

**THE EFFECTIVENESS OF USING CAKE APPLICATION
ON STUDENT'S SPEAKING SKILL
AT THE 9th GRADE OF MTS KHOZAINUL ULUM TERSOBO
KEBUMEN REGENCY**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya Teacher Training of
State Islamic University Prof. K.H. Saiffudin Zuhri Purwokerto
As Partial Fulfillment of Recruimen for Sarjana Pendidikan (S.Pd.) Degree**

by

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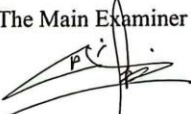
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Assalaamualaikum Warahmatullaahi Wabarakaatuh

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**THE EFFECTIVENESS OF USING CAKE APPLICATION ON
STUDENT'S SPEAKING SKILL AT THE 9th GRADE OF MTS
KHOZAINUL ULUM TERSOBO KEBUMEN REGENCY**

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ABSTRACT

Abstract: This research aimed to assess the impact of the Cake application on the speaking skills of 9th-grade students. The quantitative method employed was an experimental design with pre-test and post-test measurements. The results showed a significant difference in students' speaking skills, with the pre-test average score of 46.85 and the post-test average score of 72.15. The paired-sample t-test yielded a p-value of 0.000, indicating a significant difference between the pre-test and post-test scores. This suggests that the Cake application had a positive effect on students' speaking skills. To evaluate the effectiveness of the application, the N-gain score was calculated. The average N-gain score for the experimental group was 47.85%, which falls under the "less effective" category based on the effectiveness scale. This indicates that while the Cake application did improve students' speaking skills, the impact was not substantial. Despite the less effectiveness, the findings support the potential of the Cake application to help enhance speaking abilities when used as part of a broader language learning strategy.

Keywords : cake english, educational technology, effectiveness, speaking skill

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ABSTRAK

Abstrak: Penelitian ini bertujuan untuk menilai dampak penggunaan aplikasi Cake terhadap keterampilan berbicara siswa kelas 9. Metode kuantitatif yang digunakan adalah desain eksperimen dengan pengukuran pre-test dan post-test. Hasil penelitian menunjukkan perbedaan signifikan pada keterampilan berbicara siswa, dengan skor rata-rata pre-test 46,85 dan skor rata-rata post-test 72,15. Uji t berpasangan menghasilkan nilai p sebesar 0,000, yang menunjukkan perbedaan signifikan antara skor pre-test dan post-test. Hal ini menunjukkan bahwa aplikasi Cake memiliki dampak positif terhadap keterampilan berbicara siswa. Untuk mengevaluasi efektivitas aplikasi, skor N-gain dihitung. Rata-rata skor N-gain untuk kelompok eksperimen adalah 47,85%, yang termasuk dalam kategori "kurang efektif" berdasarkan skala efektivitas. Ini menunjukkan bahwa meskipun aplikasi Cake meningkatkan keterampilan berbicara siswa, dampaknya tidak terlalu besar. Meskipun efektivitasnya kurang, temuan ini mendukung potensi aplikasi Cake untuk membantu meningkatkan keterampilan berbicara apabila digunakan sebagai bagian dari strategi pembelajaran bahasa yang lebih luas.

Kata kunci : aplikasi cake, teknologi pendidikan, keefektifan, keterampilan berbicara

Motto

“Maka apabila kamu telah selesai (dari satu urusan), tetaplah bekerja keras (untuk urusan yang lain), dan hanya kepada Tuhanmulah hendaknya kamu berharap.”

(QS. Al-Insyirah : 7-8)



DEDICATION

I dedicate this thesis for :

*Myself, for having the courage to face every challenge with resilience and
determination*

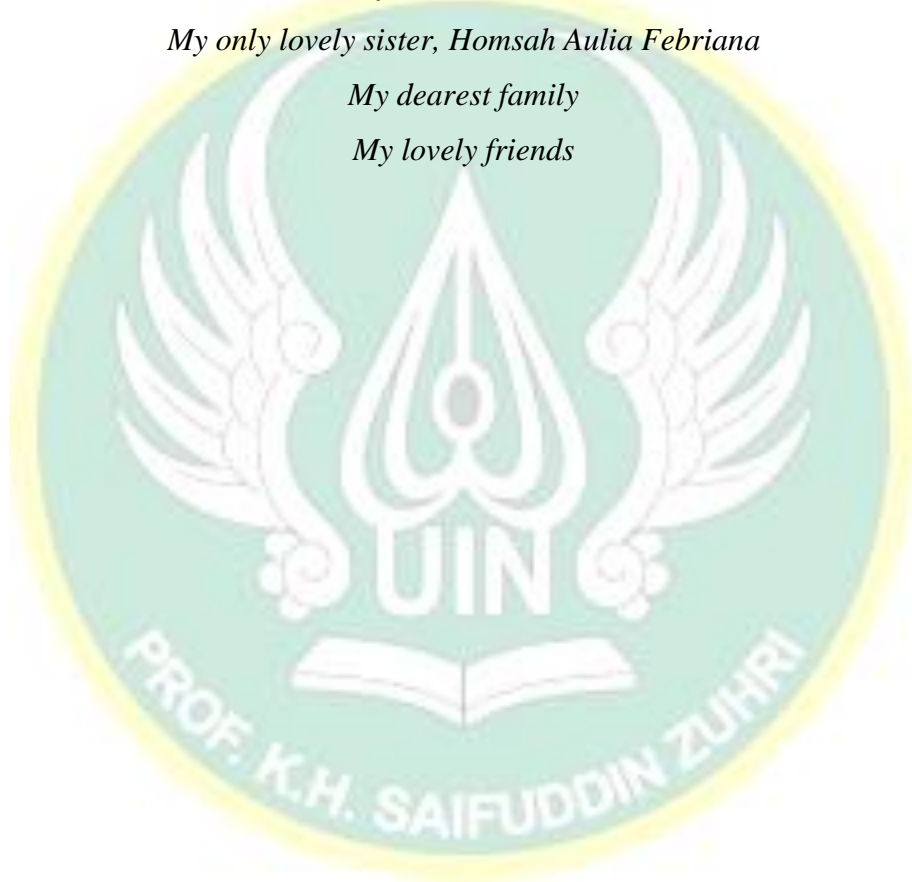
My beloved parents, Mr. Sartono and Mrs Sri Mulyani

*My lovely brothers, Muhammad Solehuddin, Ahmad Sihab, Ahmad Zainul
Mustofa, Ahmad Nurhadi*

My only lovely sister, Homsah Aulia Febriana

My dearest family

My lovely friends



PREFACE

In the name of Allah, the Most Gracious and Most Merciful. all praise belongs to Allah SWT for His endless blessings and guidance, which have allowed me to complete this thesis entitled "The Effectiveness of Using Cake Application on Students' Speaking Skill at the 9th Grade of MTs Khozainul Ulum Tersobo." This thesis is presented as requirement of the requirements for obtaining a bachelor's degree from the Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto. I sincerely thank everyone who has offered their support and guidance throughout this process. Therefore, I would like to express my deepest appreciation to the following:

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Finally, I sincerely apologize for any shortcomings and hope that this work can serve as a useful reference for future research. May Allah SWT reward all the kindness and efforts of those involved and grant blessings in this life and the hereafter. Amen.

Purwokerto, 24 December 2024

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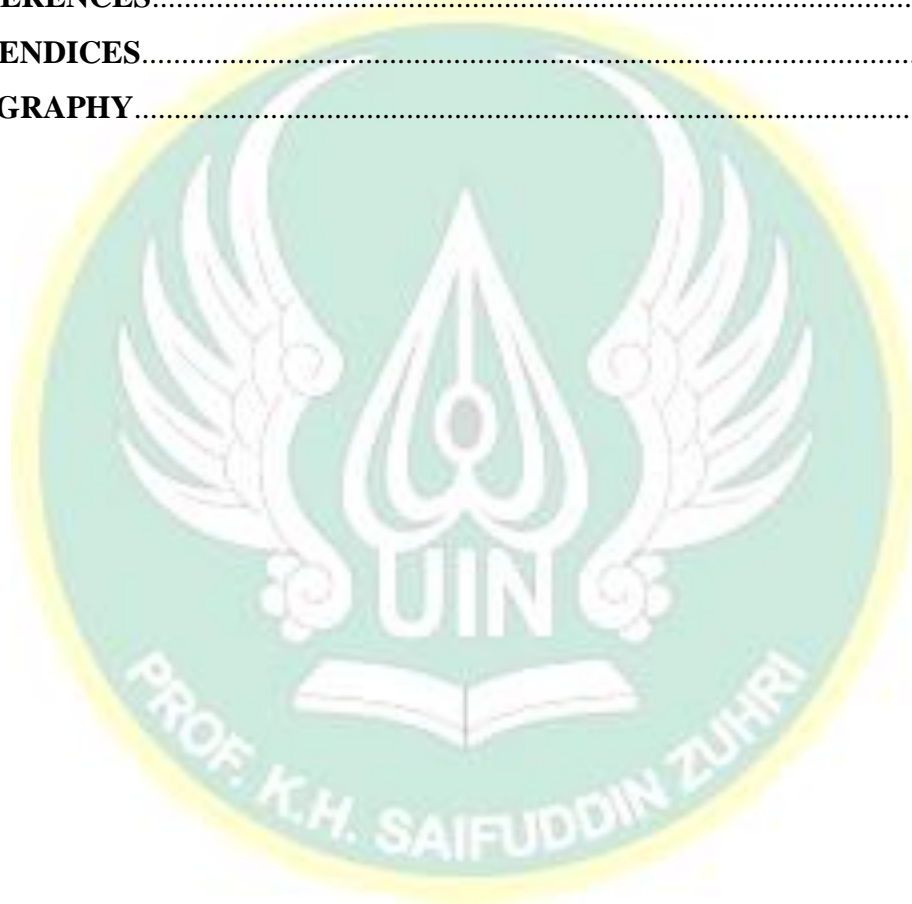
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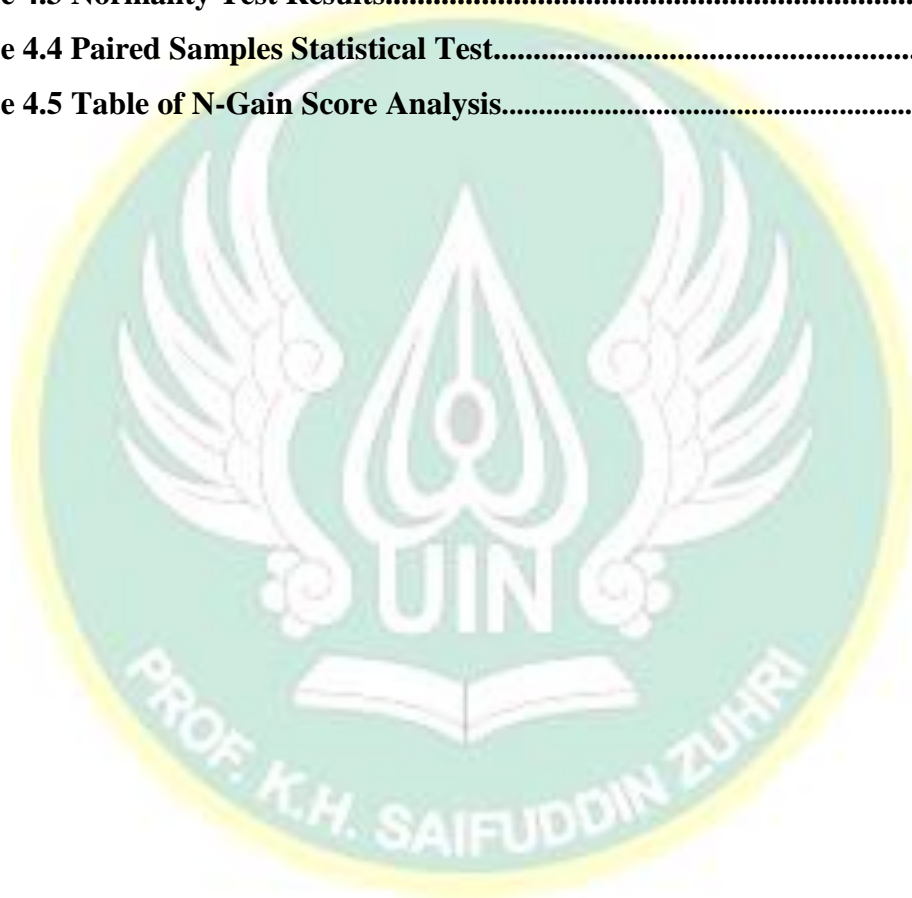
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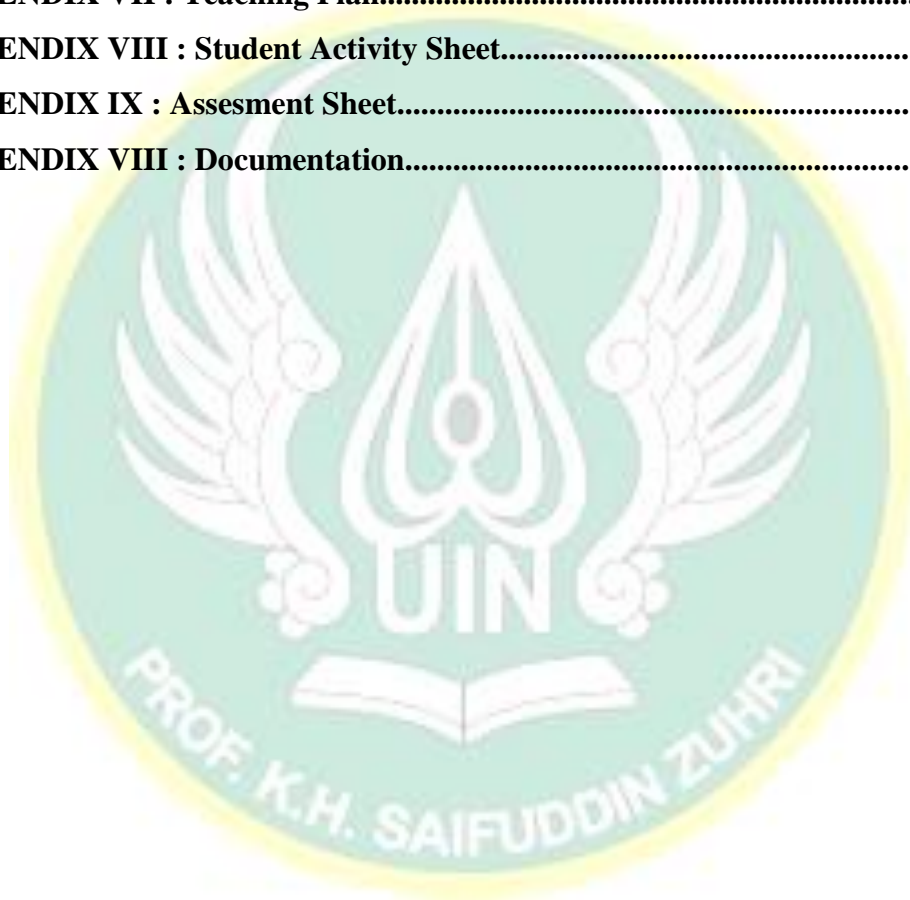
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CHAPTER I

INTRODUCTION

A. Background of The Problem

One of the most important aspects of English as a foreign language that students must master is speaking. Speaking is often regarded as the most essential skill for demonstrating proficiency in a foreign language (Richard & Renandya : 2002). According to Harmer (2007), communication skills are vital for succes in today's interconnected world. Speaking is an essential part of English because it is one of the four language skills: listening, speaking, writing, and reading. Speaking allows learners to express their ideas and feelings through communication. According to Nunan (2003), good speaking skill enable students to communicate clearly with others, which is critical in both personal and professional. Without sufficient speaking ability, students cannot effectively communicate or express their ideas in spoken form, as highlighted by Swan (2005). Thus, speaking proficiency is essential for both academic succes and the development of real-worlld communication skills.

Despite the importance of speaking, many students face challenges in developing their speaking skills. One of the primary obstacles is the limited engagement in practicing English speaking in real-life contexts (Al-Mamun, 2022; Azman & Noor, 2020). Many students struggle to exprss themselves is English due to language barriers, a lack of confidence and insufficient speaking practice. This results is difficulties in improving their speaking proficiency. Therefore, educators must find innovative solutions to help students overcome these challenges and enhnce their speaking skills. According to Sartika (2014), integrating innovative teaching techniques, such as the circular desk method, has proven effective in enhancing students' speaking skills. This suggests that creative approaches are necessary to overcome challenges in language learning. Furthermore, Wahidiyati (2020) emphasizes that students' perceptions of online learning play a significant role in their engagement and motivation. When technology is used effectively, it can not only increase student participation but also improve learning outcomes. The integration of technology into language

learning can help address these challenges by offering interactive and accessible learning tools.

The Fourth Industrial Revolution (Industry 4.0) has driven significant advancements in technology, making it an essential part of everyday life. One of the effects of these advancements is the use of technology to support language learning (Hasan et al., 2022; Paramita et al., 2022). Technology provides students with access to wide range of language learning resources, enhancing not only primary language skills but also the supporting sub skills. Mursyidin et al. (2022) highlighted that integrating technology can significantly improve students' language learning abilities, particularly in English. Furthermore, technology influences students' motivation to engage in the learning process. Several studies have highlighted that integrating technology, inncluding language learning applications, provides students with new opportunities to practice and improve their language skills in an interactive and engaging way (Ally, 2019; Miangah & Nezarat, 2012; Par, 2022). There are numerous language-learning applications available, such as Duolingo, Memrise, and HeloTalk, that offer unique features for improving students' speaking skills. The use of such apps offers students flexibility in learning, especially when opportunities to practice English in real-life context are limited.

Among these language learning apps, the Cake application stands out as a useful tool for improving speaking skills. The Cake app provides an interactive platform where students can practice pronunciation and communication by mimicking dialogues from movies and other audiovisual media. This helps students improve their spoken English by practicing with native speakers and engaging with real-life conversations (Putra, 2023). By offering an engaging and user-friendly interface, Cake encourages students to practice their speaking skills regularly, thus addressing the challenges they face in traditional classroom settings. The use of such interactive tools has been shown to increase student engagement and provide a more dynamic learning environment, fostering higher retention of language skills (Hasan et al., 2022)

As Sabiq (2020) highlights, incorporating audiovisual media in English Language Teaching (ELT) plays a crucial role in boosting students' motivation and learning outcomes, particularly in enhancing language skills. By using interactive and engaging tools, students are motivated to actively engage in the learning process, which contributes to their overall language proficiency. This aligns with the use of the Cake application as an audiovisual tool aimed at improving students' speaking abilities. Furthermore, previous research by Hasan et al. (2022) and Mursyidin et al. (2022) supports the idea that technology, particularly language-learning applications like Cake, has a positive impact on students' language learning experiences and motivation.

Moreover, incorporating mobile-based language learning applications, such as Cake, has shown to be effective in providing students with more flexible learning opportunities, especially for those who face time constraints or limited access to traditional language learning environments (Kukulska-Hulme, 2020). Given the challenges that students face in improving their speaking skills and the potential benefits of using technology, this research aims to explore the effectiveness of using the Cake application in improving the speaking skills of eighth-grade students at MTs Khozainul Ulum Tersobo, Kebumen. This research will focus on understanding students' perceptions of the app's impact on their ability to speak English and their motivation to practice regularly.

B. Clarification of Key Terms

a. Cake Application

The Cake application offers a variety of engaging features, such as conversation videos with subtitles, speaking practice with native speakers, and AI Speech Recognition to evaluate pronunciation. The platform boasts a 4.6 rating on the Google Play Store. As an English language learning application, Cake supports learners through audio, video, and network-based services. One of its strengths is enabling learners to practice English either in their native language or fully in English, addressing a limitation found in some popular applications like Duolingo (Nushi & Eqbali, 2017).

Unlike many language learning platforms, Cake requires no registration. After downloading the app from the Google Play Store and installing it, users can immediately access learning materials. The app features a "Today's Conversation" section on its homepage, divided into listening and speaking modes. Underlined keywords in subtitles allow learners to click for definitions or synonyms via embedded links to Dictionary.com and Thesaurus.com. Users can pause videos by tapping the screen or view the full version on YouTube by selecting the "Watch the full video on YouTube" option (Google Play).

For beginners, it is recommended to start with listening mode to familiarize themselves with the platform and content. Speaking mode then helps learners practice pronunciation, accent, and intonation, enhancing their ability to sound more natural. The app also provides videos teaching expressions commonly used in daily life, such as those related to weather, cooking, or social interactions. These authentic videos present learners with contextually relevant vocabulary, making it easier to understand and apply in real situations (Cake Day Blog).

Additional features include a "challenge" mode, where learners complete quizzes, often in sentence-completion formats, to test their understanding. The app also evaluates pronunciation and speaking skills, assigning scores (e.g., A, B, C) based on accuracy. Cake further personalizes the learning

experience by recommending content tailored to users' interests, akin to YouTube's suggestion algorithm. This allows students to follow specific channels or themes for deeper engagement.

Cake's short daily English videos and dialogues enable learners to practice continuously. A slower playback option helps users better understand the material. Before accessing lessons, students are encouraged to take an initial speaking test, which determines their starting level. The lessons are then tailored to their skill level, ensuring gradual progress with varying degrees of difficulty.

When practicing conversations, students can identify challenging pronunciations or unfamiliar vocabulary and attempt to replicate them. The app provides ample examples and exercises to improve speaking skills, making it a practical tool for enhancing communication proficiency.

b. Speaking

Speaking is an essential aspect of human life and communication. Speaking serves as a tool for conveying messages and information, as well as building effective relationship with others (Pan Communications, 2023). According to Fulcher (2003), speaking allows individuals to convey messages directly to listeners. It involves not only ensuring that the listener understands but also the ability of the speaker to control and adapt the situation based on their level of awareness and enthusiasm during the exchange.

Kayi (2006) emphasizes that speaking is a fundamental human skill. People engage in it regularly, often without considering the complexities that underlie the process. Speaking is particularly important as it is frequently used in daily activities and interactions. There are two main approaches for developing speaking skills: (a) imitation, where individuals learn by observing peers and adults, and (b) training, which occurs with the guidance of more experienced individuals.

Despite its importance, speaking is often seen as one of the most challenging skills for language learners. Bueno, Madrid, and McLaren (2006) highlight that speaking is considered one of the most challenging skills for language learners. Despite years of language learning, many people struggle to speak effectively in real-time situations. This difficulty is often due to a lack of awareness regarding the importance of speaking skills and a failure to acquire them, which are essential for success in today's competitive world.

Among the four major language skills (listening, speaking, reading, and writing), speaking is often perceived as the most difficult. This is because learners must produce sentences spontaneously, which can be especially challenging for those who are learning English as a foreign or second language. These learners may not have mastered the necessary grammar or vocabulary to form accurate sentences, resulting in difficulties in speaking grammatically correct English (Bueno, Madrid, & McLaren, 2006).

Since speaking is central to communication, people are motivated to improve their speaking skills in order to interact effectively with others worldwide. Mastering speaking involves not only comprehension but also the ability to respond appropriately and initiate conversations (Kayi, 2006). To develop strong speaking skills, learners need to focus on five key components: pronunciation, grammar, vocabulary, fluency, and comprehension (Fulcher, 2003).

C. Research Question

According to background of the study above, the research question can be formulated that “How effective is the use of Cake Application for teaching speaking to ninth grade students at MTs Khozainul Ulum Tersobo, Kebumen Regency?”

D. Aims and Significances of the Study

1. Aims of The Research

This study aims to measure the effectiveness of using the Cake Application in teaching speaking to ninth grade students at MTs Khozainul Uum Tersobo (Kebumen)

2. Significance of The Research

a. Theoretical Significances

The theoretical significance of using the Cake App for learning English, particularly in improving speaking skills, lies in its interactive and multimedia-based approach. Research suggest that Cake offers tools such as short video clips, dialogues, and real-time speaking practice, which engage learners by simulating real-life conversation scenarios. This approach helps improve pronunciation and fluency through repeated listening and speaking exercises. Additionally, students often report higher motivation and interest due to Cake's user-friendly interface and tailored content. The integrating of multimedia makes language learning more engaging and accessible and, particularly for younger learners.

b. Practical Significances

1) For the teachers

This research provides benefits for teachers seeking to apply modern method as a reference for teaching speaking skills. The Cake App serves as an additional tool for teachers, allowing them to incorporate relevant and up-to-date content into their curriculum. It also offers students the opportunity to learn through a more dynamic and personalized approach.

2) For the other researcher

The Cake Application can be used in experimental studies and serves as a valuable reference for other researchers. Studies on Cake's use in learning English are significant because they offer insights into how contemporary language learning tools can be effectively integrated into educational settings. This research highlights how technology can enhance engagement and proficiency through interactive, contextually relevant content.

E. Organization of This Research

To make it easier to understand the content of this research, it is divided into three general sections: the early part, the main part, and the concluding part.

The first part contains the title of the research, the page of statement of authenticity, the page of attestation, the page of official supervisory note, the abstract, the preface, and the table of contents.

The main part contains the core issues, starting from Chapter I to Chapter V. Chapter I is the introduction, which includes the background of the study, the classification of key terms, research questions, aims and significance of the research, and the organization of the research.

Chapter II is the literature review, which presents the theoretical framework, previous studies, conceptual framework, and hypothesis.

Chapter III is the methodology, which includes the research design, research site and participants, population and sample, variables and indicators of the research, data collection techniques, and data analysis.

Chapter IV is the findings and discussion, which contains the research findings and the corresponding discussion.

Chapter V is the conclusion and suggestions, which includes the conclusion, limitations of the study, and suggestions based on the entire series of the thesis discussion. In the final part of the research, there are references, appendices, and biography.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

a. Speaking

1) Nature of Speaking

Speaking is a skill that involves reproducing sound articulation to express will, needs, feelings, and desires to others (Iskandarwati & Sunendar: 2008). According to Chaney (1998), speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols in various contexts." Speaking involves the physical realization of abstract ideas, concepts, and assumptions within the human mind, transforming these into sounds and utterances that carry meaning.

Widdowson (1978) distinguishes between two types of speaking: speaking in terms of "use" and speaking in terms of "usage." Speaking in terms of usage focuses solely on producing phonological or grammatical systems in isolation, without reference to context or interaction. This type of speaking does not require interaction between speakers. Speaking in terms of use is both productive and receptive, as it requires the speakers to both produce and decode messages. The primary goal of this type of speaking is successful reciprocal interaction: "an act of communication through speaking is commonly performed in face-to-face interaction, occurring as part of a dialogue or other forms of verbal exchange."

Speaking is also considered an interactive process, involving communication between two or more interlocutors in a specific situation. It varies according to social contexts, with language use differing between formal and informal settings. Modern approaches to language teaching, such as situational language teaching, emphasize the importance of authenticity in making learning more effective and approachable (Brown, 2001; Richards & Rodgers, 2014).

There are four primary language skills: listening, speaking, reading, and writing. Listening and reading are considered receptive skills, while speaking and writing are productive skills. Speaking is particularly unique compared to writing because it happens spontaneously, without the opportunity for immediate revision. This characteristic makes speaking a more challenging skill for learners.

Speaking involves the ability to articulate words in a coherent and understandable manner, enabling individuals to communicate their thoughts, feelings, and perspectives (Richards & Renandya, 2002). Chaney (1998) describes speaking as the process of creating and sharing meaning using both verbal and non-verbal symbols in different contexts. According to Brown (1994) and Burns & Joyce (1997), speaking is an interactive process of constructing meaning, which involves producing, receiving, and processing information. Bygate (1987) defines speaking as the production of auditory signals that elicit verbal responses from listeners, combining sounds systematically to form meaningful sentences. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) describe speaking as a two-way process, involving true communication of opinions, information, or emotions. This view of speaking sees spoken texts as collaborative efforts between two or more individuals within a shared time and context.

2) Importance of Speaking in Language Learning

Speaking allows language learners to directly use vocabulary and grammatical structures in real conversational contexts. It provides an opportunity to practice language in natural settings, aiding learners in internalizing language patterns and understanding how language is used in everyday situations (Richards & Renandya, 2002). In today's interconnected world, effective communication is essential for success in all fields. Language serves as the primary tool for communication, and without it, clear interaction becomes impossible (Crystal, 2003). Speaking

skills allow individuals to engage in meaningful exchanges, share ideas, and understand other's perspectives.

Speaking also plays a vital role in achieving personal and professional goals. With strong speaking skills, individuals can communicate effectively in diverse contexts, whether in formal or informal interactions (Chaney & Burk, 1998). Additionally, speaking helps expand social relationships and build connections at both local and global levels (Brown, 2001).

Speaking proficiency is essential in various sectors, including education, business, technology, healthcare, and other fields. The ability to express ideas verbally, clearly, and coherently helps individuals convey information, negotiate, and collaborate effectively (Richards & Renandya, 2002). In professional settings, speaking skills often serve as a primary measure of one's communication competence (Crystal, 2003).

Since most communication occurs orally, the importance of speaking skills cannot be overstated. For language learners to interact effectively, focused training in speaking is crucial (Richards, 2008). While mastering listening, reading, and writing skills is also important, speaking offers distinct advantages as it is directly used to share ideas and participate in meaningful conversations (Brown, 2007; Nunan, 1999).

3) Elements of Speaking

According to Harris (1974), there are five main components of speaking skills: comprehension, grammar, vocabulary, pronunciation, and fluency.

a. Comprehension

Comprehension refers to the ability to understand and respond appropriately during oral communication. It involves both interpreting the speech of others and initiating one's own meaningful responses.

b. Grammar

Grammar encompasses the rules for constructing sentences, including the correct use of tenses, prepositions, conjunctions, and

complex sentence structures (1999). Mastery of grammar allows students to form accurate sentences, thereby facilitating effective communication in both written and spoken contexts (Ur, 1996). Heaton (1978: 5) emphasizes the importance of students' ability to manipulate grammatical structures and apply appropriate forms to context. Effective grammar usage is essential for achieving proficiency in both verbal and written forms of communication.

c. Vocabulary

Vocabulary involves choosing the right words to ensure effective communication. Without a sufficient vocabulary, learners struggle to convey their thoughts and ideas clearly, whether orally or in writing. As the saying goes, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed." A broad and robust vocabulary enables learners to express themselves fluently and understand others more easily.

d. Pronunciation

Pronunciation relates to the ability to produce language sounds clearly and correctly. It involves understanding the phonological system, which includes phonemes and suprasegmental features like stress and intonation. Proper pronunciation plays a crucial role in making spoken language intelligible and facilitating effective communication. Learners who develop good pronunciation skills can produce words and sentences that are easily understood by others.

e. Fluency

Fluency is the ability to speak or write smoothly, naturally, and with minimal hesitation. Fluent speakers can convey their ideas quickly and confidently, using appropriate language structures. Fluency also involves a limited use of fillers such as "um" or "er," indicating that the speaker can access language items efficiently. Achieving fluency is a primary goal for many language learners, as it demonstrates their ability to communicate effectively in real-time situations.

The speaking assessment, based on this blueprint, follows the criteria suggested by Brown (2004) and Harmer (2007), which include five aspects: fluency, pronunciation, grammar, vocabulary, and comprehension. These criteria are used to evaluate students' speaking abilities comprehensively.

According to Brown (2004), this scoring system is commonly used in speaking assessments. Harmer (2007) emphasizes the importance of each criterion for a comprehensive evaluation.

Table 2.1 : Criteria of speaking scoring

Fluency	0-20
Pronunciation	0-20
Grammar	0-20
Vocabulary	0-20
Comprehension	0-20
Total	100

Table 2.2 Composition for Scoring Speaking

SCORE	SCORE RANGE	DESCRIPTION
FLUENCY	16-20	Speaks with ease, maintaining a steady flow without frequent pauses. Speech is natural and smooth
	11-15	Generally fluent but experiences occasional pauses. Can maintain a conversation but may hesitate.
	6-10	Noticeable pauses and struggles to maintain a continuous flow. Conversation feels disjointed.
	0-5	Frequently pauses, repeats words, making it difficult to follow the speech.
PRONUNCIATION	16-20	Pronunciation is clear, understandable, and mostly accurate with minimal accent interference.

	11-15	Pronunciation is generally understandable, with some mispronounced words.
	6-10	Pronunciation errors are noticeable, causing some difficulty in understanding.
	0-5	Pronunciation is unclear, making comprehension difficult.
GRAMMAR	16-20	Uses correct grammar with minimal mistakes. Demonstrates good understanding of sentence structures.
	11-15	Some grammatical errors, but they do not impede understanding.
	6-10	Frequent errors that make the speech hard to follow. Problems with sentence structure and tenses.
	0-5	Grammatical errors cause confusion and hinder communication.
VOCABULARY	16-20	Uses a wide range of vocabulary appropriately, adding variety and richness to speech.
	11-15	Sufficient vocabulary but may lack variety or repeat certain words.
	6-10	Limited vocabulary used, with frequent repetition affecting the quality of speech.
	0-5	Very limited, making it hard for the student to express thoughts clearly.
COMPREHENSION	16-20	Ideas are well-organized and clearly presented, with relevant and well-developed content.
	11-15	Ideas are somewhat organized, but there may be issues with clarity or relevance.
	6-10	Ideas are poorly organized and unclear, with little development of content.
	0-5	Lack organization, with irrelevant or incoherent content.

Referring to the scoring rubric above, it is evident that each criterion is evaluated within a specific range. Brown and Harmer (2004-2007) emphasize that their rubric offers a comprehensive evaluation of students' speaking abilities, illustrating that a student may excel in fluency while struggling with pronunciation or grammar. This highlights the typical variability in language learners' performances, particularly in speaking a second language, where different components such as fluency, pronunciation, grammar, and vocabulary may not always align in quality.

b. Cake Application

1) Definition of Cake Application

The Cake application, currently rated 4.6 on the Google Play Store, is a language learning tool designed to enhance users' skills through audio, video, and interactive features. While its primary focus is on English, it also supports learning other languages. Unlike many popular applications like Duolingo, which often use the native language for instructions, Cake allows learners to practice the target language directly, providing a more immersive learning experience (Nushi & Eqbali, 2017).

This application functions as an audio-visual learning platform that plays a crucial role in helping users acquire vocabulary, expressions, and retain information over an extended period. Research highlights that audio-visual aids are highly effective pedagogical tools, fostering student-centered and self-paced learning while motivating students and improving overall academic outcomes (McLean et al., 2016; Yeh, 2022).

In Indonesia, the Cake application is relatively underutilized for English learning compared to more widely used applications like Duolingo, My Dictionary, and U-Dictionary. Cake provides learning content tailored to various proficiency levels: Level 1-2 for beginners and Level 3-4 for intermediate and advanced learners. It introduces

new vocabulary, idioms, and expressions daily to help users enhance their English language skills. Beyond improving speaking proficiency, the application supports listening practice and vocabulary expansion, contributing holistically to mastering English.

2) The Advantages and Disadvantages of Using Cake Application

Every educational tool or application has its own strengths and weaknesses, including the Cake application. Below are its main advantages and disadvantages:

a. Advantages

The Cake application features engaging visuals that appeal to both children and adults, making learning more enjoyable. Its interface is designed to be user-friendly. Additionally, it offers short videos narrated by native speakers, allowing users to practice listening to authentic pronunciation. Subtitles are also provided to enhance comprehension during the videos. To motivate learners, the app incorporates gamification elements such as rewards and trophies, which encourage consistent effort and progress to higher levels (Mursyidin et al., 2022).

b. Disadvantages

However, the Cake application may pose challenges for beginners due to its complex interface. Upon opening the app, users are immediately presented with a vast selection of short videos that lack thematic organization, which can make it difficult for new users to find appropriate materials (Mursyidin et al., 2022).

3) The Procedure of Using Cake Application

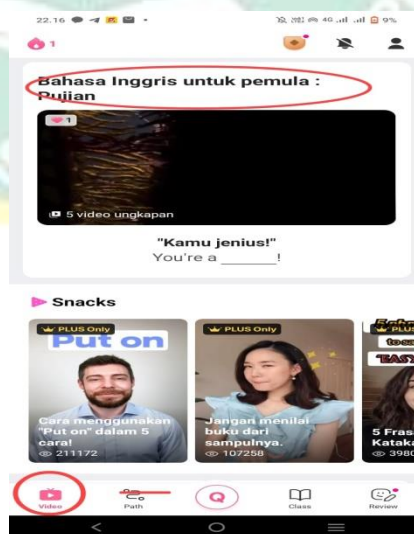
To use the Cake Application, users must sign in beforehand. Signing in can be done via a Google account or a social media account. Alternatively, users can access the application in guest mode without signing in; however, this mode only provides access

to free episodes, which are limited to speaking practice materials. Here is the procedure to use the Cake Application for speaking learning :

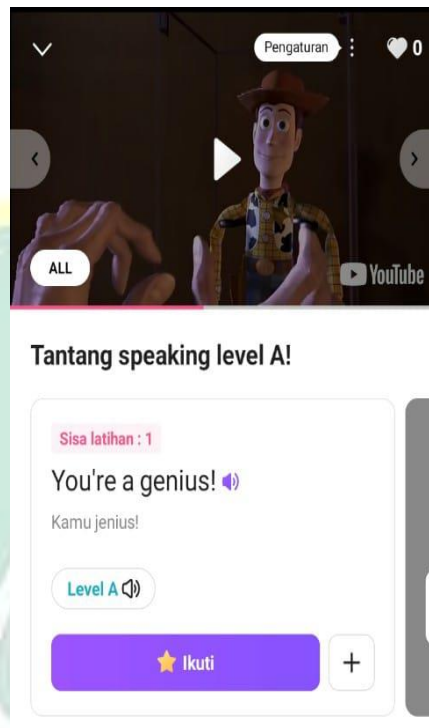
1. Search for "Cake – Learn English" in the Google Play Store or App Store, then click "Install" to download the app.



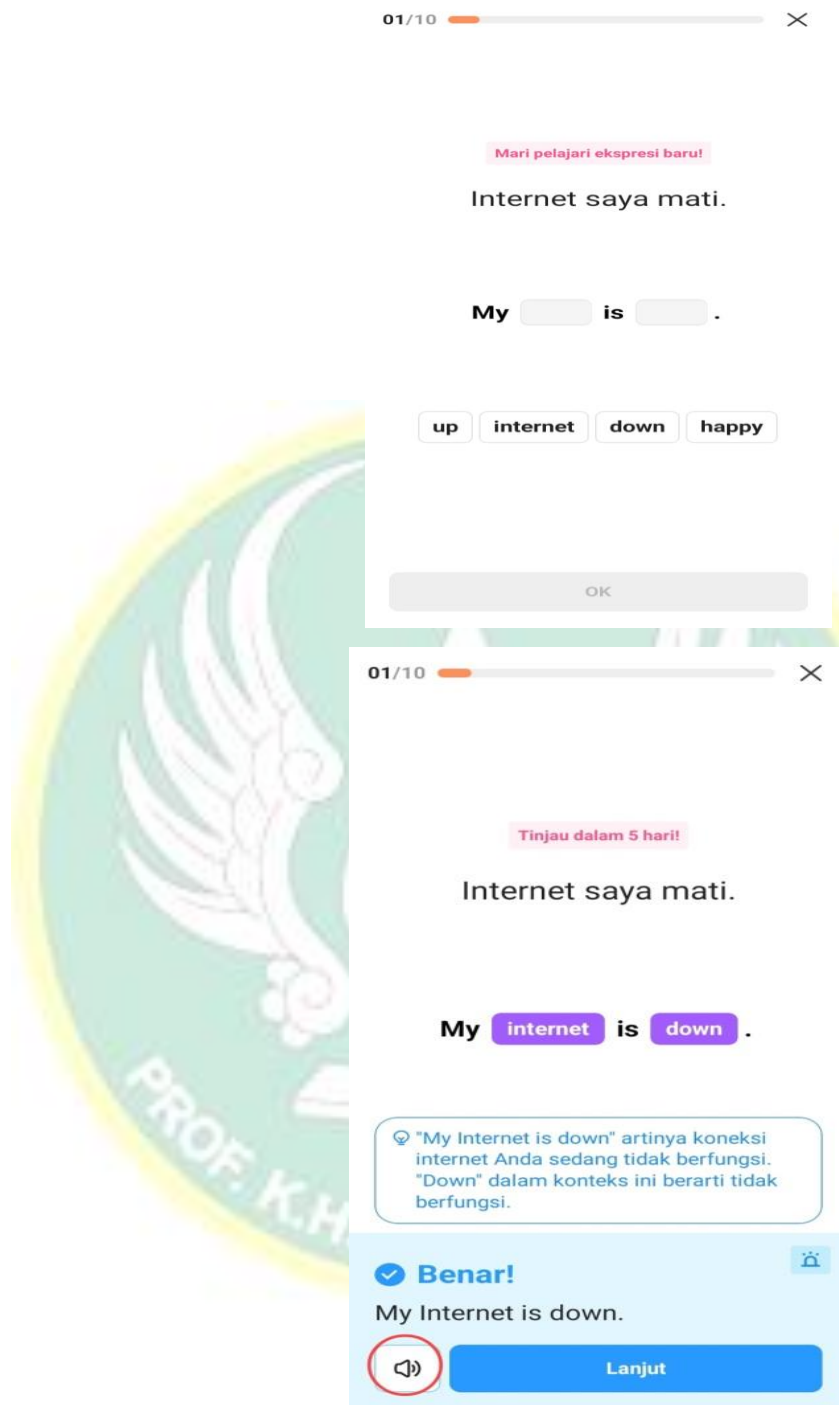
1. Once the app is installed, open it and choose to create a new account. You can sign up using your email or social media account.
2. After logging in, select the language level that matches your current ability: from Beginner, Intermediate, to Advanced.
3. Click on a video, such as "Complimenting" Watch the video and listen to how the speakers pronounce sentences in a real-life dialogue.



4. After watching the video, the app will give you an option to repeat words or phrases. Press the record button to record your voice, and the app will provide feedback on your pronunciation.



5. Cake offers daily quizzes to help reinforce your vocabulary and understanding. Choose the correct answer, and the app will explain the meaning if you get it wrong. You can also try to listen the pronunciation by click the speaker icon and try to repeat it.



6. You can use the app's interactive conversation feature to practice speaking with simulated dialogue.

B. Previous Study

Numerous studies have been carried out to emphasize the uniqueness of this research. Some researchers who have explored the use of the Cake Application in the context of vocabulary mastery are outlined as follows:

The initial study is a thesis by Nainggolan et al. (2020) titled "*The Effectiveness of Cake Application in Improving Vocabulary Mastery*." Both studies investigate the use of Cake Application as a tool to improve language skills, with Nainggolan et al. focusing on vocabulary mastery and this research concentrating on speaking skills. Both studies employ an experimental design with a pre-test and post-test to measure students' progress. However, the key difference lies in the skills being assessed: Nainggolan et al. focused on vocabulary, while this study targets speaking skills. Additionally, the current study involves 9th-grade students, whereas the study by Nainggolan et al. does not specify the grade level.

The second is a thesis by E. Hardiyanti (2021) in her research titled "*The Effectiveness of Cake Application for Student's Listening Comprehension*". This study aimed to evaluate the effectiveness of Cake Application in improving students' listening comprehension. The findings indicated that the Cake Application significantly enhanced students' ability to understand spoken English. Unlike the present research, which focuses on speaking skills in the 9th grade, Hardiyanti's study focused on listening comprehension, demonstrating a different language skill. Additionally, while both studies utilize the Cake Application, Hardiyanti's research focused specifically on listening, whereas this study evaluates its impact on speaking skills.

The third study is a journal by Amiruddin with the title "*Students' Perception on the Use of Cake Application as Digital Media For Learning English*". 3. Amiruddin's study focused on students' perceptions of using the Cake Application in learning English. While both studies use the Cake Application, this research specifically concentrates on measuring improvements in students' speaking skills through an experimental design with pre-test and post-test, whereas Amiruddin's study focuses on students' views

of the app. Additionally, this study involves 9th-grade students, whereas Amiruddin's research involves students from a primary school teacher education program. Therefore, the main differences lie in the focus and the participant population.

C. Conceptual Framework

The use of engaging and interactive tools in the classroom is essential to enhance students' motivation. Speaking skills, as a core component of language proficiency, often pose significant challenges for students learning English as a foreign language. This study, titled "The Effectiveness of Using the Cake Application for Students' Speaking Skills at the Ninth Grade of MTs Khozainul Ulum Tersobo," aims to explore how the Cake Application can serve as an effective tool for improving students' speaking abilities.

According to Alqahtani (2019), technology in education can create more dynamic learning experiences, particularly in foreign language instruction. This research employs a quantitative approach with a one-group pretest-posttest design to evaluate the impact of the Cake Application on students' speaking performance. The primary focus is to assess how the application fosters student engagement and supports the development of speaking skills.

By observing the learning process, this study determines the extent to which students benefit from the integration of the Cake Application into their learning experience. The research steps include:

1. Conducting a pretest to assess students' initial speaking abilities.
2. Introducing and utilizing the Cake Application during learning activities designed to enhance speaking skills.
3. Monitoring students' participation and engagement throughout the learning sessions.
4. Conducting a posttest to measure students' speaking skill improvements after the intervention.
5. Comparing pretest and posttest results to evaluate the significance of the improvement.

The findings of this study reveal that the Cake Application not only boosts students' motivation but also significantly enhances their speaking performance. This aligns with Goh and Burns (2012), who emphasized that technological approaches can effectively improve the mastery of speaking skills in second language learning.

D. Hypothesis

The hypothesis in this research aligns with the explanation by Ghony (2016), who states that a hypothesis is a preliminary answer to a research question. It is theoretical and requires practical research to confirm its validity. Hypotheses are categorized into various types, including the null hypothesis and the alternative hypothesis, which help to guide the research process and provide a framework for analyzing the data.

The hypotheses in this research are formulated as follows:

H₀: The effectiveness of Cake Application is not effective to teaching speaking for students ($\mu_1 = \mu_2$).

H₁: The effectiveness of Cake Application is effective to teaching speaking for students ($\mu_1 \neq \mu_2$).

CHAPTER III

METHODOLOGY

A. Research Method

1. Type of Research

This study employed a quantitative approach using a one-group pretest-posttest design, applied to all ninth-grade students of MTs Khozainul Ulum Tersobo (Kebumen). In this design, the researcher measured students' speaking skills before and after the intervention without involving a control group. The intervention consisted of using the Cake Application to enhance students' speaking skills. Creswell (2015) suggests that such designs are suitable for evaluating the effects of a treatment within a single group when it is not feasible to establish separate experimental and control groups. The participants, consisting of both male and female students, were taught using the Cake Application. This quantitative approach was deemed appropriate for collecting data and analyzing the significant impact of the Cake Application in teaching speaking skills to 9th-grade students of MTs Khozainul Ulum Tersobo (Kebumen).

2. Place and Time of the Research

a. Place of the Research

This research was conducted at MTs Khozainul Ulum Tersobo (Kebumen), located at Jl. Kutoarjo KM 17, Tersobo, Prembun, Kebumen Regency, Central Java. The school was selected based on the observation that students struggle with low English proficiency, particularly in speaking skills. This research aims to address these issues and improve speaking performance by utilizing the Cake application as a tool for language learning. The choice of this school was motivated by the need for more effective English language learning media, especially to enhance students' speaking abilities. Despite its limited resources, this school offers an opportunity to explore the potential of innovative

technological tools like the Cake application to improve students' learning experience.

b. Time of the Research

This research conducted on 21th October to 26th November 2024. Which will be described into the following table:

Table 3.1 Treatment Schedule of Experiment

No	Day/Date	Treatment
1	Monday, 21th October 2024 & Saturday, 26th October 2024	<ul style="list-style-type: none"> - Pre Test - Introduced simple present tense - Introduced Cake App - Practice mimicking using Cake App
2	28th October 2024 & 29th October 2024	<ul style="list-style-type: none"> - Reviewed previous study - Discussed experience using Cake App - Students practice their descriptions in small group
3	4th November 2024 & 5th November 2024	<ul style="list-style-type: none"> - Introduced the topic "Taking Trips" - Recount text with simple past tense - Listening dialogue using Cake App
4	9th November	<ul style="list-style-type: none"> - Role-play activity - Recorded their travel experience

		using Cake App
5	11th November 2024 & 12th November 2024	<ul style="list-style-type: none"> - Introduced topic “Journey to the fantasy world” - Simple past tense - Watched video using Cake App - Created their own fantasy stories using past tense
6	16th November 2024	<ul style="list-style-type: none"> - Recorded their fantasy stories individually - Role-play - Post test

3. Population and Sample of the Research

According to Creswell (2012), a population refers to a group of individuals who share the same characteristic. The population and sample for this study consist of all the ninth-grade students at MTs Khozainul Ulum Tersobo (Kebumen) in the academic year 2023/2024, totaling 41 students. These students are divided into two classes: IX A, comprising 19 female students, and IX B, comprising 22 male students. Although these students belong to different classes, both classes are treated as one group for this research, as the total population is small.

4. Variables and Indicators of the Research

Variables are the basic elements measured in any study, while indicators are the units of measurement used to observe or measure these variables. Operational definitions specify a variable in terms of the procedures used to measure or manipulate it, which allows for precise communication about what is being studied. In this study, the main variables to be measured are

the use of the Cake Application and the speaking skills of the students. The variables are defined as follows:

a. The Use of Cake Application

This variable refers to the extent to which students use the Cake application in learning to improve their speaking skills. The indicators for this variable include:

- a. Duration of use: The total time spent by students using the application.
- b. Frequency of use: How often students use the application within a given period.
- c. Type of activity: The types of exercises students engage in, such as pronunciation practice, repetition of dialogues, and interactive conversations provided by the application.

b. Speaking Skills

This variable refers to the students' proficiency in speaking English, which is measured before and after using the Cake application. The indicators for speaking skills include:

- a. Vocabulary proficiency: The range of words the students can use correctly in conversation.
- b. Fluency: The ease and smoothness of their speech during communication.
- c. Pronunciation accuracy: The correctness of their pronunciation compared to native speakers.
- d. Clarity in communication: The ability of students to convey their thoughts clearly and understandably.

These indicators collectively reflect the overall speaking competence of students, forming the basis for assessing the effectiveness of the learning tool (Richards & Rodgers, 2014). To determine the impact of the Cake application on students' speaking skills, this study uses saturated sampling. According to Sugiyono (2019), saturated sampling

involves selecting the entire population as the sample. Since this research includes all ninth-grade students at MTs Khozainul Ulum Tersobo (Kebumen) in the academic year 2023/2024, with a total of 41 students, no additional sampling technique is required. The entire population of 41 students, divided into two classes (IX A with 19 female students and IX B with 22 male students), will participate in the study.

5. Techniques of Data Collection

The data selected for this study were chosen based on the research problem to ensure accuracy and relevance. According to Sugiono (2015) positivist research methods are used to examine data collection within a specific population or sample. In this study, the researcher used pre-test, post-test, and treatment (experiments) to gather data. The data collected from these instruments were analyzed to assess the effectiveness of the Cake Application in improving students speaking skills among both female and male ninth-grade students at MTs Khozainul Ulum Tersobo (Kebumen)

a. Pre-test

The pre-test was conducted during the first meeting to assess the students' speaking skills before receiving the treatment. At the beginning of the session, the researcher explained the research procedures and introduced the speaking task to the students. The task required students to narrate a story based on one of four predetermined topics: The Most Embarrassing Moment in My Life, A Dream I Had Last Night, My First Day in Junior High School, or A Person I Admire and Why. To guide the process, students were provided with a worksheet containing clear instructions for the task. Each student was asked to choose one topic and narrate their story within a duration of 2–4 minutes. Their performances were assessed using specific criteria, including pronunciation, grammar, vocabulary, fluency, and comprehension. This comprehensive evaluation aimed to measure their initial speaking proficiency before the implementation of the Cake application in the learning process.

b. Treatment

In this study, the researcher used the Cake Application as a teaching medium for the experimental group to improve speaking skills during four treatment sessions. The materials used in the treatments followed the existing syllabus at MTs Khozainul Ulum Tersobo. The treatments were designed to focus on the speaking skills of the students, particularly on aspects like pronunciation, fluency, vocabulary, and grammar.

In the first treatment, students were introduced to the Cake Application, and the researcher focused on assessing their speaking skills, including pronunciation and fluency, using short speaking exercises. During the second treatment, the researcher encouraged students to engage in conversations and practice their vocabulary and sentence structures using the app's exercises. The third treatment involved more complex tasks, such as dialogues and monologues, to further assess students' abilities in pronunciation, fluency, vocabulary, and grammar. The fourth treatment allowed students to repeat previous exercises and receive feedback on their progress, with a final evaluation of all aspects of their speaking skills.

Throughout these treatments, students were encouraged to actively use the Cake Application, allowing them to practice speaking and improve their skills through the app's features, including listening activities, pronunciation practice, and interactive speaking tasks. The treatments were structured to progressively enhance the students' speaking abilities, while the pre- and post-test results were used to evaluate the effectiveness of the intervention.

c. Post-test

The post-test was conducted at the final meeting to evaluate the students' speaking skills after the treatment using the Cake Application. Similar to the pre-test, students were given a sheet of paper containing instructions for a speaking task. The task required students to narrate a story based on one of four predetermined topics: "An Unexpected

Visitor," "The Day I Got Lost," "A School Trip I Remember," or "The Best Gift I Ever Received."

Students were instructed to speak for approximately 2–4 minutes, focusing on using simple present tense and simple past tense, which had been taught during the learning sessions. The evaluation criteria remained consistent with the pre-test, including pronunciation, grammar, vocabulary, fluency, and comprehension.

This post-test was designed to measure the improvement in students' speaking abilities compared to their pre-test performance, as well as to determine the effectiveness of using the Cake Application in enhancing their speaking skills.

6. Technique of Data Analysis

This study uses a quantitative approach to analyze the data. The researcher applies the N-Gain method to measure the effectiveness of the Cake Application in improving students' speaking skills. The N-Gain method, introduced by Hake (1998), is commonly used to assess the effectiveness of an educational intervention by measuring how much students' scores have improved. The researchers used the normality test.

a) Descriptive Statistical Analysis

Descriptive statistical analysis is used to present an overview of the data, including measures such as the mean, sum, median, maximum, and minimum scores from the pre-test and post-test. This allows the researcher to describe the general distribution of students' speaking skills before and after using the Cake Application. The descriptive analysis helps in understanding the central tendency and spread of the data, providing a clearer picture of the effectiveness of the Cake Application in improving students' speaking skills.

b) Quality Test

1. Normality Test

The pre-test and post-test data in this study will be tested for normality. The normality of the data distribution will be tested using the Kolmogorov-Smirnov formula with the IBM SPSS statistical program. The interpretation of the results will be based on the SPSS calculation results. If the sig (2-tailed) value is greater than 0.05, the population data is considered to be normally distributed. However, if the sig (2-tailed) value is less than 0.05, the population data is considered not to be normally distributed.

2. Hypothesis test

The hypothesis of this study aims to test whether there is a significant difference in students' speaking skills after using the Cake Application. Therefore, the researcher used the t-test with the following statistical hypotheses:

$$H_0: \mu_{apre} = \mu_{post}$$

$$H_1: \mu_{apre} \neq \mu_{post}$$

μ_{apre} = The mean pre-test score of the experimental group

μ_{post} = The mean post-test score of the experimental group

For decision-making criteria, if the significance value (p-value) is less than 0.05, then H_0 is rejected and H_1 is accepted, meaning that the use of the Cake Application is effective in improving students' speaking skills. However, if the significance value is greater than or equal to 0.05, then H_0 is accepted and H_1 is rejected, indicating no significant difference between the pre-test and post-test scores.

This hypothesis test is conducted using the SPSS 22 software.

3. Paired Sample T-Test

The paired sample t-test is used to determine whether there is a statistically significant difference between the means of two related groups. In this research, the paired sample t-test was applied to compare the speaking skills of students before and after using the

Cake Application. Since the research involves only one group (the entire population of ninth-grade students at MTs Khozainul Ulum Tersobo), the paired sample t-test is appropriate to assess whether the students' speaking skills improved after the treatment.

The application of the paired sample t-test follows these steps:

- (a) Significance level (α) = 0.05
- (b) Null hypothesis (H_0): There is no significant difference between the pre-test and post-test scores ($\mu_1 = \mu_2$).
- (c) Alternative hypothesis (H_1): There is a significant difference between the pre-test and post-test scores ($\mu_1 \neq \mu_2$).

If the p-value (Sig.) is less than the significance level (0.05), the null hypothesis is rejected, indicating that the difference between the pre-test and post-test scores is statistically significant. If the p-value is greater than 0.05, the null hypothesis is accepted, suggesting that there is no significant difference between the two sets of scores. The paired sample t-test conducted using SPSS software to analyze the pre-test and post-test scores of the students. This test helps determine if using the Cake Application has a statistically significant effect on improving students' speaking skills.

c) Hypothesis Test

The N-Gain score test is used to determine the effectiveness scale of the use of the Cake Application in improving students' speaking skills. The N-Gain score is calculated to assess the improvement in students' speaking skills from the pre-test to the post-test. The formula for calculating the N-Gain score is as follows:

$$N\text{-Gain} = \frac{Skor\ Posttest - Skor\ Pretest}{Skor\ Ideal - Skor\ Pretest}$$

Decision Making and Effectiveness Scale (Hake, 1999):

Table 3.2 Effectiveness Interpretation Based on N-Gain

N-Gain Score	Interpretation
< 40	Ineffective
40-55	Less Effective
56-75	Quite effective
>76	Effective

The N-Gain score is used to measure the overall improvement in the students' speaking skills after the intervention. If the N-Gain score is above 56, it indicates that the use of Cake Application is effective in improving students' speaking skills. If the score is lower, it suggests that the intervention was less effective.

This test helps to evaluate whether the Cake Application has had a significant impact on the students' speaking performance and provides a quantitative measure of the effectiveness of the application in language learning.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the study presents the findings and discussion. A pre-test and post test were conducted to gather data, and the N-Gain test was utilized to assess the effectiveness of the research and analyze the results.

A. Findings

1. Description of the Data

This study is an experimental research conducted at MTs Khozainul Ulum Tersobo (Prembun), Kebumen Regency. The research targeted ninth-grade students, with a total of 41 students participating in the study. Based on the sampling process, the study was carried out in two classes: 9A and 9B, with each class comprising 20 students. Both classes were actively involved in the experiment, allowing for a comprehensive analysis of the effects of the intervention.

In this study, all students received the same treatment using Cake Application as a learning tool aimed at improving their speaking ability. The application was chosen because of its interactive and engaging features, which are believed to motivate students to practice and enhance their language skills more effectively. To assess the impact of the Cake Application, the researchers utilized the N-Gain test. This test was used to analyze the difference in the students' performance before and after the treatment, comparing their scores from the pre-test and post-test.

The results from the pre-test and post-test indicated significant changes in the students' speaking abilities. The research, involving 41 respondents with equal representation from both classes, demonstrated that the Cake Application was effective in improving students' speaking skills. The N-Gain analysis provided insights into the students' progress, offering a clear measurement of the effectiveness of the Cake Application in enhancing speaking proficiency.

Table 4.1 Pre-test and Post-test 9A-9B

NO	NAMA	SCORE		GAINED
		PRE TEST	POST TEST	
1.	AS	36	72	36
2.	AHZ	56	78	22
3.	AMNA	62	82	20
4.	ANS	40	70	30
5.	AH	28	68	40
6.	HAT	60	80	20
7.	HH	52	68	16
8.	HA	60	80	20
9.	JP	52	67	15
10.	NFN	32	68	36
11.	NN	40	65	25
12.	NS	48	70	22
13.	N	67	80	13
14.	PDA	20	62	42
15.	SM	50	68	18
16.	SWU	60	80	20
17.	SAN	48	70	22
18.	TRIW	32	62	30
19.	WQA	50	80	30
20.	AD	68	85	17
21.	F	42	65	23
22.	AZA	60	85	25
23.	ARH	48	70	22
24.	AWAA	62	70	8
25.	DAI	55	85	30
26.	DAN	40	78	38
27.	FAS	65	78	13
28.	FM	50	75	25
29.	MAF	45	72	27
30.	IAA	65	85	20
31.	LAH	52	75	23
32.	MKU	48	72	24
33.	MIY	58	80	22
34.	MFA	32	65	33
35.	RS	38	68	30
36.	FS	35	70	35
37.	RRA	30	65	35
38.	RSR	40	68	28
39.	SBPP	45	72	27
40.	YAP	25	55	30
41.	ZNR	25	50	25

SUM	1797	2432	1037
MEAN	48,83	59,34	25.29
MAXIMUM SCORE	68	85	-
MINIMUM SCORE	20	50	-

The experimental results presented in the table indicate that the average pre-test score of 41 students was 43.83, while the average post-test score increased to 59.34. The overall average gain score was 0.52 points. The highest score in the pre-test was 68, and the lowest was 20. In contrast, the post-test scores ranged from a maximum of 85 to a minimum of 50. These results suggest that students' performance improved after the implementation of the Cake Application as a learning tool to enhance their speaking skills. The findings demonstrate that the use of learning media, particularly the Cake Application, proved effective in improving students' speaking abilities, even among learners with diverse skill levels.

2. Procedure of the Research

This research uses a pre-test, post-test design as a research design. The population of this research consist of all class 9 students at MTs Khozainul Ulum Tersobo Prembun, Kebumen regency, in the academic year 2024/2025. The sample used in this resarch includes all students in the population, without dividing them into separate groups. There are 41 students in total from two classes. All students were taught using Cake Application as a teaching aid, and the effectiveness of this method was measured through the pre-test and post-test results of the entire sample.

a. The procedure of The Research in Experiment Classes

This research involved the entire population, consisting of two classes with a total of 41 students. Learning using the Cake Application was implemented for all studens. A pre-test was conducted before the learning process using the Cake Application began. The pre-test was held on Monday, 21th October, 2024 for class 9A and on Saturday, 26th October, 2024.

For the pre-test, students were asked to tell about an event they had experienced based on the given topic. The assesment was based on five aspects : fluency, grammar, pronunciation, vocabulary, and comprehension. There are 4 topic provided, and students were reuired to choose one topic to narrate in front of the class. Each correct aspect of evaluation earned 4 points, with a maximum score of 20 points per students. In conclusion 100 is highest score.

1) The First Meeting

The first meeting was held on Monday, 21th October 2024 and Saturday, 26th October, 2024. The first meeting was held on Thursday, 12th December 2024. The teacher introduced the topic “Exploring Fauna of Indonesia” and explained the learning objectives, focusing on practicing speaking using the simple present tense. The teacher provided examples of sentences to describe animals, such as their characteristics, habitat, and behavior. Students then used the Cake Application to watch a short video. They were asked to mimic the sentences in the video to practice pronunciation and intonation. Afterward, students were divided into small groups, where they discussed and collaboratively described an animal of their choice using the simple present tense. The teacher monitored the activity and provided feedback as needed. At the end of the meeting, the teacher assigned homework for students to prepare an individual oral description of another animal to present in the next meeting

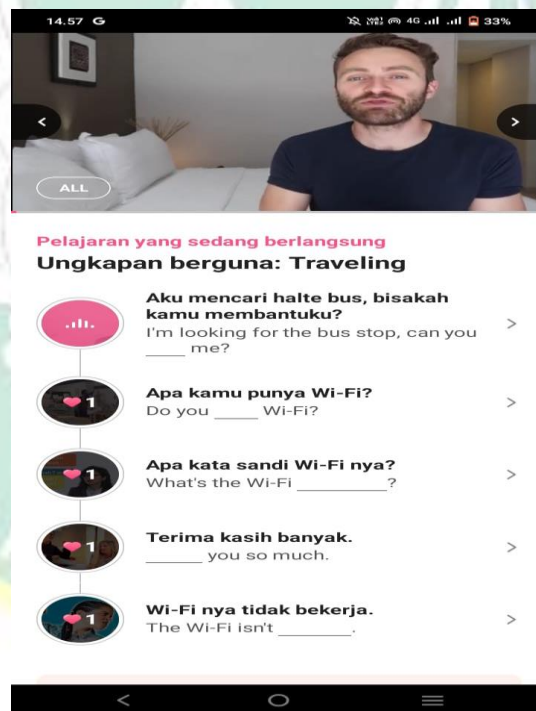
2) The Second Meeting

The second meeting was held on Monday, 28th October 2024 and Tuesday, 29th October 2024. On this second day, The teacher began by reviewing the previous lesson and asking students to share their experiences. Students were given time to practice their descriptions in small groups, refining their speaking skills and receiving peer feedback. After the group practice, each student delivered their

individual presentation about the animal they had prepared. The teacher provided direct feedback on pronunciation, fluency, and the correct use of the simple present tense.

3) The Third Meeting

The third meeting was held on Monday, 4th November, 2024 and Tuesday, 5th November, 2024. On this third day, The researcher introduced the topic “Taking Trips” and explained the objectives of the lesson. Students were introduced to the structure of a Recount Text (Orientation, Events, and Re-orientation) and the use of Simple Past Tense in describing past experiences. Using the Cake Application, students listened to a short dialogue, identifying key sentences and phrases that applied Simple Past Tense.



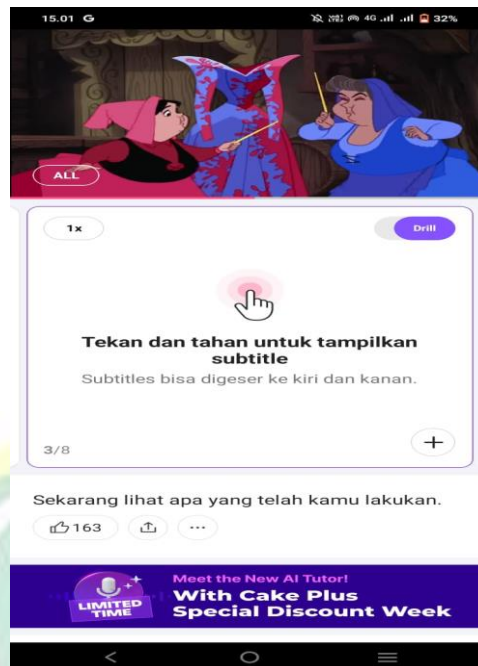
They then worked in small groups to create and practice simple dialogues about their own travel experiences. At the end of the meeting, students shared their dialogues with the class, and the researcher provided feedback on their pronunciation and grammar.

4) The fourth meeting

The fourth meeting was held on Saturday, 9th November, 2024. At this meeting, The researcher began by reviewing the material from the previous meeting and addressing any questions from the students. Students then participated in a role-play activity, where they acted out scenarios related to travel using their own experiences as a basis. Each group performed their role-play in front of the class while focusing on pronunciation, intonation, and the use of Simple Past Tense. Finally, students record themselves narrating a travel experience individually. They listened to their recordings and reflected on areas for improvement. The researcher concluded the meeting by gathering students' reflections on how the activities helped improve their speaking skills.

5) The Fifth Meeting

The fifth meeting was held on Monday, 11th November, 2024 and Tuesday, 12th November, 2024. The researcher began the lesson by explaining the topic, "Journey to the Fantasy World," and introducing the Simple Past Tense with a focus on "was" and "were." Examples of sentences using "was" and "were" were provided, such as, "There was a castle in the forest," and "The heroes were brave and strong." Next, students were shown a short video through the Cake Application about a fantasy story.



Students were asked to pay attention and write down the sentences they heard. The researcher then facilitated a class discussion, analyzing the sentences from the video to ensure students understood their structure and usage. Following this, students were divided into small groups to create their own short fantasy story using "was" and "were." Each group worked together to develop characters, a setting, and a simple plot. At the end of the meeting, the students presented their stories orally in front of the class. The researcher provided feedback and encouraged students to practice speaking confidently.

6) The Sixth Meeting

The sixth meeting was held on Saturday, 16th November, 2024. At this meeting, The researcher started by reviewing the key points from the previous session. Students were reminded about the structure of the Simple Past Tense and how to use "was" and "were" effectively.

In this session, students worked individually using the Cake Application to record their own fantasy stories. They practiced speaking, focusing on pronunciation and fluency. After recording,

students listened to their recordings and made improvements if necessary. The researcher then invited students to participate in a role-play activity based on the stories they had created. Each group performed their role-play, bringing their fantasy characters to life. At the end of the meeting, the researcher facilitated a reflection session where students shared their experiences using the application and performing their stories. Feedback was given to encourage further improvement in speaking skills.

3. Data Analysis

a. Group Statistic

The following is a statistical group described in SPSS

Table 4.2 Descriptive Statistic

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Varian ce
Speaki ng Before	41	20,00	68,00	46,8537	12,82880	164,57 8
Speaki ng After	41	50,00	85,00	72,1463	8,06090	64,978
Valid N (listwis e)	41					

From the outcomes of the group statistics above, it is noted that the respondents consisted of 41 students. The mean score of the pre-test was 46.85 with a standard deviation of 12.83, and the mean score of the post-test was 72.15 with a standard deviation of 8.06. These results show an improvement in students' speaking abilities, as reflected by the increase in both the mean and the overall score range. The minimum score for the pre-test was 20, while the minimum score for the post-test was 50, further highlighting the progress made by the students.

b. Normality Test

The data analysis in this research employed the T-test. Before performing the T-test, several conditions needed to be met, including ensuring the normality of the data distribution. To test normality, the Kolmogorov-Smirnov and Shapiro-Wilk formulas were used, facilitated by the SPSS 25 software program. Normality is confirmed if the significance value (Sig.) is greater than 0.05. The results are presented in the following table:

Table 4.3 Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Speaking Before	,097	41	,200*	,968	41	,303
Speaking After	,117	41	,171	,951	41	,077

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the table above, it can be observed that both Kolmogorov-Smirnov and Shapiro-Wilk tests resulted in significance values for "Speaking Before" and "Speaking After" greater than 0.05. Specifically, the Kolmogorov-Smirnov test for "Speaking Before" and "Speaking After" yielded significance values of 0.200 and 0.171, respectively. The Shapiro-Wilk test produced significance values of 0.303 and 0.077 for the same variables. These results indicate that the data are normally distributed, meeting one of the prerequisites for conducting the T-test.

b. Hypothesis

In this study, the researcher applied the Paired Sample Test formula to test the parametric analysis, aiming to determine if there is a significant difference in students' speaking skills before and after using the Cake application. SPSS 25 software was used to process the data, and the results were as follows:

4.4 Table Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Speaking Before - Speaking After	-25,29268	7,74998	1,21034	-27,73888	-22,84649	-20,897	40	,000

Before carrying out the Paired Sample Test, the researcher first ensured that the normality assumption was met. This was done using the Kolmogorov-Smirnov test, which indicated that the data were normally distributed based on the significance values higher than 0.05.

The normality test results indicate that the significance values for both "Speaking Before" and "Speaking After" are greater than 0.05, meaning the data are normally distributed.

From the table above, the mean difference between the pre-test and post-test scores for speaking skills is -25.29268, with a standard deviation of 7.74998. The 95% confidence interval of the difference ranges from -27.73888 to -22.84649, indicating that the post-test scores were significantly higher than the pre-test scores.

The t-value is -20.897 with 40 degrees of freedom (df), and the p-value is 0.000, which is less than 0.05. This result allows us to reject

the null hypothesis (H0) and accept the alternative hypothesis (H1). Therefore, it can be concluded that there is a significant difference in students' speaking skills before and after using the Cake application.

c. N-Gain Score Test

The following is the outcome of N-gain score test in experimental :

4.5 Table of N.Gain Score

Case Processing Summary

	Cases		Missing		Total	
	Valid N	Percent	N	Percent	N	Percent
Speaking Before	41	100,0%	0	0,0%	41	100,0%
Speaking After	41	100,0%	0	0,0%	41	100,0%

Descriptives

		Statistic	Std. Error
Speaking Before	Mean	46,8537	2,00352
	95% Confidence Interval for Mean		
	Lower Bound	42,8044	
	Upper Bound	50,9029	
	5% Trimmed Mean	47,0596	
	Median	48,0000	
	Variance	164,578	
	Std. Deviation	12,82880	
	Minimum	20,00	
	Maximum	68,00	
	Range	48,00	
	Interquartile Range	22,00	

	Skewness	-,221	,369
	Kurtosis	-,864	,724
Spea	Mean	72,1463	1,25890
king	95% Confidence Interval for	Lower Bound	69,6020
After	Mean	Upper Bound	74,6907
	5% Trimmed Mean	72,5108	
	Median	70,0000	
	Variance	64,978	
	Std. Deviation	8,06090	
	Minimum	50,00	
	Maximum	85,00	
	Range	35,00	
	Interquartile Range	12,00	
	Skewness	-,355	,369
	Kurtosis	,245	,724

The interpretation of N-gain effectiveness is as follows: a score below 40% is considered ineffective, 40%-55% indicates low effectiveness, 56%-76% suggests moderate effectiveness, and scores above 70% are considered highly effective. Based on the descriptive statistics, the mean score for the pre-test was 46.85, and the mean score for the post-test was 72.15. This results in an improvement in speaking skills. The calculated N-gain score is approximately 47.85%, which falls within the range of low effectiveness. Therefore, using the Cake Application in teaching speaking shows a relatively low impact on improving students' speaking skills, though there was still a positive improvement.

B. Discussion

This study aimed to investigate the effectiveness of the Cake application in improving the speaking skills of 9th-grade students at MTs Khozainul Ulum Tersobo. Based on the data analysis, it can be concluded that the Cake application had a positive impact on students' speaking skills, as evidenced by the significant improvement in their pre-test and post-test scores. This indicates that the application facilitated more active engagement in practicing speaking English, leading to enhanced language proficiency.

In the pre-test, the average score of students was 46.85, while the post-test average score increased to 72.15, reflecting a notable improvement in speaking skills after the intervention. The data reveals a mean score increase of 25.3 points, suggesting that the Cake application played a substantial role in enhancing students' speaking proficiency.

Moreover, the standard deviation decreased from 6.74 in the pre-test to 5.98 in the post-test. This reduction suggests that the improvement in speaking skills was more consistent across the student population, as the variability of the results decreased. In other words, the use of the Cake application seemed to level the playing field for students with varying initial speaking abilities, contributing to a more equitable improvement in their speaking performance. However, this also implies that while there was an overall improvement, the application might have had different levels of effectiveness for different students, depending on their individual prior knowledge, motivation, and engagement with the application.

The paired-sample t-test was conducted to compare the pre-test and post-test scores, and the results indicated a significant difference between the two sets of scores ($p\text{-value} = 0.000$). This means the null hypothesis, which stated that there was no significant difference, can be rejected, while the alternative hypothesis, which stated that there was a significant difference, can be accepted. This supports the conclusion that the Cake application had a measurable effect on the students' speaking skills. The findings are consistent with the assertion

that using technology-based tools, such as the Cake application, can provide effective support for developing language skills, particularly speaking.

While the improvement in the speaking skills of the students was significant, the N-gain score analysis revealed that the effectiveness of the Cake application can be classified as moderately effective, with an average N-gain score of 47.85%. According to the N-gain classification, this result falls into the "less effective" category, indicating that the application produced a moderate improvement but was not a panacea for language development.

Several factors may contribute to the moderate effectiveness observed in this study. The limited duration of application use during the study period is one possible explanation. With only a few sessions dedicated to practicing speaking skills through Cake, students may not have had enough exposure to the application to achieve a more substantial improvement. Additionally, students' varying levels of prior speaking proficiency likely influenced the extent of improvement, as students who already had a better grasp of speaking English may have experienced greater benefits from using the application compared to those with lower proficiency levels.

The engagement and motivation of students were also crucial in determining the effectiveness of the Cake application. As the application provides engaging and interactive tasks, students' interest and enthusiasm play a significant role in maximizing the potential benefits of the tool. Students who were more motivated to use the application regularly may have shown greater improvements, while those less engaged might not have used the application to its full potential.

Moreover, the varying levels of speaking skills among students prior to the intervention could have led to differing results. Students with stronger foundational skills might have progressed faster than those who were still struggling with the basics of speaking. This variability in initial abilities highlights the need for targeted interventions that account for students' different starting points.

The findings of this study align with previous research conducted by Kusumawanti & Bharati (2018), which emphasized the importance of using appropriate learning strategies, including the integration of technology-based tools such as language learning applications, to enhance students' language proficiency. According to their research, tools like Cake, which offer a variety of speaking exercises, can help enrich the learning experience and provide students with more opportunities to practice and improve their speaking skills.

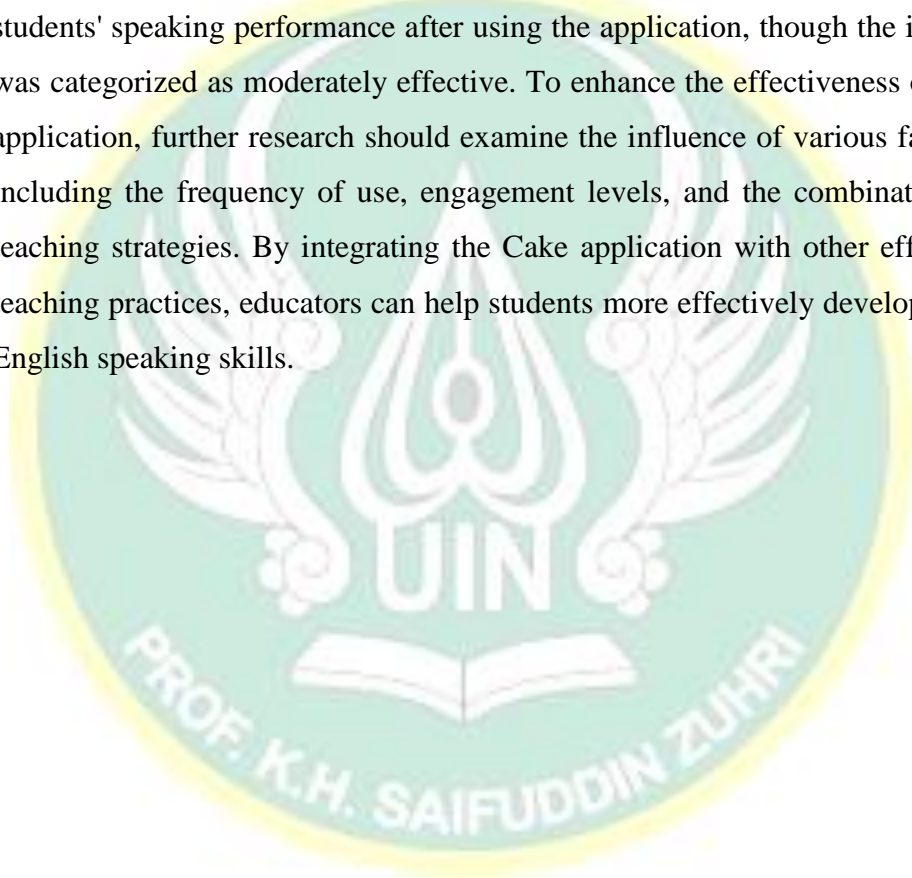
However, the results also indicate that the Cake application, while effective, is not a standalone solution for language learning. To maximize its impact, the application should be combined with other instructional strategies, such as teacher-guided practice, peer interactions, and direct speaking practice. These complementary approaches can help reinforce what students learn through the application, ensuring a more holistic development of their speaking skills.

One critical factor influencing the results was the amount of time students spent using the Cake application. Students who used the application more frequently and consistently were likely to experience greater improvements. However, the relatively short duration of the study and the infrequent usage of the application by some students may have limited the overall impact on their speaking abilities. In future research, measuring the frequency and duration of application use could provide valuable insights into how these factors affect the results.

Based on the findings of this study, it is recommended that teachers incorporate the Cake application into a broader speaking instruction strategy. While the application provides a valuable platform for students to practice speaking, its effectiveness could be further enhanced by combining it with other teaching methods, such as group discussions, role-plays, and face-to-face speaking practice. This combination of digital and traditional methods would allow students to practice speaking in various contexts and engage in meaningful communication with their peers and teachers.

Furthermore, future research could explore the impact of different learning strategies in conjunction with the Cake application. Investigating how factors such as the frequency of application use, the type of speaking exercises accessed, and the role of motivational factors influence student outcomes would provide valuable insights into how to optimize the use of technology in language learning.

In conclusion, the Cake application shows promising potential in improving students' speaking skills. The findings indicate a significant improvement in students' speaking performance after using the application, though the impact was categorized as moderately effective. To enhance the effectiveness of this application, further research should examine the influence of various factors, including the frequency of use, engagement levels, and the combination of teaching strategies. By integrating the Cake application with other effective teaching practices, educators can help students more effectively develop their English speaking skills.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, conclusions and suggestions based on the findings of the research are discussed.

A. Conclusion

The findings of this study conclude that the implementation of the Cake Application significantly improves the speaking skills of 9th-grade students at MTs Khozainul Ulum Tersobo (Prembun), Kebumen Regency. Data obtained from the pre-test and post-test demonstrate a marked enhancement in students' speaking abilities after utilizing the application.

The statistical analysis shows an increase in the average post-test scores compared to the pre-test scores, with a gain score of 0.52, reflecting a notable improvement in speaking proficiency. Furthermore, the results of the Paired Sample T-test reveal a statistically significant difference between the pre-test and post-test scores, with a p-value below 0.05. These findings validate the hypothesis that the use of the Cake Application positively influences students' learning outcomes, particularly in developing their speaking skills. Furthermore, the overall data highlights that the Cake Application serves as an effective supplementary tool for speaking lessons. Its use not only enhances students' speaking skills but also demonstrates how technology can support traditional learning methods in improving language proficiency. Given the significant improvement shown in the students' post-test scores, the Cake Application can be considered a valuable resource for language learning, particularly in enhancing speaking proficiency.

In conclusion, the implementation of the Cake Application in language learning programs is highly recommended, as it has been shown to effectively contribute to the development of students' speaking skills. As educational technology continues to advance, applications like Cake provide an innovative and engaging way to boost student learning, offering a promising solution for schools looking to enhance their language programs. This study supports the idea

that integrating such applications into the curriculum can yield positive academic outcomes and should be explored further in future research.

B. Limitation of Research

This research had several limitations that should be acknowledged and considered for future studies:

1. The study used the entire class population for the experiment, without dividing the participants into experimental and control groups. This may have limited the ability to directly compare the results and identify the application's true impact.
2. The research focused solely on the Cake Application, without combining it with other methods of teaching speaking, which might have influenced the outcomes.
3. The duration of the intervention was relatively short, which may not have provided enough time to observe significant improvements in speaking skills.

C. Suggestions

Based on the findings and limitations of this study, the following recommendations are offered:

1. For Teachers

Teachers should consider using the Cake Application as a supplementary tool to enhance students' speaking skills. However, it is crucial to integrate the application with other teaching methods, such as role plays, debates, and discussions, to provide a more comprehensive learning experience.

2. For Future Research

Future research should incorporate experimental and control groups to provide more robust and reliable results. Additionally, studies could explore the long-term effects of the Cake Application and its integration with other educational tools to determine its broader applicability in improving speaking skills.

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APPENDICES



APPENDIX I

RESEARCH PERMISSION LETTER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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14 Oktober 2024

Nomor : B.m.5202/Un.19/D.FTIK/PP.05.3/10/2024
Lamp. : -
Hal : Permohonan Ijin Riset Individu

Kepada
Yth. Kepala MTs Khozainul Ulum Tersobo (Kebumen)
Kec. Prembun
di Tempat

Assalamu'alaikum Wr. Wb.
Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- | | |
|--------------------|---|
| 1. Nama | : Siti Muslihatun |
| 2. NIM | : 2017404050 |
| 3. Semester | : 9 (Sembilan) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Alamat | : Ungaran, Kembaran, Kutowinangun, Kebumen |
| 6. Judul | : The Effectiveness of Using Cake Application on Student's Speaking Skill for Female and Male Students at the Eight Grade of MTs Khozainul Ulum Tersobo (Kebumen) |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- | | |
|----------------------|-----------------------------|
| 1. Objek | : Siswa |
| 2. Tempat / Lokasi | : Tersobo, Prembun, Kebumen |
| 3. Tanggal Riset | : 15-10-2024 s/d 15-12-2024 |
| 4. Metode Penelitian | : Kuantitatif eksperimen |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

APPENDIX II

RESEARCH PLACE LETTER



**YAYASAN KHOZAINUL ULUM
MADRASAH TSANAWIYAH KHOZAINUL ULUM
TERSOBO PREMBUN KEBUMEN**

NPSN: 20363598 NSM: 121233050039
Alamat: Jl. Kutoarjo Km 17 Tersobo RT.01/RW. 02, Kec. Prembun Kab. Kebumen, Jawa Tengah
Kode Pos 54394, Telp. 087732732736488

SURAT KETERANGAN PENELITIAN/STUDI

Yang bertanda tangan dibawah ini Kepala Sekolah MTs Khozainul Ulum Tersobo Kecamatan Prembun Kabupaten Kebumen, menerangkan bahwa :

Nama : Siti Muslihatun
Nim : 2017404050
Semester : 9 (Sembilan)
Jurusan/Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan yang sesungguhnya bahwa nama mahasiswa tersebut diatas **BENAR** telah melaksanakan penelitian di MTs Khozainul Ulum Tersobo Kecamatan Prembun pada tanggal 21 Oktober s/d dengan 26 November dalam rangka penyusunan skripsi "The Effectiveness of Using Cake Application for Student's Speaking Skill for Female and Male Students at the 9th Grade of MTs Khozainul Ulum Tersobo (Kebumen)"

Demikian surat keterangan ini kami buat untuk dipergunakan oleh yang bersangkutan sebagaimana mestinya.

Kepala Madrasah

MOCH. NASRULLOH

APPENDIX III

EXPERT JUDGEMENT

SURAT KETERANGAN VALIDASI INSTRUMENT PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Windhariyati Dyah Kusumawanti, M.A., M.Pd.
Jabatan : Dosen
Instansi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Setelah membaca, menelaah, dan mencermati instrument penelitian berupa soal tes yang akan digunakan untuk penelitian berjudul "The Effectiveness of Using Cake Application on Student's Speaking Skill for Female and Male Students at the Eight Grade of MTs Khozainul Ulum Tersobo (Kebumen)" yang dibuat oleh :

Nama : Siti Muslihatun
NIM : 2017404050
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrument tersebut,

☐ Layak digunakan

☒ Layak digunakan dengan revisi

☐ Tidak layak digunakan

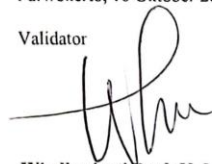
Catatan (bila perlu)

- sesuaikan tersebutnya
- Pastikan relevan dengan indikator.

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya

Purwokerto, 10 Oktober 2024

Validator



Windhariyati Dyah K, M.A., M.Pd.
NIDN. 20010149001

APPENDIX IV
RESEARCH INSTRUMENT

Pre-Test

Nama :
Kelas :
No. Absen :

Score

Instruksi Pengerjaan :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

1. Choose one of the topics below!

- a. The Most Embarrassing Moment in My Life
Share the story of the most embarrassing moment you have ever experienced. Describe what happened, how you felt during that moment, and what you learned from it
- b. A Dream I Had Last Night
Describe a dream you had last night. Explain in detail what happened in the dream, how it made you feel, and what you think it means.
- c. My First Day in Junior High School
Describe your experience on the first day of junior high school. How did you feel, who did you meet, and what were your first impressions of the school?
- d. A Person I Admire and Why
Choose someone you admire, whether it's a public figure, a family member, or a friend. Tell us who they are, why you admire them, and how they have influenced your life

2. Present your story orally (2-4 minutes) in front of the class or to the teacher. Record it to assess your speaking score in the Cake application!

- a. Try to tell your story fluently and clearly.
 - b. Use correct sentence structures and vocabulary relevant to the topic
3. Assessment points :
- a. Pronunciation
 - b. Grammar
 - c. Vocabulary
 - d. Fluency
 - e. Comprehension

APPENDIX V
RESEARCH INSTRUMENT

Post-Test

Nama :
Kelas :
No. Absen :

Score

Instruksi Pengerjaan :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

1. Choose one of the topics below!

a. An Unexpected Visitor

Tell a story about an experience when someone unexpected visited your home. What happened? How did you react? Who was the person and what did they do?

b. The Day I Got Lost

Share an experience when you got lost in an unfamiliar place. Where were you? How did you handle the situation? How did you finally resolve the problem?

c. A School Trip I Remember

Talk about a memorable school trip you've been on. Describe where you went, what you did, and what made the trip special?

d. The Best Gift I Ever Received

Tell a story about the best gift you have ever received. Who gave you the gift? How did you feel when you received it? What are you doing with the gift now?

2. Use the simple past tense for events that have already happened, simple present tense for facts or habits.

3. Present your story orally (2-4 minutes) in front of the class or to the teacher. Record it to assess your speaking score in the Cake application!

- a. Try to tell your story fluently and clearly.
- b. Use correct sentence structures and vocabulary relevant to the topic.

4. Assessment points :

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency
- e. Comprehension

APPENDIX VI
ASSESSMENT RUBRIC

SCORE	SCORE RANGE	DESCRIPTION
FLUENCY	16-20	Speaks with ease, maintaining a steady flow without frequent pauses. Speech is natural and smooth
	11-15	Generally fluent but experiences occasional pauses. Can maintain a conversation but may hesitate.
	6-10	Noticeable pauses and struggles to maintain a continuous flow. Conversation feels disjointed.
	0-5	Frequently pauses, repeats words, making it difficult to follow the speech.
PRONUNCIATION	16-20	Pronunciation is clear, understandable, and mostly accurate with minimal accent interference.
	11-15	Pronunciation is generally understandable, with some mispronounced words.
	6-10	Pronunciation errors are noticeable, causing some difficulty in understanding.
	0-5	Pronunciation is unclear, making comprehension difficult.

GRAMMAR	16-20	Uses correct grammar with minimal mistakes. Demonstrates good understanding of sentence structures.
	11-15	Some grammatical errors, but they do not impede understanding.
	6-10	Frequent errors that make the speech hard to follow. Problems with sentence structure and tenses.
	0-5	Grammatical errors cause confusion and hinder communication.
VOCABULARY	16-20	Uses a wide range of vocabulary appropriately, adding variety and richness to speech.
	11-15	Sufficient vocabulary but may lack variety or repeat certain words.
	6-10	Limited vocabulary used, with frequent repetition affecting the quality of speech.
	0-5	Very limited, making it hard for the student to express thoughts clearly.
COMPREHENSION	16-20	Ideas are well-organized and clearly presented, with relevant and well-developed content.
	11-15	Ideas are somewhat organized,

	but there may be issues with clarity or relevance.
6-10	Ideas are poorly organized and unclear, with little development of content.
0-5	Lack organization, with irrelevant or incoherent content.



APPENDIX VII

LESSON PLAN

MODUL AJAR BAHASA INGGRIS KELAS 9 (Meeting 1 & 2)

INFORMASI UMUM			
A. IDENTITAS MODEL			
Penyusun	: Siti Muslihatun	Mata Pelajaran	: Bahasa Inggris
Instansi	: MTs Khozainul Ulum Terso	Fase/Kelas	: E/IX
Tahun	: 2024	Materi	: Descriptive Text
Jenjang	: SMP/MTs	Alokasi Waktu	: 1 x Pertemuan (2x40 menit)
Sekolah			
B. KOMPETENSI AWAL			
<ul style="list-style-type: none"> - Siswa telah mempelajari dan memahami penggunaan simple present tense, termasuk bentuk kalimat afirmatif, negatif, dan interrogatif untuk menggambarkan fakta atau keadaan. - Siswa memiliki pengalaman berbicara dasar tentang hewan dalam bahasa Inggris, meskipun dalam konteks yang terbatas. Mereka mungkin pernah berbicara tentang hewan peliharaan atau hewan yang mereka lihat di sekitar. - Siswa telah dilatih dalam keterampilan membaca teks sederhana yang menggambarkan hewan dan lingkungan mereka. Mereka juga dapat menulis kalimat sederhana mengenai fakta-fakta hewan. - Siswa sudah menguasai kosakata dasar terkait dengan hewan, termasuk nama-nama hewan, habitat, dan beberapa karakteristik umum. Contoh: <i>lion, habitat, endangered, carnivore.</i> - Siswa sudah terbiasa menggunakan perangkat teknologi seperti smartphone atau tablet dan memiliki pemahaman dasar tentang cara menggunakan aplikasi pembelajaran, termasuk Cake Application. 			
C. PROFIL PELAJAR PANCASILA			
<ol style="list-style-type: none"> 1. Beriman dan bertakwa terhadap Tuhan YME 2. Bernalar kritis 3. Kreatif 4. Bergotong royong 5. Mandiri 			
D. SARANA DAN PRASARANA			
<ul style="list-style-type: none"> ➤ Papan Tulis ➤ Buku Catatan ➤ Smartphone ➤ Buku Paket 			
E. TARGET PESERTA DIDIK			

<ul style="list-style-type: none"> - Siswa kelas 9 yang sudah memiliki pemahaman dasar tentang fauna, khususnya fauna yang ada di Indonesia, dan dapat menggunakan simple present tense untuk mendeskripsikan hewan. - Siswa mampu mendeskripsikan hewan dengan percaya diri menggunakan simple present tense dalam konteks berbicara, termasuk menyampaikan informasi tentang karakteristik, habitat, dan perilaku hewan. - Siswa dapat memahami informasi yang disampaikan dalam bentuk audio atau video mengenai fauna, serta dapat mencatat poin-poin penting yang berkaitan dengan fauna yang dibahas. - Siswa menunjukkan sikap positif dalam bekerja sama dengan teman sekelas, baik dalam diskusi kelompok maupun dalam presentasi, saling memberi dukungan dan umpan balik. - Siswa dapat berimajinasi dan menciptakan cerita atau deskripsi yang menarik mengenai fauna yang mereka pilih, serta menyampaikannya dengan cara yang menarik dan informatif. - Siswa dapat memanfaatkan aplikasi Cake untuk meningkatkan keterampilan berbicara dan mendengarkan, serta berlatih secara mandiri dengan fitur-fitur yang ada di dalam aplikasi.
F. JUMLAH PESERTA DIDIK
- 41 Peserta Didik
G. MODEL PEMBELAJARAN
KOMPONEN INTI
A. TUJUAN PEMBELAJARAN
<ul style="list-style-type: none"> - Siswa mampu memahami dan menggunakan descriptive text untuk mendeskripsikan fauna Indonesia. - Siswa dapat mengidentifikasi struktur dan unsur kebahasaan descriptive text, seperti penggunaan simple present tense, kata sifat, dan kosakata terkait fauna. - Siswa mampu membuat dan menyampaikan deskripsi hewan dalam bentuk tulisan maupun presentasi lisan. - Siswa dapat menggunakan teknologi seperti Cake Application untuk berlatih berbicara dan mendengarkan dalam konteks pembelajaran
B. PEMAHAMAN BERMAKNA
<ul style="list-style-type: none"> - Siswa memahami keanekaragaman fauna yang ada di Indonesia, termasuk karakteristik, habitat, dan peran ekologi dari berbagai hewan. Hal ini mendorong siswa untuk lebih menghargai kekayaan alam dan keberagaman hayati di negara mereka. - Siswa memahami pentingnya penggunaan simple present tense untuk mendeskripsikan fakta dan informasi yang bersifat umum dan permanen, seperti karakteristik hewan. Dengan pemahaman ini, siswa dapat lebih percaya diri dalam menggunakan struktur tata bahasa yang benar saat berbicara.

- Siswa menyadari bahwa kemampuan berbicara tidak hanya melibatkan pelafalan yang tepat, tetapi juga kemampuan untuk menyampaikan informasi secara jelas dan terstruktur. Mereka juga belajar bahwa mendengarkan dengan seksama adalah bagian penting dari komunikasi, yang membantu mereka memahami informasi dari orang lain.
- Siswa memahami bahwa belajar bersama dalam kelompok meningkatkan pemahaman mereka dan membantu mereka untuk saling mendukung dalam proses pembelajaran. Diskusi tentang fauna mendorong siswa untuk berbagi pengetahuan dan memperluas wawasan mereka.
- Siswa menyadari bahwa teknologi, seperti Cake Application, dapat digunakan untuk meningkatkan keterampilan berbahasa mereka. Dengan menggunakan aplikasi ini, mereka dapat berlatih berbicara, mendengarkan, dan merekam suara mereka, yang mendukung pembelajaran secara mandiri dan interaktif.
- Siswa memahami bahwa bahasa Inggris tidak hanya untuk keperluan akademis, tetapi juga untuk berkomunikasi tentang tema yang relevan dengan kehidupan mereka, seperti lingkungan dan fauna. Ini membangun kesadaran siswa tentang pentingnya bahasa Inggris dalam konteks global.

C. PERTANYAAN PEMANTIK

1. Apa hewan favorit kalian yang berasal dari Indonesia? Mengapa kalian menyukainya?
2. Pernahkah kalian melihat hewan langka? Di mana kalian melihatnya?
3. Apa yang kalian ketahui tentang habitat hewan-hewan di Indonesia?
4. Bagaimana cara menjaga kelestarian hewan-hewan di Indonesia?
5. Jika kalian bisa menjadi salah satu hewan di Indonesia, hewan apa yang ingin kalian jadi? Mengapa?
6. Apa fakta menarik yang kalian ketahui tentang hewan tertentu di Indonesia?

D. PERSIAPAN BELAJAR

1. Menyiapkan smartphone/tablet
2. Menyiapkan alat tulis

E. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	
Meeting 1 : Memahami i Descriptive Text dan	Pertemuan 1 : Memahami Descriptive Text dan Diskusi Kelompok		

Diskusi Kelompok			
Pendahuluan	<ul style="list-style-type: none"> - Guru mengucapkan salam dan dilanjutkan berdoa bersama peserta didik - Guru memeriksa kehadiran siswa - Guru membuka kelas dengan menyapa siswa dan menciptakan suasana yang positif. - Guru memberikan pengantar tentang descriptive text dan tujuan pembelajaran. - Guru mengajukan pertanyaan pemantik untuk membangkitkan minat siswa. 		
Inti	<p>1. Penjelasan Materi</p> <ul style="list-style-type: none"> - Guru menjelaskan struktur descriptive text: <ul style="list-style-type: none"> a. Identification: pengenalan subjek (hewan). b. Description: karakteristik, habitat, dan kebiasaan hewan. - Guru menunjukkan contoh descriptive text tentang fauna Indonesia. - Siswa mencatat kosakata baru yang muncul. <p>2. Diskusi Kelompok</p> <ul style="list-style-type: none"> - Siswa dibagi ke dalam kelompok kecil. - Setiap kelompok memilih satu hewan dari fauna Indonesia untuk didiskusikan. - Siswa membuat outline descriptive text dengan panduan guru. 		
Penutup	<ul style="list-style-type: none"> - Guru mengajak Guru merefleksikan kegiatan hari ini. - Guru memberikan tugas untuk menyusun descriptive text sederhana tentang hewan yang dipilih kelompok. Guru memberikan sedikit motivasi sebelum menutup pembelajaran - Guru mengajak siswa untuk berdoa (mengucapkan hamdalah) sebelum menutup pembelajaran - Guru menutup pembelajaran dengan mengucapkan salam 		
Pertemuan 2: Praktik dan Presentasi Descriptive Text	Pertemuan 2: Praktik dan Presentasi Descriptive Text		
Pendahuluan	<ul style="list-style-type: none"> - Guru mengulang kembali tujuan pembelajaran. - Guru meminta setiap kelompok mereview tugas yang telah mereka buat. 		
Inti	1. Latihan dengan Cake Application		

	<ul style="list-style-type: none"> - Guru meminta siswa membuka Cake Application. - Siswa menonton video dialog pendek tentang deskripsi hewan dan menirukan kalimat yang ada di video tersebut. - Guru berkeliling untuk memberikan umpan balik pada pelafalan siswa. <p>2. Diskusi dan Presentasi Kelompok</p> <ul style="list-style-type: none"> - Setiap kelompok mempresentasikan descriptive text yang telah mereka buat. - Kelompok lain memberikan tanggapan dan pertanyaan. - Guru memberikan masukan pada penggunaan simple present tense dan pelafalan siswa. 		
	<ul style="list-style-type: none"> - Guru memberikan umpan balik terhadap presentasi siswa. - Guru memberikan tugas rumah untuk membuat descriptive text individu tentang hewan lain yang belum dibahas di kelas. - Guru menutup pembelajaran dengan doa dan salam. 		
F. REFLEKSI			
<ul style="list-style-type: none"> - Refleksi Pendidik <ol style="list-style-type: none"> 1. Apakah tujuan pembelajaran tercapai? 2. Apakah siswa dapat berbicara dengan percaya diri? 3. Apakah siswa terlibat secara aktif dalam kegiatan pembelajaran? 4. Bagaimana respon siswa terhadap penggunaan Cake Application? 5. Apa kesulitan utama yang dihadapi siswa? 			

MODUL AJAR BAHASA INGGRIS KELAS 9 (Meeting 3 & 4)

INFORMASI UMUM			
A. IDENTITAS MODEL			
Penyusun	: Siti Muslihatun	Mata Pelajaran	: Bahasa Inggris
Instansi	: MTs Khozainul Ulum Tersobo	Fase/Kelas	: E/IX
Tahun	: 2024	Materi	: Recount Text
Jenjang Sekolah	: SMP/MTs	Alokasi Waktu	: 1 x Pertemuan (2x40 menit)
B. KOMPETENSI AWAL			
<ul style="list-style-type: none"> - Siswa sudah mempelajari dan memahami penggunaan simple past tense, termasuk kata kerja beraturan dan tidak beraturan, dalam kalimat sederhana yang menggambarkan peristiwa di masa lalu. - Siswa sudah pernah berlatih menceritakan pengalaman atau kegiatan sehari-hari dalam konteks masa lalu, meskipun masih pada tingkat dasar. - Siswa telah menguasai kosakata dasar yang berhubungan dengan kegiatan sehari-hari dan perjalanan, seperti tempat, transportasi, dan aktivitas liburan. - Siswa sudah terbiasa menggunakan perangkat teknologi seperti smartphone atau tablet untuk pembelajaran, dan beberapa di antaranya mungkin telah menggunakan aplikasi pembelajaran bahasa seperti Cake Application. 			
C. PROFIL PELAJAR PANCASILA			
<ol style="list-style-type: none"> 1. Beriman dan bertakwa terhadap Tuhan YME 2. Bernalar kritis 3. Kreatif 4. Bergotong royong 5. Mandiri 			
D. SARANA DAN PRASARANA			
<ul style="list-style-type: none"> ➤ Papan Tulis ➤ Buku Catatan ➤ Smartphone 			
E. TARGET PESERTA DIDIK			
<ol style="list-style-type: none"> 1. Pengetahuan : <ul style="list-style-type: none"> - Siswa kelas 9 yang sudah memahami konsep dasar simple past tense dan dapat menggunakannya dalam kalimat sederhana. Siswa juga memiliki pengetahuan tentang kosakata umum yang terkait dengan perjalanan dan aktivitas liburan. 2. Keterampilan : <ul style="list-style-type: none"> - Siswa mampu berbicara dengan percaya diri tentang pengalaman perjalanan, baik dalam kelompok kecil maupun secara individu, menggunakan simple past tense secara tepat. - Siswa dapat berpartisipasi dalam dialog atau role-play tentang perjalanan dan memberikan deskripsi yang tepat tentang peristiwa masa lalu. 3. Sikap : 			

<ul style="list-style-type: none"> - Siswa memiliki sikap proaktif dalam bekerja sama dengan teman sekelas selama kegiatan diskusi dan role-play. - Siswa menunjukkan motivasi tinggi untuk mempraktikkan keterampilan berbicara, baik di kelas maupun melalui penggunaan aplikasi Cake untuk belajar secara mandiri. <p>4. Kreativitas :</p> <ul style="list-style-type: none"> - Siswa dapat menyusun cerita pengalaman perjalanan mereka sendiri dengan menggunakan imajinasi, dan berbicara dengan alur yang jelas dan runtut. <p>5. Kolaborasi :</p> <ul style="list-style-type: none"> - Siswa mampu bekerja dalam kelompok kecil untuk mendiskusikan pengalaman perjalanan, saling mendukung dalam berbicara, dan mempresentasikan cerita mereka secara bersama-sama.
F. JUMLAH PESERTA DIDIK
- 43 Peserta Didik
G. MODEL PEMBELAJARAN
KOMPONEN INTI
A. TUJUAN PEMBELAJARAN
<p>Pertemuan 1</p> <ul style="list-style-type: none"> - Siswa memahami struktur teks Recount (Orientation, Events, Re-orientation). - Siswa memahami dan mampu menggunakan Simple Past Tense dalam percakapan sederhana. - Siswa dapat menggunakan aplikasi Cake untuk melatih pengucapan dengan fokus pada pengalaman perjalanan. <p>Pertemuan 2</p> <ul style="list-style-type: none"> - Siswa mampu menceritakan pengalaman perjalanan mereka secara runtut dengan alur yang jelas menggunakan Simple Past Tense. - Siswa dapat terlibat dalam role-play untuk simulasi dialog tentang pengalaman perjalanan. - Siswa memanfaatkan aplikasi Cake untuk merekam diri mereka berbicara, lalu mengevaluasi pelafalan dan intonasi.
B. PEMAHAMAN BERMAKNA
<ul style="list-style-type: none"> - Siswa memahami bahwa ketika mereka menceritakan sebuah pengalaman, terutama terkait perjalanan atau liburan, penggunaan simple past tense sangat penting untuk menjelaskan peristiwa yang telah terjadi. - Siswa akan menyadari bahwa berbicara tentang perjalanan bukan hanya tentang menghafal kosakata, tetapi juga tentang mengorganisir cerita dengan alur yang runtut dan menggunakan grammar yang tepat. - Siswa memahami bahwa berbicara dalam bahasa Inggris memerlukan kelancaran dan kepercayaan diri, di mana intonasi, pelafalan, dan struktur kalimat berperan

<p>penting dalam membuat komunikasi menjadi lebih efektif dan dapat dimengerti oleh pendengar.</p> <ul style="list-style-type: none"> - Siswa juga memahami pentingnya menggunakan teknologi seperti Cake Application untuk membantu mereka mengasah keterampilan berbicara secara mandiri, dengan fitur latihan pelafalan dan rekaman untuk meningkatkan keterampilan berbahasa. - Siswa memahami bahwa berbicara tidak hanya dilakukan secara individu tetapi juga dalam konteks kolaboratif, seperti dialog dan role-play. Mereka belajar bahwa bekerja dalam kelompok dan saling memberi umpan balik membantu meningkatkan keterampilan berbicara secara lebih efektif. - Siswa menyadari bahwa bahasa Inggris bukan hanya dipelajari untuk keperluan akademik, tetapi juga untuk berkomunikasi dalam kehidupan nyata, seperti ketika berbicara tentang perjalanan, bertanya arah, atau berbagi pengalaman dengan orang lain.
--

C. PERTANYAAN PEMANTIK

<ol style="list-style-type: none"> 1. Pernahkah kalian pergi berlibur ke tempat yang baru? Bagaimana kalian bisa menceritakan perjalanan tersebut dalam bahasa Inggris? 2. Apa yang biasanya kalian ceritakan kepada teman atau keluarga setelah pulang dari perjalanan? 3. Bagaimana perasaan kalian saat pertama kali tiba di tempat baru? Apa yang kalian lakukan? 4. Jika kalian pergi berlibur ke luar negeri, tempat apa yang ingin kalian kunjungi? Mengapa? 5. Apa tantangan yang pernah kalian hadapi saat melakukan perjalanan, dan bagaimana cara kalian mengatasinya?
--

D. PERSIAPAN BELAJAR

<ol style="list-style-type: none"> 1. Menyiapkan smartphone/tablet 2. Menyiapkan alat tulis

E. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
PERTEMUAN 1: Memahami Teks Recount dan Berlatih Pengucapan dengan Cake	PERTEMUAN 1: Memahami Teks Recount dan Berlatih Pengucapan dengan Cake	

Pendahuluan	<ul style="list-style-type: none"> - Guru mengucapkan salam dan dilanjutkan berdoa bersama peserta didik - Guru menyapa siswa dan menciptakan suasana yang menyenangkan. - Guru memeriksa kehadiran siswa - Ice-breaking: Guru bertanya kepada siswa, "Pernahkah kalian pergi berlibur? Di mana kalian pergi?" - Guru menjelaskan struktur teks Recount: <ul style="list-style-type: none"> a. Orientation: Siapa, kapan, dan di mana. b. Events: Apa yang terjadi (urutan kejadian). c. Re-orientation: Kesimpulan atau perasaan tentang pengalaman tersebut. 		
Inti	<ol style="list-style-type: none"> 1. Mendengarkan Dialog di Cake Application (20 menit) <ul style="list-style-type: none"> - Siswa menggunakan aplikasi Cake untuk menonton video bertema perjalanan. - Guru memberikan panduan, seperti video berjudul "My Trip to the Mountains". - Siswa mencatat kalimat penting dengan Simple Past Tense dari video. - Guru mendiskusikan kata kerja beraturan dan tidak beraturan yang ditemukan. 2. Latihan Dialog Kelompok (40 menit) <ul style="list-style-type: none"> - Guru membagi siswa menjadi kelompok kecil (3-4 orang). - Setiap kelompok membuat dialog sederhana tentang perjalanan mereka. <p>Panduan:</p> <p>Orientation: Ke mana mereka pergi dan kapan.</p> <p>Events: Apa yang dilakukan di sana.</p> <p>Re-orientation: Bagaimana perasaan mereka tentang perjalanan itu.</p> <ul style="list-style-type: none"> - Kelompok mempraktikkan dialog dengan fokus pada pelafalan dan intonasi. 		
Penutup	<ul style="list-style-type: none"> - Guru meminta beberapa kelompok menyampaikan dialog di depan kelas. - Guru memberikan umpan balik singkat. - Tugas: Siswa mencari video di Cake bertema perjalanan lainnya untuk latihan. - Guru memberikan sedikit motivasi sebelum menutup pembelajaran - Guru mengajak siswa bersama-sama membaca doa sebelum mengakhiri kelas - Guru mengakhiri kelas dengan mengucapkan salam 		

PERTEMUAN 2: Role-Play dan Rekaman dengan Cake Application	PERTEMUAN 2: Role-Play dan Rekaman dengan Cake Application		
Pendahuluan	<ul style="list-style-type: none"> - Guru menyapa siswa dan meninjau pelajaran sebelumnya. - Guru meminta siswa berbagi pengalaman saat belajar dengan Cake di rumah. 		
Inti	<p>1. Role-Play: Taking Trips</p> <ul style="list-style-type: none"> - Siswa bekerja dalam kelompok kecil untuk membuat role-play berdasarkan cerita mereka di pertemuan sebelumnya. - Guru memberikan beberapa skenario tambahan untuk inspirasi, seperti: "A weekend at the beach" "A school trip to the museum" "A family vacation in the mountains" - Kelompok mempresentasikan role-play di depan kelas dengan fokus pada kelancaran berbicara. <p>2. Rekaman di Cake Application</p> <ul style="list-style-type: none"> - Siswa menggunakan fitur rekaman di aplikasi Cake untuk menceritakan pengalaman perjalanan mereka secara individu. - Guru memberi panduan tentang pelafalan dan intonasi sebelum rekaman. - Setelah rekaman, siswa mendengarkan hasilnya untuk mengevaluasi pelafalan. 		
Inti	<ul style="list-style-type: none"> - Guru mengadakan refleksi bersama: Apa yang mereka pelajari tentang Recount Text dan Simple Past Tense? Bagaimana penggunaan aplikasi Cake membantu mereka meningkatkan keterampilan berbicara? - Guru memberikan motivasi untuk terus melatih berbicara di rumah menggunakan aplikasi Cake. 		
F. REFLEKSI			
<ul style="list-style-type: none"> - Refleksi Pendidik <ol style="list-style-type: none"> 1. Apakah siswa mampu berbicara dengan lancar menggunakan Simple Past Tense? 2. Apakah siswa merasa percaya diri berbicara di depan teman sekelas? 			

3. Bagaimana efektivitas aplikasi Cake dalam membantu siswa meningkatkan pelafalan?
4. Tantangan apa yang dihadapi siswa selama pembelajaran?



MODUL AJAR BAHASA INGGRIS KELAS 9 (Meeting 5 & 6)

INFORMASI UMUM			
A. IDENTITAS MODEL			
Penyusun	: Siti Muslihatun	Mata Pelajaran	: Bahasa Inggris
Instansi	: MTs Khozainul Ulum Tersobo	Fase/Kelas	: E/IX
Tahun	: 2024	Materi	: Recount Text
Jenjang Sekolah	: SMP/MTs	Alokasi Waktu	: 1 x Pertemuan (2x40 menit)
B. KOMPETENSI AWAL			
<ol style="list-style-type: none"> 1. Siswa sudah mempelajari struktur dasar Recount Text (Orientation, Events, Re-orientation). 2. Siswa memahami konsep Simple Past Tense untuk menceritakan pengalaman masa lalu. 3. Siswa terbiasa menggunakan aplikasi seperti Cake untuk melatih keterampilan berbicara. 4. Siswa memiliki kemampuan dasar berbicara sederhana tentang pengalaman pribadi.. 			
C. PROFIL PELAJAR PANCASILA			
<ol style="list-style-type: none"> 1. Beriman dan bertakwa terhadap Tuhan YME 2. Bernalar kritis 3. Kreatif 4. Bergotong royong 5. Mandiri 			
D. SARANA DAN PRASARANA			
<ul style="list-style-type: none"> - Papan Tulis - Buku Catatan - Smartphone 			
E. TARGET PESERTA DIDIK			
<ol style="list-style-type: none"> 1. Pengetahuan : <ul style="list-style-type: none"> - Siswa mampu memahami dan mengidentifikasi penggunaan "was" dan "were" dalam kalimat yang menggambarkan peristiwa di masa lampau. 2. Keterampilan : <ul style="list-style-type: none"> - Siswa dapat berbicara dengan lancar dan percaya diri menggunakan "was" dan "were" dalam dialog dan cerita. - Siswa mampu menyusun dan menyampaikan cerita fantasi secara lisan dengan menggunakan simple past tense. - Siswa terampil menggunakan Cake Application untuk berlatih pengucapan dan mendengarkan dalam konteks cerita fantasi. 3. Sikap : <ul style="list-style-type: none"> • Siswa menunjukkan kepercayaan diri saat berbicara di depan teman sekelas atau saat merekam cerita mereka. • Siswa memiliki sikap aktif dan kolaboratif selama kegiatan diskusi kelompok, role-play, dan saat menggunakan aplikasi Cake untuk belajar. 			

<p>4. Kreativitas :</p> <ul style="list-style-type: none"> - Siswa mampu mengembangkan cerita fantasi mereka sendiri, menggunakan imajinasi untuk menciptakan karakter, tempat, dan situasi di dunia fantasi dengan struktur bahasa yang tepat. <p>5. Kolaborasi :</p> <ul style="list-style-type: none"> - Siswa aktif bekerja dalam kelompok, berpartisipasi dalam diskusi, dan mendukung satu sama lain dalam menyusun cerita serta melakukan role-play.
F. JUMLAH PESERTA DIDIK
- 43 Peserta Didik
G. MODEL PEMBELAJARAN
Blended Learning
KOMPONEN INTI
A. TUJUAN PEMBELAJARAN
<p>1. Pengetahuan</p> <ul style="list-style-type: none"> - Siswa mampu memahami struktur dan fungsi Simple Past Tense dalam Recount Text. <p>2. Keterampilan</p> <ul style="list-style-type: none"> - Siswa dapat berbicara dengan percaya diri menggunakan Simple Past Tense untuk menceritakan pengalaman pribadi. - Siswa mampu menggunakan Cake Application untuk merekam, mendengarkan, dan memperbaiki pengucapan mereka. - Siswa mampu menyusun dan menyampaikan cerita perjalanan secara kolaboratif dalam kelompok. <p>3. Sikap</p> <ul style="list-style-type: none"> - Siswa menunjukkan kepercayaan diri dalam berbicara di depan kelas dan saat menggunakan Cake Application. - Siswa aktif berkolaborasi dengan kelompok dan saling memberikan umpan balik yang membangun..
B. PEMAHAMAN BERMAKNA
<p>Siswa memahami penggunaan "was" dan "were" adalah bagian penting dari simple past tense yang digunakan untuk menceritakan peristiwa atau situasi yang terjadi di masa lalu. Dengan menguasai struktur ini, siswa dapat dengan mudah menyampaikan cerita atau pengalaman, baik nyata maupun imajinatif, seperti dalam cerita fantasi.</p> <p>Melalui latihan berbicara, diskusi kelompok, dan penggunaan Cake Application, siswa menyadari bahwa speaking bukan hanya tentang menghafal tata bahasa, tetapi tentang menyampaikan ide secara efektif. Mereka belajar untuk:</p> <ul style="list-style-type: none"> - Berkomunikasi dengan percaya diri menggunakan simple past tense. - Menyampaikan ide kreatif mereka dalam bentuk cerita. - Memanfaatkan teknologi sebagai alat untuk meningkatkan pengucapan dan kelancaran berbicara
C. PERTANYAAN PEMANTIK

1. Jika kamu bisa berpetualang ke dunia fantasi, apa yang pertama kali akan kamu lakukan?
2. Menurutmu, seperti apa bentuk kerajaan di dunia fantasi?
3. Jika kamu bisa memiliki kekuatan super di dunia fantasi, apa kekuatanmu? Dan bagaimana kamu akan menggunakannya?
4. Pernahkah kamu mendengar tentang makhluk magis seperti naga atau peri? Bagaimana menurutmu wujud mereka?
5. Bayangkan kamu adalah seorang pahlawan di dunia fantasi. Tantangan apa yang akan kamu hadapi?
6. Di dunia fantasi yang kamu bayangkan, siapa teman atau pendampingmu? Bagaimana sifat mereka?

D. PERSIAPAN BELAJAR

1. Menyiapkan smartphone/tablet
2. Menyiapkan alat tulis

E. KEGIATAN PEMBELAJARAN

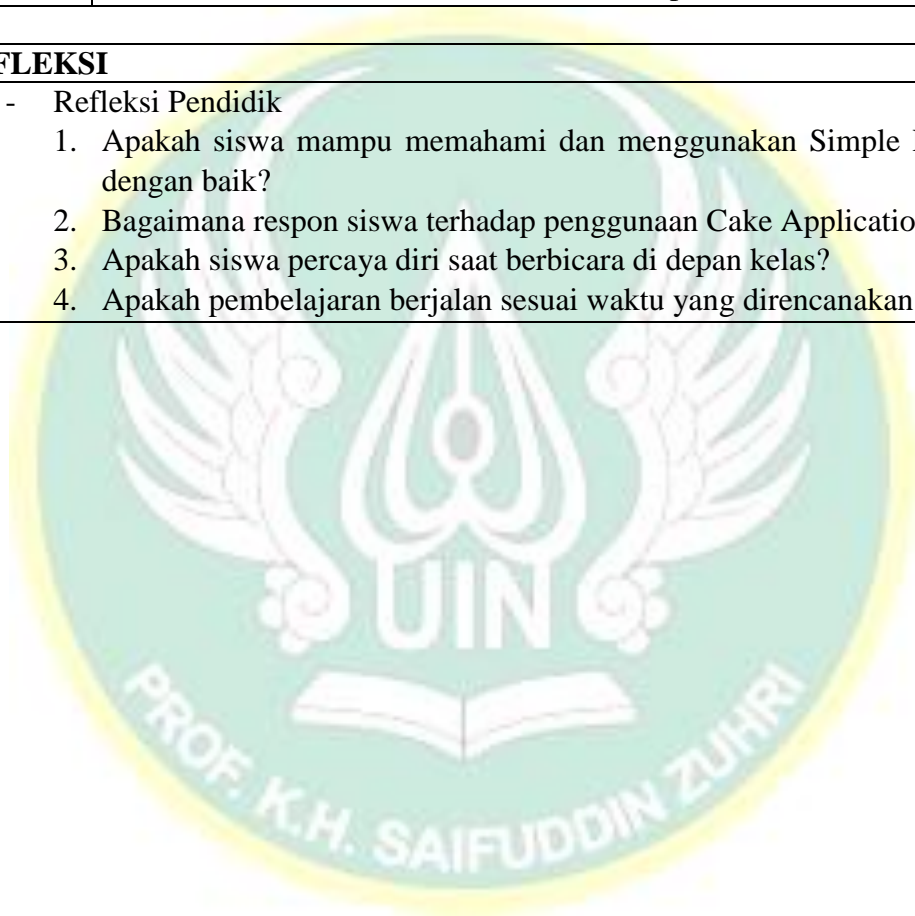
Kegiatan	Deskripsi Kegiatan	Alokasi Waktu	
PERTEMUAN PERTAMA : Pengenalan Recount Text dan Simple Past Tense	PERTEMUAN PERTAMA : Pengenalan Recount Text dan Simple Past Tense		
Pendahuluan	<ul style="list-style-type: none"> - Guru mengucapkan salam dan dilanjutkan berdoa bersama peserta didik - Guru menyapa siswa dan menciptakan suasana yang menyenangkan. - Guru memeriksa kehadiran siswa. - Guru memberikan motivasi dan membangun suasana dengan pertanyaan pemantik: - "Apa pengalaman liburan yang paling seru yang pernah kamu alami?" - Guru menjelaskan tujuan pembelajaran hari ini: memahami Recount Text dan Simple Past Tense. 		
Inti	1. Pengenalan Materi <ul style="list-style-type: none"> - Guru menjelaskan struktur Recount Text: Orientation: pengenalan waktu, tempat, dan tokoh. Events: peristiwa yang terjadi secara kronologis. 		

	<p>Re-orientation: kesimpulan atau kesan dari pengalaman.</p> <ul style="list-style-type: none"> - Guru memperkenalkan penggunaan Simple Past Tense (regular & irregular verbs). <p>2. Aktivitas dengan Cake Application</p> <ul style="list-style-type: none"> - Siswa menonton video pendek tentang pengalaman perjalanan menggunakan Simple Past Tense. - Siswa mencatat contoh kalimat dari video. <p>3. Latihan Kelompok</p> <ul style="list-style-type: none"> - Siswa bekerja dalam kelompok kecil untuk menyusun cerita pendek berdasarkan pengalaman mereka. - Setiap kelompok membuat 5 kalimat menggunakan Simple Past Tense. <p>4. Diskusi Kelas</p> <ul style="list-style-type: none"> - Siswa berbagi cerita mereka dalam kelompok lain untuk mendapatkan umpan balik. 		
Penutup	<ul style="list-style-type: none"> - Guru meminta siswa untuk merefleksikan pembelajaran. - Guru memberikan tugas rumah: = Tulis 5 kalimat tentang pengalaman perjalananmu, dan siapkan untuk diceritakan pada pertemuan berikutnya. - Guru mengakhiri pembelajaran dengan memberikan sedikit motivasi - Guru bersama siswa mengucapkan doa sebagai tanda berakhirnya pembelajaran (Bisa berupa hamdalah sebagai bentuk rasa syukur untuk oembelajaran pada hari ini) 		
PERTEMUAN KEDUA: Praktik Berbicara	PERTEMUAN KEDUA: Praktik Berbicara		
Pendahuluan	<ul style="list-style-type: none"> - Guru mengingatkan kembali materi sebelumnya dan tujuan pembelajaran hari ini: mempraktikkan berbicara dengan percaya diri menggunakan Simple Past Tense. 		
Inti	<p>1. Praktik Individu dengan Cake Application</p> <ul style="list-style-type: none"> - Siswa menampilkan cerita perjalanan mereka menggunakan fitur di depan kelas. - Siswa mendengarkan dengan seksama. <p>2. Role-Play dalam Kelompok</p> <ul style="list-style-type: none"> - Siswa bekerja dalam kelompok untuk membuat cerita perjalanan imajinatif yang melibatkan seluruh anggota. 		

	<ul style="list-style-type: none"> - Setiap kelompok menampilkan cerita mereka melalui role-play di depan kelas. <p>3. Feedback dan Diskusi</p> <ul style="list-style-type: none"> - Guru memberikan umpan balik pada pelafalan, tata bahasa, dan kreativitas siswa. 		
Penutup	<ul style="list-style-type: none"> - Guru mengajak siswa untuk merefleksikan proses pembelajaran: "Bagaimana perasaan kalian setelah bercerita di depan kelas?" - Guru memberikan apresiasi atas usaha siswa dan memberikan motivasi untuk terus melatih kemampuan berbicara. 		

F. REFLEKSI

<ul style="list-style-type: none"> - Refleksi Pendidik <ol style="list-style-type: none"> 1. Apakah siswa mampu memahami dan menggunakan Simple Past Tense dengan baik? 2. Bagaimana respon siswa terhadap penggunaan Cake Application? 3. Apakah siswa percaya diri saat berbicara di depan kelas? 4. Apakah pembelajaran berjalan sesuai waktu yang direncanakan?



APPENDIX VIII

STUDENTS WORKSHEET

1. Pre test of students worksheet

Pre-Test

Nama : Amzavin Wahyu Arkah A

Kelas : 9B

No. Absen : 5

62

Score

Instruksi Pengerjaan :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

1. Choose one of the topics below!
 - a. The Most Embarrassing Moment in My Life
Share the story of the most embarrassing moment you have ever experienced. Describe what happened, how you felt during that moment, and what you learned from it
 - b. A Dream I Had Last Night
Describe a dream you had last night. Explain in detail what happened in the dream, how it made you feel, and what you think it means.
 - c. My First Day in Junior High School
Describe your experience on the first day of junior high school. How did you feel, who did you meet, and what were your first impressions of the school?
 - d. A Person I Admire and Why
Choose someone you admire, whether it's a public figure, a family member, or a friend. Tell us who they are, why you admire them, and how they have influenced your life
2. Present your story orally (2-4 minutes) in front of the class or to the teacher.
Record it to assess your speaking score in the Cake application!
 - a. Try to tell your story fluently and clearly.
 - b. Use correct sentence structures and vocabulary relevant to the topic
3. Assessment points :
 - a. Pronunciation
 - b. Grammar
 - c. Vocabulary
 - d. Fluency
 - e. Comprehension

Pre-Test

Nama : Rofi Sabila Prasada

Kelas : IX (B)

No. Absen : 19

40
Score

Instruksi Pengerjaan :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

1. Choose one of the topics below!
 - a. The Most Embarrassing Moment in My Life (momen paling memalukan di hidupku)
Share the story of the most embarrassing moment you have ever experienced. Describe what happened, how you felt during that moment, and what you learned from it
 - b. A Dream I Had Last Night (mimpiu tadi malam)
Describe a dream you had last night. Explain in detail what happened in the dream, how it made you feel, and what you think it means.
 - c. My First Day in Junior High School (Hari pertamaku di SMP)
Describe your experience on the first day of junior high school. How did you feel, who did you meet, and what were your first impressions of the school?
 - d. A Person I Admire and Why (Seseorang yang aku kagumi)
Choose someone you admire, whether it's a public figure, a family member, or a friend. Tell us who they are, why you admire them, and how they have influenced your life
2. Present your story orally (2-4 minutes) in front of the class or to the teacher.
Record it to assess your speaking score in the Cake application!
 - a. Try to tell your story fluently and clearly.
 - b. Use correct sentence structures and vocabulary relevant to the topic
3. Assessment points :
 - a. Pronunciation
 - b. Grammar
 - c. Vocabulary
 - d. Fluency
 - e. Comprehension

Pre-Test

Nama : Naila Sa'adatul A.

Kelas : IX A

No. Absen : 12

48
Score

Instruksi Pengerjaan :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

1. Choose one of the topics below!
 - a. The Most Embarrassing Moment in My Life (momen memalukan dalam hidupku)
Share the story of the most embarrassing moment you have ever experienced. Describe what happened, how you felt during that moment, and what you learned from it
 - b. A Dream I Had Last Night (mimpiku tadi malam)
Describe a dream you had last night. Explain in detail what happened in the dream, how it made you feel, and what you think it means.
 - c. My First Day in Junior High School (hari pertamaku di Mts).
Describe your experience on the first day of junior high school. How did you feel, who did you meet, and what were your first impressions of the school?
 - d. A Person I Admire and Why (Seseorang yang kamu kagumi) mengapa?
Choose someone you admire, whether it's a public figure, a family member, or a friend. Tell us who they are, why you admire them, and how they have influenced your life
2. Present your story orally (2-4 minutes) in front of the class or to the teacher.
Record it to assess your speaking score in the Cake application!
 - a. Try to tell your story fluently and clearly.
 - b. Use correct sentence structures and vocabulary relevant to the topic
3. Assessment points :
 - a. Pronunciation
 - b. Grammar
 - c. Vocabulary
 - d. Fluency
 - e. Comprehension

Pre-Test

Nama : *Siska Maria*

Kelas : *IX A*

No. Absen : *15*

50
Score

Instruksi Pengerjaan :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

1. Choose one of the topics below!
 - a. The Most Embarrassing Moment in My Life
Share the story of the most embarrassing moment you have ever experienced. Describe what happened, how you felt during that moment, and what you learned from it
 - b. A Dream I Had Last Night *mimpi kalian tadi malam*
Describe a dream you had last night. Explain in detail what happened in the dream, how it made you feel, and what you think it means.
 - c. My First Day in Junior High School *hari pertama di rmls*
Describe your experience on the first day of junior high school. How did you feel, who did you meet, and what were your first impressions of the school?
 - d. A Person I Admire and Why *seorang yang kamu sukai*
Choose someone you admire, whether it's a public figure, a family member, or a friend. Tell us who they are, why you admire them, and how they have influenced your life
2. Present your story orally (2-4 minutes) in front of the class or to the teacher. Record it to assess your speaking score in the Cake application!
 - a. Try to tell your story fluently and clearly.
 - b. Use correct sentence structures and vocabulary relevant to the topic
3. Assessment points :
 - a. Pronunciation
 - b. Grammar
 - c. Vocabulary
 - d. Fluency
 - e. Comprehension

2. Post test of students worksheet

Post-Test Bahasa Inggris Speaking Kelas 9

Nama: Zaidan Nur R. Eka

Kelas: 9

No. Absen: 22

50

Instruksi Pengerjaan :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

1. Choose one of the topics below!
 - a. **An Unexpected Visitor**
Tell a story about an experience when someone unexpected visited your home. What happened? How did you react? Who was the person and what did they do?
 - b. **The Day I Got Lost**
Share an experience when you got lost in an unfamiliar place. Where were you? How did you handle the situation? How did you finally resolve the problem?
 - c. **A School Trip I Remember**
Talk about a memorable school trip you've been on. Describe where you went, what you did, and what made the trip special?
 - d. **The Best Gift I Ever Received**
Tell a story about the best gift you have ever received. Who gave you the gift? How did you feel when you received it? What are you doing with the gift now?
2. Use the simple past tense for events that have already happened, simple present tense for facts or habits.
3. Present your story orally (2-4 minutes) in front of the class or to the teacher. Record it to assess your speaking score in the Cake application!
 - a. Try to tell your story fluently and clearly.
 - b. Use correct sentence structures and vocabulary relevant to the topic.
4. Assessment points :
 - a. Pronunciation
 - b. Grammar
 - c. Vocabulary
 - d. Fluency
 - e. Comprehension

Post-Test Bahasa Inggris Speaking Kelas 9

Nama : Azzah Hudaiono

Kelas : 9A

No. Absen : 05

68

Instruksi Pengerjaan :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

1. Choose one of the topics below!
 - a. An Unexpected Visitor *penyunjung / tamu yg tak terduga*
Tell a story about an experience when someone unexpected visited your home.
What happened? How did you react? Who was the person and what did they do?
 - b. The Day I Got Lost *ketika aku kegesat*
Share an experience when you got lost in an unfamiliar place. Where were you? How did you handle the situation? How did you finally resolve the problem?
 - c. A School Trip I Remember *cerita study tour*
Talk about a memorable school trip you've been on. Describe where you went, what you did, and what made the trip special?
 - d. The Best Gift I Ever Received *hadiah terbaik yg pernah aku terima*
Tell a story about the best gift you have ever received. Who gave you the gift? How did you feel when you received it? What are you doing with the gift now?
2. Use the simple past tense for events that have already happened, simple present tense for facts or habits.
3. Present your story orally (2-4 minutes) in front of the class or to the teacher. Record it to assess your speaking score in the Cake application!
 - a. Try to tell your story fluently and clearly.
 - b. Use correct sentence structures and vocabulary relevant to the topic.
4. Assessment points :
 - a. Pronunciation
 - b. Grammar
 - c. Vocabulary
 - d. Fluency
 - e. Comprehension

Post-Test Bahasa Inggris Speaking Kelas 9

Nama : Putri dwi anggraeni

Kelas : IX A

No. Absen : 14

62

Instruksi Pengerjaan :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

1. Choose one of the topics below!
 - a. An Unexpected Visitor
Tell a story about an experience when someone unexpected visited your home. What happened? How did you react? Who was the person and what did they do?
 - b. The Day I Got Lost
Share an experience when you got lost in an unfamiliar place. Where were you? How did you handle the situation? How did you finally resolve the problem?
 - c. A School Trip I Remember
Talk about a memorable school trip you've been on. Describe where you went, what you did, and what made the trip special?
 - d. The Best Gift I Ever Received
Tell a story about the best gift you have ever received. Who gave you the gift? How did you feel when you received it? What are you doing with the gift now?
2. Use the simple past tense for events that have already happened, simple present tense for facts or habits.
3. Present your story orally (2-4 minutes) in front of the class or to the teacher. Record it to assess your speaking score in the Cake application!
 - a. Try to tell your story fluently and clearly.
 - b. Use correct sentence structures and vocabulary relevant to the topic.
4. Assessment points :
 - a. Pronunciation *pengucapan tamu dan terlay*
 - b. Grammar *kalimat aku tersesat*
 - c. Vocabulary *stady four liburan sk/h*
 - d. Fluency *hadiran terbaik yang aku terima*
 - e. Comprehension

Post-Test Bahasa Inggris Speaking Kelas 9

Nama : Arkun

Kelas : 9B

No. Absen : 5

6.8

Instruksi Pengerjaan :

1. Bacalah petunjuk soal dengan seksama sebelum menjawab.
2. Kegiatan ini akan diukur berdasarkan rubrik penilaian speaking di halaman 2.
3. Nilai yang diambil pada kegiatan ini tidak akan berpengaruh pada data nilai kelas.
4. Diperbolehkan membuka kamus.

Please read the instructions carefully.

1. Choose one of the topics below!
 - a. **An Unexpected Visitor**
Tell a story about an experience when someone unexpected visited your home. What happened? How did you react? Who was the person and what did they do?
 - b. **The Day I Got Lost**
Share an experience when you got lost in an unfamiliar place. Where were you? How did you handle the situation? How did you finally resolve the problem?
 - c. **A School Trip I Remember**
Talk about a memorable school trip you've been on. Describe where you went, what you did, and what made the trip special?
 - d. **The Best Gift I Ever Received**
Tell a story about the best gift you have ever received. Who gave you the gift? How did you feel when you received it? What are you doing with the gift now?
2. Use the simple past tense for events that have already happened, simple present tense for facts or habits.
3. Present your story orally (2-4 minutes) in front of the class or to the teacher. Record it to assess your speaking score in the Cake application!
 - a. Try to tell your story fluently and clearly.
 - b. Use correct sentence structures and vocabulary relevant to the topic.
4. Assessment points :
 - a. Pronunciation
 - b. Grammar
 - c. Vocabulary
 - d. Fluency
 - e. Comprehension

APPENDIX IX

Assesment Sheet

Lembar Penilaian Pre-Test Speaking 9A

Kelas : 9A

Tanggal : 21 Oktober 2024

Aspek Penilaian Speaking :

No	Nama Siswa	Fluency	Grammar	Pronunciation	Vocabulary	Comprehension	Total Nilai
1	AS	10	10	6	4	6	36
2	AHZ	16	12	14	12	14	68
3	AMNA	12	12	12	12	14	62
4	ANS	12	6	6	6	10	40
5	AH	10	8	2	2	6	28
6	HAT	16	14	14	12	14	60
7	HH	12	12	12	12	12	52
8	HA	14	12	12	8	14	60
9	JP	14	12	10	8	12	52
10	NFN	10	4	4	8	6	32
11	NN	14	12	10	8	10	40
12	NS	12	12	10	8	10	48
13	N	16	16	16	16	16	67
14	PDA	4	2	4	2	4	20
15	SM	12	10	8	8	12	50
16	SWU	14	12	10	12	12	60
17	SAN	12	14	12	8	10	48
18	TRIW	12	4	2	6	8	32
19	AS	14	12	10	12	12	50

Lembar Penilaian Pre-Tes Speaking 9B

Kelas : 9B

Tanggal : 26 Oktober 2024

Aspek Penilaian Speaking :

No	Nama Siswa	Fluency	Grammar	Pronunciation	Vocabulary	Comprehension	Total Skor
1	AD	18	14	16	14	16	68
2	F	10	12	8	4	8	42
3	AZA	14	14	14	12	14	60
4	ARH	12	12	10	8	12	48
5	AWAA	16	14	14	14	14	62
6	DAI	12	12	12	8	12	55
7	DAN	10	10	6	2	12	40
8	FAS	16	12	14	12	14	65
9	FM	12	12	12	8	10	50
10	MAF	14	12	10	8	12	45
11	IAA	16	16	14	12	14	65
12	LAH	10	10	12	6	8	52
13	MKU	12	10	12	8	12	48
14	MIY	14	12	10	8	12	58
15	MFA	10	12	2	2	6	32
16	RS	14	14	10	8	12	38
17	FS	12	10	8	5	10	35
18	RRA	10	4	4	5	8	30
19	RSR	12	12	10	8	12	40
20	SBPP	14	12	10	8	12	45
21	YAP	6	4	2	2	4	25
22	ZNR	4	6	4	2	4	25

Lembar Penilaian Post-Test Speaking 9A

Kelas : 9A

Tanggal : 22 November 2024

Aspek Penilaian Speaking :

No	Nama Siswa	Fluency	Grammar	Pronunciation	Vocabulary	Comprehension	Total Nilai
1	AS	12	12	14	18	16	72
2	AHZ	5	12	14	19	18	78
3	AMNA	16	14	15	20	17	82
4	ANS	14	12	13	15	16	70
5	AH	13	10	12	15	18	68
6	HAT	17	14	16	18	15	80
7	HH	14	12	15	14	13	68
8	HA	18	14	15	17	16	80
9	JP	14	10	13	16	14	67
10	NFN	13	14	12	15	14	68
11	NN	14	12	12	14	13	65
12	NS	14	12	14	16	14	70
13	N	18	14	16	17	15	80
14	PDA	12	10	10	14	16	62
15	SM	14	12	12	15	15	68
16	SWU	17	14	15	17	17	80
17	SAN	14	12	14	15	15	70
18	TRIW	12	10	11	13	16	62
19	WQA	16	14	15	18	17	80

Lembar Penilaian Post-Test Speaking 9B

Kelas : 9A

Tanggal : 25 November 2024

Aspek Penilaian Speaking :

No	Nama Siswa	Fluency	Grammar	Pronunciation	Vocabulary	Comprehension	Total Nilai
1.	AD	18	16	17	17	17	17
2.	F	14	12	14	14	11	23
3.	AZA	18	15	16	18	18	25
4.	ARH	14	12	14	15	15	22
5.	AWAA	15	12	14	15	14	8
6.	DAI	18	14	15	20	18	30
7.	DAN	17	15	16	16	14	38
8.	FAS	16	15	14	17	16	13
9.	FM	15	13	14	16	17	25
10.	MAF	14	12	14	16	16	27
11.	IAA	18	15	15	17	20	20
12.	LAH	15	14	14	16	16	23
13.	MKU	14	12	14	16	16	24
14.	MIY	16	14	15	18	17	22
15.	MFA	13	12	11	15	14	33
16.	RS	14	13	14	14	13	30
17.	FS	14	12	13	16	15	35
18.	RRA	12	12	14	15	12	35
19.	RSR	14	12	13	15	14	28
20.	SBPP	15	13	13	16	15	27
21.	YAP	10	12	12	11	10	30
22.	ZNR	10	10	12	10	8	25

APPENDIX X DOCUMENTATION

(IX A : Group Discussion)



(Teaching material : Identification Simple Present Tense)



(Group Discussion)



(IX A : Speaking Practice)

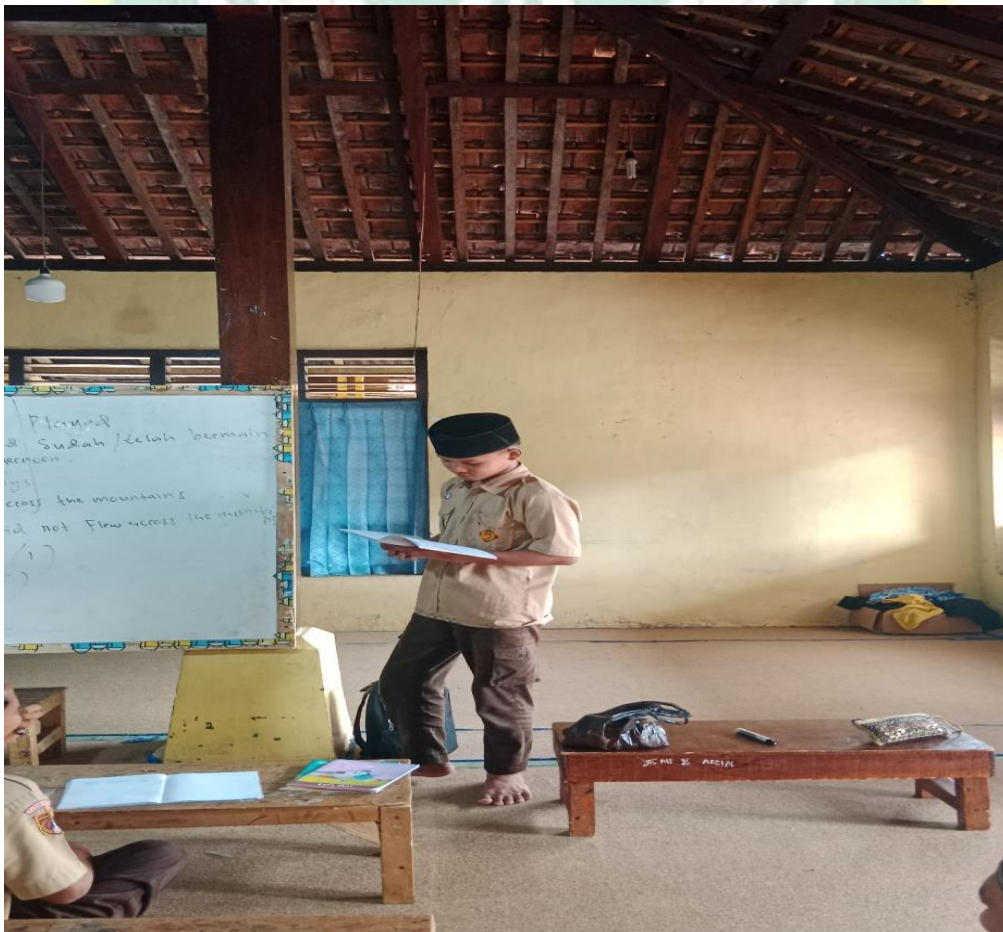




(IX B : Teaching material, Simple Past Tense)



(IX B : Speaking Practice)



BIOGRAPHY

A. Personal Identity

Name : Siti Muslihatun
Student Number : 2017404050
Day and Date of Birth : Kebumen, 24th September 2002
Adress : Ungaran, Kutowinangun, Kebumen Regency

B. Educational Background

Formal Education

No	Education	Graduated Year
1.	TK Pertiwi 09 Ungaran	2009
2.	SD N Ungaran	2016
3.	MTs Teknologi Tersobo	2017
4.	MAN 3 Kebumen	2020
5.	UIN Prof. K.H. Saiffudin Zuhri Purwokerto	

Informal Education

No	Education	Graduated Year
1.	Pondok Pesantren Darul Abror Purwokerto	-