The Effectiveness of Cake Application in Improving Students' Grammar Mastery at SMP Kartika Ix-1 Makassar

Fajaria Vita
Sawerigading University of Makassar
fajaria.vita19@gmail.com

Fentry Hernaningsih Ruing
Universitas Sawerigading Makassar
fentryruingunsa@gmail.com

Rahayu
Universitas Sawerigading Makassar
rahayumahsyar91@gmail.com

ABSTRACT

Grammar is a science that aims to study the rules governing the use of highly structured language related to sentence structure, word use, and the phrases used. The purpose of this research was to find out the effectiveness of the Cake application in improving Students' Grammar Mastery at SMP Kartika IX-1 Makassar.

The type of research used was quantitative research method. The subjects of this study were second grade students of SMP Kartika IX-1 Makassar. The stages of this research consisted of recording and analyzing the results of the pre-test and post-test before and after the implementation of using Cake in learning English especially grammar in the classroom. The results of the collected data were then calculated using the Paired Samples T-Test.

The results showed that there was a significant difference between learning outcomes in pre-test and post-test data for second grade students of SMP Kartika IX-1 Makassar before and after using the Cake application. The effect of the Cake application in learning English was that students could improve their grammar mastery.

Keywords: Effectiveness,Cake application,Grammar.

INTRODUCTION

In Indonesia, the policy of teaching English as a foreign language changes over time and changes in policies that are mostly influenced by economics and politics. English was officially taught as a foreign language in Indonesian schools following a degree of the Minister of Education and Culture in 1967. Grammar is a term used for well-structured and complete sentences, grammar is a grammar or science that studies the rules or rules in compiling a sentence, where grammar will often letter and in formal meetings, both delivered in the form of in writing or in speech.

When the students spend their education time, they need a good English in the school. In this condition, the students of SMP Kartika IX-1 are getting a big problem in studying because of low understanding. In the examination, the students often get bad scores caused by this factor. The teachers try to rise the quality of education in school by giving high teaching about English. Because of that, the researcher takes The Effectiveness of Cake Application in Improving Grammar Mastery at SMP Kartika IX-1.

In studying grammar, sometimes we need technology as a substitute for books. Currently, there are many applications for students to learn English. The use of applications in the teaching and learning process can help teachers to explore and get new things. One application that can help students learn grammar is Cake. Cake-Learn English is a free application developed by Cake Corp which was released on March 22, 2018. This application facilitates and develops students' English grammar using short English conversation videos which are updated daily. In addition, this mobile application motivates students to practice their English pronunciation using communicative expressions presented in real daily life situations spoken by native speakers. Can the Cake application improve students' grammar mastery at SMP Kartika IX-1? Grammar is a difficult thing for several people and not some people understand well. Therefore, I am curious to know whether the Cake Application can improve students' grammar mastery.

LITERATURE REVIEW

English Learning Apps

Along with the development of technology, the tendency of society is also changing, people now prefer online activities, coupled with the Covid-19 pandemic, people's lifestyles are also changing, changes occur not only in the economic field but also change the pattern of society in the field of education.

It is proven that the proliferation of online education and the emergence of many education-based applications caused by the needs of the community due to changing circumstances such as the Social Distancing policy, this greatly limits the community's space for movement and is also supported by increasingly advanced technological developments. The creators continue to create products or product designs that support and provide services to the online community, one of which we can enjoy is the application, in this case the Cake application.

Cake Application

Cake is the latest popular Android mobile application developed by South Korea. The Cake application is very easy to get and also free. We only need to install it on an android device then we can learn whenever and wherever we like. This application provides 4 features, namely speaking, listening, writing, and reading features.

This is an application to help people get better at learning English. It gives people the confidence and skills to speak strongly in English in public, or in everyday life. Sinha (2019)

said it caters to people who listen to their recordings, it can be a lot of fun. This is also the best app to learn grammar.

From Google Play, the researcher found that the Cake application has several features, including

a. Channel. It provides many English conversation references, speaking topics, and English expressions curated from Youtube.

b. Record Speaking. After watching a video on a channel, say the words that matter. Each video has one important word. When studying the material, check the speaking ability of the word. Check pronunciation with AI voice recognition. Just record sound and get immediate feedback.

c. Speak. These features offer speaking practices that simulate conversations with native speakers.

METHODOLOGY

Population and Sample

The population in this research is all of students of class at SMP Kartika IX-1 for the academic year 2022/2023 and the sample 15-25 students for second grade. It consists of 15 female students and 10 male students. The researcher makes all students as research subjects.

Research Methodology

This type of research is quantitative method research. Quantitative method is research strategy that focuses on the quantification of data collection and analysis. The purpose of quantitative research is to develop and use mathematical models, theories, and hypotheses related to phenomena. Quantitative data is any data in numerical form such as statistics, percentage, etc. The quantitative function of research is to measure a problem through numbers where these numbers can be converted into statistical form and taken into account in making solutions.

Data Collection Techniques

Data collection techniques are an important step in research, because the main purpose of research is to obtain data to be studied. Without knowing Technique data collection, the researcher will not get the data needed for research purposes. The collection technique used in this study is pre-posttest. The tests carried out consisted of pre for the beginning meeting and post tests for the last meeting or we called it by pre-posttests. In addition, the researcher also gives six treatments in six meetings. In quantitative research, the main research instrument is the researcher. However, after the focus of the research became clear, additional research instruments were developed, which could complement the observed data. The researchers used other additional instruments, namely tests. In the test instrument, the researcher used multiple

choice questions consisting of Price, to be, there is/are, Simple Present, Simple Past, Place, Simple Future.

Data Analysis Techniques

Data analysis is an important step in a study. In this research, the collected data were analyzed using one method. The analysis that have done is using Paired Samples T Test analysis and by software SPSS 23. The data collected from the grammar test were analyzed using quantitative methods in the percentage formula.

RESULT AND DISCUSSION

In analyzing the data collected, the writer first summarizes the percentage rating of students' scores before analyzing this data. It is very necessary to show the classification of score, the classification of score is categorized into five levels, namely:

The following is the material and amount for the Pre-Test and Post-Test questions.

Material	Amount
There is/are	2
Price	2
To Be	5
Place	3
Simple Present	5
Simple Past	5
Simple Future	3

Rate percentage of the students' score

for question number 1

Type of Test	True	Percentage (%)	False	Percentage (%)
Pre-Test	18	72	7	28
Post-Test	20	80	5	20

Based on the table above, the writer infers that the increase in the percentage of correct numbers in question number 1 which is about the simple present is good, because if we see the indicators that out of 25 respondents shows: There are 18 (72%) students with the correct

94

number on the Pre-test, 20 (72%) students with the correct number on the Post-Test, 7 (28%) students with the wrong number on the Pre-Test and 5 (20%) students with the wrong number on the Post-Test. It means that the increase 8% for the correct number. It is categorized good.

Rate percentage of the students' score

for question number 2

Type of Test	True	Percentage (%)	False	Percentage (%)
Pre-Test	20	80	5	20
Post-Test	21	84	4	12

Based on the table above, the writer infers that the increase in the percentage of correct numbers in question number 2 which is about the simple present is good. If we see the indicators that out of 25 respondents shows: There are 20 (80%) students with the correct number on the Pre-test, 21 students (84%) with the correct number on the Post-Test, 5 (20%) students with the wrong number on the Pre-Test and 4 (12%) students with the wrong number on the Post-Test. It means that the increase 14% for the correct number. So, it is classified good.

Rate percentage of the students' score

for question number 3

Type of Test	True	Percentage (%)	False	Percentage (%)
Pre-Test	21	84	4	16
Post-Test	21	84	4	16

Based on the table above, the writer infers that the increase in the percentage of correct numbers in question number 3 which is about the price is good because if we see the indicators that out of 25 respondents shows: There are 21 (84%) students with the correct number on the Pre-test, 21 students (84%) with the correct number on the Post-Test, 4 (16%) students with the wrong number on the Pre-Test and 4 (16%) students with the wrong number on the Post-Test. There is no increase in this data. It is still classified good.

Rate percentage of the students' score

for question number 4

Type of Test	True	Percentage (%)	False	Percentage (%)
Pre-Test	19	76	6	14
Post-Test	23	92	2	8

Based on the table above, the writer infers that the increase in the percentage of correct numbers in question number 4 which is about the To be is very good because if we see the indicators that out of 25 respondents shows: There are 19 (76%) students with the correct number on the Pre-test, 23 students (92%) with the correct number on the Post-Test, 6 (14%) students with the wrong number on the Pre-Test and 2 (8%) students with the wrong number on the Post-Test. It means that the increase 24% for the correct number which is classified very good.

Rate percentage of the students' score

for question number 5

Type of Test	True	Percentage (%)	False	Percentage (%)
Pre-Test	19	76	6	14
Post-Test	19	76	6	14

Based on the table above, the writer infers that the increase in the percentage of correct numbers in question number 5 which is about the simple past is not bad. If we see the indicators that out of 25 respondents shows: There are 19 (76%) students with the correct number on the Pre-test, 19 students (80%) with the correct number on the Post-Test, 6 (14%) students with the wrong number on the Pre-Test and 6 (14%) students with the wrong number on the Post-Test. There is no increase in this that. It is categorized as good.

Rate percentage of the students' score

for question number 6

Type of Test	True	Percentage (%)	False	Percentage (%)
Pre-Test	24	96	1	4

		Percentage		
Post-Test	22	88	3	12

Based on the table above, the writer infers that the increase in the percentage of correct numbers in question number 6 which is about the simple present is bad. If we see the indicators that out of 25 respondents shows: There are 24 (96%) students with the correct number on the Pre-test, 22 students (88%) with the correct number on the Post-Test, 1 (4%) students with the wrong number on the Pre-Test and 4 (12%) students with the wrong number on the Post-Test. It means that the decrease 8% for the correct number which is categorized as quite good.

Rate percentage of the students' score

for question number 7

Type of Test	True	Percentage (%)	False	Percentage (%)
Pre-Test	13	52	12	48
Post-Test	21	84	4	16

Based on the table above, the writer infers that the increase in the percentage of correct numbers in question number 7 which is about the simple past is very good. If we see the indicators that out of 25 respondents shows: There are 13 (52%) students with the correct number on the Pre-test, 21 students (84%) with the correct number on the Post-Test, 12 (48%) students with the wrong number on the Pre-Test and 4 (16%) students with the wrong number on the Post-Test. It means that the increase 32% for the correct number. It is classified very good.

Rate percentage of the students' score

for questions number 8

Type of Test	True	Percentage (%)	False	Percentage (%)
Pre-Test	21	84	4	16
Post-Test	20	80	5	20

Based on the table above, the writer infers that the increase in the percentage of correct numbers in question number 8 which is about the simple past is bad. If we see the indicators that out of 25 respondents shows: There are 20 (80%) students with the correct number on the Pre-test, 20 students (80%) with the correct number on the Post-Test, 4 (16%) students with the wrong number on the Pre-Test and 5 (20%) students with the wrong number on the Post-Test. It means that the decrease 4% for the correct number. It is classified bad.

Rate percentage of the students' score

for question number 9

Type of Test	True	Percentage (%)	False	Percentage (%)
Pre-Test	14	56	11	44
Post-Test	20	80	5	20

Based on the table above, the writer infers that the increase in the percentage of correct numbers in question number 9 which is about the to be is very good. If we see the indicators that out of 25 respondents shows: There are 14 (56%) students with the correct number on the Pre-test, 20 students (80%) with the correct number on the Post-Test, 11 (44%) students with the wrong number on the Pre-Test and 5 (20%) students with the wrong number on the Post-Test. It means that the increase 24% for the correct number. So, It is classified very good.

Rate percentage of the students' score

for question number 10

Type of Test	True	Percentage (%)	False	Percentage (%)
Pre-Test	20	80	5	20
Post-Test	23	92	2	8

Based on the table above, the writer infers that the increase in the percentage of correct numbers in question number 10 which is about the There is/are is good because if we see the indicators that out of 25 respondents shows: There are 20 (80%) students with the correct number on the Pre-test, 23 students (92%) with the correct number on the Post-Test, 5 (20%) students with the wrong number on the Pre-Test and 2 (8%) students with the wrong number on the Post-Test. It means that the increase 12% for the correct number. So, It is still classified good.

The writer can either calculate the two of results by accounting the result with Paired Samples T-Test analysis. Paired Samples T-Test is a parametric test that can be used on two paired data. The purpose of this test is to see if there is a difference in the mean between two samples that are paired or related. By using this, the pre-test and post-test are going to give the final result.Below is a table of the results of the students' overall Pre-Test and Post-Test scores.

THE RESULT OF PRE-TEST AND POST-TEST

No.	Student's Name	Pre-Test		Post-Test	
		Score	Description	Score	Description
1.	Abdul Kadir Al Jaeni	88	Average	84	Average
2.	Aedilia Mayfani P	72	Unsatisfactory	88	Average
3.	Agatha Indah Kristiani	84	Average	96	Excellent
4.	AnandaAura Febriya	76	Poor	92	Good
5.	Andi Kausar H	68	Unsatisfactory	78	Poor
6.	Erin Tasya	76	Poor	88	Average
7.	Gabriela Florean Simauw	76	Poor	76	Poor
8.	Huznul Hazifa Almavira	64	Unsatisfactory	88	Average
9.	Ibnu Sabil Az-zidiq	88	Average	96	Excellent
10.	Indah Permata Sari Musu	76	Poor	92	Good
11.	Kazhimah Nahlah A	60	Unsatisfactory	64	Unsatisfactory
12.	Kevin Tri Andrean	72	Unsatisfactory	68	Unsatisfactory
13.	Lovely Angelin Matesi	72	Unsatisfactory	88	Average
14.	Luna Nur Pauranan	68	Unsatisfactory	68	Unsatisfactory
15.	Mawar	92	Good	88	Average
16.	Mikhail Naftali Tri Putra S	76	Poor	80	Average
17.	Muh. Rifki	84	Average	92	Good
18.	Muh. Adil Andaru	80	Average	80	Average
19.	Muh. Albar Ramadhan H	76	Poor	84	Average
20.	Muh. Dwi Rezky Aditya M	92	Good	88	Average
21.	Muhammad Rasul	80	Average	92	Good
22.	Raisa Putri Kayla	76	Poor	92	Good
23.	Stevania Sartika Johan	76	Poor	76	Poor

24.	Syallom Frederica E T	72	Unsatisfactory	88	Average
25.	Syifa Nurul Aini	80	Average	92	Good

Based on the table above, we can get the Mean from the result of Pre– Test before using Cake application. It is 76,96 which is classified poor. Besides, we can get the Mean too from the result of Post-Test after using Cake Application. It is 84,48. It is classified average.

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PreTest - PostTest	-7.520	8.109	1.622	-10.867	-4.173	-4.637	24	.000

Based on the analysis above, it can be analyzed with the basics of decision making in the Paired Samples T-Test, namely:

1. If the value of sig.(2-tailed) = 0.490, then Ho is accepted and Ha is rejected.

2. If the value of sig.(2-tailed) < 0.05, then Ho is rejected and Ha is accepted.

3. If the value of sig.(2-tailed) > 0.05, then Ho is accepted and Ha is rejected.

With Ho or the usual null hypothesis is a hypothesis that states there is no relationship or influence between variables with the other variables. Meanwhile, Ha is an alternative hypothesis or commonly called a working hypothesis namely a hypothesis which states that there is a relationship or influence between variables and the other variables.

It is known that the value of sig.(2-tailed) is 0.00 > 0.05. Ho is accepted. Ha is rejected. It can be concluded that there is a significant difference between learning outcomes in the pre-test and post-test.

CONCLUSION

Based on the data obtained, it can be concluded that the Cake application gives a high result in Grammar Mastery of the second grade students of SMP Kartika IX-1 Makassar. This is proved by students' significance value (0.000) which has a good increase in learning outcomes.

REFERENCES

Anggarawati. A Close Study on Grammatical Errors of An English Textbook. Universitas Kristen Satya Wacana.

Chotimah, Chusnul, Sinta Julia Pratiwi. (2022). The Use of Cake Application on Students' Speaking Skill in English for Specific Purpose (ESP). Universitas Islam As-syafi'iyah. Jakarta.

Irawan, Dede. (2018). Analisa Kesalahan dalam Penggunaan Simple Past Tense Oleh Mahasiswa Semester I Program Pendidikan Bahasa Inggris. Faktor Jurnal Ilmiah Kependidikan. Universitas Wiralodra Indramayu. Jawa Barat.

Isyam, Amri. (2013). Upaya Meningkatkan Kemampuan Mahasiswa Jurusan Bahasa Inggris FBSS-UNP dalam Menggunakan 'Grammar' Secara Lisan/Tulisan melalui Pengajaran dengan memakai 'OHP/LCDP', Latihan Lisan Berbentuk 'Roleplay/Language Games' dan Latihan Tulisan Tersruktur. Universitas Negeri Padang. Padang.

Junaida, Suryadi. (2011). Complete English Grammar: Belajar Bahasa Inggris dari Awal Sampai Mahir

Muslimin, Murniawati. (2018). Teaching Grammar by Using Facebook Media at The Seventh Semester Students of IAIN Palopo. IAIN Palopo. Sulawesi Selatan.

Nuraeni, Winda Yanthi. The Use of Cake Application in Teaching Speaking to Senior High School's Students. Universitas Ibn Khaldun Bogor. Jawa Barat.

Syahara, Fia Renny, A.Dahlan Rais, Dewi Sri Wahyuni. (2013). Improving The Students' Grammar Mastery Through Egra Technique. Jurnal Pendidikan Bahasa Inggris. Universitas Sebelas Maret. Surakarta.

Wahyudi. (2015). The Effectiveness of Interpretation Activities in Learning Simple Past Tense at MTs N 2 Kota Cirebon. Jawa Barat.