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The Effect of Cake Application Teaching Media to the Daily Conversation Vocabulary of Grade Seven Students of SMP Negeri 7 Pematang Siantar

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui penguasaan kosakata siswa yang diajarkan dengan menggunakan Aplikasi *Cake*, untuk mengetahui penguasaan kosakata siswa yang diajarkan dengan menggunakan media konvensional dan untuk mengetahui apakah terdapat pengaruh yang signifikan terhadap penguasaan kosakata siswa. di SMP Negeri 7 Pematangsiantar tahun pelajaran 2022/2023. Dalam penelitian ini menggunakan metode kuantitatif dan desain penelitian adalah eksperimen semu. Populasi penelitian ini adalah siswa SMP Negeri 7 Pematang Siantar kelas VII. Siswa masing-masing kelas VII-1 sebagai kelas eksperimen yang diajarkan menggunakan Aplikasi *Cake* berjumlah 32 orang dan kelas VII-2 sebagai kelas kontrol. Peneliti memberikan beberapa pilihan untuk mengumpulkan data. Ada dua tes; pra-tes dan pasca-tes. Rumus yang digunakan untuk menganalisis data adalah uji-t. Peneliti menemukan bahwa rata-rata pre-test pada kelas eksperimen adalah 58,59 dan kelas kontrol adalah 57,59. Nilai rata-rata post-test kelas eksperimen sebesar 77,50 dan kelas kontrol sebesar 68,75. Didapatkan nilai thitung sebesar 4,471, sedangkan ttabel sebesar 1,671 untuk $\alpha = 0,05$ dengan derajat kebebasan (df) 62 Nilai thitung lebih besar dari ttabel ($4,471 > 1,671$), sehingga hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Artinya terdapat pengaruh yang signifikan penggunaan Aplikasi *Cake* terhadap penguasaan kosakata siswa.

Kata Kunci: *Pengajaran Aplikasi Cake, Percakapan Kosakata*

Abstract

The objective of this research is to know the student's vocabulary mastery that were taught by using Cake Application, to know the students' vocabulary mastery that taught by using conventional media and to find out whether there was significant effect on students' vocabulary mastery at SMP Negeri 7 Pematang Siantar in 2022/2023 academic year. In this research, the quantitative method was used and the research design was a quasi-experimental. The populations of this research were the students of SMP Negeri 7 Pematang Siantar at grade VII. There were 32 students in each class VII-1 as the experiment class who taught using the Cake Application and VII-2 as the control class. The researcher gave multiple choices to collect the data. There were two test; pre-test and post-test. The formula that used to analyze the data was t-test. The researcher found that the mean of pre-test in experimental class was 58.59 and the control class was 57.59. Mean of post-test in experimental class was 77.50 and control class was 68.75. It was found that tvalue was 4.471, whereas the ttable was 1.671 for $\alpha = 0.05$ with the degree of freedom (df) 62. The tvalue was higher than ttable ($4.471 > 1.671$), so null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that there was significant effect of using Cake Application on the students' vocabulary mastery.

Keywords: *The Cake Application Teaching, Conversation Vocabulary*

INTRODUCTION

Language plays a crucial role as a communication tool, serving as a means to convey both information and arguments effectively to others. In the language world, it reached 7,168 languages as of 2023 cited in Kadata (2023). Each country has its national language. Mailani et al.(2022) states that The most effective means of communicating ideas, sentiments, and objectives is through language to people other and possible to create cooperation between people. Communication is through facial expressions, gestures, and audio signals (Chen et al., 2019).

English is international language that most people use it. This language is one of the languages that students should learn because, English is very important in everyday life. The spread of English motivational by the politics, the economic of power of native English speakers to expand the scope of its use. However, before the international language of choice is English. English uses in our life, For instance: in the education sector, business, and technology. Meanwhile, students can compete in this 4.0 era. Mastery of English consists of 4 parts, namely: speaking, listening, reading, writing (Primasari et al., 2021).

Kuning (2019) states that Speaking is one of the abilities that pupils need to develop as they learn English, and speaking is a tool for communicating with each other. Speaking requires a large vocabulary to make a good sentence. Listening is an invisible but audible process skill that has deep meaning because it is transmit to the ear and brain. Yulianti et

al.(2019) Writing is very important aspect in English subjects (Bavi, 2018). upgrading students' writing skills, need some strategies that will be applied to students. Reading is activity that has a sound through the mouth or without a sound (in the heart). According to Vebrianto Susilo (2015) Reading is a task that someone does to obtain information or insight that is previously unknown to the reader. There are many ways that humans can read to enrich their knowledge. Of the four skills, researcher chose reading skill to increase students' vocabulary. Because, one of the most crucial abilities is reading for junior high school students to be mastered. Students frequently encounter challenging words in English texts since they seldom come across such vocabulary (Rahandi et al., 2020).

Mastering English hinges significantly on vocabulary, making it the primary focus for achieving effective communication. Blocking a lot of vocabulary made for students, it is simpler to form a sentence. Furthermore, mastery of vocabulary is more efficiently applied from childhood. Continuous repetition of vocabulary help students to more easily remember it permanently (Widya et al., 2020). This vocabulary is used to relate to the correct pronunciation. Students should possess knowledge of both vocabulary and pronunciation. The proficiency in this vocabulary is shaped by the student's internal factors. Students will find out more about English, especially vocabulary if they are interested in it. On the contrary, if they are not interested then they will play games in learning or just follow learning according to the established curriculum (Gao et al., 2020a).

Interesting teaching techniques are needed by the students. Technological developments in the present create a variety of teaching methods that are more efficient to apply. Teachers must be capable of following technological advances and be able to create an interesting learning atmosphere according to student needs (Gao et al., 2020b). According to Alqahtani (2015) vocabulary Teaching is a crucial endeavor in language acquisition where taking language classes without knowing vocabulary is very difficult, so language depends on vocabulary (Salem, 2019). The method is a plan to present language learning material regularly, did not have one opposing part, and all are based on a certain approach.

Based on what the researcher observed in a junior high school and support by some references, where several problems are found in English language learning. First, students did not know their purpose and why they should learn English. So they are not interested in it. Second, junior high school students could not master basic English material during elementary school, making them confused when learning English with more difficult topics. Third, teachers did not know the abilities of their students, It is more monotonous to books

without knowing the difficulties of students, especially in many vocabularies that they did not know (Jocius et al., 2021).

One of the successes of students in mastering vocabulary is the classroom instruction method used by the teacher. Teacher must provide a fun and innovative scope in his teaching. Creative methods and techniques will make students more excited. Furthermore, students need to actively engage in the subsequent learning process, discovering new vocabulary and committing it to memory. Furthermore, students must be able to pronounce the vocabulary according to the correct English pronunciation. Teachers need to be capable of apply one of the learning technologies to students. It encourages mastery of the English language, especially vocabulary (Mortazavi et al., 2021).

The development of technology affects all aspects of life, especially education. One of the technologies use mobile phones. According to Wartomo cited in Effendi dan Wahidy (2022), Teacher competence must be oriented towards the development of information technology and communication and digital society nowadays. Mobile phones have become an important part of the need. Everything can be found, for example, learning English especially vocabulary. Various application features can be accessed, teachers can use one of the features to support more creative learning. Mobile devices are used in educational programs making this device one type that may be employed in place of another in the creation of media.

A variety of learning apps, such as Cakep, Hello Talk, Hello English, Duolingo, Busuu, Cake, and more, are at your disposal for use. This application has its disadvantages and advantages. One application that can be used is CAKE APPLICATION, It is an English language learning application. Barao et al. (2022), The Cake Application is an English learning app available for download on the Play Store for Android users and on the App Store for iOS users. This application provides a variety of interesting features and is easy to use. Some of its features are first, short videos with English and Indonesian subtitles. Second, native speaker conversations in daily activity. Third, the speaking to repeat the sentences. The fourth is a large vocabulary. Furthermore, grammatical expressions are also available there (Ross et al., 2020).

In this research, the researcher will teach English via cake apps, because this application can be accessible easily to anyone and anywhere using internet packages. The level of learning levels can be set, namely beginner, intermediate, and master levels. The vocabulary learning can be found in categories such as comedy, TV programs, animation, conversations, grammatical videos, news, and conversations. Another interesting feature of vocabulary learning can be pronounced to see if it is true or false. And also vocabulary can

be reviewed again (Iheduru - Anderson, 2020). This cake application will make learning more fun and students can improve their English skills (Quiroz et al., 2021).

As a result, the objective of this study is to determine the impact of Cake on the vocabulary acquisition of junior high school students in a classroom setting. The intention is to determine whether it can aid in their vocabulary growth (Ferrah & Nemmouchi, 2018). Expect a happy mood in class. It can also be a strategy or substitute for getting pupils to utilize contemporary terminology. Based on this justification, researchers want to carry out the experimental study with the following title: "The Effect of Cake Application Teaching Media to The Daily Conversation Vocabulary of Grade Seven Students of SMP Negeri 7 Pematang Siantar".

RESEARCH METHOD

The term "research design" pertains to the methods employed by the researcher to gather and evaluate data. In this instance, the researcher employed a quantitative research approach. According to Creswell and David (2018) quantitative research was an objective theoretical test by looking at whether or not there was a relationship between variables. There were several types of quantitative research according to Sanjaya (2015) namely; Experimental, survey, correlation, comparison, development. In this study there were 2 variables, the research problem was measured how far the influence between the variables, and the data should be objective (Yeşilbağ et al., 2020). This makes researcher choosed quantitative researche. In this research, the researcher employed an experimental design involving two distinct groups, specifically the experimental class and the control class (Sipayung, 2021). Before administering the treatment, both the experimental and control groups underwent a pre-test. Subsequently, after the treatment was administered, both groups were assessed through a post-test. In line with Creswell's explanation (2014), the students' vocabulary significantly improved, demonstrating that this approach was as effective as traditional methods of teaching vocabulary, as evidenced by higher post-test scores compared to pre-test scores (Rahmadani et al., 2021).

This research conducted of SMP Negeri 7 Pematang Siantar, which was located in Jl. Sisingamangaraja No.20, Sigulang-Gulang, Siantar Utara, Sumatera Utara 21143. This research carried out in the academic year 2023/2024.

As stated by Creswell in 2014 (p. 160), a population refers to a collection of individuals who possess similar characteristics. Consequently, to carry out this investigation, it was essential to explore the specified population. In this particular study, the target population consisted of grade VII students at SMP Negeri 7 Pematang Siantar, encompassing nine

classes, namely VII-1 through VII-9, each comprising 35 students. In total, there were 315 students in this population.

A sample represents a portion of a larger population, typically composed of a limited number of cases. As per Creswell's definition from 2014, a sample constitutes a subset of the subject population that a researcher selects for the purpose of forming a general assessment of the entire subject population. In this particular study, the research samples were categorized into experimental and control groups. With a total of 315 students, the research opted to take a sample of 70 students, with each class, namely VII-1 and VII-2, consisting of 35 students. The selection of this sample was accomplished through a random technique, as the research aimed to provide all nine classes with equal opportunities. Consequently, two classes were included in the research, chosen through this random method (Wazeer, 2023).

This experimental research involved two distinct variables: the independent variable and the dependent variable. To begin with, the independent variable referred to "Cake Application," which served as an instructional tool designed to enhance students' English skills, particularly their vocabulary. The second variable, known as the dependent variable, pertained to the students' vocabulary. The primary objective of this research was to determine the impact of employing the Cake application on students' vocabulary acquisition.

According to Creswell (2014), defined instruments were used to measure, observe, and document quantitative data. It included particular inquiries and potential responses that you designed or came up with before to the survey. In this study, a vocabulary exam was employed as a research tool. To determine how much the cake application increased pupils' vocabulary, this exam was utilized. In this study, both pre-test and post-test assessments of vocabulary were conducted. The vocabulary test encompassed 20 questions related to everyday conversation, with students required to identify synonyms and antonyms. Prior to implementing the Cake application, the pre-test was administered to assess the students' initial English vocabulary proficiency. Subsequently, following the use of the Cake application, the experimental group underwent a post-test to gauge the impact of the application on the students' vocabulary.

According to Sugiyono's perspective in 2015 on quantitative methods, data collection techniques align with research approaches grounded in the positivist philosophy. These methods involve the study of specific populations or samples, data acquisition through research instruments, statistical analysis of quantitative data, and hypothesis testing. In the context of this study, data collection was carried out by administering vocabulary items to

both the experimental and control groups. The assessment encompassed two segments: a pre-test and a post-test, which were employed to assess the effectiveness of the Cake application following its implementation with the students.

RESULT AND DISCUSSION

Data Analysis

The student test results from SMP Negeri 7 Pematang Siantar were the source of data for this study. The research utilized two classes, with 32 students in each: the experimental class, denoted as VII-1, and the control class. In total, there were 64 students involved in the research, with VII-1 serving as the experimental class. The Cake application was utilized in this session to help the students' vocabulary. VII-2, the control class, was the second class. To increase students' vocabularies, this class either utilized a text book exclusively or did not use the Cake Application.

The questions exhibited a high level of reliability when assessed using the SPSS 21 program, as the calculated value (rcount) of 0.894 exceeded the critical value (rtable) of 0.3494. This assessment involved 32 students (N) and 20 questions, with a significance level set at $\alpha = 0.05$, confirming the test's reliability. Student learning outcomes were evaluated based on pre and post-tests to gauge the impact of using the Cake application versus not using it in enhancing the vocabulary skills of seventh-grade students at SMP Negeri 7 Pematang Siantar.

The Test Outcomes of The Students in the Experimental Group

Table 1. Pre-test Scores for the Experimental Group

No	Initial Student's Name	Pre-Test
1.	AMMS	70
2.	ASS	55
3.	AS	60
4.	ASS	75
5.	BFO	65
6.	BLS	55
7.	CEP	65
8.	CZS	60
9.	DJA	65
10.	DAG	70
11.	GMHT	50
12.	HMS	45

13.	IAL	50
14.	JDD	65
15.	JC	60
16.	JWT	50
17.	JCDS	55
18.	JFM	45
19.	KTLN	65
20.	MPHS	45
21.	MS	60
22.	MDT	65
23.	MEP	40
24.	NSS	55
25.	PBH	65
26.	RS	55
27.	RJZ	65
28.	RMPLR	45
29.	TFT	65
30.	VMP	65
31.	WBS	75
32.	YCS	50

Based on the provided table, it's evident that the experimental class comprised 32 students who participated in the pre-test. In this pre-test, the scores ranged from a high of 75 to a low of 40. Specifically, 2 students achieved a score of 75, another 2 students scored 70, 10 students received a score of 65, 4 students attained a score of 60, 5 students earned 55, 4 students secured 50, 4 students obtained 45, and 1 student acquired a score of 40.

Table 2. Scores in the Post-Test for the Experimental Class

No	Initial Student's Name	Post-Test
1.	AMMS	85
2.	ASS	70
3.	AS	75
4.	ASS	90
5.	BFO	70

6.	BLS	70
7.	CEP	80
8.	CZS	75
9.	DJA	80
10.	DAG	90
11.	GMHT	70
12.	HMS	70
13.	IAL	75
14.	JDD	85
15.	JC	80
16.	JWT	65
17.	JCDS	80
18.	JFM	70
19.	KTLN	85
20.	MPHS	65
21.	MS	75
22.	MDT	85
23.	MEP	65
24.	NSS	75
25.	PBH	80
26.	RS	80
27.	RJZ	80
28.	RMPLR	75
29.	TFT	95
30.	VMP	80
31.	WBS	90
32.	YCS	70

As evident in the provided table, the post-test in the experimental class involved 32 students. The post-test scores ranged from a high of 95 to a low of 65. Specifically, 1 student achieved a score of 95, 3 students received 90, 4 students earned 85, 8 students scored 80, 6 students attained 75, 7 students secured 70, and 3 students obtained 65.

T-Test

Once it was established that the data exhibited both homogeneity and normal distribution, the author employed a t-test to see whether there were any notable variations in Assessing students' vocabulary proficiency in both the experimental and control groups

through the utilization of SPSS 21 software. Following data analysis, the t-test result provided a response to the research question about the effectiveness of the Cake Application method used in this research.

Table 3. Outcome of the T-test for Post Scores

Class		N	Mean	Std. Deviation	Std. Error Mean
Post-Test	Post-Test Experimental Class	32	77.50	7.931	1.402
	Post-Test Control Class	32	68.75	7.725	1.366

The outcomes of the post-test assessments for the experimental and control classes, administered subsequent to the treatment, are presented in the table above. Table 4.6 illustrates the results, revealing a statistically significant distinction between the control class (Mean = 68.75, Standard Deviation = 7.725) and the experimental class (Mean = 77.50, Standard Deviation = 7.931).

Testing Hypothesis

The hypothesis test was conducted to assess the extent to which the Cake Application, an instructional tool, influenced the vocabulary development of seventh-grade students at SMP Negeri 7 Pematang Siantar (Derakhshan & Khatir, 2015).

Based on the post-test results of both the experimental and control classes, it is evident that the calculated t_0 value (4.471) surpassed the critical t -table value (0.530) at a significance level of $\alpha = 0.05$ (5%). Consequently, as t_0 exceeded t_{table} , the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. This implies that the implementation of the Cake Application effectively improved students' vocabulary skills in the seventh grade at SMP Negeri 7 Pematang Siantar.

Discussion

The researcher conducted written pre- and post-tests to evaluate how the utilization of the Cake application as an educational tool influenced students' ability to identify synonyms and antonyms. Data, in the form of pre-test and post-test scores, was gathered following the administration of these assessments. Subsequently, a t-test was employed to analyze the data. A significant effect of the Cake application on students' proficiency in recognizing synonyms and antonyms of words was inferred if the t-test exceeded the critical t-table value (Sari & Aminatun, 2021).

The t-test was greater than the t-table value, primarily due to the utilization of the Cake application as an educational tool. The Cake application not only enhanced students'

vocabulary but also piqued their interest in exploring and comprehending their lessons. It aided the researcher in providing clear explanations of the material to students and bolstered their motivation to learn (Meinawati et al., 2021). Consequently, students became more active and found enjoyment in the process of acquiring new vocabulary (Ho et al., 2020).

Additionally, because the researcher did not use the Cake application as a teaching tool, students in the control class struggled to understand words like synonyms and antonyms (Fauziah et al., 2022). As a result, they became bored and lethargic when learning vocabulary and failed to find the synonym for the given word (Hukom, 2021).

Each of the two courses consisted of seven classes, with a total of thirty-two students in each course (Reyes-Chua & Lidawan, 2019). Two classes were chosen for the study: one was assigned as the experimental class, which received the Cake application as an instructional tool, while the other was designated as the control class, which did not receive the Cake application or received an alternative form of instruction (Chotimah & Astiyandha, 2022).

Hence, the researcher believed that this study offered a pertinent counterargument to the findings of other researchers, such as Sri's research on "The Effectiveness of Using Cake Application On Students' Pronunciation Skills at SMP Unismuh Makassar" in 2022, which aimed to enhance word pronunciation accuracy among ninth-grade students at SMP Unismuh Makassar (Ismayanti & Kholiq, 2020). Additionally, Tiamanda (2022) emphasized the significance of employing the Cake application to enhance students' vocabulary within the context of a quantitative study aimed at improving English language vocabulary. Another relevant study was presented by Andriyadi in 2019, titled "The Use of My Dictionary Application to Improve Students' Vocabulary Mastery," with the objective of assessing how the utilization of the My Dictionary Application contributes to students' vocabulary development.

CONCLUSION

The objective of this research was to assess the influence of the Cake application on the acquisition of vocabulary by seventh-grade students at SMP Negeri 7 Pematang Siantar in the academic year 2023–2024. It was also as additional evidence of these theories and related previous studies. The value of toobserve was 4.471 and the ttable was 530, according to statistical calculations based on the data gathered after this research was completed. T count was more than t table (tobserve) > ttable 4.471 > 530, the researcher discovered after comparing the two with their corresponding significance

levels. The null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted as the t observe was greater than the t table. It indicated that pupils' vocabulary mastery improved as a result of using Cake. Additionally, compared to the control class that did not utilize the Cake program, the vocabulary knowledge of the experimental class rose dramatically after using it.

Ultimately, the study came to the conclusion that students' vocabulary could be effectively learned through the usage of the Cake application, particularly those in the seventh grade at SMP Negeri 7 Pematang Siantar during the 2023–2024 school year.

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