THE EFFECT OF CAKE'S ONLINE APPLICATION ON LISTENING SKILL

(A Quasi Experimental Research at SMK KHOIRU UMMAH)

THESIS

This thesis is submitted to fulfill the requirement

for 'sarjana' degree in English *Tadris* Study Program

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ENGLISH TADRIS STUDY PROGRAM

THE FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF CURUP

2023

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Date	:	**Thursday, August 10th 2023**
Time	:	**03.00 – 04.30 PM**
Place	:	**Room 1 Munaqasyah IAIN Curup**

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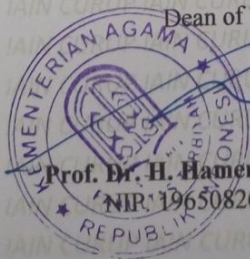
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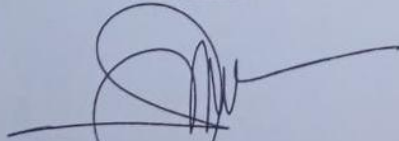
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Assalamu'alaikum Wr. Wb.

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama **Dio Puri Rengganis, 19551018** Mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul "**The Effect of Cake's Online Application in Listening Skill**" sudah dapat diajukan dalam siding munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan agar dapat diterima, terlebih dahuludiucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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<div align="right">

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PREFACE

All praises to Allah that writer had finally finished writing her thesis entiled **"The Effect of Cake's Online Application on Listening Skill".**

This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Tadris Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore really appreciates some suggestion aand critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who interested in this field of study.

Curup,   July 2023
Writer

<u>Dio Puri Rengganis</u>
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ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Assalammu'alaikum Warrahmatullahi Wabarakatuh

Alhamdulillahrobil'alamin, all praises to Allah SWT for the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this thesis completely. Peace and salutation always be given to Prophet Muhammad (Peace Be Upon Him), and all of his family and followers who have been a good example for every Muslim in this world and has brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.

The researcher finished this research entitled **"The Effect of Cake's Online Application on Listening Skill"**. This thesis is presented in order to fulfil of the requirement for the degree of strata I in English Tadris study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents her deepest appreciation to:

1. Mr. Prof. Dr. Idi Warsah, M.Pd. I., as the head of IAIN Curup

2. Mrs. Jumatul Hidayah, M.Pd as the head of English Study Program of IAIN Curup

3. Mr Sarwo Edy, M. Pd., as my Advisor who always give support, advices, guidance and suggestion in whole process of this thesis.

4. Mrs. Henny Septia Utami, M. Pd., as my co-advisor who always give support and guidance to make my thesis.

5. Big thanks for my beloved family. For my Father (Mr Dedi Damhudi) and my mother (Mrs. Ana Aijuhana) also my little brothers (Rega and Rasya). Thank you for all the support given and also the reason for the author to always be strong during college life.

6. Mrs. Meli Fauziah, M.Pd., as instrument validator and as a lecturer who helps and supports my thesis.

7. My lecturers, (Mam Jumatul Hidayah, Mr. Prihantoro, Mr. Paidi Gusmuliana, Mr. Bayu Senjahari, Mam Eka Apriani, Mam Ira, Mam Meli, Mam Leffy, Mr. Rully, Mr. Sakut, Mr. Hadi) who taught me many things in the class.

Finally, the researcher needs suggestion for being perfect in the future because this thesis is not perfect yet event in the grammar, structure of writing, discussion or anything else that is not suitable with hoped. Hopefully the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward. Ameen.

Wassalammu'alaikum Warrahmatullahi Wabarakatuh

Curup,   July 2023
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"DON'T TRY GO TO RED ZONE WHEN YOUR IP UNDER 1100"

"When Your PVP Bad Just Take An Overgeared Set 8.4"

This thesis would never have been complete without the help of many people. Best thanks for my Advisor, Mr. Sarwo Edy, M. Pd and My co-advisor Mrs. Henny who has guided and support my thesis to completion.

This thesis dedicates to:

- My lovely and wonderful family, the greatest man ever my father **Mr. Dedi Damhudi** , the most beautiful and kind woman in my world, my mother **Mrs. Ana Aijuhana** thanks for being the source of love, support, and strength during both good times and challenging moments

- My bro, **Muhammad Rasya Fitra Rengganis & Muhammad Rega Puri Rengganis,** who always support me.

- Thank you for myself for always sticking around this far. Stay strong and do what you love. I hope to become a successful person, **Myself**.

- My first advisor **Mr. Sarwo Edy, M. Pd** who always, give me motivation, suggestion, guidance in finishing my study at IAIN Curup. The lessons you gave will always be remembered.

- My great co-advisor **Mrs.Henny Septia Utami, M. Pd** who give the researcher the best guidance, support and suggestion in finishing this thesis and also finishing my study.

- My beloved lecturers of English Tadris Study Program in IAIN Curup for support, suggestion and advices.

- My beloved partner, Rahayu Astari Thank you for being my rock, my confidant, and my biggest cheerleader. Your presence in my life has made

all the difference, and I am eternally grateful for the love and strength you have given to me.

- All the family of HMPS TBI IAIN Curup. Thank you so much for beautiful experience and memories.
- TBI 2019 A Class , Thank you for give me another wonderful story together.
- All of students of English Tadris Study Program of IAIN Curup.
- My Almameter IAIN Curup.
- All of people around me who gave me the golden precept that I could not be mentioned one by one.

ABSTRACT

Dio Puri Rengganis, 2023 : **The Effect of Cake's Online Application on Listening Skill**

Advisor   : Sarwo Edy, M.Pd.

Co-advisor   : Henny Septia Utami, M.Pd.

This study aimed to find out whether there is any effect of Cake's Online Application on student's Listening Skill at the tenth grade students of SMK IT KHOIRU UMMAH Rejang Lebong. Quasi-experimental design, since two classes are taken as the sample of the study with 13 students X OTKP and 13 students X DKV. Which class experimental class and a controlled class. The experimental class aditional learning through cake's online application while the controlled class use conventional learning method. Moreover, this research is conducted through the following procedures; pretest, treatments, and post- test. The data analyzed is gained through listening test. There was significant different between the students who use Cake online as additional learning and those who were used conventional Learning Method. It can be seen from the post-test result. The mean score in experimen class was 79.23 and the mean score in control class was 65. From the result of t test was obtained 4.546 while t table was 2.064. It was proved that t test obtained was higher than t table (4.546 >2.064) which the null hypothesis (H_0) is rejected and the hypothesis (H_1) is accepted. Finally, it can be concluded That Cake Online Application is effective On students' Listening skill.

Keywords: Cake Online Application, Listening Skill, Quasi-Experimental Design, MALL, Mobile Application, Additional Learning Tool.

TABLE OF CONTENT

BAB I

INTRODUCTION

A. Background Research

Listening is the most important skill to understand when talking to the interlocutor and interpret it effectively. According to Sa'diyah, listening plays an important role in the acquisition of key topics and knowledge.[1] Because of that, listening is so hard to do in foreign language, mainly in English, where pronunciation is incoherent. According to Buck, "listening is a complex process in which the listener picks up incoming data, acoustic signals and interprets them based on a variety of linguistic and nonverbal knowledge".[2] Spontaneous native conversation at normal pace. Without understanding the ability to listen, learners will not learn to communicate and speak effectively.

Harmer said, the more you listen and understand English, the better you will hear and understand the correct pitch and intonation, stress and sound, so listening will also help your students pronounce. It will better absorb both single words And it blends into a coherent speech.[3] Today, technology is a part of our lives. Digital technology has been used in a variety of areas such as telecommunications, business, banking, healthcare and education. In the world of education, digital technology has played a major role, making it an important learning medium for students and communities. Especially, it is expected that technology will developing language learning and that it will be attractive and

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[1] Sadiyah, S.S. 2016. EFL Learners – *Faced Problems in Listening Comprehension*
[2] Buck, G. 2001. *Assesing listening*. Port Melbourne : Cambridge university Press.
[3] Harmer, J. (2007). *The Practice of English Language Teaching* (Third ed.).

enjoyable for students. In this era, many digital technologies such as applications people use as the media for learning English. And they not only having fun, but they can also study anytime, anywhere, never gets tired of it's appearance.

Nowdays students are tech addicts and have recently used multiple learning apps on their smartphones.[4] Chaudron also explains that the English learning app available on smartphones connected to the Internet makes it easier for students to study.[5] Smartphones are used not only for the basic purpose of communication, but also as an effective learning tool because they incorporate all the functions of a computer. Over the past few decades, the use of technology in the teaching and learning of English as a foreign language (EFL) has gained significant importance and attention on a global scale. As a result, technical abilities have been incorporated into teaching and learning, making them increasingly dependent on technology. The use of several sophisticated technologies in education has sparked the development of numerous technology-based techniques and methodologies that, in general, have assisted in removing location and time restrictions from learning, allowing students to study whenever and wherever they choose. These trends have also brought about a new method of teaching and learning, moving away from antiquated classroom instruction and toward electronic learning (E-learning). Mobile Assisted Language Learning (MALL), which has emerged as a topic of study during the 2000s, is one such trend.

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[4] Shamim, F. (2017). *English as the language of development in Pakistan: Issues, challenges and possible solutions*

[5] Chaudron, S. (2015). Young Children (0-8) and Digital Technology: A qualitative exploratory study across seven countries

MALL is a method of language learning that is enhanced and assisted by portable mobile devices. MALL can be understood as learning that takes place in both real-world and virtual environments and is aided and supported by wearable, portable, and practical technologies for communication and social networking. Turc The ability to move around and interact with people, resources, and other technical tools (such built-in device capabilities and internet-based learning apps), as well as mobile phone-mediated support and help, are considered the main components of mobile language learning.[6] MALL can appear in a variety of ways, such as educational learning apps, electronic books and libraries, systems for managing courses, audio, video, and photos, QR codes, and social media. Different app categories are thriving in today's market in terms of number and quality, and the majority are affordable or even free in some situations.

Through the use of these tools, students can create and distribute multi-dimensional texts, connect voluntarily with individuals anywhere in the world, comprehend language use outside of a formal classroom setting, research learning needs and production, and eventually produce items as evidence of improvement. Even if none of the students have smartphones, they can still collaborate in small groups and pairs to make the events successful.

The teacher-student relationship, teaching/learning tactics, learning tasks, and their impact on teaching/learning have always been the main points of attention in MALL listening research. Higher-level learners, according to

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[6] Turc, L. (2017). Mobile-Assisted Language Learning (MALL). RATE Issues Summer, 19. https://rate.org.ro/blog2.php/1/mobile-assisted-language-learning-mall

Vandergrift successfully employ the listening techniques used in MALL listening. He claims that lower level students utilize a bottom-up strategy and struggle with real-time listening on their devices. He advises equipping pupils with strategies and creating activities in line with this as a result.[7] When discussing the value of listening comprehension for ESL/EFL students using mobile apps, Read and Kukulska-Hulme make a point that using mobile apps can energize pupils and support listening activities. The study demonstrates that MALL-based activities eventually encouraged students to practice listening to real-world audio and video, including radio or television news broadcasts. Additionally, they note that adding social media sites like Facebook and developing a variety of listening materials depending on students' interests boost learner motivation.[8]

In This Reserch,the researcher observed several Vocational schools that only use conventional methods and rarely use online application media and find out that All of Vocational School are Rarely used MALL in oflline learning and they just Used Mall in Online Learning when The Pandemi Covid 19 Still Risk, researchers found that there were no Vocational high schools that used applications in their learning process, The research focus on take experiment in vocational high schools and choose the *Cake online app as media*

[7] Vandergrift, L. (2011). Second language listening. Handbook of research in second language teaching and learning, 2, 455.

[8] Read, T., & Kukulska-Hulme, A. (2015). The role of a mobile app for listening comprehension training in distance learning to sustain student motivation. Journal of The Effectiveness of Mobile Assisted Language Learning NOBEL: Journal of Literature and Language Teaching 202 Volume 11, Number 2, September 2020, 188-202 Universal Computer Science, 21(10), 1327-1338. DOI: 10.3217/jucs-021-10-1327

According to Liu, Chen, and Hou, the Cake app is an adaptive learning system that can enhance English as a foreign language (EFL) listening skills[9]. The app provides various activities that are tailored to the learner's level and preferences, which creates a personalized learning experience. The app also incorporates interactive features, such as audio and video content, that simulate real-life conversations and situations. Additionally, the app tracks the user's progress and provides immediate feedback, which can motivate learners to continue practicing and improving their listening skills.

The Cake app is based on the principles of mobile-assisted language learning (MALL), which emphasizes the use of mobile devices and applications to support language learning.[10] MALL is grounded in the theory of sociocultural learning, which emphasizes the importance of social interaction and context in learning.[11] According to this theory, learners acquire knowledge and skills through interactions with more knowledgeable others and the environment around them. The Cake app facilitates these interactions by providing authentic listening materials and opportunities for learners to practice their listening skills in a real-life context.

Moreover, the adaptive learning system of the Cake app is based on the principles of personalized learning, which recognizes that learners have unique

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[9] Liu, T. C., Chen, W. C., & Hou, H. T. (2019). An adaptive learning system for English as a foreign language with the Cake app. Journal of Educational Technology & Society, 22(1), 143-157.

[10] Chen, C. M., & Wang, M. (2019). Mobile-assisted language learning: A meta-analysis. Computer Assisted Language Learning, 32(5-6), 493-517.

[11] Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

needs, interests, and learning styles.[12] The app adapts to the learner's level and preferences, providing activities and feedback that are suited to their individual needs. This approach has been found to be effective in promoting learner engagement and motivation,[13] which are essential factors for successful language learning.

Overall, the Cake app is a promising tool for enhancing EFL listening skills. Its interactive and personalized features align with the principles of MALL and personalized learning, which are grounded in sociocultural learning theory. The app's effectiveness in promoting listening skills has been demonstrated in several studies, and more research is needed to explore its potential for other language skills and learner populations.

The researcher choose this application cause Cake online app is an English learning application that is more dominant in conversation, daily habits and focuses on practice, which can help Vocational school students who want to work in an international environment which usually focuses on TOIEC. this is really different with high school where they Focuses in TOEFL.

In this study the researchers took the Integrated Islamic Vocational High School Khoiru Ummah as the research subject, and chose 10th grade students as samples because at this level they are still at the literal skill level in listening, Not only that, researchers made vocational high schools as research subjects because

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[12] Brusilovsky, P. (2001). Adaptive hypermedia. User modeling and user-adapted interaction, 11(1-2), 87-110.
[13] Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary educational psychology, 25(1), 54-67.

there was a relationship about the benefits given by cake in training listening skills directly in increasing success in passing the TOEI test, as we know the TOEIC test is a test used to measure language skills in a work or professional environment. The Cake Online Application provides quick and enjoyable access to tutorials, videos focusing on various cultures, and foreign languages. Students also have the opportunity to record their voices and receive fast feedback. Students also acquire the ability to talk with a native accent. To achieve the objectives of the class, teachers might employ the Cake App in the learning activities. Therefore, it can be said that Cake App is a preferred IT-based media for creating teachers' listening materials. Another Researcher Ade Putra Pulungan also said Cake online App give good effect to students' English Skill Students were interested in how Cake App media was used in production, practice, and presentation activities. The Cake App was always given careful consideration during the teaching and learning process. The students received enough information on listening, vocabulary, grammar, and pronunciation through participating in the use of the Cake App as digital medium.[14]

Think about the best strategy to develop student listening skills by utilizing the Cake Online MALL application (Mobile Asisted Language Learning). "**The Effect of Cake's Online application on listening skill**" is what my study project is titled. This study is valuable since it can contribute to becoming a resource for lectures, teachers, students, and other researchers. To

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[14] Pulungan, A. P., & Siregar, M. DEVELOPING CAKE APP AS DIGITAL MEDIA FOR TEACHING SPEAKING IN JUNIOR HIGH SCHOOL. GENRE Journal of Applied Linguistics of FBS Unimed, 9(3).

increase their understanding of how to enhance their listening skills in the oustside of class.

B. Research question

There are some question those are :

1. How is student listening skill taught by conventional technique in pretest?
2. How is student listening skill after taught by using cake online application in posttest?
3. Is there a significant differences between students using convetional method and students using cake online application?

C. Objective of the Study

Based on the research question above the objective of the study are as follows :

1. To know the student listening comprehension skill before using cake online application.
2. To know the student listening comprehension skill after using cake online application.
3. To determine whether students in senior high school can enhance their listening skills by understanding the cake application.

D. Delimitation of The Research

In this research, researcher use two classes as the Experiment class and Control class with eight meeting for both classes. In experiment class, the researcher use Cake Online application as media for additional learning. Meanwhile, control class use convetional method.

E. Operational Definition

1. **Listening Skill**

   Listening can be defined as the cognitive process of actively paying attention to and interpreting auditory stimuli, including spoken words, sounds, and music, in order to derive meaning from them. It involves using one's auditory perception and processing skills to extract and comprehend the intended message from the sounds being heard. Listening is a crucial component of communication, as it allows individuals to receive and understand information, ideas, and emotions being conveyed by others.[15] Effective listening skills are essential for language learners to be able to engage in meaningful communication with native speakers, to comprehend authentic language input, and to participate in language learning activities such as listening comprehension exercises and listening-based assessments. According to Buck, "listening is a complex process in which the listener picks up incoming data, acoustic signals and interprets them based on a variety of linguistic and nonverbal knowledge".[16] In this research, listening skill is the ability of first grade at SMK IT Khoiru ummah.

2. **Mobile Asssisted Language Learning**

   MALL is a method of language learning that is enhanced and assisted by portable mobile devices. MALL can be understood as learning

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[15] Vandergrift and Goh (2012) *"Teaching and Learning Second Language Listening: Metacognition in Action."*

[16] Buck, G. 2001. Assesing listening. Port Melbourne : Cambridge university Press

that takes place in both real-world and virtual environments and is aided and supported by wearable, portable, and practical technologies for communication and social networking. Turc The ability to move around and interact with people, resources, and other technical tools (such built-in device capabilities and internet-based learning apps), as well as mobile phone-mediated support and help, are considered the main components of mobile language learning[17] in this research, the research use Mobile asissted language learning as method of learning english listening skill in SMK IT KHOIRU UMMAH.

3. **Convetional Method**

Conventional teaching refers to the way of teachings were in most of the time teacher method is used. In this research, this method of teaching is a top-down approach which focuses on meaning and need much care and attention based on the syllabus at first grade students of SMK IT Khoiru Ummah.

4. **Cake Online application**

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

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[17] Turc, L. (2017). Mobile-Assisted Language Learning (MALL). RATE Issues Summer

got for free.[18] The Cake Online Application provides quick and enjoyable access to tutorials, videos focusing on various cultures, and foreign languages. Students also have the opportunity to record their voices and receive fast feedback. Students also acquire the ability to talk with a native accent. The experiment group will using cake online application as media learning english skill.

F. Hypothesis

Hypothesis is a speculation concerning either observer or expected relationship among phenomena. In addition, hypothesis is a temporary answer for the research problem. The hypothesis are stated as the following:

H_0 : There is no significant effect of using Cake online apps on listening activities.

H_1 : There is significant effect of using Cake online apps on listening activities.

G. The significances of the research

The significance of The Research are :

1. The Researcher

   The researcher hopes that the findings will help students learn to teach listening more effectively.

2. The Teacher

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[18] Nawangsih. (2019, Desember). Nawang's Journal. Retrieved from Review application cake-Belajar Bahasa Inggris Gratis: https://nawangsihjournal.blogspot.co m/2019/12/review-application-cake- learn-english.html?m=1

The thesis' relevance is anticipated to be a highly helpful teaching tool for English teachers who are trying to teach students how to listen.

3. The Student

The findings of this study are intended to assist students in identifying additional strategies for improving and enhancing their listening skills effectively and interactively outside of the classroom as well as at home.

4. Another Researcher

With any luck, this thesis will be helpful information and a source of research on the cake online application as a medium for mobile-assisted language learning.

H. Organization of the Research

Organization of Writing This paper presented in three chapters. They arebackground of the research, research question, objective of the research, delimitation of the research, operational definition, hypothesis, significant of the research and organization of the research. Chapter II is a Theoretical Foundation. This chapter provides the theoretical foundation of learrning through cake online application. Chapter III is a Methodology. It elaborates the procedures of the study in order to find out the answer to the questions stated previously in chapter.

BAB II

LITERATURE REVIEW

A. Review of Related Literature

1. Listening

a. Understanding Listening Skill

Arono emphasizes that listening serves as the foundation of language education. It is regarded as an essential component of language skills, playing a crucial role in the development of interactive multimedia.[19] Listening is considered one of the core English skills, alongside writing, reading, and speaking. It involves the ability to perceive and understand auditory information. Whether it's a song, conversations, announcements, news, stories, or music, listening encompasses various forms of auditory input. It is a fundamental skill that not only enables one to write and speak effectively but also enhances reading comprehension. Consequently, listening can be regarded as the most crucial skill as it serves as a foundation for acquiring and developing other language skills.

Morris extensively examined different facets of listening, which encompass hearing, paying attention, perceiving, evaluating, and responding. These aspects collectively contribute to the comprehensive

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[19] Arono (2014). Improving Students Listening Skill through Interactive Multimedia in Indonesia.

process of effective listening.[20] Tarigan and Stari also suggests that the terms hearing and listening are related elements. It has a different meaning in foreign language education.

Listening is the activity of the process to do Incorrectly accepting a word or phrase while listening is a fully performed activity Attention, understanding, gratitude, interpretation for information Understand the meaning of the message and communication brought about by speaker. In addition, Richard & Rubin says that listening is not free. Not only understand what the speaker is saying, but also understand the visual aspects of the activity Of listening.[21]

According to these justifications, listening is a procedure that includes exercises that require linguistic and visual features to be heard. An active and integrated auditory learning paradigm is created using this concept as its foundation. According to Tyagi, listening is considered a language modality, indicating that it is an essential aspect of language skills and communication. On the other hand, Explain's viewpoint aligns with the understanding that hearing involves the perception of sound waves. It is the initial step in the process of listening, as one must first hear the auditory input. However, listening goes beyond mere hearing and involves active engagement with the information to make sense of it.

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[20] Morris, Anton C. et. al. (1969). College English. New York: Harcourt Boace & Word, Inc.

[21] Van Duzer, Carol. (1997). "Improving ESL Learners' Listening Skills: At the Workplace and Beyond". http://www.cal.org/caela/esl_resources/digests/LISTENQA.html. Bandung, 4 Februari 2013.

It is possible to understand without actively listening, as understanding encompasses comprehending symbols that we have both seen and heard. To truly understand, one must delve into the significance of the stimuli perceived. Recalling, as mentioned, goes beyond receiving and clarifying a message. It entails storing the information in the brain's repository for future retrieval and integration with existing knowledge[22].

Listening is widely recognized as the first language skill that individuals learn in life, and it remains a skill they utilize throughout their lives. From early childhood, individuals actively engage in efforts to comprehend their surroundings, which plays a crucial role in the formation of their knowledge, feelings, and thoughts about the world. Listening serves as the gateway to accessing information about the universe, as well as the development of essential cognitive structures. The foundation of listening skills is often established during the preschool years, setting the stage for further language and communication development.[23] It manifests itself in practically all situations where learning may take place. In this sense, investing time in honing your listening abilities won't be a waste of time.[24] Indeed, a strong argument can be made for the close connection between academic

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[22] Tyagi (2013) . International Journal of Humanities Social Sciences and Education (IJHSSE) Listening: The Ignored Skill in EFL Context

[23] Acat, Bahaddin. M, dkk. 2016. *Measuring Listening Comprehension skill of 5th Grade School Students with the Help of Web Based System*. International Journal of Instruction Vol 9, No. 1. Turkey: Eskisehir Osmangazi University. Accessed on March 14, 2017.

[24] Acat, Bahaddin. M, dkk. 2016. *Measuring Listening Comprehension skill of 5th Grade School Students with the Help of Web Based System*. International Journal of Instruction Vol 9, No. 1. Turkey: Eskisehir Osmangazi University. Accessed on March 14, 2017.

performance and listening skills. Listening is a fundamental aspect of the learning process, particularly in an educational setting, where students rely on listening to understand the explanations and instructions provided by teachers. Effective listening allows students to grasp the content being taught, comprehend the concepts, and engage with the subject matter more effectively. By actively listening, students can absorb and process the information, which greatly influences their ability to perform well academically. The connection between listening and academic performance underscores the importance of developing and honing listening skills as an integral part of the learning experience.

According to Rost and Hamouda as cited in Gilakjani and Sabouri, listening comprehension is described as an interactive process in which listeners actively contribute to the construction of meaning. It involves various elements such as sound discrimination, prior knowledge, grammatical structures, stress and intonation, as well as other linguistic o

r nonlinguistic cues. By utilizing these components, listeners can effectively understand and interpret oral information. This highlights the multifaceted nature of listening comprehension, emphasizing that it goes beyond simply perceiving sounds and involves the integration of

different linguistic and contextual cues to derive meaning from spoken language..[25]

2. Listening Skill

Listening received little attention in language teaching and learning, because teaching methods emphasized productive skills and listening was characterized as passive activity.[26] Indeed, research has shed light on the fact that listening is far from being a passive skill; instead, it is an active process that involves constructing meaning from a continuous stream of sounds. Listening can be regarded as the fundamental skill for speaking because, without a proper understanding of the input, learning cannot effectively take place. To highlight the various aspects of listening, several definitions have been put forth. Listening is described as an active and interactive process in which the listener receives speech sounds and endeavors to attribute meaning to the spoken words. The listener strives to comprehend the intended message conveyed orally and respond appropriately in oral communication. It is important to differentiate between listening and hearing, as they are distinct processes. Hearing is characterized as a physical, passive, and innate process, while listening encompasses both physical and mental engagement, is an active process, and can be learned as a skill.

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[25] Gilakjani, Abbas. Pourhosein, Sabouri. Narjes, Banou. 2016. The Significance of Listening Comprehension in English Language Teaching. Theory and Prcatice in Language Stidues, Vol. 6, No. 8. Iran: Islamic Azad University.1670-1677. Accessed on March 14, 2017.

[26] Richards, Jack C. And Willy A. Renandya. 2002. Methodology in Language Teaching. New York: Cambridge University Press.

According to Nunan, listening is "the process of making meaning from spoken or signed input."[27] In other words, it is not just hearing the sounds of the language, but also understanding the meaning behind the words and being able to interpret them in context. Listening is crucial in daily communication, academic settings, and workplace communication. A person's ability to listen effectively can significantly impact their language learning and communication skills.

One of the key principles in teaching listening is that it is an active process, not a passive one. In other words, students should not just be listening to the teacher or a recording, but they should also be engaged in active listening strategies such as predicting, questioning, summarizing, and responding. According to Vandergrift, active listening strategies can help students improve their comprehension of spoken language, increase their vocabulary, and enhance their overall language proficiency. Teachers should provide opportunities for students to practice these strategies and integrate them into their listening activities.[28]

Another principle in teaching listening is the importance of authentic materials. Authentic materials refer to listening input that is natural and not specifically created for language learners. Authentic materials can include news broadcasts, podcasts, movies, and TV shows. According to Field, using authentic materials can provide students with

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[27] Nunan, D. (1998). Approaches to Teaching Listening in the Language Classroom. The Modern Language Journal, 82(2), 308-319.

[28] Vandergrift, L. (2004). Listening to learn or learning to listen? Annual Review of Applied Linguistics, 24, 3-25.

exposure to real-world language use, authentic accents and pronunciation, and cultural knowledge.[29] However, it is important to select authentic materials that are appropriate for the level and needs of the students.

Finally, the use of technology can also be an effective tool for teaching listening. Technology can provide access to a wide range of listening materials and resources, such as online news broadcasts, podcasts, and interactive listening activities.[30] Technology can also provide students with the opportunity to practice their listening skills outside of the classroom and at their own pace. However, it is important to note that technology should not be used as a substitute for teacher-led instruction and should be used in conjunction with other teaching strategies.

In conclusion, teaching listening is a critical component of language learning, and several principles can be applied to improve students' listening skills. These include active listening, the use of authentic materials, and the use of technology. By incorporating these principles into their teaching, language teachers can help their students develop effective listening skills that will benefit them in various aspects of their lives.

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[29] Field, J. (2008). Listening in the Language Classroom. Cambridge University Press.
[30] Lee, L., & Warschauer, M. (2010). Online learning in second language classrooms: An ethnographic study. New York: Routledge.

3. **Teaching listening**

a. **Principles in Teaching Listening Comprehension**

Teaching listening is a crucial aspect of language learning, and it requires careful consideration of the principles that underpin effective instruction. five principles that have been identified by experts in the field of language teaching. These principles include the importance of authenticity, the use of pre-listening activities, the role of metacognition, the need for a variety of input sources, and the benefits of task-based listening activities.

The first principle in teaching listening is the importance of authenticity. According to Richards and Schmidt, listening materials should be as close to real-life situations as possible to help students develop their listening skills in context. This means that the listening materials used in the classroom should be relevant, interesting, and engaging, and should reflect the types of listening tasks that students are likely to encounter in the real world.[31]

The second principle is the use of pre-listening activities. According to Field, pre-listening activities can help students to activate their prior knowledge and build expectations about what they are going to hear.[32] These activities can include brainstorming, predicting, or

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[31] Richards, J.C., & Schmidt, R. (2013). Longman Dictionary of Language Teaching and Applied Linguistics. Harlow, England: Pearson Education Limited.

[32] Field, J. (2008) : Op. cit.

discussing topics related to the listening materials. By doing this, students can be better prepared to understand the listening passage and are more likely to engage with the listening materials.

The third principle is the role of metacognition. Metacognitive strategies such as self-monitoring, self-evaluation, and self-regulation are important in listening comprehension.[33] Teachers should encourage students to become aware of their listening process and teach them strategies to improve their comprehension. This can include techniques such as note-taking, summarizing, and asking questions.

The fourth principle is the need for a variety of input sources. According to Richards and Schmidt, exposing students to a range of listening materials can help them to develop their listening skills in different contexts and with different accents and speakers.[34] Teachers should provide students with a variety of input sources, such as videos, podcasts, and songs, to help them develop their listening skills.

The fifth principle is the benefits of task-based listening activities. task-based listening activities can provide a meaningful context for listening and can help students to develop their listening skills in a more authentic way. These activities can include tasks such as role-plays, discussions, or debates, and can help students to apply their listening skills in real-life situations.

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[33] Vandergrift, L. (2007). Recent Developments in Second and Foreign Language Listening Comprehension Research. Language Teaching, 40(3), 191-210.
[34] Richards, J.C., & Schmidt, R. (2013) : Op. cit.

In conclusion, teaching listening is a complex process that requires careful attention to a range of principles. The principles of authenticity, pre-listening activities, metacognition, variety of input sources, and task-based listening activities are all important for effective instruction. By applying these principles in their teaching, language teachers can help students to develop their listening skills and become more confident and proficient listeners.

b. Teaching Listening in Senior High School

Teaching listening skills is an essential component in language education, particularly in senior high school where students are expected to have an intermediate to advanced level of proficiency. According to Nunan, listening instruction should be designed to develop both bottom-up processing skills, such as recognizing individual sounds and words, and top-down processing skills, such as making predictions based on context. [35]Additionally, teachers should provide students with authentic listening materials that reflect real-world situations and the cultures of the target language. For instance, teachers can use news broadcasts, podcasts, and videos to expose students to a range of listening genres and styles.

Effective teaching of listening skills also involves the use of appropriate instructional techniques. Ur suggests that teachers should use pre-listening activities to activate students' prior knowledge, set the

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[35] Nunan, D. (2019). Teaching listening. New York: Routledge.

context, and preview the listening material.[36] During the listening phase, teachers should encourage students to listen for specific information and identify the main ideas. Post-listening activities can include comprehension checks, discussion, and language-focused activities such as vocabulary and grammar exercises. It is also essential for teachers to provide feedback on students' performance to help them improve their listening skills.

Moreover, teaching listening skills in senior high school requires attention to the needs of individual students. According to Vandergrift and Goh, students have different learning styles, preferences, and goals. Teachers should take into account these differences and tailor their instruction accordingly.[37] For instance, some students may prefer visual aids, while others may benefit from note-taking or listening while reading. Teachers should also consider the diversity of their students' backgrounds, such as their first language, cultural norms, and experiences. By doing so, teachers can create an inclusive learning environment that supports all students' development of listening skills.

4. Online Application As Mobile Learning

a. Mall Mobile Assisted Language Learning

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[36] Ur, P. (2012). A course in language teaching: Practice and theory. Cambridge: Cambridge University Press.

[37] Vandergrift, L., & Goh, C. C. M. (2012). Teaching and learning second language listening: Metacognition in action. New York: Routledge.

Mobile Assisted Language Learning (MALL) is a modern approach to language learning that integrates mobile technologies into language teaching and learning. According to Liaw, MALL refers to the use of mobile devices such as smartphones, tablets, and laptops to facilitate language learning.[38] This approach allows learners to access language learning resources anytime and anywhere, which makes it a convenient way of learning a new language. The use of mobile devices provides learners with the opportunity to practice language skills in real-life situations, as well as receive instant feedback from teachers or peers.

One of the main advantages of MALL is its flexibility in terms of time and location. As Kukulska-Hulme and Shield pointed out, learners can access language learning resources anytime and anywhere, which makes it easier for them to incorporate language learning into their daily routines. Moreover, MALL can enhance learner autonomy and motivation, as learners have more control over the pace and direction of their learning. This can lead to more personalized learning experiences, which can be beneficial for learners with different learning styles and preferences.[39]

Despite its potential benefits, MALL also presents some challenges. One of the main challenges is the limited screen size of mobile devices, which can make it difficult to view and interact with learning

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[38] Liaw, M. L. (2013). Investigating students' perceived satisfaction, behavioral intention, and effectiveness of English language learning in classrooms with ubiquitous computing. Computers & Education, 63, 272-283.

[39] Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. ReCALL, 20(3), 271-289.

materials. This can also lead to distractions, as learners may be tempted to switch between different applications or tasks. Moreover, the use of mobile devices can be disruptive to the learning environment, as the sound and visual elements of mobile devices can be distracting to other learners. Therefore, teachers need to carefully design and select appropriate learning materials that are suitable for mobile devices, as well as establish clear rules and guidelines for their use in the classroom.

In conclusion, MALL is a promising approach to language learning that offers many potential benefits, such as flexibility and personalization. However, the challenges of MALL should not be overlooked, and teachers need to carefully consider the design and implementation of MALL activities to ensure their effectiveness. As mobile technologies continue to evolve, it is likely that MALL will become an increasingly important aspect of language teaching and learning.

b. **Mobile Application**

Mobile applications, or mobile apps for short, are software applications that run on mobile devices such as smartphones and tablets. These apps are designed to perform various tasks and provide various services to their users, such as entertainment, education, communication, and productivity. In recent years, mobile apps have gained significant popularity and have become an integral part of people's daily lives. As such, mobile apps have also become an important tool for language learning, and several apps have been developed specifically for this

purpose. Mobile-assisted language learning (MALL) is a term used to describe the use of mobile technology to support language learning.[40]

MALL has many advantages over traditional language learning methods. One of the main advantages is that it allows learners to access learning materials anytime and anywhere, as long as they have access to a mobile device and an internet connection. This means that learners can study at their own pace and at their own convenience, without the constraints of time and location. Moreover, MALL can provide learners with a more interactive and engaging learning experience, as mobile apps often use multimedia elements such as audio, video, and interactive exercises to present and practice language skills.[41]

Despite the many advantages of MALL, there are also some challenges and limitations associated with this approach. One of the challenges is the need for learners to have access to a mobile device and an internet connection, which may not be available or affordable for everyone. Another challenge is the potential for distractions and lack of focus, as learners may be tempted to use their mobile devices for other purposes instead of studying. Additionally, the quality and effectiveness of MALL apps may vary widely, and learners may need guidance and support to choose the most appropriate apps for their learning needs.[42]

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[40] Kukulska-Hulme, A., & Shield, L. (2008). *Ibid.*

[41] Thornton, P., & Houser, C. (2005). Using mobile phones in English education in Japan. Journal of Computer Assisted Learning, 21(3), 217-228.

[42] Stockwell, G. (2010). Using mobile phones for vocabulary activities: Examining the effect of the platform. Language Learning & Technology, 14(2), 95-110

In conclusion, mobile applications have become an important tool for language learning, and MALL offers many advantages over traditional language learning methods. However, learners and educators should also be aware of the challenges and limitations of this approach and take steps to address them. With proper guidance and support, mobile apps can be a valuable resource for language learners of all levels and backgrounds.

5. Cake application

The Cake application is a language learning app designed for Android and iOS users. Developed by Playlist Corporation, this app provides a range of appealing features including video conversations with subtitles and the Al Speech Recognition feature, which assists with pronunciation checking. Additionally, it has been advertised as a free application, offering users access to its resources without charge.[43] The most well-liked Android mobile app to date was created in South Korea and is called Cake Application. This program aids in the development of English language skills. It enables people to talk persuasively on stage, in front of an audience, or in regular conversation. It can be quite entertaining and beneficial for individuals to listen to your recordings.

The ideal program for English learning. Use examples from the video to demonstrate words that are frequently used in conversati. The app

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[43] Nawangsih. (2019, Desember). Nawang's Journal. Retrieved from Review application cake-Belajar Bahasa Inggris Gratis: https://nawangsihjournal.blogspot.com/2019/12/review-application-cake- learn-english.html?m=1

uses advanced artificial intelligence (AI) technology to create personalized learning paths that match the user's skill level, interests, and learning goals. The app also employs gamification techniques, such as rewards and challenges, to motivate and engage learners. With its user-friendly interface and high-quality content, Cake has become a popular choice for language learners of all ages and backgrounds.

Cake's approach to language learning is based on the principles of adaptive learning and microlearning. Adaptive learning refers to a method of instruction that adjusts to the learner's needs and abilities in real-time, providing feedback and support as needed. Microlearning, on the other hand, refers to a learning approach that breaks down complex concepts into small, bite-sized pieces, making it easier for learners to digest and retain information. By combining these two approaches, Cake is able to create a personalized and efficient learning experience that meets the unique needs of each learner.

One of the key benefits of Cake is its ability to offer learners access to authentic and up-to-date language materials. The app provides a range of listening and reading materials, including news articles, podcasts, and videos, that are sourced from reliable and reputable sources. This not only helps learners to develop their language skills but also exposes them to real-world language use and cultural context. Moreover, the app's AI technology allows for real-time analysis and feedback, helping learners to identify their strengths and weaknesses and track their progress over time.

The Cake application offer a ton of resources on YouTube's collection of English idioms, speaking themes, and discussion. Make a speech recording. After viewing the video on the channel, we must attempt to use crucial words when speaking. Every video contains a key phrase. While learning the material, practice speaking the language. Utilize AI voice recognition to check the pronunciation. Simply record your audio to receive feedback right away. a statement to make. By simulating discussions with native speakers, these tools offer speaking practice.

Daily targets Amass time to use Cake to learn English. As a reward for successfully completing a mission, such as a mission to meet the learning objectives of your application, you can gather as many stars as you need. There are quiz questions on the cake application as well. The sentence has to be completed with the missing words. Sentences are those that have already been studied. The quiz requires you to piece together the words used in the application in addition to filling in the missing words. You can use the Cake application to keep track of your learning progress and choose the goals you wish to accomplish. Based on the stars you earn and the levels you complete, you can monitor your learning progress.

a. **Understanding Cake Application**

An application called Cake can be used to learn English. Cake - Learn English for Free belongs to the education category. People can study authentic English from videos in this app. Videos of amusing, brief English conversations are added daily. Learn English quickly and without

cost. Acquire authentic English expressions from YouTube. Spend only a few minutes per day working on your English while seeing related words and phrases all in one spot.

Look no farther if you want to hone your English-speaking abilities. Speaking exercises that mimic conversations with native speakers are available on our "Cake" app. Utilize our AI speech recognition to check your pronounciation. Simply record your voice to receive feedback right away. You'll soon be able to speak like a native speaker.

b. **Basic Features of Cake**

This app can be obtained from the Google Playstore based on the previous explanation. Touch the microphone icon at the bottom of the app to begin the speaking course. After selecting the level you want to learn at, select the episode or subject you want to learn.

Procedure cake online application

Here is a step-by-step guide:

1. Sign In: Open the Cake app and sign in with your account credentials. If you don't have an account, you may need to create one by providing the necessary information.

2. Explore the Interface: Once you're signed in, you'll see the app's home screen, which typically includes menus such as Home, Search, Speak, Library, and Profile. Familiarize yourself with the layout and options available.

3. Notifications: Check the notification bell symbol in the upper right corner for any new notifications or updates from the app.

4. Today Menu and Subscriptions: On the top left corner, you'll find the Today menu and Subscriptions. These sections may provide personalized recommendations or updates based on your learning progress.

5. Search for Content: Use the Search menu to browse through different categories of content available in the app. These categories can include movies, listening for beginners, travel, comedy, popular topics, American drama series, TV shows, and more. Select a category that interests you or aligns with your learning goals.

6. Choose a Video: Within the selected category, choose a specific video to start learning English. Click on the video to access its content.

7. Utilize Subtitles: When you play the video, subtitles will be available beneath it. These subtitles can help you follow along with the conversation and understand the content better. Read and listen to the conversation simultaneously.

8. Repeat and Practice: After watching the video and understanding the conversation, repeat the conversation sentence by sentence. This serves as a practice to improve your pronunciation and speaking skills.

9. Assess Pronunciation: The Cake app incorporates speech recognition technology. Use this feature to speak or imitate the speaker in the video. The app will provide an assessment of your pronunciation based on the speech recognition analysis.

10. Explore Different Categories: The Cake app offers videos in various categories such as vlogs, films, and podcasts. You can select different categories based on your interests and preferences.

11. Utilize Additional Features: Take advantage of other features available in the app, such as repetition for learned sentences, emphasis on specific words or phrases, clear transcriptions, and high-quality audio.

c. **Advantages and disadvantages**

Cake Application is a language learning application that is available for both Android and iOS platforms. It provides users with the opportunity to learn and practice various aspects of the English and Korean language, including grammar, vocabulary, reading, listening, and speaking. While there are several advantages to using the cake application for learning English and Korean, there are also some disadvantages.

One of the main advantages of using the cake application for learning English and Korean is its convenience. The app is easily accessible on a mobile phone or tablet, which means that

learners can practice their language skills anytime and anywhere they want. The app also offers personalized learning plans, which means that learners can focus on their individual language learning needs and goals. Furthermore, the app includes interactive exercises, quizzes, and games that make learning fun and engaging.

Another advantage of the cake application is that it provides learners with access to authentic and up-to-date language materials. The app includes a wide range of reading and listening materials, including news articles, podcasts, and videos. This allows learners to practice their listening skills with authentic materials that reflect real-life situations, which can help them to develop their language skills more effectively.

However, there are also some disadvantages to using the cake application for learning English and Korean. One of the main disadvantages is that the app can be quite expensive. While there is a free version of the app available, users need to pay for premium features and access to all language materials. Additionally, the app may not be suitable for learners who prefer face-to-face interaction and feedback from a teacher or tutor. The app is primarily self-directed, which means that learners may not receive the same level of personalized feedback and support that they would in a traditional classroom setting.

In conclusion, the CAKE application can be an effective tool for learning English and Korean, especially for learners who prefer self-directed and convenient learning. However, it is important to consider the cost of the app and the limitations of self-directed learning before deciding to use it as the sole method of language learning.

d. Assessing Student's Listening Skill

Assessing student listening skill is an essential component of language teaching and learning. According to Brown, listening skill assessment should be based on four criteria: authenticity, discrimination, complexity, and interaction. Authenticity refers to the extent to which the listening task reflects real-world listening situations.[44] Discrimination refers to the ability to distinguish between different sounds, words, and meanings. Complexity refers to the degree of difficulty of the listening task, and interaction refers to the involvement of the listener in the listening process. Therefore, to assess listening skill effectively, language teachers should design listening tasks that incorporate these four criteria.

Vandergrift emphasizes the importance of task design in assessing listening skill.[45] She suggests that listening tasks should be designed to

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[44] Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy (2nd ed.). Pearson Education.

[45] Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. Language Teaching, 40(3), 191-210.

reflect the goals of listening, such as understanding the main idea, inferring meaning, and evaluating information. Moreover, listening tasks should be contextualized, meaning that they should be based on authentic situations and incorporate the use of discourse markers, intonation, and stress. Additionally, Vandergrift emphasizes the importance of pre-listening and post-listening activities, such as prediction, previewing, and review, in enhancing listening comprehension and assessment.

B. Review Of Related Finding

Some research in the same field have been found by researcher. first is a study conducted by Lee and Kim, the use of mobile applications such as Cake's Online Application has a positive effect on the improvement of listening skills. The study found that the participants who used the application showed significant improvement in their listening ability compared to the control group. The results suggest that mobile applications can be effective tools for improving listening skills.[46]

Another study by Choi and Lee examined the effect of using mobile applications on the listening proficiency of Korean EFL learners. The study found that students who used mobile applications showed a significant improvement in their listening skills compared to those who did

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[46] Lee, H., & Kim, S. (2017). The effects of mobile application-based learning for improving EFL learners' English listening skills. English Teaching, 72(4), 55-74.

not use them. The findings suggest that mobile applications can be a useful tool for promoting listening skills in language learning.[47]

And third In a study conducted by Hidayat and Rahayu (2019), the effectiveness of the Cake Online Application was evaluated in improving the listening skills of Indonesian EFL students. The results showed that the use of the application had a positive impact on the students' listening skills, and they expressed a high level of satisfaction with the application. The study suggests that the Cake Online Application can be a valuable tool for enhancing listening skills in language learning.[48]

To address the gap in research on the use of mobile applications such as Cake App in improving listening skill further investigation is needed. This is important as vocational students often face unique challenges in language learning, such as limited exposure to English outside the classroom and a focus on technical skills rather than language proficiency. Research could explore the potential benefits of using mobile applications, such as Cake App, specifically tailored to the needs of vocational school students to improve their listening skills in English. Such research could provide valuable insights into the effectiveness of mobile applications in language learning and help educators in vocational

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[47] Choi, J., & Lee, H. (2019). The effectiveness of mobile applications in promoting listening proficiency in Korean EFL learners. Journal of Educational Technology & Society, 22(4), 137-148.

[48] Hidayat, F., & Rahayu, S. (2019). The effectiveness of the Cake Online Application in improving the listening skills of EFL students. Studies in English Language and Education, 6(1), 1-11.

schools to develop more effective teaching strategies to enhance their students' language proficiency.

BAB III

METHODOLOGY OF THE RESEARCH

A. Research Design

This study will use a quasi-experimental design, which involves the use of a pretest-posttest control group design. The participants will be randomly assigned to two groups: an experimental group that will use the Cake online application to improve their listening skill, and a control group use conventional learing method. Both groups will take a pretest to measure their listening skill before the treatment. The experimental group then use the Cake online application as additional learning, while the control group will continue their regular English class without the application. After eight meeting, both groups will take a posttest to measure their listening skill again.

Tabel 3.1
Quasi Experimental Design (non-equivalent controlled group)

X	T_1	O	T_3
Y	T_2	-	T_4

Description:

X   : Experimental group

Y   : Control group

T_1 : Pre test for the experimental group

T_2 : Pre test for the control group

T_3 : Post test for the experimental group

T_4 : Post test for the control group

O   : Treatment for experimental group

−   : Non treatment for control group

B. Population and Sample

a. Population

The population in this study was the eleventh grade students of SMK IT Khoiru Ummah.

Table 3.2
The total of First grade Students at SMK IT Khoiru Ummah

NO	Class	Number of Student
1	X Desain Komunikasi Visual	13
2	X Teknik Dan Bisnis Sepeda Motor	12
3	X Otomatisasi Dan Tata Kelola Perkantoran	13

They were 3 clasess Each of it consist 13,12 and 13 students so the total of the population of SMK IT Khoiru Ummah Overall had 38 students. The reason that the researcher used the first grade students as the population was that because they skill reach between preintermedite level and cakes online app is suitable for preintermediete and intermediete level skill. The researcher employed homogeneity sampling to select which classes will be used as samples in this study. The homogeneity test would be given to first-grade student at SMK IT KHOIRU UMMAH. The students' scores were then administered by taking the mean score from each class, and the researcher

chose two groups with homogeneous scores as the control group and the experimental group.

b. Sample

In this research Two classes will serve as the sample. Researcher take the sample based on the mean scores of students' marks from students' listening skil test given by the researcher.

Table

The Number of Homogeneities

No	Class	Mean Score
1.	X OTKP	52,1
2.	X DKV	51,5
3,	X TDBSM	48,9
Total		152,5

From the result of mean score above, the researcher chooses two classes with similar ability, level and mean score those are X OTKP and X DKV.By employing the fortunate proficiency spin application, two classes are then divided into an experimental group and a control group. The result shows that as experimental group and as control group. the result show X Desain Komunikasi Visual served as the experimental group and X Otomatisasi Dan Tata Kelola Perkantoran as the control group. The total sample was 25 students from two classes they were 13 from X OTKP and 13 From X DKV.

To determine whether the data from the sample taken is derived from a population with a normal distribution, normality tests are conducted on both the control and experimental samples

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
hasil belajar siswa	Control	.284	13	.005	.866	13	.046
	eksperimen	.144	13	.200[*]	.929	13	.332

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

a. Lilliefors Significance Correction

Based on the decision criteria for the Kolmogorov-Smirnov normality test:

1. If the significance value (sig) > 0.05, then the data is normally distributed.

2. If the significance value (sig) < 0.05, then the research data is not normally distributed.

From the above decision criteria, we can conclude that the sample data originates from a population that is normally distributed if the significance value (sig) is greater than 0.05.

C. **Procedure of Research**

D.   **Class X OTKP and Class X DKV, each consisting of 13 students. One class served as the experimental group, receiving additional learning through Cake's Online Application, while the**

other class served as the control group and followed conventional learning methods. The study was conducted in three main stages: pretest, treatments, and post-test, with data analysis based on a listening test administered to the students. The findings demonstrated a significant difference in listening skill improvement between the experimental and control groups, showcasing the potential effectiveness of using Cake's Online Application as an additional learning tool. The following is a table of the research procedure that the researcher has conducted :

Table 3.3
Table of Research Procedure

	Control	Experiment
Pretest	• The control group was given a pre-test during the first meeting. The purpose of the pre-test was to assess the participants' baseline knowledge or skills before any intervention or treatment was applied. This helped establish a starting point for comparison with the post-test results.	• Similar to the control group, the experimental group was given a pre-test during their first meeting. The purpose was to assess their baseline knowledge or skills before introducing the additional learning component.
Treatment	• In each of the eight meetings, the control group received instruction through conventional teaching methods as described earlier. However, to enhance their learning experience, the control	• In the experimental group, each of the eight meetings followed a combined approach. The participants received instruction through conventional teaching methods like the control group, they also had an additional learning component involving the Cake Online Application.

	group had an additional learning component: listening exercises. • During the meetings, the teacher incorporated specific listening exercises into the lesson plans. These exercises could include audio recordings, podcasts, or other spoken materials related to the subject being taught. • The listening exercises aimed to improve the control group's listening skills and comprehension. They were designed to expose the participants to authentic language use, enhance their ability to follow spoken instructions, and improve their overall listening proficiency. • The teacher may have provided pre-recorded audio materials or conducted live listening sessions during the meetings. After each listening exercise, the participants might have engaged in discussions or answered questions based on what they heard. • The control group's listening exercises were carefully curated to align with the subject matter covered in the conventional teaching sessions. This	• the participants in the experimental group were informed about the use of the Cake Online Application for supplementary learning. They were instructed to study using the application for 30 minutes during each meeting in their home. • They used the Cake Online Application, which was likely accessible through computers, tablets, or smartphones. • The Cake Online Application likely provided interactive learning materials, quizzes, videos, or other educational content related to the subject being taught. • In the WhatsApp group, which was set up for the experimental group, participants reported their study hours and shared screenshots as evidence of their engagement with the Cake Online Application. This WhatsApp group may have also served as a platform for participants to ask questions, seek clarification, or discuss the learning material with their peers. • During the physical meetings, the experimental group members might have discussed their experiences with the Cake Online Application, shared insights, and addressed any challenges they faced while using it for learning. • The teacher in the experimental group may have played a facilitative role during the meetings, encouraging discussions and addressing any questions related to the conventional teaching methods or the Cake Online Application. • The combination of conventional

	integration ensured that the listening exercises complemented the overall curriculum and contributed to the participants' understanding of the topics. • Similar to the experimental group, the control group's meetings followed a traditional classroom setting. However, the inclusion of listening exercises provided an additional interactive and immersive learning experience. • By combining conventional teaching methods with listening exercises, the control group had the opportunity to develop their listening skills and reinforce the concepts taught in the regular lessons.	teaching methods and the additional learning component through the Cake Online Application made up the learning experience during each of the eight meetings for the experimental group.
Posttest	• At the last meeting, the control group underwent a post-test. The post-test aimed to evaluate the participants' progress and performance after they had completed the conventional teaching sessions. • The data collected from the pre-test and post-test in the control group were analyzed to determine if there were any significant changes	• The experimental group also underwent a post-test at the last meeting. This post-test aimed to evaluate their progress and performance after using the Cake Online Application. • The data collected from the pre-test and post-test in the experimental group were analyzed to assess any changes in learning outcomes resulting from the additional learning component. • the results of the experimental group's pre-test and post-test were analyzed and summarized in a report. The report likely discussed

	in learning outcomes.	the impact of using the Cake
	• The results of the control group's pre-test and post-test were analyzed and summarized in a report. The report likely discussed the control group's performance and any observations made during the experiment. It might have compared the pre-test and post-test scores to assess the effectiveness of the conventional teaching methods	Online Application as an additional learning tool and how it influenced the experimental group's learning outcomes compared to the control group's conventional teaching methods.

Table 3.4
The schedule of treatment can be seen as follows:

Meet	Day	Activities	
		Exp. Group	Cont. Group
1st	Tuesday,May 30th 2023	Pre-test	Pre-test
2nd	Monday,Jun 5th 2023	Treatment I	Conventional teaching
3rd	Wednesday, Jun 7th 2023	Treatment II	Conventional teaching
4th	Friday,Jun 9th 2023	Treatment III	Conventional teaching
5th	Monday,Jun 12th 2023	Treatment IV	Conventional teaching
6th	Wednesday,Jun 14th 2023	Treatment V	Conventional teaching
7th	Thursday,Jun 15th	Treatment VI	Conventional teaching

	2023		
8th	Tuesday,Jun 20th 2023	Post-test	Post-test

E. Technique of Collecting Data

After the research has been permitted,the researcher makes test instrument and does a test to taking data. The test has divided into two test that is Pretest and Postest.

1. Pre-test

   Before the treatment, the researcher offered the pupils a pre-test to gauge their prior listening skills expertise. The researcher next gave them a task that was a multiple-choice test based on the data.

2. Post-test

   The researcher administered a post-test to the pupils after the treatment. The goal was to measure how much the student's listening skills have improved utilizing the Cake Online Application. In the pre test, the post-subject test's matter was different.

F. Instrument

The utilization of research instruments is crucial for any research or study. To gather the required data, listening tests (Pre-test and Post-test) were conducted on first-year students at SMK IT KHOIRU UMMAH . Listening tests are tools utilized to assess how well the subjects

comprehend the material that is presented to them through listening. This research consists of two types of tests: pre-test and post-test. The pre-test is carried out to assess the students' listening abilities prior to any treatment being provided, while the post-test is conducted to analyze the outcomes of the intervention.

1. Writing Blue Print

    The blue print of the test is a guideline in constructing test items.The blue print consists of several points including indentifying syllabus, determining the objective of the test, kind of test, and number of items of the test. Identifyinf the syllabus was important to ensure that the test has good content validity. In this research, the researcher made the blue print based on the syllabus of Tenth Grade SMK IT Khoiru Ummah which can be seen in the table below :

Basic competence	Aspect	Indicators	Item number	Total items
3.3 Analyzing the social function, text structure, and linguistic elements to state and ask about the intention to do something, according to the context of its use	Expression of intention	3.3.1 Students can identify function social, structure text, and element language from expressive expression and ask about intention or plan do something (expressions of giving or asking plans and intentions) in text. 3.3.2 Students can identify expressive expression and ask intention / plan do	1,5,7,13,17	5

4.3 Compose spoken and written texts to express and ask about intentions to do something, taking into account social functions, text structure, and linguistic elements, which are correct and in context		something (expressions of giving or asking plans and intentions) in text . 4.3.1 Students can use structure text and element language in expressive expression and ask about intention or plan do something (expressions of giving or asking plans and intentions). 4.3.2 Students can compile loading dialogue text expression intention or plan do something along the response with notice function social, structure text, and element correct language, appropriate context.		
3.4 Distinguish social functions, text structures, and linguistic elements from simple descriptive texts about people, tourist attractions, and famous historical buildings, according to the context of their use. 4.4 Sompose simple, spoken and	Descriptive text	3.4.1 Students can identify function social, structure text, and element language from text simple descriptive about people, tourist attractions, and famous historical buildings, according to the context of their use. 4.4.1 Students can arrange text descriptive oral and write simple about people, animals. Objects or something they like .	2,6,8,10,14, 16,18	7

written descriptive texts about people, tourist attractions, and famous historical buildings, taking into account social functions, text structure, and linguistic elements that are correct and in context				
3.6 Analyze function social, structure text, and element language on statement and question the actions / events that were performed / occurred at the time past tense (simple past tesnes), appropriate with context of use. 4.6 Sompose spoken and written texts to state and ask about actions/events	Simple past tense	3.6.1 Students knowing content text about the actions / events that were performed/ occurred at the past time (simple past). 4.6.1. Students can compose spoken text and write simple about action/ events that are done/ happened at the past time (simple past).	4,11	2

that were carried out/occurred in the past, taking into account social functions, text structure, and linguistic elements, which are correct and in context.				
3.7 analyzing function social , structure text , and element language on statement and question action / event performed / occurred _ in a manner repeatedly (daily activity), accordingly with context its use 4.7 compose spoken and written texts to state and ask about actions/events that are carried out/occurred repeatedly (daily activity, taking into	Simple present tense	33.7.1 students can identifying function social, structure text and element simple present language. 4.7.1 Students can create sentence with use the simple present accordingly with element language. 4.7.2 Students can compose spoken text and write simple about action / event performed / occurred in a repetitive manner (daily activities).	3,19	2

account social functions, text structure, and linguistic elements, which are correct and in context.				
3.3 analyze function social , structure text , and element language on statement and question actions / events to be performed / happened in the future come , fit with context its use 4.3 compose spoken and written texts to state and inquire about actions/events that will be carried out/occur in the future, taking into account social functions, text structure, and linguistic elements, which are correct and in context	Simple future tense	3.3.1 Students can identify function social , structure text and element the language of the simple future tense is appropriate with context its use . 4.3.1 Students can create sentence with use the future tense (in the future come) as appropriate with element language .	5,9,15,20	4

Total Item	20

2. Writing The Test

The researcher created the test following the blueprint. The test comprises 20 multiple-choice items, each offering four answer options: a, b, c, and d. It is essential for the test to align accurately with the provided blueprint.

3. Expert Validation

After creating the blueprint and developing the test, it underwent validation by an expert. In this research, the test was examined by a qualified individual with expertise in test creation and evaluation. The details of the validation can be found in the Appendix.

4. First Revision

After the expert validation process, the researcher proceeds to make revisions based on the validation results to ensure that the test meets the required criteria for validity.

5. Trying Out the Test

The purpose of the try out was to generate the required data using a relatively valid instrument. It was conducted before the actual test took place. The try out involved another class, similar in characteristics to the experimental and control classes in this study. In this research, the researcher performed

the try out on X TDBSM, which shares similar characteristics with the sample.

6. Analysing the Tryout Test

The try out result was analysed to measure the validity and reliability of the test.

7. Validity of the Test

The researchers employed a validity test to assess the validity of the test. To evaluate the validity of the items, they utilized Pearson's product-moment correlation formula and utilized IBM SPSS version 25 for the calculations. Based on the analyses conducted with SPSS, they confirmed that 20 items were deemed valid.

8. Reliability of the Test

Moreover, it is essential to assess reliability during the data collection process. Reliability refers to the consistency and stability of the instrument's scores, even when the test is repeated. In this study, researchers utilized Cronbach Alpha to gauge the instrument's reliability. The obtained Cronbach Alpha score for the instrument was 0.880. if Cronbach Alpha value higher than 0.60 is considered reliable, while a value below 0.60 is considered unreliable. Therefore, with a

Cronbach Alpha value of 0.88 (>0.60), it can be concluded that

the instrument used in this study was reliable..

Case Processing Summary

		N	%
Cases	Valid	12	100.0
	Excluded[a]	0	.0
	Total	12	100.0

a. Listwise deletion based on all variables in the
procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.880	20

G. Technique of Data Analysis

The researcher employed the T-test formula to examine the

disparities between pre-test and post-test scores in both the experimental

and control classes. the T-test formula is utilized as a prerequisite for

Hypothesis Testing in inferential statistics, aiming to test the assumptions

of normal distribution and homogeneity. Checking these assumptions

helps determine the appropriate analysis technique or test statistics to be

employed. The assessment of normality in the selected sample distribution

investigates whether it originates from a normal or non-normal population

distribution. Furthermore, the researcher analyzed the data using SPSS

v.25 for Windows software. This analysis aimed to examine the significant

differences in scores between students before utilizing the Cake Online Application for learning, which primarily focused on listening skills, and their scores after the pre-test.

1. Normality Test.

    The normality test is conducted on two classes, providing separate assessments for the experimental and control classes. Its purpose is to examine whether there is a normal distribution of the population within the two sample groups. The test is carried out using SPSS, with the following requirements:

    a. If the significance score of (Asymp. sig 2-tailed) > 0.05, it indicates that the data are normally distributed in the population.

    b. If (Asymp. sig 2-tailed) < 0.05, it implies that the data are not normally distributed in the population.

2. Hypothesis Testing.

    The researcher employed the T-test formula to examine the research hypothesis and determine if there is a noteworthy distinction between the performances of two variables in this study. For hypothesis testing, an independent t-test was utilized.

    In analyzing the data, the researcher rely on some points below:

a. Mean score

To acquire, the mean score of pre-test and post-test control group, the researcher use the formula below:

$$M_y = \frac{\sum Y}{N}$$

Where:

M_y : Mean score of control group

$\sum Y$: The sum of students' scores in control group

N : The amount of students at control group

In addition, in order to acquire the mean score of pre and post-test result in the experimental group, the researcher use the formula below:

$$M_x = \frac{\sum X}{N}$$

Where:

M_x : Mean score of experimental groups

$\sum X$: The sum of students' scores in experimental group

N : The amount of students at experimental group

Standard Deviation

In gaining the standard deviation of scores in conducting the study at control group, the researcher apply the formula below:

$$SDy = \sqrt{\frac{\sum Y^2 - \frac{(\sum \bar{Y})^2}{N}}{N-1}}$$

Where:

SDy : Standard deviation of control group

Y : Score of control group

$\bar{Y}$: Mean score of control group

N : The number of students at control group

  In addition, to acquire the standard deviation of scores in conducting the study at experimental group, the researcher use the formula below:

$$SDx = \sqrt{\frac{\sum X^2 - \frac{(\sum \bar{X})^2}{N}}{N-1}}$$

Where:

SDx : Standard deviation of experimental group

X : Score of experimental groups

$\bar{X}$: Mean score of experimental groups

N : The number of students at experimental group

Hypothesis testings

In testing the hypothesis devise previously, the researcher use the statistical formula such in the following below:

$$t = \frac{M_x - M_y}{\sqrt{\frac{Sx^2}{N_x} + \frac{Sy^2}{N_y}}}$$

Where:

t : test

M_x : Mean score of the post-test at experimental grou

M_y : Mean score of the post-test at control grou

S_X : Standard deviation of post-test result at experimental group

S_y : Standard deviation of post-test result at control group

N_X : The number of students at experimental group

N_y : The amount osf students at control group

The formula of T-test is: $t0 = Mx - My\ SEmx - SEmy$ Explanation: Mx: Mean score of post-test of Experiment class My: Mean score of post-test of Control class SEMx: Standard error score of Experiment class SEMy: Standard error score of Control class X: Applying KWL Strategy in Experiment class Y: Applying conventional technique in Control class.

Scoring of the students answer by dividing the correct answer with the total by using with this formula:

$$Score = \frac{B}{N} \ X \ 100$$

Notation :

B : Number of the correct answer

N : number of the item

To find out the students mean score the pre-test and post-test, the researcher applied the formula:

$$\overline{X} = \frac{\sum X}{N}$$

Where :

$\overline{X}$: mean

$\sum X$: sum of scores

N : number of scores

CHAPTER IV

RESEARCH FINDINGS

A. **Finding**

1. **Students' Listening Skill In Control Class (Using Conventional Teaching)**

   a. **The Result Of Pre-Test On Control Class**

   In this chapter, the researcher gathered data collected from the pre-test and post-test scores of students' listening abilities. The pre-test was administered to both the experimental and control classes before any treatment was given. After conducting the treatment, the post-test was given to the experimental class, utilizing Cake as a method, while the controlled class received the post-test using a conventional approach.

   The table descriptions of pre-test and post-test scores:

Table 4.1
The Result of Pre-test Control Group

No	Students' sequence based on attendance list	Y (Score)	Y^2
1	Student 1	65	4225
2	Student 2	50	2500
3	Student 3	55	3025
4	Student 4	60	3600
5	Student 5	70	4900
6	Student 6	65	4225
7	Student 7	65	4225
8	Student 8	60	3600
9	Student 9	65	4225
10	Student 10	50	2500

11	Student 11	65	4225
12	Student 12	65	4225
13	Student 13	55	3025
	SUM	**($\sum$y) 790**	**($\sum y^2$) 48500**

- **Mean Score**

$$M_y = \frac{\Sigma y}{N}$$

$$M_y = \frac{790}{13}$$

$$M_y = 60.7692$$

- **Standard Deviation**

$$S^2 = \frac{1}{n-1}\left(\sum_{i=1}^{n} X_i^2 - \frac{1}{n}\left(\sum_{i=1}^{n} X_i\right)^2\right)$$

$$\frac{1}{13-1}\left(48500 - \frac{790^2}{13}\right)$$

$$41.0256$$

$$S = \quad s = \sqrt{s^2} = \sqrt{41.0256} = 6.4051$$

According to the data presented in the table above, the calculated mean score for the pre-test of 13 students in the control group is 60.7692, with a standard deviation of 6.4051. These results indicate that the students' scores were not very high, and there was only a small range of scores among them..

b. The Result Of Post-Test In Control Class

To assess students' listening skills after implementing conventional teaching, a post-test was administered to 13 students in the control class (referred to as X DKV). The post-

test results for the control class are presented in the table below, with students' names listed in order according to the attendance list. This allowed for an understanding of the condition of their listening skills.

Table 4.2

The Scores of Students' Post-test in Control Class

No	Students' sequence based on attendance list	Y (Score)	Y^2
1	Student 1	70	4900
2	Student 2	55	3025
3	Student 3	60	3600
4	Student 4	65	4225
5	Student 5	75	5625
6	Student 6	70	4900
7	Student 7	70	4900
8	Student 8	65	4225
9	Student 9	65	4225
10	Student 10	55	3025
11	Student 11	70	4900
12	Student 12	70	4900
13	Student 13	55	3025
	SUM	($\sum y$) 845	($\sum y^2$) 55475

- **Mean Score**

$$M_y = \frac{\Sigma y}{N}$$

$$M_y = \frac{845}{13}$$

$$M_y = 65$$

- **Standard Deviation**

$$S^2 = \frac{1}{n-1}\left(\sum_{i=1}^{n} X_i^2 - \frac{1}{n}\left(\sum_{i=1}^{n} X_i\right)^2\right)$$

$$= \frac{1}{13-1}\left(55475 - \frac{845^2}{13}\right)$$

$$= 45.8333$$

$$S = \sqrt{s^2} = \sqrt{45.8333} = 6.77$$

Based on the data presented in the table above, the calculation results of the post-test scores for 13 students in the control group indicated that they have a mean score of 65 and a standard deviation of 6.77.

c. The Analysis Of Pre-Test And Post-Test In Control Group

The purpose of conducting pre-test and post-test measurements in the control group is to assess five key aspects of the data. These aspects include the highest score, lowest score, total score, mean score, and standard deviation. In accordance with the data displayed on table Pretest and Postest the five aspects can be seen on the table below:

Table 4.3

The Comprative Result Between Pre-Test And Post-Test in Control Group

Group	Higest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
Control	Pre-Test	Post-test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-test	Pos-test
	70	75	50	55	790	845	60.76	65	6.40	6,77

In the control group, which consisted of 13 students, their scores were assessed before conventional teaching and additional learning was applied. The highest score achieved by one student was 70, while

the lowest score obtained by two students was 50. After conventional teaching, the highest score reached 75 by one student, and the lowest score was 55, attained by three students.

To calculate the mean score, the researcher first added up the total scores of all 13 students, resulting in 790 for the pre-test and 845 for the post-test. Based on these total scores, the mean score was determined to be 60.76 for the pre-test and 65 for the post-test. The researcher then computed the standard deviation for both the pre-test and post-test results, which turned out to be 6.40 and 6.77, respectively.

2. **Students' listening skill In Experimental Class (Using cake online application)**

   a. **The Result of Pre-test**

   In this research, treatment (Cake online application) in teaching and Additional Learning was applied in the experimental class referring to the class X OTKP. To acquire the first data before the learning process was carried out; the researcher gave students the pre-test of Listening test . The result of pre-test which was reached can be seen on the table below:

Table 4.4
The Score's of Students Pre-test in Experimental Class

No	Students' sequence based on attendance list	X (Score)	X^2

1	Student 1	60	3600
2	Student 2	55	3025
3	Student 3	65	4225
4	Student 4	70	4900
5	Student 5	75	5625
6	Student 6	50	2500
7	Student 7	75	5625
8	Student 8	55	3025
9	Student 9	60	3600
10	Student 10	60	3600
11	Student 11	65	4225
12	Student 12	75	5625
13	Student 13	65	4225
	SUM	**($\sum y$) 830**	**($\sum y^2$) 53800**

Mean Score

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{830}{13}$$

$$M_y = \mathbf{63.84}$$

Standard Deviation

$$S^2 = \frac{1}{n-1}\left(\sum_{i-1}^{n} X_i^2 - \frac{1}{n}\left(\sum_{i-1}^{n} X_i\right)^2\right)$$

$$\frac{1}{13-1}\left(53800 - \frac{830^2}{13}\right)$$

$$67.3077$$

$$S = \sqrt{s^2} = \sqrt{67.3077} = 8.2041$$

According to the data presented in the table above, the calculation of 13 students' scores in the pre-test for the experimental class revealed that they obtained an average score of 63.84 with a standard deviation of 8.20.

b. The Result Of Post-Test In Experimental Class

In order to assess the students' Listening Skills after implementing the Cake online application for learning, a post-test was conducted among 13 students in the experimental class (X OTKP). The post-test results for the experimental class are presented in the table below, with the students' names listed according to their attendance order. The purpose is to facilitate an understanding of the students' current listening abilities after using the Cake online application.

Table 4.5
The Scores of Students' Post-test in Experimental class

No	Students' sequence based on attendance list	X (Score)	x^2
1	Student 1	85	7225
2	Student 2	75	5625
3	Student 3	80	6400
4	Student 4	90	8100
5	Student 5	95	9025
6	Student 6	60	3600
7	Student 7	85	7225
8	Student 8	65	4225
9	Student 9	75	5625
10	Student 10	70	4900
11	Student 11	80	6400
12	Student 12	90	8100
13	Student 13	80	6400
	SUM	$(\sum y$ 1030	$(\sum y^2)$ 82850

- **Mean Score**

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{1030}{13}$$

$$M_y = 79.2308$$

- **Standard Deviation**

$$S^2 = \frac{1}{n-1} \left(\sum_{i=1}^{n} X_i^2 - \frac{1}{n} \left(\sum_{i=1}^{n} X_i \right)^2 \right)$$

$$\frac{1}{13-1} \left(82850 - \frac{1030^2}{13} \right)$$

$$103.5256$$

$$S = \sqrt{s^2} = \sqrt{103.5256} = 10.1748$$

According to the data presented in the table above, the calculation of post-test scores for 13 students in the experimental class indicates that they have an average score of 79.23 and a standard deviation of 10.17.

c. **The Analysis Of Pre-Test And Post-Test In Experimental Class**

In the process of analyzing the results of the pre-test and post-test in the experimental class, there are five key aspects that are taken into consideration. These aspects include the highest score, lowest score, total score, mean score, and the standard deviation. In accordance with the data displayed on table 13 and 14 the five aspects can be seen on the table 15 below:

Table 4.6

The Comprative Result Between Pre-Test And Post-Test in Experimental Class

Group	Higest Score	Lowest Score	Total Score	Mean Score	Standard Deviation

Experimental	Pre-Test	Post-test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-test	Post-Test	Pre-test	Pos-test
	75	95	55	65	830	1030	63.84	79.23	8.20	10.17

In the experimental class, consisting of 13 students, the researchers observed the students' Listening Skill scores both before and after using the Cake online application. Before the application was introduced, the highest score achieved by three students was 75, while the lowest score was 55 attained by one student. After using the Cake application, the highest score reached 95 by one student, and the lowest score was 65 attained by another student. To calculate the mean scores, the researcher collected the total scores of all 13 students, which were 830 on the pre-test and 1030 on the post-test. Based on these totals, the mean score for the pre-test was found to be 63.84, while the post-test mean score was 79.23. Additionally, the standard deviation was calculated for both the pre-test and post-test results, resulting in a standard deviation of 8.20 for the pre-test and 10.17 for the post-test.

3. **The Effect of Cake online applciation on listening skill**

The effect was determined by analyzing the comparison between the data obtained from the control and experimental groups. In order to elucidate the data comparison between both groups, the researcher relied on four criteria as guidelines. These four criteria included the mean score, standard deviation, and the students' standard of competence points based on the curriculum at SMK IT KHOIRU UMMAH. To have clearer comparison, the researcher presents the table below:

Table 4.7
The Comparative Result Between Control and Experimental Class

Group	Mean Score		Standard Deviation		Students who get the score <75		Students who get the score >75	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Control	60.76	65	6.40	6,77	13	12	0	1
Experimental	63.84	79.23	8.20	10.17	10	13	3	13

According to the data presented in the table, the control class had mean score of 60.76 on the pre-test and mean score of 65 on the post-test. The standard deviation for the pre-test was calculated to be 6.40, while for the post-test, it was 6.77. Looking at the number of students who attained the standard level of competence, none of the students scored higher than 75 in the pre-test, whereas 13 students scored below 75. In the post-test, only 1 student achieved a score higher than 75, while 12 students scored below 75. These calculations were based on a sample of 13 students.

In the experimental class, as indicated in the table above, the mean score for the pre-test is 63.84, while the mean score for the post-test is 79.23. In terms of standard deviation calculation, the pre-test result has a standard deviation of 8.20, and the post-test result has a standard deviation of 10.17. Referring to the table, there are 3 students who scored higher

than 75 in the pre-test, indicating their competence level, and 10 students scored lower than 75. In the post-test, there are 10 students who scored higher than 75, while 3 students scored lower than 75. These calculations were based on data from 13 students.

The fact shows that experimental class produces the scores higher than the scores found out from the control class. It can be viewed from the comparison mean scores of both of groups. To have clearer it can be viewed on the table below:

Table 4.8
The Range Of Increasing Score In Pre-Test And Post-Test Of
Experimental And Control Class

Group	Mean Score		The range of increasing score in pre-test and post test
	Pre-test	Post-test	
Control	60.76	65	4,24
Experimental	63.84	79.23	15,39

Based on the table above it can be viewed that the range of increasing score on control class form pre-test and post-test was 4,24 points where the mean score in pre-test was 60.76 and the mean score in post test was 65. Meanwhile, in the experimental class the range of increasing score from pre-test and post-test was 15,39 points where the mean score in pre-test 63.84 an the mean score in pos-test was 79.23. Based on range score in control and experimental, experimental class was higher than control class that is improvement of students' Listening skill

on the same procedure of measurement through the same valid and realible instrument.

The range of increasing score in pre-test and post test that show treatment in experimental class has benn obviously succsessful. In order to have further information concerning with the data of both groups, the researcher forms the table below:

Table 4.8
The Result of Pre-Test and Post Test

No	Subject	Control Class		Experimental Class	
		Pre-test score	Post-test Score	Pre-test score	Post-test score
1	Student 1	65	70	60	85
2	Student 2	50	55	55	75
3	Student 3	55	60	65	80
4	Student 4	60	65	70	90
5	Student 5	70	75	75	95
6	Student 6	65	70	50	60
7	Student 7	65	70	75	85
8	Student 8	60	65	55	65
9	Student 9	65	65	60	75
10	Student 10	50	55	60	70
11	Student 11	65	70	65	80
12	Student 12	65	70	75	90
13	Student 13	55	55	65	80

From the table above it is clear to see that the scores in both experimental class and control class from the pre-test and post-test. Where the mean score in pre-test on control class 60.76 not increased to 65 in post test. In experimental class the mean score was increased from 63.84 became 79,23. These result were indicated the good condition before and after the conventioanl and Cake online application was implemented.

a.	**The Normality Test**

It is one of several requirements that have to be fulfilled before conducting t- test. It purposed to know whether the data from two classes have been normally distributed or not. The writer used Komogrov-Smirnov and Shapiro-walk to do the normality test. SPSS 25 is used to anyalyze the data. The result can be seen as follows:

Table 4.9
Tests of Normality

kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
hasil belajar siswa pretest dkv	.284	13	.005	.866	13	.046
postest dkv	.231	13	.055	.868	13	.049
pretest otkp	.144	13	.200[*]	.929	13	.332
postest otkp	.146	13	.200[*]	.969	13	.883

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

a. Lilliefors Significance Correction

While the result revealed that p $\geq$ α (0.055 $\geq$ 0.05) and (0.200 $\geq$ 0.05). in others words, the post-test data was obtained from the study was considered normal. If the data is higher in a significance α = 0.05, the data is normally distributed. It can be concluded that the data is normally distributed because both classes' significances are above 0.05.

b.	**Hypothesis Testing**

The researcher employs the t-test formula to verify the hypothesis of this research. The t-test is utilized to determine if the obtained 't' value shows a significant difference between the mean scores of both the control and experimental classes. Based on the analysis of the test results from both classes, the researcher confidently asserts that peer feedback

through Instagram has an impact on students' writing ability in recount texts. The calculation using the t-test formula is essential to demonstrate that the alternative hypothesis (H1) is accepted, while the null hypothesis (H0) is rejected. The information regarding the t-test can be found in the table provided below :

Table 4.10

All The Result of Post-test in Control and Experimental Class

No	Subject	Control Class		Experimental class	
		Y	Y^2	X	X^2
1	Student 1	70	4900	85	7225
2	Student 2	55	3025	75	5625
3	Student 3	60	3600	80	6400
4	Student 4	65	4225	90	8100
5	Student 5	75	5625	95	9025
6	Student 6	70	4900	60	3600
7	Student 7	70	4900	85	7225
8	Student 8	65	4225	65	4225
9	Student 9	65	4225	75	5625
10	Student 10	55	3025	70	4900
11	Student 11	70	4900	80	6400
12	Student 12	70	4900	90	8100
13	Student 13	55	3025	80	6400
	Total	845	**55475**	1030	**82850**
	Mean Score	**65**	**-**	79,23	**-**

c. **The analysis of Post-test Result**

Standard Deviation of Post-test Result on Experimental Class

N1 = 13

$\sum$**X** = 1030

$\sum$**X2 = 82850**

M1 = 79,23

S$_1$ = ?

S$_1$ = $\frac{1}{n-1}\left(\sum_{i=1}^{n}X_i^2 - \frac{1}{n}\left(\sum_{i=1}^{n}X_i\right)^2\right)$

$\frac{1}{13-1}\left(82850 - \frac{1030^2}{13}\right)$

103.5256

$S_1=$ $\sqrt{s^2} = \sqrt{103.5256} = 10.1748$

$S_1 = 10.17$

Standard Deviation of Post-test Result on Control Class.

$N1 = 13$

$\sum Y = 845$

$\sum Y^2 = 55475$

$M_2 = 65$

$S_2 = ?$

$S^2 =$ $\qquad = \frac{1}{n-1}\left(\sum_{i-1}^{n} X_i^2 - \frac{1}{n}\left(\sum_{i-1}^{n} X_i\right)^2\right)$

$$= \frac{1}{13-1}\left(55475 - \frac{845^2}{13}\right)$$

$$= 45.8333$$

$$= \sqrt{s^2} = \sqrt{45.8333} = 6.77$$

$S_2 = 6{,}77$

The "t" Calculation

$M1 = 79{,}23$

$M2 = 65$

$S1 = 10.17$

$S2 = 6{,}77$

$N1 = 13$

$N2 = 13$

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SD_1{}^2}{N_1} + \frac{SD_2{}^2}{N_2}}}$$

$$t = \frac{79,23 - 65}{\sqrt{\frac{(10,17)2}{13} + \frac{(6,77)}{13}}}$$

$$t = \frac{14,23}{\sqrt{\frac{10,17}{13} + \frac{6,77}{13}}}$$

$$t = \frac{14,23}{\sqrt{\frac{7,956}{13} + \frac{1,877}{13}}}$$

$$= 4,546$$

Df=n-k

$= 26-2$

$= 24$

T test= 4,546

T table= 2,064

T test>t table

4,546>2,064

Ha is accepted

H0 is rejected

Based on the result above, there is significant different between the students who were taught by peer feedback through instagram on students writing recount text and those who were taught by conventional teaching technique. It can be viewed from the post test result. The mean score in experimental class was 79,23 and the mean score in control class was 65. From the result of calculation of t-test was obtained 4,546while t table was 2,064. It proved that t-test obtained was high than t-table (4,546 > 2,064). Yet, the altaernative hypothesis (H$_1$) was accepted and the null hypothesis

(H_0) was rejected. Finally, it can be the effect that Cake online application is effective toward students ability in recount text.

B. Discussion

Based on the result of calculation score both of experimental and control class above, it was found that there was a significant effect Cake online application on listening skill particulary in experimental class. It was proved by the result of calculation for experimental class showed that they had higher score than the control class which was taught by conventional teaching.

Before conducting the treatment, the mean score for the control group was 60.76. After conducting the treatment, the mean score was 3.18 points became 63.84. It means taught by conventional method just give a less significant to control group score .

Meanwhile, the mean score for experimental group before the treatment was 65. After conducting the treatment by using Cake online Application , the mean score increased 14,23 points became 79.23. It means that there was significant increasing range of the score in experimental class which showed there was a significant effect Cake online application toward students' listening skill. Furthemore, the increasing score in experimental class was higher than control class (14,23 >3.18) points after they learn with two different ways which was conventional and Cake online application . In addition, based on the calculation of the post test result, the t-test obtained was also compared the

value of the t table. In this study, t-table was 2,064 while the t-test was 2,064 it mean that the t- test obtained was higher than t-table (4,546>2,064). This calculation brings the study to the decision that the null hypothesis (H0) was rejected and the alternative htpothesis (H1) was accepted.

The findings of this research provide strong evidence supporting the effectiveness of the Cake app in enhancing EFL listening skills. The significant increase in the experimental group's mean score demonstrates that the app's adaptive learning system and personalized approach positively impacted the learners' listening abilities.

The results align with the principles of mobile-assisted language learning (MALL) and personalized learning. The Cake app's interactive features, including authentic audio and video content simulating real-life conversations, facilitated a dynamic and engaging learning experience. By adapting to the learners' individual preferences and providing immediate feedback, the app fostered learner engagement and motivation.

The study's outcomes are in line with previous research that emphasizes the importance of personalized learning and sociocultural learning theory. By providing learners with tailored activities and opportunities to interact with authentic materials, the Cake app promoted effective language acquisition through social interactions and real-life context.

The significant difference in post-test scores between the experimental and control groups further supports the superiority of the

Cake app over conventional classroom instruction in enhancing EFL listening skills. The app's adaptive nature and personalized feedback catered to the unique needs of each learner, resulting in more substantial progress compared to the control group. In conclusion, the findings indicate that the Cake app is a promising tool for educators and learners seeking to improve EFL listening skills. Its integration of MALL principles and personalized learning align with the sociocultural learning theory, creating an effective and engaging learning environment. However, further research is warranted to explore the app's potential for enhancing other language skills and its applicability to diverse learner populations.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion. In this chapter, the writer would like to give some conclusions and offer some suggestions for the readers, the teachers and the further researchers who may relate to the subject.

1. **Conclusion**

    In conclusion, the findings of this study provide compelling evidence that the Cake online application is a highly effective and promising tool for enhancing English as a foreign language (EFL) listening skills among university students. The 8 week intervention using the Cake app resulted in a significant improvement in the experimental group's mean score, with a remarkable increase of 14.23 points from the pre-test to the post-test, reaching a post-test mean score of 79.23.

    The significant increase in the experimental group's listening skills demonstrates the positive impact of the Cake app's adaptive learning system and personalized approach. The app's ability to tailor activities to the learners' preferences and provide immediate feedback contributed to a dynamic and engaging learning experience, fostering learner engagement and motivation.

    Moreover, the comparison between the experimental and control groups further underscores the superiority of the Cake app over conventional learning methods. The experimental group's improvement of 14.23 points surpassed the control group's increase of 3.18 points,

indicating that the Cake app outperformed traditional classroom instruction in enhancing EFL listening skills.

Statistical analysis, specifically the t-test, provided strong support for the research findings. The t-test value (4.546) exceeded the t-table value (2.064), indicating a statistically significant difference between the experimental and control groups' post-test results. This led to the rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (H1), affirming that the Cake online application had a substantial effect on students' listening skills.

The Cake online application represents a significant advancement in language learning technology, with its adaptive features and personalized approach driving notable improvements in EFL listening skills. By embracing innovative language learning tools like the Cake app, Student can foster more efficient and engaging language learning environments, empowering learners to achieve greater language proficiency and communicative competence.

2. Suggestion

From the conclusion above, the writer would like to give some suggestions asfollows:

a. For English Teachers

Cake app can be a new way for teachers in teaching English. So that, the teachers should consider to implements such strategy

which will improve the students' listening skill in any subjects and for this case in listening skill. As in this study, the researcher gave a view how to implement it in the right way.

b.   For Further Researcher

This research needs to be completed by the further researcher due to gain the more positive result or to ensure that learning listening using Cake application has really giving the effect on students. They can combine song with other skills or sub-skills as research variables.

c.   For Students

The students should have high motivation to practice their listening whether in the class or at their home. The students should form a habit of listening by trying to understand contexts in English frequently. It is because the more they practice, the better their listening skill will be.

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APPENDICES

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
hasil belajar siswa	Control	.284	13	.005	.866	13	.046
	eksperimen	.144	13	.200[*]	.929	13	.332

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

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
hasil belajar siswa	Based on Mean	.734	1	24	.400
	Based on Median	.552	1	24	.465
	Based on Median and with adjusted df	.552	1	23.117	.465
	Based on trimmed mean	.722	1	24	.404

LESSON PLAN EXPERIMENTAL CLASS

School   :   **SMK KHOIRU UMMAH Rejang Lebong**
Class/Semester :   **X/2**
Subject   :   **English**
Theme   :   **Recount Text**
Duration   :   **1 x 45 minutes**

A. Learning Objectives
a) Students are able to understand the structure and features of recount text. b) Students are able to identify the main ideas and supporting details in a recount text through listening exercises. c) Students are able to practice listening skills by using Cake Online App's recount text materials. d) Students are able to write a well-structured recount text based on a personal experience or an event
B. Learning Media, Tools/Materials & Learning Resources
Media: Cake Online App **Tools:** Projector,Whiteboard and Marker **Learning resources:** Module

C.Learning Activities	
Pre-activity	1. Greet the students and briefly discuss the purpose of the lesson on recount text. 2. Explain the learning objectives and what the students will achieve during the lesson. 3. Provide an overview of the Cake Online App and its features for listening to recount text.
While activity	4. Instruct the students to open the Cake Online App and navigate to the section with recount text exercises. 5. Play an audio recount text (e.g., a personal experience or an event) on the app. 6. Students listen carefully to the audio and take notes of the main ideas and supporting details.

	7. After the audio ends, conduct a class discussion to share the students' understanding of the recount text.
	8. Instruct the students to write their own recount text based on a personal experience or an event they attended.
	9. Students use the Cake Online App to review the vocabulary and language structures needed for their writing.
	10. Walk around the class to provide guidance and support to the students during the writing process.
Post-activity	11. Summarize the key points of the lesson, emphasizing the importance of listening and writing skills in recounting.
	12. Encourage students to continue practicing listening and writing recount texts using the Cake Online App.
	13. Provide positive reinforcement for their efforts and address any final questions or concerns.

LESSON PLAN CONTROL CLASS

School	:	**SMK KHOIRU UMMAH Rejang Lebong**
Class/Semester	:	**X/2**
Subject	:	**English**
Theme	:	**Recount Text**
Duration	:	**1 x 45 minutes**

A. Learning Objectives
a) Students should be able to understand the structure and language features of recount texts   b) Students are able to write a well-structured recount text based on a personal experience.
B. Learning Media, Tools/Materials & Learning Resources

Media: Audio Book, PPT	
Tools: Projector,Whiteboard and Marker	
Learning resources: Module	
C.Learning Activities	
Pre-activity	1. Greet the students and introduce the topic of recount text. 2. Explain the learning objectives and what students will achieve during the lesson. 3. Show a brief PowerPoint slide introducing the main elements of recount text.
While activity	1. Introduce the audio book to the class, providing a brief overview of the story. 2. Play the audio book to the students. 3. Instruct students to listen carefully and take notes of the main events and important details. 4. Pause the audio at certain points to discuss the story's content, characters, and key events. 5. Encourage students to share their thoughts and understanding of the story. 6. Use the PowerPoint presentation to explain the structure of a recount text. 7. Point out the introduction, series of events, and reorientation in the recount story from the audio book. 8. Provide examples of language features commonly used in recount texts. 9. Discuss the importance of organizing events chronologically in a recount text. 10. Instruct students to write their own recount text based on a personal experience or an event they had. 11. Encourage them to use the language features and structure discussed earlier. 12. Allow students to share their written recount texts with the class if time permits.

Post-activity	1. Summarize the key points of the lesson, emphasizing the importance of listening skills in recounting. 2. Discuss the challenges and learning opportunities encountered during the listening and writing activities. 3. Provide positive reinforcement for their efforts and address any final questions or concerns.

Correlations

		s1	s2	s3	s4	s5	s6	s7	s8	s9	s10	s11	s12	s13	s14	s15	s16	s17	s18	s19	s20	
s1	Pearson Correlation	12	.507	1	-.667*	-.667*	-.333	.667*	.169	-.333	.333	.192	-.192	.302	.354	.333	-.302	.000	-.169	-.302	.000	
	Sig. (2-tailed)	.507	.092		.018	.018	.290	.018	.599	.290	.290	.549	.549	.341	.260	.290	.341	1.000	.599	.341	1.000	.
	N	.092	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	
s2	Pearson Correlation	12	1	.507	-.845**	-.169	-.507	.507	.314	-.169	.845**	-.098	-.098	-.255	.120	.169	.357	-.378	-.371	-.255	.120	
	Sig. (2-tailed)	1		.092	.001	.599	.092	.092	.320	.599	.001	.763	.763	.424	.711	.599	.255	.226	.235	.424	.711	
	N		12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	
s3	Pearson Correlation	12	.507	1	-.667*	-.667*	-.333	.667*	.169	-.333	.333	.192	-.192	.302	.354	.333	-.302	.000	-.169	-.302	.000	
	Sig. (2-tailed)	-.667*	.092		.018	.018	.290	.018	.599	.290	.290	.549	.549	.341	.260	.290	.341	1.000	.599	.341	1.000	
	N	.018	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	
s4	Pearson Correlation	12	-.845**	-.667*	1	.333	.333	-.667*	-.169	.333	-.667*	.192	-.192	-.302	.000	.000	-.302	.000	.507	.302	.000	
	Sig. (2-tailed)	-.667*	.001	.018		.290	.290	.018	.599	.290	.018	.549	.549	.341	1.000	1.000	.341	1.000	.092	.341	1.000	
	N	.018	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	
s5	Pearson Correlation	12	-.169	-.667*	.333	1	.333	-.667*	-.507	.667*	-.333	-.192	.192	-.302	.000	-.333	.302	.000	.507	.302	.354	
	Sig. (2-tailed)	-.333	.599	.018	.290		.290	.018	.092	.018	.290	.549	.549	.341	1.000	.290	.341	1.000	.092	.341	.260	
	N	.290	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	
s6	Pearson Correlation	12	-.507	-.333	.333	.333	1	-.667*	-.845**	.667*	-.667*	-.192	.192	.302	.000	-.667*	.302	.000	.507	-.302	.000	
	Sig. (2-tailed)	.667*	.092	.290	.290	.290		.018	.001	.018	.018	.549	.549	.341	1.000	.018	.341	1.000	.092	.341	1.000	
	N	.018	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	
s7	Pearson Correlation	12	.507	.667*	-.667*	-.667*	-.667*	1	.507	-.667*	.667*	-.192	-.192	.302	.000	.333	-.302	.000	-.507	-.302	.000	

	Sig. (2-tailed)	.169	.092	.018	.018	.018	.018		.092	.018	.018	.549	.549	.341	1.000	.290	.341	1.000	.092	.341	1.000
	N	.599	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
s8	Pearson Correlation	12	.314	.169	-.169	-.507	-.845**	.507	1	-.845**	.507	.293	-.098	-.255	-.239	.507	-.255	.076	-.714**	.357	-.239
	Sig. (2-tailed)	-.333	.320	.599	.599	.092	.001	.092		.001	.092	.356	.763	.424	.454	.092	.424	.815	.009	.255	.454
	N	.290	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
s9	Pearson Correlation	12	-.169	-.333	.333	.667*	.667*	-.667*	-.845**	1	-.333	-.192	-.192	-.302	.354	-.333	.302	-.447	.845**	-.302	.354
	Sig. (2-tailed)	.333	.599	.290	.290	.018	.018	.018	.001		.290	.549	.549	.341	.260	.290	.341	.145	.001	.341	.260
	N	.290	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
s10	Pearson Correlation	12	.845**	.333	-.667*	-.333	-.667*	.667*	.507	-.333	1	-.192	-.192	-.302	.000	.333	.302	-.447	-.507	-.302	.000
	Sig. (2-tailed)	.192	.001	.290	.018	.290	.018	.018	.092	.290		.549	.549	.341	1.000	.290	.341	.145	.092	.341	1.000
	N	.549	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
s11	Pearson Correlation	12	-.098	.192	.192	-.192	-.192	-.192	.293	-.192	-.192	1	.111	-.174	.000	.577*	-.174	.258	-.098	.522	.000
	Sig. (2-tailed)	-.192	.763	.549	.549	.549	.549	.549	.356	.549	.549		.731	.588	1.000	.049	.588	.418	.763	.082	1.000
	N	.549	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
s12	Pearson Correlation	12	-.098	-.192	-.192	.192	.192	-.192	-.098	-.192	-.192	.111	1	.522	-.408	-.192	.522	.775**	-.488	.522	-.408
	Sig. (2-tailed)	.302	.763	.549	.549	.549	.549	.549	.763	.549	.549	.731		.082	.188	.549	.082	.003	.108	.082	.188
	N	.341	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
s13	Pearson Correlation	12	-.255	.302	-.302	-.302	.302	.302	-.255	-.302	-.302	-.174	.522	1	-.213	-.302	-.091	.674*	-.255	-.091	-.213
	Sig. (2-tailed)	.354	.424	.341	.341	.341	.341	.341	.424	.341	.341	.588	.082		.506	.341	.779	.016	.424	.779	.506
	N	.260	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
s14	Pearson Correlation	12	.120	.354	.000	.000	.000	.000	-.239	.354	.000	.000	-.408	-.213	1	.000	-.213	-.316	.478	-.213	.250
	Sig. (2-tailed)	.507	.711	.260	1.000	1.000	1.000	1.000	.454	.260	1.000	1.000	.188	.506		1.000	.506	.317	.116	.506	.433
	N	.092	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12

s15	Pearson Correlation	12	.169	.333	.000	-.333	-.667*	.333	.507	-.333	.333	.577*	-.192	-.302	.000	1	-.302	.000	-.169	.302	.000
	Sig. (2-tailed)	1	.599	.290	1.000	.290	.018	.290	.092	.290	.290	.049	.549	.341	1.000		.341	1.000	.599	.341	1.000
	N		12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
s16	Pearson Correlation	12	.357	-.302	-.302	.302	.302	-.302	-.255	.302	.302	-.174	.522	-.091	-.213	-.302	1	-.135	-.255	-.091	-.213
	Sig. (2-tailed)	-.667*	.255	.341	.341	.341	.341	.341	.424	.341	.341	.588	.082	.779	.506	.341		.676	.424	.779	.506
	N	.018	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
s17	Pearson Correlation	12	-.378	.000	.000	.000	.000	.000	.076	-.447	-.447	.258	.775**	.674*	-.316	.000	-.135	1	-.378	.674*	-.316
	Sig. (2-tailed)	-.667*	.226	1.000	1.000	1.000	1.000	1.000	.815	.145	.145	.418	.003	.016	.317	1.000	.676		.226	.016	.317
	N	.018	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
s18	Pearson Correlation	12	-.371	-.169	.507	.507	.507	-.507	-.714**	.845**	-.507	-.098	-.488	-.255	.478	-.169	-.255	-.378	1	-.255	.478
	Sig. (2-tailed)	-.333	.235	.599	.092	.092	.092	.092	.009	.001	.092	.763	.108	.424	.116	.599	.424	.226		.424	.116
	N	.290	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
s19	Pearson Correlation	12	-.255	-.302	.302	.302	-.302	-.302	.357	-.302	-.302	.522	.522	-.091	-.213	.302	-.091	.674*	-.255	1	-.213
	Sig. (2-tailed)	.667*	.424	.341	.341	.341	.341	.341	.255	.341	.341	.082	.082	.779	.506	.341	.779	.016	.424		.506
	N	.018	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
s20	Pearson Correlation	12	.120	.000	.000	.354	.000	.000	-.239	.354	.000	.000	-.408	-.213	.250	.000	-.213	-.316	.478	-.213	1
	Sig. (2-tailed)	.169	.711	1.000	1.000	.260	1.000	1.000	.454	.260	1.000	1.000	.188	.506	.433	1.000	.506	.317	.116	.506	
	N	.599	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
total	Pearson Correlation	12	.706**	.823**	.832**	.704**	.770**	.888**	.740**	.737**	.719**	.780**	.869**	.779**	.762**	.875**	.836**	.753**	.721**	.750**	.862**
	Sig. (2-tailed)	-.333	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	.290	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

a. Cannot be computed because at least one of the variables is constant.