compatibility t - test was 2,322 , which was higher than the critical value of t - table 1.71, The null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted. Meaning that there was a significant effect toward the students who taught listening using the cake application of Tungkal Jaya and those who were not.

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Keywords: Cake Application, Improve Listening

1. INTRODUCTION

According to Handayani & Izzah (2020:70), listening is one of the skills that must be mastered by students so that the information can be received. In learning English, students must have skill in listening because if they do not have this skill when they listen such as audio or conversations, they cannot receive information properly. Therefore they must train or develop their listening skill. According to Sari (2016:3), listening skill is the most critical skill to solve problems, so listening skill is the most important thing to learn. Practical listening activities can get important information from an organization or individual who is being spoken, if the listener cannot listen effectively, he/she will miss important clues that are heating up between two members, and this can result in considerable losses to a company because it cannot solve the problems that are currently happening. According to Egamnazarova & Mukhamedova (2021:28), listening skill is skill that you use very often in daily activities. Listening comprehension is a basis for dialogue, writing, and reading skill, so it can be concluded that listening is an activity of receiving language through the ears. Listening activities are associating and

recognizing sounds per word and processing them into a perfect sentence, so new listeners can understand the discussion that is being heard.

From the importance of listening activities above, many students still had difficulties in learning to listen. Based on the researcher interviewed English teachers and observed at State Senior High School 2 of Tungkal Jaya, in the process of learning to listen, the researcher found some problems in learning to listen. Such as learning to listen was considered a difficult subject by some students because students could not understand what they heard, students felt bored and lazy to learn to listen because the method was not fun and resulting in some students not coming to class, 50% of some students had a little vocabulary so they had difficulty in listening and did not understand what they were listening.

Looking at this fact, there was a lot of media that could be used that were fun and not boring for students, one of them was a Cake application. The reason the researcher chose the cake application was that the cake application was a media that could be used anywhere and anytime, with the sophistication and features provided by the cake application. Students could use it to improve listening skills because students did not need to learn when only at school but they could learn wherever and whenever they want According to Hapipah dkk (2021:40). According to Nawangsih (2019:1), the Cake application was published by Playlist Corporation, which comes from South Korea. The use of the Cake Application was to practice reading, listening, and pronunciation skills. The learning provided was more up-to-date, and the learning method used was a short video to get new vocabulary so that students did not get bored while studying. For the listening learning method, there were many topics already available, and students could choose the topics they like.

Based on the description of the background that had been stated above, the researcher conducted a study entitled "The Effects of Using Cake Application to Improve Listening Ability of the Tenth Grade Students of State Senior High School 2 of Tungkal Jaya".

2. LITERATURE REVIEW
1. Concept of Listening

According to Uzer (2018:46), Listening is the first stage for students to understand and improve their ability in reading, writing, and speaking skills. In listening practice, students acquire new knowledge vocabulary, unconscious pronunciation of words. According to Salem (2017:185), listening is the person who is listening to understand the speaker's pronunciation, so that vocabulary and grammar are used simultaneously to search for the message conveyed by the speaker. According to Teanga Aguilar (2021:15), of all English listening skill, skill have to be developed with the language of communication. Namely, students must understand expressions, words, and a sentence related to the student's personal and educational background. According to Herminingsih et all (2021:3), listening activity collects sound through the ear and then perfects it into words or sentences.

According to Richards & Schmidt (2010:345), listening comprehension is a conscious plan to deal with incoming speech, particularly when the listener expresses problems due to incomplete understanding, such as using a clarification strategy.

a) Type Listening

According to Indrasari (Brown, 2000:255), there are six types of listeners: The first is intensive, with phonology, syntax, and lexis as the main topics. The learner is really attentive to what is being said. The second is reactive; It requires little meaningful processing. The role of the listener as merely a "tape recorder" must be very limited. The only role that reactive listening could play in an interactive classroom was individual drills that focus on pronunciation. The third is more selective, focusing on key concepts and pre-determined activities. The learner tries to extract important information and put it to use in a meaningful way. The fourth is interactive, with an emphasis on being a more active student. The learner communicates with others verbally in order to get knowledge or negotiate solutions. The fifth is substantial; it required constant listening and the

management of vast volumes of listening input. The learner listens to longer excerpts and completes tasks that are important to them. And the last is responsive, focus on learner response to input. Learner seeks opportunities to respond and convey their own opinions and ideas.

b) Element of Listening

According to Herminingsih et all (Shockingawful,2017:1) assumed that there are four elements of listening, namely:

1. The student's or listeners' ability to focus refers to the student's or listeners' ability to listen to the material from the audio. The ability to focus was split into two categories: focusing on the ears to hear the audio and focusing on the eyes to read and match the text to the sounds.

2. Wide relevant elements to the pupils' or listeners' ability to grasp the content's primary idea from the text. The listener was able to get the gist of what they were hearing.

3. Listening for specific information was another name for listening for details. It entails comprehending the task and concentrating on gathering information.

4. Precision of Answer refers to a student's or listener's ability to correctly answer the task. To acquire the correct answer, you must first grasp the text and terminology. The researcher chooses the third criteria to assess students' listening skills from the aspects listed above.

2. Cake Application

The cake application is an English learning application available for Android and iOS users. This application published by Playlist Corporation offers various attractive offers such as the availability of video conversations and subtitles, the Al Speech Recognition feature (which is used to check pronunciation), and it was claimed that it could be got for free Nawangsih (2019:1).

3. METHODS

According to Sugiyono (2015:111), research methods obtain data using scientific, rational, and empirical methods. This study used experimental treatment methods to find the effect of specific actions in a directed state. The research method used Quasi-Experimental Design with Nonequvalent Control Group Design, the researcher gave a pre-test to determine the initial state before giving treatment, and then the researcher gave a post-test to find out the significant differences in the two groups after giving the treatment.

POPULATION AND SAMPLE

1) Population

The population is a broad area included in the object and subject of specialties that the researcher has chosen to investigate the area's quality and make conclusions from. Sugiyono, Sugiyono, Sugiyono, S (2013:80). People, objects, and other natural objects make up the population. The population refers to the total number of people who are interested in the thing or subject being examined, as well as all of the features that the subject or object possesses. Based on some of the definitions above, the population in this study were all tenth grade of State Senior High School 2 of Tungkal Jaya. There were 5 classes consisting of 162 students.

2) Sample

According (Sugiyono, 2015) quotes that Purposive sampling is a technique of determining the sample with certain considerations. However, to get accurate data, the writers would be chosen by purposive sampling. There are 62 members of students which are divided into two groups: they were control and experimental group.

TECHNIQUE COLLECTING DATA

The data of this study was collected by giving a test to students. The test consists of pre-test and post-test. Pre-test in the form of a test. The author gave a post-test after the treatment was carried out. The post-test

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realization is the same as the pre-test. Those tests would be given to the experimental class and control class.

According Sugiyono (2015:121), the formula of Kuder-Richardson 21 reliability can be seen as follows:

$$KR21 = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{K(SD^2)} \right]$$

Where:

KR 21 = Kuder-Richardson Reliability Coefficient

K = Number of Test Items

M = Mean of the Set of the Test Score

SD = Standard Deviation of the Set of the Test Scores

The formula of Standard Deviations was as follows (Freankel et al., 2012:199);

$$SD = \sqrt{\frac{\Sigma(X-X)^2}{n}}$$

Where :

SD   = The symbol standard deviation

Σ = The symbol of the "sum of"

X   = The symbol for a raw score

X   = The symbol for the mean

n = Represents the number of scores in the distribution

Then, the result of calculation were similar. The result of reliability calculation was 0.94. It means that the test was reliable because it was higher than 0.70 (α).

TECHNIQUE ANALYZING DATA

For do analyzing the data, the researcher were used t-test. t-test was used to find out whether or not there were any significant different score obtained by the students who are taugh by using cake application and those who are not for students of State Senior High School 2 of Tungkal Jaya . Whenever t-test used to compare the result of pre-test and post-test between two groups and the conditions of two experimental then difference participants

is assign to each condition. SPSS 25 was used apply the t-test.

4.   RESULTS AND DISCUSSIONS

Test the normality of the Shapiro Wilk method (because the number of samples 31 is less than 50). The experimental pre-test score had a significance value of 0.076, and the experimental post-test score had a significance value of 0.644, the experimental increase score was 0.282, the pre-test control score was 0.074, the post-test control score was 0.061, and the significance value was the increase score control of 0.195 or all variables, the significant value of the normality test was higher than 0.05, meaning that the data in this study was normally distributed.

The significance value of the homogeneity test of the levene method for the pre-test, exsperimen, post-test, exsperimen 0.214 significance value of pre_test_control post_test_control of 0.257 and the significance value of increase_experimen increase_control of 0.826 or greater than 0.05, meaning that the data in this study was homogeneity distributed.

The test results above show that the average experimental pretest score was 49.03 and 78.79 for the experimental post-test average score. The pretest control average score was 34.95, and 60.48 for the post-test control average score. The average score of the increase in the experiment was 29.76, and 25.53 for the average score of the increase in the control class. The three data show an increase in the value of pretest with post-test.

Based on the output table of the paired sample test, it was known that the significance value of the post_test_eksperimen - pre_test_eksperimen variable was 0.000 < 0.050 and the t-count value was 18,000 greater than the t-table (1.71), so as the basis for decision making in the paired-sample t-test, it can be concluded that ho rejected ha accepted. it can be concluded that there was a significant difference between the average variables post_test_eksperimen - pre_test_eksperimen, meaning that there was a significant effect on

students who were taught listening using the cake application.

Based on the paired sample test output table, it was known that the significance value of the post_test_control - pre_test_control variable was 0.000 < 0.050, and the t-count value was 11.951, which is greater than the t-table (1.71), so as the basis for decision making in the paired-sample t-test, it can be concluded that ho rejected ha accepted. it can be concluded that there was a significant difference between the average variables post_test_control - pre_test_control, meaning that there was a significant effect on students who were taught to listening using conventional methods.

Based on the output table of the paired sample test, it was known that the significance value of the increase_eksperimen - increase_control variable was 0.027 < 0.050 and the t-count value was 2.322, which is greater than the t-table (1.71), so as the basis for decision making in the paired-sample t-test, it can be concluded that ho rejected ha accepted. it can be concluded that there was a significant difference between the average variable increase_eksperimen - increase_control, meaning that there was significant effect toward the students who were taught listening using the cake application of the tenth-grade students of state senior high school 2 of tungkal jaya and those who were not.

Discussion

Discussion of the course with the results of the study shows a significant effect of using the cake application in improving the listening ability of the tenth-grade students at state senior high school 2 of Tungkal Jaya. It could be seen from the student achievement results on the appropriate t-test. After being treated, the post-test value of the experimental class was higher than the post-test value of the control class. It means that using the cake application could provide better achievements to students and make students think creatively and be interested when they learned to use it. Based on the resulted of calculations, the researchers found The results of the normality test scores from an increase in the experimental score of 0.282 and an increase

in the control score of 0.195, the significance value of the normality test was more significant than 0.05, meaning that who normally distributed the data in this study. The significance value of the homogeneity test from the pre-test post-test experiment was 0.214, the significance value of the homogeneity test from the pre-test post-test control was 0.257, and the significance value of the homogeneity test from the increase_experiment_increase_control was 0.826 or greater than the data in this study 0.05 which means the homogeneity was distributed. Furthermore, the calculation result of the t-test of compatibility was 2.322, which was higher than the critical value of t-table 1.71. The null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted. It meant that there was a significant effect toward the students who were taught listening udensing the cake application of the tenth-grade stuts of state senior high school 2 of Tungkal Jaya and those who were not.

5. CONCLUSION

Based on the finding of this study, the researcher concluded that there was a significant difference on the students' listening achievement between the tenth-grade students of Senior High School 2 of Tungkal Jaya who were taught using the cake application and those who were not. It could be seen from the students' scores in the pre-test and post-test. Before the students were given the treatment, the average score for the control class was 34.95, while the average score for the experimental course was 49.03. After the students were given the treatment, the average score for the control class was 60.48, while the average score for the experimental class after being given treatment was 78.79. This indicates that the student scores in the experimental post-test class were significantly higher than the post-test scores of students in the control class. Then the results of the normality test score from an increase in the experimental score of 0.282 and an increase in the control score of 0.195, the significance value of the normality test was more significant than 0.05, meaning that the data in this study were normally distributed. The significance value of the

homogeneity test of the experimental pre-test post-test was 0.214, the homogeneity test significance value of the control pre-test post-test was 0.257, and the homogeneity test significance value of increasing-experiment-increase-control was 0.826 or greater than the data in this study 0.05 which means the homogeneity was distributed. Furthermore, the calculation result of the compatibility t-test is 2,322, which was higher than the critical value of t-table 1.71. The null hypothesis (Ho) was rejected, while the alternative hypothesis (Ha) was accepted. It meant that there was a significant effect toward the students who were taught listening using the cake application of the tenth-grade students of state senior high school 2 of Tungkal Jaya and those who were not.

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