

**THE EFFECTIVENESS OF UTILIZING THE CAKE
APPLICATION IN IMPROVING THE SPEAKING
SKILL OF ELEVENTH-GRADE STUDENTS
AT SMAN 2 PALOPO**

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**FACULTY OF TEACHER TRAINING AND EDUCATION
COKROAMINOTO PALOPO UNIVERSITY
2026**

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APPLICATION IN IMPROVING THE SPEAKING
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AT SMAN 2 PALOPO**

A THESIS

It is purposed as a complement to fulfilling the requirements to carry out research into writing a thesis at the English Education Study Program Faculty of Teacher Training and Education Cokroaminoto University of Palopo

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY TEACHER TRAINING AND EDUCATION
COKROAMINOTO PALOPO UNIVERSITY
2026**

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Improving the Speaking Skill of Eleventh-Grade Students
at SMAN 2 Palopo
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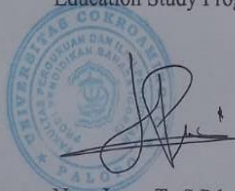
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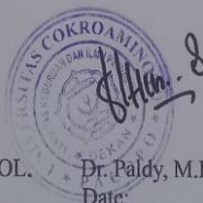
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ABSTRACT

Excel Pasumbung, 2026. The Effectiveness of Utilizing the Cake Application in Improving the Speaking Skill of Eleventh-Grade Students at SMAN 2 Palopo. (Supervised by Andi Mangnguntungi Sudirman and Rahmawati Upa)

This research aims to determine the effectiveness of utilizing the cake application in Improving the Speaking Skill of Eleventh-Grade Students at SMAN 2 Palopo. The population of this research was 308 students. The sample of this research was 26 students. The author used pre-experimental design. The instrument of this research is a speaking test. This research was conducted in March-April 2026 at SMAN 2 Palopo. Based on the data analysis in table 9, the statistical result of the two sample studied, namely the pre-test and post-test scores: for the pre-test value, the average leaning outcome or mean is 49.88, while for the post-test value, the average learning outcome is 57.96. The number of students used as research sample was 26. The value of Std. Deviation on the pre-test was 15.931 and for post-test was 13.840. The final value is the value of Std. Error Mean for pre-test of 3.124 and for post-test od 2.714. The result of the data analysis using the SPSS version 20 program show that the value (α) is higher than (p) ($0.05 > 0.000$). From these data, the author can conclude that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. By using the Cake app as an English learning platform, students become more active, confident, focused, and organized in their studies. So it can be concluded that using Cake Application effective to improving the speaking skill of Eleventh-Grade Students at SMAN 2 Palopo.

Keywords: Cake Application, Speaking Skill

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Palopo, 23 July 2026
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CURRICULUM VITAE



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CHAPTER I

INTRODUCTION

1.1 Background

Speaking is one of the most essential skills in English language learning because it plays a central role in the process of communication. Through speaking, learners are able to express their thoughts, feelings, and opinions effectively in real-life interactions. According to Zhang, (2021), speaking is a complex process that integrates linguistic, cognitive, and social aspects that enable learners to construct and convey meaning fluently and accurately. It does not merely involve producing words and sentences, but also requires the ability to use language appropriately in various contexts and situations. In English as a Foreign Language (EFL) settings, especially in Indonesia, students often encounter numerous difficulties in developing speaking proficiency. These difficulties are usually caused by the lack of practice opportunities, limited exposure to authentic English use, and anxiety about making mistakes. As a result, many Indonesian students can understand English grammar and vocabulary, but they are unable to use them effectively in oral communication. Consequently, speaking becomes the most challenging skill for them to master. Therefore, it is necessary to find more effective and engaging methods to enhance students' speaking ability by integrating media and learning resources that can increase their motivation, confidence, and participation in speaking activities.

In Indonesia, the teaching of English speaking has not yet received the same level of attention as reading and writing. The classroom practices in many schools are still dominated by teacher-centered approaches that focus on grammar explanation and written exercises, while students are rarely encouraged to speak English actively during lessons. According to Arif, (2024) the lack of communicative activities in EFL classrooms leads to limited student engagement and low oral performance. Teachers often face challenges such as large class sizes, insufficient instructional time, and the absence of interactive materials, which make it difficult to conduct speaking-focused lessons. In the context of SMAN 2 Palopo, preliminary the result of observations indicate that the eleventh-grade students still

face considerable challenges in developing their speaking skills. Many students are reluctant to speak English because they lack confidence, have limited vocabulary, and are afraid of making mistakes in pronunciation. Consequently, students' speaking proficiency remains below the expected standard.

Technology-based platforms provide real-time feedback, authentic materials, and interactive learning experiences that can stimulate learners' interest and motivation. Sormin, et al, (2025) found that the use of technology-based English learning tools can enhance students' speaking fluency and motivation, as they create a more engaging and interactive learning atmosphere. Hence, incorporating digital applications into English teaching can serve as an innovative alternative to promote more active and autonomous speaking practice among students. One of the most popular and effective digital tools that can support speaking practice is the Cake application. Cake is a free English learning application that provides learners with opportunities to improve their speaking, listening, and pronunciation skills through short videos, pronunciation drills, and feedback features. It also employs artificial intelligence to analyze learners' voices and provide instant feedback on their pronunciation accuracy. According to Rahman, (2023) emphasized that the Cake application provides authentic exposure to natural English use and helps learners internalize correct pronunciation patterns through imitation and repetition. Cake application can be regarded as an effective and enjoyable platform that enables students to enhance their speaking performance in a more independent and dynamic learning environment. After conducting a review, it was found that the gap in this research was that previous studies examined speaking using the Cake application in most junior high school classes and in tenth grade classes. The novelty offered in this research is that it was conducted in the eleventh grade. Based on this background, this research was conducted with the title *The Effectiveness of Utilizing the Cake Application in Improving the Speaking Skill of Eleventh-Grade Students at SMA Negeri 2 Palopo*.

1.2 Problem Statement

Based on the background above, the formulation of the research problem is as follow: Is the use of the Cake application effective in improving the speaking skills of eleventh grade students at SMA Negeri 2 Palopo?

1.3 The Objective of The Research

Based on the formula of the problem statement above, the purpose of this research is to determine whether or not the use of Cake application effective to improve student' speaking skills at SMA Negeri 2 Palopo.

1.4 Significant of The Research

There are two significantces to this research, namely:

1. Theoretical

This research is expected to contribute knowledge and thoughts that are useful for speaking skill through cake application.

2. Practical

a. For the Researcher

This research has become a form of dedication, an application of knowledge that has been obtained, and provides new experiences.

b. For the teachers

This research can make the cake application an alternative to improve student learning outcomes.

c. For the students

This research can encourage students to be active in speaking learning activities and train students' speaking skills.

1.5 Scope of The Research

In this research, the researcher focused on the effectiveness of utilizing the cake application in improving the speaking skill of eleventh grade students at SMA Negeri 2 Palopo, especially in describing people, mastering three aspects of speaking such as, vocabulary, pronunciation and fluency.

1.6 Operation Definition

To get a general understanding of the title of the research, the researcher gives the definition of the key term related of the title.

1. Speaking Skill

Speaking is one of the four language skills (along with listening, reading, and writing) that is productive and oral. This skill is the ability to reproduce a stream of

articulated sounds or words with the main purpose of conveying messages, ideas, feelings, intentions, and desires from the speaker to others orally.

2. Cake Application

The CAKE app (sometimes called Cake - Learn English) is a mobile-based language learning platform that uses short, authentic videos (such as movie clips, TV series, interviews, and YouTube videos) as learning materials. The app is designed to make the process of learning English fun, relevant, and similar to how native speakers speak.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

1. Speaking

a. Definition of Speaking

There are several definitions of speaking proposed by some experts. The first, Speaking is one of the fundamental abilities that students need to have since speaking English is essential for communication Nurbaiti Ali, (2023). This statement emphasizes that speaking is categorized as a fundamental skill (a crucial skill that cannot be negotiated) that all students must master. This strong emphasis on speaking is justified because it serves as an important component of English for communication. According to Oktaviani et.al (2022) Speaking is one the important skill because this one of abilities to carry out conversation. Speaking is use for many different purposes when we use casual conversation, to make social contact with people, and describe something to other. Meanwhile Chotimah, (2022) Speaking is one of the skills that's not simple to ace as an outside language learner since we need to be able to talk with familiarity. Speaking is one of the foremost imperative aptitudes to be created and improved as implies of successful communication.

Rahmani et al., (2021) say that In the era of revolution or era 4.0, speaking English is a crucial ability for communicating with other nations. Defining English speaking skills as a vital competency, particularly relevant in the era of Industry 4.0 (or Era 4.0), which is characterized by advanced global connectivity and technology. According to Rachmawati, (2023) Speaking is one type of English language skill that produces oral products to interact and communicate with others.

Based on the theory above the researchers can conclude that speaking is widely recognized as a basic and vital skill that students must possess. The main reason is the role of speaking as an essential communication tool, which is the main objective of language learning. This skill is very important because it enables interaction, everyday conversation, and social contact. Furthermore, in the era of global 4.0, speaking is a crucial skill that supports connectivity and communication between countries. Therefore, speaking was chosen because of its function as an oral ability

for interaction and its status as an important skill that needs to be developed even though it is difficult to master.

b. Types of Speaking

According to Brown (2004), there are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive.

- 1) Imitative speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language.
- 2) Intensive speaking is a type of speaking performance that focuses on practicing specific phonological and grammatical aspects of language, moving beyond simple imitation to controlled practice.
- 3) Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like.
- 4) Interactive speaking is complex interaction which sometimes includes multiple exchange and/or multiple participants.
- 5) Extensive speaking is oral production, include speeches, oral presentation, and storytelling.

The type of speaking skill used in this research is Extensive Speaking, based on Brown's (2004) taxonomy, which defines it as long oral production, such as speeches, oral presentations, or storytelling. This selection is based on the suitability of the research objectives. Extensive Speaking allows for a comprehensive assessment of Fluency, Accuracy (including Pronunciation and Grammar), Organization, and Content, all of which are important aspects of a successful monologue performance. Thus, the use of the Extensive Speaking task, in which students describe their deskmate for a minimum of two minutes per student, ensures that the data collection instrument is truly representative of the variables to be improved in this research.

c. Component of Speaking

According to Harmer, (2007) speaking is complex skill because at least it is concerned with components of vocabulary, pronunciation, fluency and comprehension. The description are as follows.

1) Vocabulary

Vocabulary extends beyond memorizing isolated definitions to understanding "word grammar" and how words function contextually within sentences.

2) Pronunciation

In the context of speaking skills, pronunciation refers to the speaker's ability to produce language sounds (such as phonemes), word stress, and intonation accurately enough that the intended meaning can be understood by the listener.

3) Fluency

Fluency is the ability to speak smoothly and continuously at a natural pace, without excessive pauses. The focus is on effective communication flow, where the speaker is able to process language spontaneously and maintain message continuity, regardless of possible minor grammatical errors.

4) Comprehension

Comprehension involves constructing mental representations of the information presented, connecting it to existing knowledge, and making inferences to fill in gaps. Comprehension goes beyond mere decoding of words; it encompasses the understanding of ideas, concepts, and relationships conveyed through language.

This research adopts the five components of speaking skills according to Harmer (2007), namely Vocabulary, Pronunciation, Fluency, and Comprehension as the basic framework for assessing students' oral performance. Although speaking skills are a multi-component construct, this study specifically focuses on improving Pronunciation. In Harmer's context, Pronunciation is defined as the speaker's ability to accurately produce language sounds (phonemes), word stress, and intonation, with the main objective of ensuring the intelligibility of the message by the listener. Improvements in Pronunciation are expected to reduce communication barriers (e.g., misunderstandings) caused by incorrect sound production or inappropriate intonation patterns.

2. Cake Application

a. Definition of Cake Application

The Cake App is a popular mobile platform designed for learning languages, primarily English and also offering Korean. Its core methodology revolves around utilizing authentic video content from real life sources, such as clips from movies,

TV shows, celebrity vlogs, and daily updated original lessons. This approach allows users to learn the language as it is genuinely spoken by native speakers, making the vocabulary, slang, and expressions highly relevant and contextual.

According to Kristanti et al., (2024) Cake Application is an application that can be used to learn English. What is interesting about this app is that you can choose from a wide variety of western movie clips and cartoons about TV shows, daily talks, comedies, blogs, and English motivation. It was hoped that by listening to conversations directly from native speakers through videos in this application. Designed specifically for English acquisition, the CAKE application utilizes features such as simulated dialogues with native speakers and recording functions to enhance student engagement while facilitating the improvement of their language proficiency. (Sujana et al., 2024).

b. Features in the Cake App

The cake app can be downloaded for free on Google Play Store. This application offers various features, including short videos from various categories, such as podcasts, Shorts movies, and vlogs with subtitles. In addition to the video format, users can also read the words or phrases spoken in the video, making it easier for them to improve their performance as they can more easily understand what the people in the video are saying. This application is one of the newest applications made by South Korea and is popular on Android mobile. (Hasmin 2023).



Students can log in to the Cake app using their email account.

11.50

4G+



Buat ID Cake untuk pengelolaan catatan pembelajaran yang lebih aman.

Kami akan dapat membantu jika ada masalah login sosial yang muncul.

Email

Kata sandi



Selesai



21.18

Ulang kalimat penting 3 kali 3

Damon Fee ALL Dad

1x Drill

he's very charming.

dia sangat menawan.

4/10

Coba simpan kalimat!

Dia sangat menawan.



31



Early Bird Discount is back

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Only 500 more!

21.18

Attitude.

ALL

Dia punya kepribadian yang manis.
He's got a ____ personality.

Kamu sangat murah hati.
That is very g ____ of you.

Dia memiliki kepribadian yang ceria.
She had a ____ personality.

Saya seorang yang optimis.
I am an o ____

Lv.1

1 Mengerjakan kuis

21.19 21.19 46

2

Review arti ungkapan tersebut.

Dia punya kepribadian yang manis.

He's got a sweet personality.

OK

21.19 21.19 46

2

Lengkapi kalimat.

Dia sangat menawan.

Hint

He's very charming .

brave

OK

21.19 21.19 46

2

Review arti ungkapan tersebut.

Dia punya kepribadian yang manis.

He's got a sweet personality.

OK

21.19 21.19 46

2

Lengkapi kalimat.

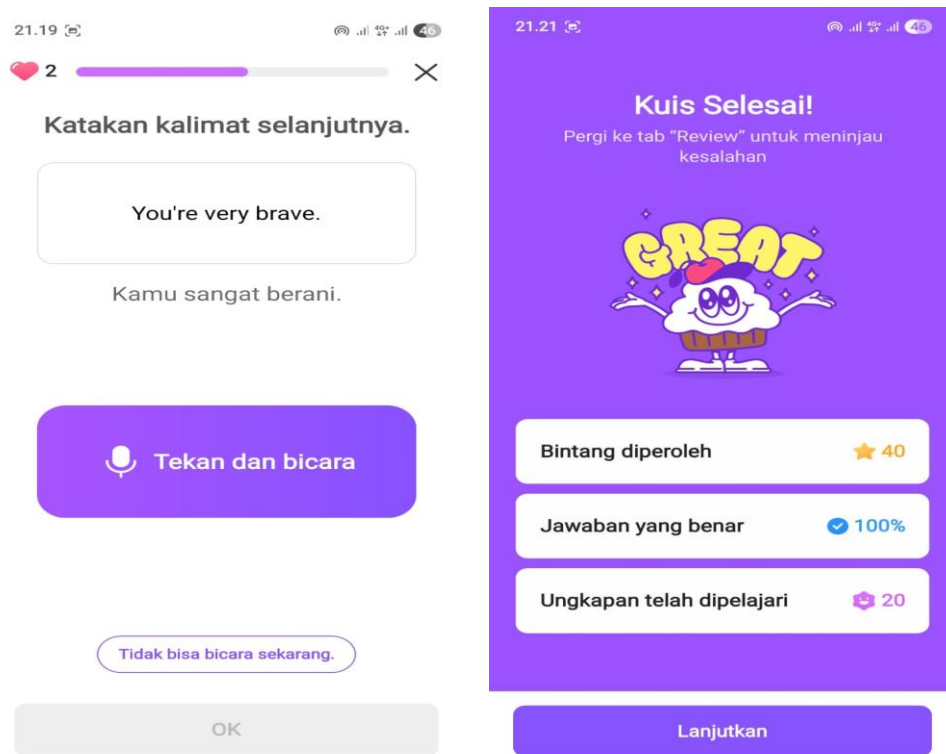
Dia sangat menawan.

Hint

He's very charming .

brave

OK



In the video section, videos are shown with subtitles and are short in length. After watching the video, students will be directed to complete four quizzes related to the video. In the quiz feature, students will listen to several words, then complete the sentences. After completing the sentences, students are instructed to say the sentences aloud. After that, students are played a short sentence and write down what is said in the column provided.

c. How to Use Cake Application in Teaching Speaking

According to Fitria (2021) there are several ways to use the Cake app in speaking lessons, as follows:

- 1) Selecting Contextual Material
- 2) Video Observation: Users watch curated video clips from YouTube.
- 3) Auto-Repeat Technique: Using a feature where the app repeats key phrases three times.
- 4) Shadowing & Recording: Users press the microphone button and imitate the phrase.
- 5) Instant Feedback: After recording, users see a live evaluation from the AI technology.

- 6) Listening & Evaluation: Users perform additional exercises such as arranging scrambled words into correct sentences based on the clip they just watched.

d. Advantages and Disadvantages of Cake Application

1) Advantages

Learning is made more pleasurable by the Cake application's captivating graphics, which appeal to both kids and adults. It has an easy-to-use UI. It also allows users to practice listening to real pronunciation by providing brief videos narrated by native speakers. Additionally, subtitles are included to improve understanding when watching the videos. The software uses gamification features, such awards and prizes, to inspire students to work hard and advance to higher levels. (Mursyidin, 2022).

2) Disadvantages

The Cake application presents distinct challenges for beginners, primarily due to its complex interface. Upon opening the app, new users are immediately presented with a vast selection of short videos that notably lack thematic organization. This overwhelming initial layout and the absence of structural clarity can make it quite difficult for novice users to efficiently find and select appropriate learning materials, potentially leading to frustration. (Mursyidin, 2022).

2.2 Previous Studies

Several studies have been conducted by previous researchers on improving speaking skills through cake applications, including the following:

1. Nurnaningsih (2024) Using the Cake Application to Improve Students' Speaking Skill. This research used a quantitative research method with a quasi-experimental design. The sampling technique used was cluster random sampling. The data collection instrument used an oral test to measure the quality of the students' speaking skills. Data analysis used t-test analysis. This research primarily aimed to prove that the Cake Application serves as an effective and innovative solution for enhancing students' speaking skills, specifically by addressing issues related to practice and feedback, thereby positively impacting their pronunciation and fluency. It started from the main problem of students who had difficulty achieving good speaking skills due to lack of practice,

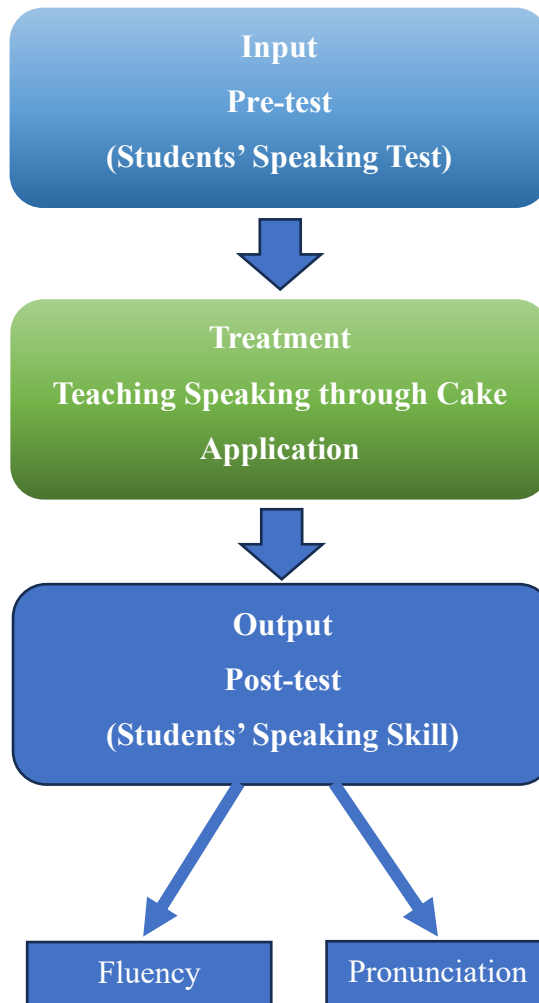
nervousness, and low self-confidence, as well as specific difficulties in pronunciation and fluency. The results of the research, which were analyzed using an independent sample t-test at a significance level of 0.05, convincingly showed that H0 was rejected and H1 was accepted, meaning that there was a significant difference and positive effect of using the Cake Application on students' speaking scores. Support for these findings is reinforced by the questionnaire results, where the average student response reached 86.65%, indicating that the Cake application was very positively accepted as an effective tool for improving speaking skills.

2. Silika Khowashi (2023). *The Impact of Using CAKE - Learn English Application on Students' Speaking Skills*. This study used a quantitative method with a quasi-experimental design (pre-test-post-test non-equivalent control group) conducted on second-year students at SMPN 3 Tangerang Selatan. This research aims to measure the significant impact of using the CAKE Application on improving students' speaking skills, particularly to overcome the problem of low speaking skills among junior high school students. The results of data analysis show that the CAKE Application is proven to be very effective in improving students' speaking skills. This is evidenced by a comparison of post-test scores, which show a dramatic improvement in the experimental group compared to the control group. Statistically, these findings confirm that the CAKE App intervention whose main feature provides instant pronunciation feedback through Speech Recognition Technology has a positive and significant impact on students' speaking skills, making it a recommended innovative solution for improving English speaking learning.
3. Rahmida Sari (2025). *Improving Speaking Mastery by Using CAKE Application Media at the XI Grade Students of SMA Negeri 5 Padangsidempuan*. This research used a Classroom Action Research (CAR) design to address the problem of low speaking skills among 11th grade students. The research was conducted through a series of cycles (Pre-Cycle, Cycle I, and Cycle II), where each cycle consisted of four steps: planning, action (using the CAKE Application), observation, and reflection. The results showed a very significant and structured improvement in speaking skills from stage to stage. In the Pre-

Cycle stage, the percentage of students who achieved the minimum competency standard was far below the school's minimum criteria. However, after the CAKE Application intervention in Cycle I, there was a significant improvement, even though the full competency target (e.g., 75% of students achieving the minimum competency standard) had not been achieved. Based on reflection and improvement of actions in Cycle II, the percentage of classical mastery finally exceeded or reached the set target, which validated the effectiveness of the CAKE Application. Therefore, this research concluded that the use of the CAKE Application media was proven to be successful and effective in improving students' speaking skills, along with an increase in oral test scores and the achievement of the success criteria set in the PTK framework.

Thus, the similarity between the previous research and the research are the application used is the Cake Learning application. The difference between this study and previous studies can be compared in terms of the research objectives, namely, the first study aimed to find out the effectiveness of using the Cake application in improving students' speaking skills. And to find out students' perceptions about the use of Cake applications as learning media. In this research, the second the researcher highlights the dual primary goals of this study. Firstly, to explore the impact of English learning applications on the overall process of learning English. Secondly, to evaluate the specific effects of these applications on improving students' speaking skills. The third previous research is the objective of the research is to describe the extent the cake application media can improve students' speaking master at the XI grade students of SMA N 5 Padangsidimpuan. The researcher attempted to determine whether or not the use of Cake application effective to improve student' speaking skills at SMA Negeri 2 Palopo.

2.3 Conceptual Framework



Based on the conceptual framework above, it can be explained that the researcher will give a pre-test to class XI students at SMA Negeri 2 Palopo to see the students' speaking skill with the score obtained before being given treatment. Then the researcher will apply cake application in the treatment process, and the final, the researcher will give a post-test to see the students' speaking abilities especially for vocabulary, fluency, pronunciation, comprehension, with the scores after obtained being giving the treatment.

2.4 Hypothesis

There are two hypothesis used by researcher, namely:

H0 = The effectiveness of utilizing the cake application is not significant to improving students speaking skill.

H_a = The effectiveness of utilizing the cake application is significant to improving students speaking skill.

Hypothesis Testing:

If $\text{sig} < \alpha = H_0$ is rejected and H_a is accepted

If $\text{sig} > \alpha = H_a$ is rejected and H_0 is accepted

If the calculation result that the value (α) is higher than significant (p) ($0.05 > 0.00$) then the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is accepted. Meanwhile, if the calculation result that the value (α) is lower than significant (p) ($0.05 < 0.00$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

CHAPTER III RESEARCH METODOLOGY

3.1 Research Method

In this research, the researcher conducted quantitative research using the pre-experimental design method of one group pre-test post-test type (single group initial test).

3.2 Location and Time

This research conducted on march 2026 at SMA Negeri 2 Palopo, which is located at Jalan Garuda no. 18, Rampoang, Palopo South Sulawesi 91958.

3.3 Population and Sample

1. Population

The Population in this reseach were all students of class XI at SMA Negeri 2 Palopo, with 308 students.

2. Sample

Researcher used simple random sampling technique. The use of simple random sampling in this study aims to ensure the objectivity of the results by eliminating subject selection bias. In the context of ensuring improved speaking skills, this technique ensures that every student in the population has an equal probability of being selected, so that the sample obtained is able to accurately represent the genetic diversity of the population. The researcher took class XI Bintan With 26 students as the sample.

3.4 Research Instrument

In this research, the researcher used a speaking test to collect the data. To conduct the speaking test, there were two components that were assessed, namely, pronunciation, and fluency. There were several steps in conducting the students' speaking tests. First, the researcher prepared a speaking test for the students. Second, the researcher asked the students to describe their deskmate orally in English. Third, the researcher collected the speaking test results in the form of recordings. Finally, the researcher collected the students' scores by calculating and

dividing them. To determine the students' scores, the researcher calculated the students' scores, and then calculated the students' average scores.

3.5 Procedure of Collecting Data

In the data collection procedure, the researcher carried out three main activities, namely pre-test, treatment, and post-test.

1. Pre-test

In this research, before administering treatment, researchers administered a pretest as an initial test to assess students' speaking abilities. Researchers asked students pretest questions, namely to describing people.

2. Treatment

a. First Meeting

The researcher prepared the class, welcomed the students, and led a prayer. The lesson began with an introduction and an explanation of the learning objectives. After that, the researcher introduced and demonstrated the Cake application, then explained its functions, features, and how to use it to the students. The students opened the Cake learning app and pressed the search button. First, in the Selecting Context Material stage, they selected the "people" category from the provided options and opened a channel title about someone, which displayed several usable topics. The first topic used was "describing good people." Next, during Video Observation, students watched curated video clips from YouTube. After that, they used the Auto-Repeat Technique, where the app repeated key phrases three times. Then, during Shadowing & Recording, students pressed the microphone button and imitated the phrases. Upon recording, students received an Instant Feedback evaluation generated by the AI technology. Finally, for Listening and Evaluation, students completed additional exercises, such as arranging scrambled words into correct sentences based on the clips they had just watched, using the quiz feature provided in the application.

b. Second Meeting

The researcher prepared the class, welcomed them, and led the prayer. The lesson began with an introduction and an explanation of the learning objectives. First, in the Selecting Context Material stage, students selected the "people"

category from the categories provided and opened a channel title about someone, which displayed several usable topics. The second topic to be used was "idioms that describe personality." During Video Observation, students watched curated video clips from YouTube. Next, they used the Auto-Repeat Technique, where the app repeated key phrases three times. After that, during Shadowing & Recording, students pressed the microphone button and imitated the phrases. Following the recording, during Instant Feedback, students saw a live evaluation from the AI technology. Finally, for Listening and Evaluation, students did additional exercises, such as arranging random words into correct sentences based on the clips they had just watched, using quizzes provided in the application feature.

c. Third Meeting

The researcher prepared the class, welcomed the students, and led the prayer. The lesson began with an introduction and an explanation of the learning objectives. Then, in the Selecting Context Material stage, students selected the "people" category from the categories provided and opened a channel title about someone, which displayed several usable topics. The third topic to be used was "describing bad personality." During Video Observation, students watched curated video clips from YouTube. Next, they used the Auto-Repeat Technique, where the app repeated key phrases three times. After that, during Shadowing & Recording, students pressed the microphone button and imitated the phrases. Following the recording, during Instant Feedback, students saw a live evaluation from the AI technology. Finally, for Listening and Evaluation, students did additional exercises, such as arranging random words into correct sentences based on the clips they had just watched, using the quizzes provided in the application feature.

d. Fourth Meeting

The researcher prepared the class, welcomed them, and led the prayer. The lesson began with an introduction and an explanation of the learning objectives. After that, in the Selecting Context Material stage, students selected the "people" category from the categories provided and opened a channel title about someone, which displayed several usable topics. The third topic to be used was "describing someone." During Video Observation, students watched curated video clips from YouTube. Next, they used the Auto-Repeat Technique, where the app repeated key

phrases three times. After that, during Shadowing & Recording, students pressed the microphone button and imitated the phrases. Following the recording, during Instant Feedback, students saw a live evaluation from the AI technology. Finally, for Listening and Evaluation, students did additional exercises, such as arranging random words into correct sentences based on the clips they had just watched, using the quizzes provided in the application feature.

3. Post-test

Students were given a post-test to measure their abilities after receiving the treatment. In this post-test, the researcher gave students questions, which asked them to describe people.

3.6 Technique of Data Analysis

In analyzing the data, researchers used the following techniques:

1. Classifying the student speaking ability

Table 1. The Classifying the Students' Score

Score	Classification
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Average
56-65	Fairly
36-55	Fairly poor
0-35	Poor

Source: Gay (2006)

2. The scoring system for Speaking Ability

Table 2. The Scoring System for Vocabulary

Aspects	Score	Explanation
Vocabulary	5	Use of vocabulary and idioms is virtually as accurate and extensive as a native speaker.
	4	Sometimes uses inappropriate words and/or rephrases ideas because of lexical inadequacies; permits expression of ideas quite well.
	3	Frequently forced to rephrase ideas and/or reveal the limitations of his vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

Table 3. The Scoring System for Pronunciation

Aspects	Score	Explanation
Pronunciation	5	Pronunciation is clear like a native speaker.
	4	Easy to understand the students' pronunciation.
	3	Pronunciation problems require concentrated listening and sometimes lead to misunderstanding.
	2	Very hard to understand because of the pronunciation problems.
	1	The pronunciation problem is serious so it can't be understood.

Source: Harris (1969)

Table 4. The Scoring system for Fluency

Aspect	Score	Explanation
Fluency	5	Fluent a speech and easy like a native speaker.
	4	The speed of speech seems to be slightly affected by language problems.
	3	The speed and fluency are somewhat strongly affected by language problems.
	2	Usually hesitating and stuttering, the sentences might be left unfinished.
	1	Very stuttering.

Source: Harris (1969)

3. Scoring the students point using by formula:

$$Score = \frac{\text{The number student score}}{\text{Total point}} \times 100$$

Source: Purwanto (2009)

4. Calculating the student percentage by using:

$$P = \frac{F}{N} \times 100\%$$

Where:

P: percentage

N: the total of sample

F: number of frequency

Source: Gay (2006)

5. After calculating student scores and the average pre-test and post-test scores, researchers used the SPSS version 20 application to compare and analyze the pre-test and post-test results, whether there was an increase or change in scores.

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Findings

1. The Students Speaking Score in Pre Test and Post Test

The researcher present students overall speaking score, percentage of assignments and average to improve speaking ability (vocabulary, pronunciation and fluency).

Table 5. The students Speaking Score in Pre-test and Post-test

Name	Pre-test				Post-test			
	V	P	F	Total	V	P	F	Total
S1	3	3	2	53	4	4	2	66
S2	3	3	2	53	4	3	2	60
S3	1	2	2	33	2	2	2	40
S4	3	2	3	53	2	3	2	46
S5	1	2	2	33	2	2	1	33
S6	1	2	1	26	2	3	2	46
S7	3	3	2	53	3	4	3	66
S8	4	3	2	60	4	3	3	66
S9	2	2	2	40	2	3	2	46
S10	5	4	4	86	5	4	4	86
S11	2	3	2	46	3	3	2	53
S12	2	2	1	33	2	2	3	46
S13	1	2	2	33	2	3	2	46
S14	3	4	4	73	4	4	4	80
S15	2	3	2	46	2	2	3	50
S16	2	3	2	46	3	3	3	60
S17	1	3	3	46	2	3	3	60
S18	4	4	4	80	5	4	4	80
S19	3	3	2	53	4	3	3	66
S20	4	4	2	66	5	4	2	73
S21	1	2	2	33	2	2	3	46
S22	1	3	2	40	2	2	2	40
S23	1	2	2	33	2	3	3	53
S24	2	3	2	46	3	3	3	60
S25	3	4	2	60	3	4	3	66
S26	4	4	3	73	4	4	3	73

Based on Table 4, it can be seen that the minimum score for the students pre-test is 26, and the maximum score for the students is 86. While the minimum post-test score for the student is 33 and the maximum post-test score for students is 86.

2. Scoring Classification of the Student Pre-Test and Post-Test

a. Pre-test

The classification of the frequency and percentage of the result students score in the Pre-test can be seen in the table below.

Table 6. The Rate Percentage and Frequency of Students Score in Pre-test

No	Classification	Score	Frequency	Percentage (%)
1	Excellent	96-100	0	0
2	Very good	86-95	1	3.8
3	Good	76-85	1	3.8
4	Average	66-75	3	11.5
5	Fairly	56-65	2	7.6
6	Fairly poor	36-55	12	46.4
7	Poor	0-35	7	26.9
Total			26	100

Based on Table 5, there are no students got score Excellent. One student scored Very good (3.8%). Only one student scored Good (3.8%). 3 students scored Avarange (11.5%). 2 students scored Fairly (7.6%). Most students scored Fairly poor out of 25 students (46.4%). There are 7 students got scored Poor (26.9%). This means that the students had almost poor speaking skills before the treatment.

b. Post-test

The classification of the frequency and percentage of the result students score in the Post-test can be seen in the table below.

Table 7. The Rate Percentage and Frequency of Students Score in Post-test

No	Classification	Score	Frequency	Percentage (%)
1	Excellent	96-100	0	0
2	Very good	86-95	1	3.8
3	Good	76-85	2	7.6
4	Average	66-75	7	26.9
5	Fairly	56-65	4	15.3
6	Fairly poor	36-55	11	42.3
7	Poor	0-35	1	3.8
Total			26	100

The distribution of students' scores in the post-test demonstrates a notable improvement, with the majority of students achieving scores within the higher classification ranges. Out of 28 students, none achieved the Excellent category, but 1 students (3.8%) were classified as Very Good. The highest concentration of students fell into the Good category, accounting for 2 students (7.6%). This was followed by 7 students (26.9%) got achieved an Average score. Meanwhile, 4

students (15.3%) were categorized as Fairly, and 11 student (42.3%) remained in the Fairly Poor classification. There is one student (3.8%) scored in the Poor category. In conclusion, the post-test results reveal that most of the students reached at least an average to good level of competence after receiving the treatment.

3. The Normality Test of the Students Pre Test and Post Test

Table 8. Test of Normality by SPSS

Tests of Normality							
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Hasil belajar siswa	Pre-test	.153	26	.119	.932	26	.089
	Post-test	.152	26	.123	.959	26	.367

a. Lilliefors Significance Correction

The normality test uses the Shapiro-Wilk formula, which in its calculations uses the SPSS 20 program. The test determines whether the data is normal or not. If sig > 0.05, the data is normal. If sig < 0.05, the data is abnormal. The table above clearly shows that the pre-test sig value is 0,089, which is greater than 0.05, meaning the pre-test data is not normally distributed. However, the post-test sig value is 0.367, which is greater than 0.05. Therefore, it can be concluded that the post-test data is normally distributed.

4. Paired Sample Statistics Pre-test and Post-test

Table 9. Paired Sample Statistics Pre-test and Post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	49.88	26	15.931	3.124
	Post-test	57.96	26	13.840	2.714

Based on a table 9, it can be seen that the mean score on the Pre-test is 49.88 with a sample size of 26 students and standard deviation of 15.931. In the Post-test, the mean score was 57.96 with a sample size of 26 and standard deviation 13.840. A comparison of the average scores on the pretest and post-test shows an improvement in students' scores on the post-test.

5. Test of Paired Sample Test

Table 10. Paired Samples Test

Paired Samples Test									
Paired Differences									
				5% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	Lower Upper				
Pair 1	Pre-test - Post-test	-8.077	6.705	1.315	-8.160 -7.994	-6.143	25	.000	

Data analysis conducted using SPSS version 20.00 revealed a significant difference in students' speaking ability between the pre-test and post-test assessments. The two-tailed significance level was calculated at 0.000, with a t-test result of -7.994 and a probability of 0.000, which is smaller than the significance level of 0.05 ($\alpha = 0.05$). The statistical results indicate that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Thus, it can be concluded that the Cake Application is an effective approach for improving students' speaking skills. The significant increase in post-test scores compared to pre-test scores demonstrates the effectiveness of this method in enhancing students' speaking skills.

4.2 Discussion

Speaking is an interactive process of constructing meaning that involves the activities of producing, receiving, and processing information. One of the main functions of speaking is to describe something, which is similar to painting with words. Through this function, we can transfer what we see or know into the imagination of others, so that the person we are talking to can immediately imagine the characteristics of an object, place, or person without having to see it directly. In this research, using Cake Application as a treatment aims to improve students' speaking skill. The Cake Application helped students improve their fluency by providing highly contextual learning materials under the target topic. Features such as matching quizzes and short contextual video expressions helped students quickly

retrieve appropriate adjectives, pronouns, and Simple Present Tense structures without heavy mental blocks. Before conducting the experiment, the researchers began with a speaking test as a pre-test. The goal is to assess a student's speaking skills before implementing an intervention. After conducting preliminary tests, the researchers found that most students had difficulty speaking.

In terms of Vocabulary, some students received low scores due to a limited vocabulary, which affected their ability to construct descriptive sentences orally. For example, the thirteenth respondent said, " beautiful face and black hair itu ji kak itu ji kutau kak," indicating that they had a limited vocabulary and were therefore unable to form grammatically correct descriptive sentences during the speaking task. In the post-test, this thirteenth respondent showed an increase in vocabulary following the treatment (my friend name is muatiah she's got a big heart and she's so sweet she's very thoughtful she she was being petty, she has a bad temper). This finding is in line with a study by Gaol (2024) the Cake application had a positive impact on students' vocabulary mastery. It was because the Cake application provided students with an engaging and appropriate medium for teaching English vocabulary through the use of subtitled videos.

When it comes to pronunciation, many students mispronounce language sounds such as phonemes, word stress, and the correct intonation needed to be understood by listeners. For example, Respondent 15 stated, *"she his my friend diva she has yelaw skin has aa short body has has pink lips and and beautiful eyes."* The prominent phonetic mistake is evident in the word "yelaw", which should be pronounced as "yellow" with the correct phoneme sequence of /j/ε/l/ou/. This is apparent in the case of Respondent 2, who uttered, *"have brown eyes he's very beauty..... and... she..she..aaaa... she is like really like wear em.. bracelet....suka sekali pake gelang."* The main problem for these respondents is their inability to maintain a stress-timed rhythm due to the high cognitive load involved in constructing sentences. This results in word stress placement that is random, stiff, and flat. In the post test, this second respondent showed an increase in pronunciation following the treatment (kayla is so amiable she he she also very sweet and she have aa big heart and she like so wear bracelet wearing bracelet). which indicates that student 'word stress' has decreased. According to Nabila (2026) The application

provides pronunciation models, repetition practice, and interactive speaking exercises that allow students to practice regularly. Students can learn at their own pace and repeat materials as needed without feeling embarrassed about making mistakes.

In the fluency section, most students faced the same issue their fluency was influenced by the language, and they were able to process the language spontaneously despite minor grammatical errors. For example the seventh respondent (she was aa careful... and.. friendly person I ever meet....and eee kind person I ever meet... she.. she....she... eee tall....she ee dia punya mata yang berwarna). The seventh respondent's oral fluency can be characterized as spontaneous yet highly fractured, showcasing a continuous flow of speech that is frequently disrupted by cognitive processing demands. While she demonstrates the capacity for real-time, spontaneous communication without falling into passive silence, her speech smoothness is severely hindered by formulation bottlenecks and lexical searching. This aligns with muchari (2026) who emphasized that The app's focus on repetition allowed students to practice speaking phrases and sentences multiple times, which contributed to better pronunciation and fluency. This repetitive practice helped build confidence and allowed students to improve their articulation and accent over time.

The treatment was conducted across four structured meetings to enhance students' skills in writing descriptive texts using idioms via the Cake application. During the first meeting, the material regarding descriptive text was introduced, followed by a hands-on session with the Cake application where minor feature-related confusions occurred before students successfully adapted. By the second meeting, all students grew proficient in navigating the Cake application and began discovering various idioms to construct descriptive sentences. Progress continued in the third meeting as students memorized suitable descriptive vocabulary to portray their seatmates, attempting initial sentence formations. Finally, in the fourth meeting, the students successfully composed comprehensive descriptive sentences about their peers while accurately integrating appropriate idioms using features from the Cake application.

However, after conducting the planned treatment sessions using the Cake Application, the students' speaking proficiency improved significantly. The integration of smartphone-based language learning through this digital application created a highly dynamic, autonomous, and stress-free environment for oral practice. In the aspect of pronunciation, the data analysis demonstrates that the students' scores improved drastically from the pre-test to the post-test. This enhancement was driven by the core features of the Cake Application, particularly the video clips containing authentic dialogues by native speakers and the AI-integrated Speech Recognition Technology. Furthermore, these authentic video clips served as a powerful tool for vocabulary acquisition, exposing students to idiomatic expressions, phrasal verbs, and contextualized vocabulary that are rare in traditional textbooks. During the treatments, students were trained through the Auto-Repeat Technique and the Shadowing and Recording process. Students repeatedly listened to correct intonations and word stresses, then imitated them directly into the application. The instant feedback feature evaluated their speech accuracy in real time, encouraging students to self-correct their pronunciation errors. This aligns with Rahman (2023), who emphasized that the Cake Application provides authentic exposure to natural English, helping learners internalize correct pronunciation patterns and enrich their lexical repertoire through repetitive imitation, thereby reducing communication barriers caused by mispronunciation.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that utilizing the Cake Application is highly effective in improving the speaking skills of eleventh-grade students at SMAN 2 Palopo, particularly in terms of vocabulary, pronunciation and fluency within descriptive texts. The average score on the pre-test, was 49.88, while for the post-test, the average score was 57.96. The significant level (2-tailed) was 0.000. The significant level (2-tailed) value is less than the alpha value ($0.000 < 0.05$), indicating a notable distinction between the learning outcomes in the pre-test and post-test data. The statistical result indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Using the Cake app as an English learning platform has made students more active, confident, focused, and organized in their studies. Thus, it can be concluded that the Cake Application is an effective approach for improving students' speaking skills.

5.2 Suggestions

Based on the conclusion above, several recommendations can be made:

1. For the Students, Students are highly encouraged to practice their speaking skills actively and independently outside the classroom by utilizing digital platforms such as the Cake Application. They should make good use of the application's core features, specifically the real-time feedback and shadowing processes, to consistently monitor and self-correct their pronunciation and fluency without feeling anxious about making mistakes. By establishing a continuous habit of interacting with the authentic multimedia content in the application, students can naturally expand their vocabulary and build stronger self-confidence in oral communication.
2. For the English Teachers, English teachers are suggested to integrate innovative digital tools and smartphone applications, particularly the Cake Application, into their classroom lesson plans to supplement traditional speaking materials. Teachers should design more student-centered and autonomous speaking tasks

that allow students to explore interactive technology, effectively shifting the classroom dynamic from passive listening to active oral production. Additionally, teachers should continuously support and monitor students' engagement with these mobile-based language learning tools to ensure they can optimally assist students in mastering extensive speaking tasks under the current curriculum framework.

3. For the Future Researchers, Future researchers are recommended to conduct similar experimental studies with a larger sample size or across different grade levels to further validate the generalizability and robustness of the Cake Application in enhancing students' speaking performance. It is also suggested for future studies to investigate the effectiveness of this application on other crucial speaking sub-skills, such as vocabulary acquisition or grammatical accuracy, which were not deeply explored in this research. Furthermore, extending the duration of the treatment or applying a mixed-method design could provide a more comprehensive understanding of both the quantitative improvement and the qualitative perceptions of students regarding digital language tools.
4. For the School, school is advised to fully support the integration of digital-based learning media, such as the Cake Application, by providing adequate supporting facilities like stable Wi-Fi connectivity and facilitating teachers in organizing interactive digital language training. By creating a conducive digital learning environment and encouraging school-wide adoption of mobile-assisted language learning tools, the school can help students gain better exposure to authentic English materials, thereby continuously improving their overall speaking proficiency and academic performance.

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A P P E N D I C E S

PRE-TEST

1. Pre-test task activity

In this pre-test the researcher will give students' pre-test question, namely asking them to describing their deskmate.



2. Pre-test Transcript

1. S1 = my friend skin is white he.. he's eye is he's eye he's eye colour is brown and...ummm....my friend is kind and...and.. also smart ummm...he's also very supportive... and..
2. S2 = have brown eyes he's very beauty..... and... she..she..aaaa... she is like really like wear em.. bracelet...suka sekali pake gelang.
3. S3 = he brave, he smart, he good.
4. S4 = my friend is beautiful she has black hair, around eyes and... and every she smile he's also like playing basket ball
5. S5 = he good, he good, very bravo.
6. S6 = she is kind, friendly, smart, carefull.
7. S7 = she was aa careful... and.. friendly person I ever meet....and eee kind person I ever meet... she.. she....she... eee tall....she ee dia punya mata yang berwarna
8. S8 = she is my friend hilfi has ee flat nose ee curly eyelash ee natural pink lips and...and... has ee yellow skin.
9. S9 = I want describe to about eh ulang kak ulang kak.. I want describe to about my friends beautyfull she white skin brown eyes and short girl.

10. S10 = aaa I wanna describe about my friends her name is indah reza she is a good person, she is kind, friendly, and diligent person, she has round eyes, tan skin and tick eye brow and strigth hair.
11. S11 = my friend.. my friend has a very beautiful face, and.. ee very sweat smile and and she has beautiful ees and she she is also very telekative... itu ji kak.
12. S12 = hi good smart.. good smart, friendly, brave, brave.. clear, eee wish, lupa kak.. wish, polit,
13. S13 = beautiful face and black hair itu ji kak itu ji kutau kak
14. S14 = Hmmm He have thick eyebrows, slanted eyes, big nose, white skin mm... short hair, fat, hmm... brave, lazy, clever eh clever and.... Mm.. short.
15. S15 = she his my friend diva she has yelow skin has aa short body has has pink lips and and beautiful eyes
16. S16 = ee my friend is beautiful funny ee she is also very cute end aa bit keeti.
17. S17 = hes brave hes smart hes good trus his face was low terus hir hair is straight
18. S18 = ee she have a white skin ee sharp nose and her face is shade good.
19. S19 = I have a friends his name is rehan he likes playing games block blast or something like that. His his sa he had a beg he had a big he had a big mmm aa he has a beard mustace and fat but his good his also good person and aa little a little.
20. S20 = hes a kind... emm smart spoking spocelity hmm hes a brave nature emm his aa mustace hmmm his a white skin and....his a smart
21. S21 = brave, good, cute, cool, handsome...
22. S22 = ee her face is very beautiful and cute her behavior is very very shortfull she is aa very cool person and she elso kind person and she have a nice smile.
23. S23 (Nailah) = she has a beautiful her face and a smiling attitude
24. S24 = my friend has black hair and eyes beautiful eee I great sense of humor
25. S25 = her name is naurah eee her body is tall she have aa brown brown skin she have around face and.. round eyes and.. she wear aa big hijab.
26. S26 = my friend is confident and beautiful she likes spending time with her boyfriend which makes her happy and carefull.

MODUL AJAR BAHASA INGGRIS

DESCRIPTIVE TEXT

A. IDENTITAS MODUL

Nama Penyusun	: Excel Pasumbung
Satuan Pendidikan	: SMA NEGERI 2 PALOPO
Kelas/Fase	: XI (sebelas) F
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 2x45 Menit
Meeting	: 1

CAPAIAN PEMBELAJARAN BAHASA INGGRIS FASE F

Elemen Menyimak-Berbicara
Pada akhir fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.
Elemen Membaca – Memirsa
Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesa dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.

Elemen Menulis – Mempresentasikan

Pada akhir fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

B. KOMPETENSI AWAL

Peserta didik diharapkan memiliki kemampuan dasar dalam identifikasi dan menggunakan kosakata terkait ciri-ciri fisik (*penampilan fisik*) serta watak seseorang (*ciri-ciri kepribadian*) dalam bahasa Inggris. Selain itu, peserta didik minimal telah memahami penggunaan tata bahasa *Simple Present Tense*, khususnya dalam penggunaan kata kerja bantu *to be (is, am, are)* dan kata kerja kepemilikan *has/has* untuk membentuk kalimat deskriptif sederhana. Peserta didik juga perlu mengenali fungsi kata sifat (*adjectives*) dan kata ganti orang (*pronouns*) seperti *he, she*, atau *they*, serta kata ganti kepemilikan (*posesif kata sifat*) seperti *his* dan *her* agar mampu menyusun deskripsi identitas dan ciri seseorang secara akurat sebelum masuk ke dalam struktur teks deskriptif yang lebih kompleks.

C. PROFIL PELAJAR PANCASILA

Beriman dan bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.
Bernalar kritis, kreatif, mandiri.

D. SARANA DAN PRASARANA

- Laptop, LCD, Handphone, Papan tulis.
- Materi Power Point Presentation, cake application dan Referensi lain yang mendukung.

E. TARGET PESERTA DIDIK

Peserta didik regular/ umum

F. MATERI PEMBELAJARAN

Materi pembelajaran yang akan dipelajari terdapat pada aplikasi cake khususnya pada topik describing good people, peserta didik akan mengetahui kalimat yang digunakan dalam mendeskripsikan orang baik.

G. MODEL PEMBELAJARAN

Problem based learning

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Melalui kegiatan pembelajaran menggunakan aplikasi cake, peserta didik diharapkan mampu berbicara dengan jelas dan mendeskripsikan seseorang sesuai yang diarahkan.

B. PEMAHAMAN BERMAKNA

- Mengetahui penggunaan tata bahasa Simple Present Tense, khususnya dalam penggunaan kata kerja bantu to be (is, am, are) dan kata kerja kepemilikan has/has untuk membentuk kalimat deskriptif sederhana.
- Mengenali fungsi kata sifat (adjectives) dan kata ganti orang (pronouns) seperti he, she, atau they, serta kata ganti kepemilikan (posesif kata sifat) seperti his dan her

C. PERTANYAAN PEMANTIK

- Peneliti mengajukan pertanyaan terbuka kepada peserta didik tentang apa itu deskriptif teks.

D. KEGIATAN PEMBELAJARAN

KEGIATAN PENDAHULUAN	
Persiapan	➤ Peneliti membuka dengan menyapa dan salam pembuka, berdoa untuk mengawali pembelajaran, serta memeriksa kehadiran peserta didik.
Apersepsi	➤ Menanyakan pembelajaran sebelumnya ➤ Menjelaskan hal-hal yang akan dipelajari, kompetensi yang dicapai, dan metode pembelajaran yang dipakai.
Motivasi	➤ Memberikan Gambaran tentang tujuan atau manfaat mempelajari Pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

KEGIATAN INTI
➤ Pembelajaran dimulai dengan pengenalan dan penjelasan tujuan pembelajaran. Memotivasi peserta didik dengan mengajukan pertanyaan pemantik “Apa yang dimaksud dengan teks deskriptif tentang mendeskripsikan seseorang. ➤ Peneliti menjelaskan materi tentang deskriptif teks ➤ Peneliti memperkenalkan dan mengarahkan peserta didik untuk mendownload aplikasi cake dan memastikan setiap peserta didik telah mendownload dan mempunyai akun. ➤ Peneliti mengarahkan peserta didik untuk memilih materi konteks yaitu memilih kategori orang dan membuka channel yang berjudul tentang seseorang. ➤ Setelah itu peserta didik memilih topic yang berjudul mendeskripsikan orang baik. ➤ Peserta didik peserta didik menonton dan mengamati klip video. ➤ Setelah itu peserta didik menggunakan fitur auto repeat untuk mengulang frasa kunci tiga kali untuk mengetahui pengucapan. ➤ Setelah itu siswa menekan tombol mikrofon dan meniru frasa tersebut. ➤ Setelah merekam, siswa melihat evaluasi langsung dari teknologi AI. ➤ Peserta didik melakukan Latihan tambahan untuk melakukan Latihan pendengaran dan evaluasi dengan melakukan penyusunan kata-kata acak menjadi kalimat yang benar berdasarkan klip video yang baru saja mereka tonton. ➤ Peneliti memonitoring keaktifan peserta didik dan perkembangannya melalui absen.
KEGIATAN PENUTUP
➤ Peserta didik diminta untuk mengemukakan pendapat mengenai masalah penggunaan aplikasi, ➤ Peneliti menyampaikan jadwal pertemuan selanjutnya dan mengakhiri pembelajaran dengan salam.

E. ASESMEN/PENILAIAN HASIL PEMBELAJARAN

1. Penilaian Sikap/Profil Pelajar Pancasila

Selama proses pembelajaran peneliti mengamati profil pelajar Pancasila pada siswa dalam pembelajaran yang meliputi beriman, bertaqwa kepada tuhan yang maha esa, kebhinekaan global, mandiri bernalar kritis, dan kreatif.

2. Penilaian Keterampilan

Penilaian keterampilan yang dilakukan sesuai dengan tujuan pembelajaran yang ingin dicapai adalah dengan tes speaking.

PENILAIAN DIRI

Jawablah pertanyaan di bawah ini dengan jujur, sesuai dengan kemampuan kalian, cara menjawabnya adalah dengan memberikan centang (√) di kolom yang disediakan.

No	Pertanyaan	Jawaban	
		Ya	Tidak
1	Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.		
2	Saya belajar menggunakan modul ini secara terjadwal		
3	Saya mengerjakan modul ini sendiri tanpa bantuan orang lain		
4	Saya sudah memahami fungsi social, struktur , dan ciri kebahasaan dari teks explanation.		
5	Saya dapat menjelaskan secara lisan bagaimana dan mengapa fenomena alam disekitar saya, dapat terjadi		

Catatan:

- Jika ada jawaban “**Tidak**” maka segera lakukan review pembelajaran.
- Jika semua jawaban “**Ya**” maka dapat melanjutkan kegiatan pembelajaran berikutnya

G. REFLEKSI GURU DAN PESERTA DIDIK

Lembar Refleksi Guru

No	Aspek	Refleksi Guru	Jawaban
1	Penguasaan Materi	Apakah saya sudah memahami cukup baik materi dan aktifitas pembelajaran ini?	
2	Penyampaian Materi	Apakah materi ini sudah tersampaikan dengan cukup baik kepada peserta didik?	
3	Umpan balik	Apakah 100% peserta didik telah mencapai penguasaan tujuan pembelajaran yang ingin dicapai?	

Lembar Refleksi Peserta Didik

No	Aspek	Refleksi Guru	Jawaban
1	Perasaan dalam belajar	Apa yang menyenangkan dalam kegiatan pembelajaran hari ini?	
2	Makna	Apakah aktivitas pembelajaran hari ini bermakna dalam kehidupan saya?	
3	Penguasaan Materi	Saya dapat menguasai materi pelajaran pada hari ini?	
4	Keaktifan	Apakah saya terlibat aktif dan menyumbangkan ide dalam proses pembelajaran hari ini?	

Palopo, 20 April 2026

Excel Pasumbung

MODUL AJAR BAHASA INGGRIS

DESCRIPTIVE TEXT

A. IDENTITAS MODUL

Nama Penyusun	: Excel Pasumbung
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Kelas/Fase	: XI (sebelas) F
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 2x45 Menit
Meeting	: 2

CAPAIAN PEMBELAJARAN BAHASA INGGRIS FASE F

Elemen Menyimak-Berbicara
Pada akhir fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.
Elemen Membaca – Memirsa
Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesa dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.

Elemen Menulis – Mempresentasikan

Pada akhir fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

B. KOMPETENSI AWAL

Peserta didik diharapkan memiliki kemampuan dasar dalam identifikasi dan menggunakan kosakata terkait ciri-ciri fisik (*penampilan fisik*) serta watak seseorang (*ciri-ciri kepribadian*) dalam bahasa Inggris. Selain itu, peserta didik minimal telah memahami penggunaan tata bahasa *Simple Present Tense*, khususnya dalam penggunaan kata kerja bantu *to be (is, am, are)* dan kata kerja kepemilikan *has/has* untuk membentuk kalimat deskriptif sederhana. Peserta didik juga perlu mengenali fungsi kata sifat (*adjectives*) dan kata ganti orang (*pronouns*) seperti *he, she*, atau *they*, serta kata ganti kepemilikan (*posesif kata sifat*) seperti *his* dan *her* agar mampu menyusun deskripsi identitas dan ciri seseorang secara akurat sebelum masuk ke dalam struktur teks deskriptif yang lebih kompleks.

C. PROFIL PELAJAR PANCASILA

Beriman dan bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.
Bernalar kritis, kreatif, mandiri.

D. SARANA DAN PRASARANA

- Laptop, LCD, Handphone, Papan tulis.
- Materi Power Point Presentation, cake application dan Referensi lain yang mendukung.

E. TARGET PESERTA DIDIK

Peserta didik regular/ umum

F. MATERI PEMBELAJARAN

Materi pembelajaran yang akan dipelajari terdapat pada aplikasi cake khususnya pada topik describing good people, peserta didik akan mengetahui kalimat yang digunakan dalam mendeskripsikan orang baik.

G. MODEL PEMBELAJARAN

Problem based learning

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Melalui kegiatan pembelajaran menggunakan aplikasi cake, peserta didik diharapkan mampu berbicara dengan jelas dan mendeskripsikan seseorang sesuai yang diarahkan.

B. PEMAHAMAN BERMAKNA

- Mengetahui penggunaan tata bahasa Simple Present Tense, khususnya dalam penggunaan kata kerja bantu to be (is, am, are) dan kata kerja kepemilikan has/has untuk membentuk kalimat deskriptif sederhana.
- Mengenali fungsi kata sifat (adjectives) dan kata ganti orang (pronouns) seperti he, she, atau they, serta kata ganti kepemilikan (posesif kata sifat) seperti his dan her

C. PERTANYAAN PEMANTIK

- Peneliti mengajukan pertanyaan terbuka kepada peserta didik tentang apa itu deskriptif teks.

D. KEGIATAN PEMBELAJARAN

KEGIATAN PENDAHULUAN	
Persiapan	➤ Peneliti membuka dengan menyapa dan salam pembuka, berdoa untuk mengawali pembelajaran, serta memeriksa kehadiran peserta didik.
Apersepsi	➤ Menanyakan pembelajaran sebelumnya ➤ Menjelaskan hal-hal yang akan dipelajari, kompetensi yang dicapai, dan metode pembelajaran yang dipakai.
Motivasi	➤ Memberikan Gambaran tentang tujuan atau manfaat mempelajari Pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

KEGIATAN INTI
➤ Pembelajaran dimulai dengan pengenalan dan penjelasan tujuan pembelajaran. Memotivasi peserta didik dengan mengajukan pertanyaan pemantik “Apa yang dimaksud dengan teks deskriptif tentang mendeskripsikan seseorang. ➤ Peneliti mengarahkan peserta didik untuk memilih materi konteks yaitu memilih kategori orang dan membuka channel yang idiom yang menggambarkan seseorang. ➤ Peserta didik peserta didik menonton dan mengamati klip video. ➤ Setelah itu peserta didik menggunakan fitur auto repeat untuk mengulang frasa kunci tiga kali untuk mengetahui pengucapan. ➤ Setelah itu siswa menekan tombol mikrofon dan meniru frasa tersebut. ➤ Setelah merekam, siswa melihat evaluasi langsung dari teknologi AI. ➤ Peserta didik melakukan Latihan tambahan untuk melakukan Latihan pendengaran dan evaluasi dengan melakukan penyusunan kata-kata acak menjadi kalimat yang benar berdasarkan klip video yang baru saja mereka tonton. ➤ Peneliti memonitoring keaktifan peserta didik dan perkembangannya melalui ➤ Peneliti memonitoring keaktifan peserta didik dan perkembangannya melalui absen.
KEGIATAN PENUTUP
➤ Peserta didik diminta untuk mengemukakan pendapat mengenai masalah penggunaan aplikasi, ➤ Peneliti menyampaikan jadwal pertemuan selanjutnya dan mengakhiri pembelajaran dengan salam.

E. ASESMEN/PENILAIAN HASIL PEMBELAJARAN

1. Penilaian Sikap/Profil Pelajar Pancasila

Selama proses pembelajaran peneliti mengamati profil pelajar Pancasila pada siswa dalam pembelajaran yang meliputi beriman, bertaqwa kepada tuhan yang maha esa, kebhinekaan global, mandiri bernalar kritis, dan kreatif.

2. Penilaian Keterampilan

Penilaian keterampilan yang dilakukan sesuai dengan tujuan pembelajaran yang ingin dicapai adalah dengan tes speaking.

PENILAIAN DIRI

Jawablah pertanyaan di bawah ini dengan jujur, sesuai dengan kemampuan kalian, cara menjawabnya adalah dengan memberikan centang (√) di kolom yang disediakan.

No	Pertanyaan	Jawaban	
		Ya	Tidak
1	Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.		
2	Saya belajar menggunakan modul ini secara terjadwal		
3	Saya mengerjakan modul ini sendiri tanpa bantuan orang lain		
4	Saya sudah memahami fungsi social, struktur , dan ciri kebahasaan dari teks explanation.		
5	Saya dapat menjelaskan secara lisan bagaimana dan mengapa fenomena alam disekitar saya, dapat terjadi		

Catatan:

- Jika ada jawaban “**Tidak**” maka segera lakukan review pembelajaran.
- Jika semua jawaban “**Ya**” maka dapat melanjutkan kegiatan pembelajaran berikutnya

G. REFLEKSI GURU DAN PESERTA DIDIK

Lembar Refleksi Guru

No	Aspek	Refleksi Guru	Jawaban
1	Penguasaan Materi	Apakah saya sudah memahami cukup baik materi dan aktifitas pembelajaran ini?	
2	Penyampaian Materi	Apakah materi ini sudah tersampaikan dengan cukup baik kepada peserta didik?	
3	Umpan balik	Apakah 100% peserta didik telah mencapai penguasaan tujuan pembelajaran yang ingin dicapai?	

Lembar Refleksi Peserta Didik

No	Aspek	Refleksi Guru	Jawaban
1	Perasaan dalam belajar	Apa yang menyenangkan dalam kegiatan pembelajaran hari ini?	
2	Makna	Apakah aktivitas pembelajaran hari ini bermakna dalam kehidupan saya?	
3	Penguasaan Materi	Saya dapat menguasai materi pelajaran pada hari ini?	
4	Keaktifan	Apakah saya terlibat aktif dan menyumbangkan ide dalam proses pembelajaran hari ini?	

Palopo, 27 April 2026

Excel Pasumbung

MODUL AJAR BAHASA INGGRIS

DESCRIPTIVE TEXT

A. IDENTITAS MODUL

Nama Penyusun	: Excel Pasumbung
Satuan Pendidikan	: SMA NEGERI 2 PALOPO
Kelas/Fase	: XI (sebelas) F
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 2x45 Menit
Meeting	: 3

CAPAIAN PEMBELAJARAN BAHASA INGGRIS FASE F

Elemen Menyimak-Berbicara
Pada akhir fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.
Elemen Membaca – Memirsa
Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesa dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.

Elemen Menulis – Mempresentasikan

Pada akhir fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

B. KOMPETENSI AWAL

Peserta didik diharapkan memiliki kemampuan dasar dalam identifikasi dan menggunakan kosakata terkait ciri-ciri fisik (*penampilan fisik*) serta watak seseorang (*ciri-ciri kepribadian*) dalam bahasa Inggris. Selain itu, peserta didik minimal telah memahami penggunaan tata bahasa *Simple Present Tense*, khususnya dalam penggunaan kata kerja bantu *to be (is, am, are)* dan kata kerja kepemilikan *has/has* untuk membentuk kalimat deskriptif sederhana. Peserta didik juga perlu mengenali fungsi kata sifat (*adjectives*) dan kata ganti orang (*pronouns*) seperti *he, she*, atau *they*, serta kata ganti kepemilikan (*posesif kata sifat*) seperti *his* dan *her* agar mampu menyusun deskripsi identitas dan ciri seseorang secara akurat sebelum masuk ke dalam struktur teks deskriptif yang lebih kompleks.

C. PROFIL PELAJAR PANCASILA

Beriman dan bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.
Bernalar kritis, kreatif, mandiri.

D. SARANA DAN PRASARANA

- Laptop, LCD, Handphone, Papan tulis.
- Materi Power Point Presentation, cake application dan Referensi lain yang mendukung.

E. TARGET PESERTA DIDIK

Peserta didik regular/ umum

F. MATERI PEMBELAJARAN

Materi pembelajaran yang akan dipelajari terdapat pada aplikasi cake khususnya pada topik describing good people, peserta didik akan mengetahui kalimat yang digunakan dalam mendeskripsikan orang baik.

G. MODEL PEMBELAJARAN

Problem based learning

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Melalui kegiatan pembelajaran menggunakan aplikasi cake, peserta didik diharapkan mampu berbicara dengan jelas dan mendeskripsikan seseorang sesuai yang diarahkan.

B. PEMAHAMAN BERMAKNA

- Mengetahui penggunaan tata bahasa Simple Present Tense, khususnya dalam penggunaan kata kerja bantu to be (is, am, are) dan kata kerja kepemilikan has/has untuk membentuk kalimat deskriptif sederhana.
- Mengenali fungsi kata sifat (adjectives) dan kata ganti orang (pronouns) seperti he, she, atau they, serta kata ganti kepemilikan (posesif kata sifat) seperti his dan her

C. PERTANYAAN PEMANTIK

- Peneliti mengajukan pertanyaan terbuka kepada peserta didik tentang apa itu deskriptif teks.

D. KEGIATAN PEMBELAJARAN

KEGIATAN PENDAHULUAN	
Persiapan	➤ Peneliti membuka dengan menyapa dan salam pembuka, berdoa untuk mengawali pembelajaran, serta memeriksa kehadiran peserta didik.
Apersepsi	➤ Menanyakan pembelajaran sebelumnya ➤ Menjelaskan hal-hal yang akan dipelajari, kompetensi yang dicapai, dan metode pembelajaran yang dipakai.
Motivasi	➤ Memberikan Gambaran tentang tujuan atau manfaat mempelajari Pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

KEGIATAN INTI
➤ Pembelajaran dimulai dengan pengenalan dan penjelasan tujuan pembelajaran. Memotivasi peserta didik dengan mengajukan pertanyaan pemantik “Apa yang dimaksud dengan teks deskriptif tentang mendeskripsikan seseorang. ➤ Peneliti mengarahkan peserta didik untuk memilih materi konteks yaitu memilih kategori orang dan membuka channel yang berjudul menggambarkan kepribadian buruk. ➤ Peserta didik peserta didik menonton dan mengamati klip video. ➤ Setelah itu peserta didik menggunakan fitur auto repeat untuk mengulang frasa kunci tiga kali untuk mengetahui pengucapan. ➤ Setelah itu siswa menekan tombol mikrofon dan meniru frasa tersebut. ➤ Setelah merekam, siswa melihat evaluasi langsung dari teknologi AI. ➤ Peserta didik melakukan Latihan tambahan untuk melakukan Latihan pendengaran dan evaluasi dengan melakukan penyusunan kata-kata acak menjadi kalimat yang benar berdasarkan klip video yang baru saja mereka tonton. ➤ Peneliti memonitoring keaktifan peserta didik dan perkembangannya melalui absen.
KEGIATAN PENUTUP
➤ Peserta didik diminta untuk mengemukakan pendapat mengenai masalah penggunaan aplikasi, ➤ Peneliti menyampaikan jadwal pertemuan selanjutnya dan mengakhiri pembelajaran dengan salam.

E. ASESMEN/PENILAIAN HASIL PEMBELAJARAN

1. Penilaian Sikap/Profil Pelajar Pancasila

Selama proses pembelajaran peneliti mengamati profil pelajar Pancasila pada siswa dalam pembelajaran yang meliputi beriman, bertaqwa kepada tuhan yang maha esa, kebhinekaan global, mandiri bernalar kritis, dan kreatif.

2. Penilaian Keterampilan

Penilaian keterampilan yang dilakukan sesuai dengan tujuan pembelajaran yang ingin dicapai adalah dengan tes speaking.

PENILAIAN DIRI

Jawablah pertanyaan di bawah ini dengan jujur, sesuai dengan kemampuan kalian, cara menjawabnya adalah dengan memberikan centang (√) di kolom yang disediakan.

No	Pertanyaan	Jawaban	
		Ya	Tidak
1	Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.		
2	Saya belajar menggunakan modul ini secara terjadwal		
3	Saya mengerjakan modul ini sendiri tanpa bantuan orang lain		
4	Saya sudah memahami fungsi social, struktur , dan ciri kebahasaan dari teks explanation.		
5	Saya dapat menjelaskan secara lisan bagaimana dan mengapa fenomena alam disekitar saya, dapat terjadi		

Catatan:

- Jika ada jawaban “**Tidak**” maka segera lakukan review pembelajaran.
- Jika semua jawaban “**Ya**” maka dapat melanjutkan kegiatan pembelajaran berikutnya

G. REFLEKSI GURU DAN PESERTA DIDIK**Lembar Refleksi Guru**

No	Aspek	Refleksi Guru	Jawaban
1	Penguasaan Materi	Apakah saya sudah memahami cukup baik materi dan aktifitas pembelajaran ini?	
2	Penyampaian Materi	Apakah materi ini sudah tersampaikan dengan cukup baik kepada peserta didik?	
3	Umpan balik	Apakah 100% peserta didik telah mencapai penguasaan tujuan pembelajaran yang ingin dicapai?	

Lembar Refleksi Peserta Didik

No	Aspek	Refleksi Guru	Jawaban
1	Perasaan dalam belajar	Apa yang menyenangkan dalam kegiatan pembelajaran hari ini?	
2	Makna	Apakah aktivitas pembelajaran hari ini bermakna dalam kehidupan saya?	
3	Penguasaan Materi	Saya dapat menguasai materi pelajaran pada hari ini?	
4	Keaktifan	Apakah saya terlibat aktif dan menyumbangkan ide dalam proses pembelajaran hari ini?	

Palopo, 28 April 2026

Excel Pasumbung

MODUL AJAR BAHASA INGGRIS

DESCRIPTIVE TEXT

A. IDENTITAS MODUL

Nama Penyusun	: Excel Pasumbung
Satuan Pendidikan	: SMA NEGERI 2 PALOPO
Kelas/Fase	: XI (sebelas) F
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 2x45 Menit
Meeting	: 4

CAPAIAN PEMBELAJARAN BAHASA INGGRIS FASE F

Elemen Menyimak-Berbicara
Pada akhir fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.
Elemen Membaca – Memirsa
Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesa dan mengevaluasi detail spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.

Elemen Menulis – Mempresentasikan

Pada akhir fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosa kata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.

B. KOMPETENSI AWAL

Peserta didik diharapkan memiliki kemampuan dasar dalam identifikasi dan menggunakan kosakata terkait ciri-ciri fisik (*penampilan fisik*) serta watak seseorang (*ciri-ciri kepribadian*) dalam bahasa Inggris. Selain itu, peserta didik minimal telah memahami penggunaan tata bahasa *Simple Present Tense*, khususnya dalam penggunaan kata kerja bantu *to be (is, am, are)* dan kata kerja kepemilikan *has/has* untuk membentuk kalimat deskriptif sederhana. Peserta didik juga perlu mengenali fungsi kata sifat (*adjectives*) dan kata ganti orang (*pronouns*) seperti *he, she*, atau *they*, serta kata ganti kepemilikan (*posesif kata sifat*) seperti *his* dan *her* agar mampu menyusun deskripsi identitas dan ciri seseorang secara akurat sebelum masuk ke dalam struktur teks deskriptif yang lebih kompleks.

C. PROFIL PELAJAR PANCASILA

Beriman dan bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.
Bernalar kritis, kreatif, mandiri.

D. SARANA DAN PRASARANA

- Laptop, LCD, Handphone, Papan tulis.
- Materi Power Point Presentation, cake application dan Referensi lain yang mendukung.

E. TARGET PESERTA DIDIK

Peserta didik regular/ umum

F. MATERI PEMBELAJARAN

Materi pembelajaran yang akan dipelajari terdapat pada aplikasi cake khususnya pada topik describing good people, peserta didik akan mengetahui kalimat yang digunakan dalam mendeskripsikan orang baik.

G. MODEL PEMBELAJARAN

Problem based learning

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Melalui kegiatan pembelajaran menggunakan aplikasi cake, peserta didik diharapkan mampu berbicara dengan jelas dan mendeskripsikan seseorang sesuai yang diarahkan.

B. PEMAHAMAN BERMAKNA

- Mengetahui penggunaan tata bahasa Simple Present Tense, khususnya dalam penggunaan kata kerja bantu to be (is, am, are) dan kata kerja kepemilikan has/has untuk membentuk kalimat deskriptif sederhana.
- Mengenali fungsi kata sifat (adjectives) dan kata ganti orang (pronouns) seperti he, she, atau they, serta kata ganti kepemilikan (posesif kata sifat) seperti his dan her

C. PERTANYAAN PEMANTIK

- Peneliti mengajukan pertanyaan terbuka kepada peserta didik tentang apa itu deskriptif teks.

D. KEGIATAN PEMBELAJARAN

KEGIATAN PENDAHULUAN	
Persiapan	➤ Peneliti membuka dengan menyapa dan salam pembuka, berdoa untuk mengawali pembelajaran, serta memeriksa kehadiran peserta didik.
Apersepsi	➤ Menanyakan pembelajaran sebelumnya ➤ Menjelaskan hal-hal yang akan dipelajari, kompetensi yang dicapai, dan metode pembelajaran yang dipakai.
Motivasi	➤ Memberikan Gambaran tentang tujuan atau manfaat mempelajari Pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

KEGIATAN INTI
➤ Pembelajaran dimulai dengan pengenalan dan penjelasan tujuan pembelajaran. Memotivasi peserta didik dengan mengajukan pertanyaan pemantik “Apa yang dimaksud dengan teks deskriptif tentang mendeskripsikan seseorang. ➤ Peneliti mengarahkan peserta didik untuk memilih materi konteks yaitu memilih kategori orang dan membuka channel yang berjudul mendeskripsikan seseorang. ➤ Peserta didik peserta didik menonton dan mengamati klip video. ➤ Setelah itu peserta didik menggunakan fitur auto repeat untuk mengulang frasa kunci tiga kali untuk mengetahui pengucapan. ➤ Setelah itu siswa menekan tombol mikrofon dan meniru frasa tersebut. ➤ Setelah merekam, siswa melihat evaluasi langsung dari teknologi AI. ➤ Peserta didik melakukan Latihan tambahan untuk melakukan Latihan pendengaran dan evaluasi dengan melakukan penyusunan kata-kata acak menjadi kalimat yang benar berdasarkan klip video yang baru saja mereka tonton. ➤ Peneliti memonitoring keaktifan peserta didik dan perkembangannya melalui absen.
KEGIATAN PENUTUP
➤ Peserta didik diminta untuk mengemukakan pendapat mengenai masalah penggunaan aplikasi, ➤ Peneliti menyampaikan jadwal pertemuan selanjutnya dan mengakhiri pembelajaran dengan salam.

E. ASESMEN/PENILAIAN HASIL PEMBELAJARAN

1. Penilaian Sikap/Profil Pelajar Pancasila

Selama proses pembelajaran peneliti mengamati profil pelajar Pancasila pada siswa dalam pembelajaran yang meliputi beriman, bertaqwa kepada tuhan yang maha esa, kebhinekaan global, mandiri bernalar kritis, dan kreatif.

2. Penilaian Keterampilan

Penilaian keterampilan yang dilakukan sesuai dengan tujuan pembelajaran yang ingin dicapai adalah dengan tes speaking.

PENILAIAN DIRI

Jawablah pertanyaan di bawah ini dengan jujur, sesuai dengan kemampuan kalian, cara menjawabnya adalah dengan memberikan centang (√) di kolom yang disediakan.

No	Pertanyaan	Jawaban	
		Ya	Tidak
1	Saya berdoa sebelum dan sesudah melakukan kegiatan belajar menggunakan modul ini.		
2	Saya belajar menggunakan modul ini secara terjadwal		
3	Saya mengerjakan modul ini sendiri tanpa bantuan orang lain		
4	Saya sudah memahami fungsi social, struktur , dan ciri kebahasaan dari teks explanation.		
5	Saya dapat menjelaskan secara lisan bagaimana dan mengapa fenomena alam disekitar saya, dapat terjadi		

Catatan:

- Jika ada jawaban “**Tidak**” maka segera lakukan review pembelajaran.
- Jika semua jawaban “**Ya**” maka dapat melanjutkan kegiatan pembelajaran berikutnya

G. REFLEKSI GURU DAN PESERTA DIDIK**Lembar Refleksi Guru**

No	Aspek	Refleksi Guru	Jawaban
1	Penguasaan Materi	Apakah saya sudah memahami cukup baik materi dan aktifitas pembelajaran ini?	
2	Penyampaian Materi	Apakah materi ini sudah tersampaikan dengan cukup baik kepada peserta didik?	
3	Umpan balik	Apakah 100% peserta didik telah mencapai penguasaan tujuan pembelajaran yang ingin dicapai?	

Lembar Refleksi Peserta Didik

No	Aspek	Refleksi Guru	Jawaban
1	Perasaan dalam belajar	Apa yang menyenangkan dalam kegiatan pembelajaran hari ini?	
2	Makna	Apakah aktivitas pembelajaran hari ini bermakna dalam kehidupan saya?	
3	Penguasaan Materi	Saya dapat menguasai materi pelajaran pada hari ini?	
4	Keaktifan	Apakah saya terlibat aktif dan menyumbangkan ide dalam proses pembelajaran hari ini?	

Palopo, 1 Mei 2026

Excel Pasumbung

POST-TEST

1. Post-test task activity

In this post-test the researcher will give students' pre-test question, namely asking them to describing their deskmate.



2. Post-test transcript

1. S1 = gian is so amiable..... and also he's so considerate he's got a heart of gold he.. he also sceardy cat he's.....hmm.. he has ee really big mouth.
2. S2 = kayla is so amiable she he she also very sweet and she have aa big heart and she like so wear bracelet wearing bracelet.
3. S3 = my friend name is irga he's a people person but he's so amiable he's a gentleman he is so condirate and he is got a het of gold.
4. S4 = my friend is muti she is agona big heart she is su swit so swet she is very thank full she has a bad temper... she was loping pretty.
5. S5 = my friend is fadly he is apalagi.... Ulang kak,, he is not a.. pople person he is a penny picture. He is a scer sceredy cat.
6. S6 = my friend my is ericha she su so sweet sss... she good a bihert... she has bad tepper. She was being petty.
7. S7 = my.. my friend name is ainun she as she has a bad.. she has a really big mouth but... she.... She is not a people person she's got a big heart too.
8. S8 = my friend.. my friend name is hilfi ee she has ee bad temper and she has ee a really really big mouth. She has a bad temper she has she was being petty. She is so sweet and she his got a big heart.

9. S9 = indah not a people person....she is was being pei... she is got a big heart, she is so sweet.
10. S10 = my friends names is annisa iksan she is got a big heart, she is so amiable she is verry thoughtfull that was nice a her.
11. S11 = my friend name is fitri she's good a big heart she's.. so sweet she very thoughtfull she has a bad temper. She was being pitty.
12. S12 = my friend name is irga eee he's a penny pitcher he's a he's has aa bit temper.....he's good a big heart he's a who sweet share very thoughfoul.
13. S13 = my friend name is muatiah she's got a big heart and she's so sweet she's very thoughtfull she she was being petty, she has a bad temper.
14. S14 = my friend name is raehan, he's wack. He has a really big mouth but he so amiable. He's a gentleman. He's so considerate and he's good a heart of gold.
15. S15 = my friend name is diva she good ai big heart she is so sweet she was being petty she has ai bit temper
16. S16 = my friend name is embun she's very thoughfull and she she's got a big heart.
17. S17 = my friend name is fadly.. he's a penny pitcher he's has a bad temper.....he is he is..... a square he is... was a has a really big.
18. S18 = my friend name is kila she's penny pitcher she is a sceardy cat but she is so considerate. And she is got a heart of gold.
19. S19 = my friend name is rachan he likes playing game blockblast he.. he is not ai people person he has ai brought shoulders he has ai think muspet and short beard.
20. S20 = my friend name is irga he's got a heart of gold he's not a people person he's a penny pitcher he's a sceardy cat. He's he has a bad temper but he's a gentleman.
21. S21 = my friend name is ipul he is a really big moon.....he's so amiable....he is a gentleman
22. S22 = my friend name is trianty widiasari she is a penny pitcher she is ai scarry cat ssss buot she's got ai big hair she's so sweet. She's very thoughtfull

23. S23 = my friend name is mutiah she was being petty she has bad temper but she she's gonna big heart and she so sweet she's very throughfull.
24. S24 = friend name is fitri she's got a big heart she so sweet she was being petty she's has a bad temper.
25. S25 = eee my friend name is ainun she have aa white skin and ee have a short body she's a kind she's ee smart and she's like to sharing likes her name e her snack.
26. S26 = my friend is one of the confidents people in class hir name is Nailah.. she she so sweet talkative and .. always knows how to make me laugh when a lesson gets boring ... she also has a bad temper ... but she is the funniest person I know.

DOCUMENTATION



MEDIA PEMBELAJARAN

1. Video Pembelajaran

09.14

ALL

Pelajaran yang sedang berlangsung

Mendeskripsikan orang baik

Dia punya hati yang besar.
She's got a big heart.

>

Saya tidak begitu menyukainya.
I'm not a big fan of him.

>

Kamu sangat manis.
You're so sweet.

>

Dia tidak akan menyakiti lalat.
He wouldn't hurt a fly.

>

Itu sangat bijaksana.
That's very wise.

>

09.15

ALL

Idiom yang menggambarkan kepribadian

Pelajaran yang sedang berlangsung

Idiom yang menggambarkan kepribadian

Dia bukan orang yang sosial.
He's not a people person.

>

Dia adalah orang yang baik.
He's a good person.

>

Saya seorang yang pelit.
I'm a penny pinch.

>

Dia seorang yang selalu duduk di sofa.
He's a couch potato.

>

Dia pria yang memegang kata-katanya.
He's a word man.

>

09.16

ALL

Pelajaran yang sedang berlangsung

Menggambarkan kepribadian yang buruk

Dia sangat kuno.
He is such a square.

>

Kamu bersikap picik.
You're being picky.

>

Dia memiliki temperamen yang buruk.
She has a bad temper.

>

Kamu aneh.
You are weird.

>

Dia terlalu banyak bicara.
He has a really big mouth.

>

09.18

ALL

Pelajaran yang sedang berlangsung

Mendeskripsikan seseorang

Dia memiliki tubuh yang besar.
He has a large build.

>

Dia memiliki tulang pipi yang tinggi.
She has high cheekbones.

>

Dia memiliki rambut sepanjang bahu.
He has shoulder length hair.

>

Dia tampan.
He's handsome-looking.

>

Dia pendek dan gempal.
He's short and plump.

>

RUBRIK PENILAIAN

The Scoring System for Vocabulary

Aspects	Score	Explanation
Vocabulary	5	Use of vocabulary and idioms is virtually as accurate and extensive as a native speaker.
	4	Sometimes uses inappropriate words and/or rephrases ideas because of lexical inadequacies; permits expression of ideas quite well.
	3	Frequently forced to rephrase ideas and/or reveal the limitations of his vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

The Scoring System for Pronunciation

Aspects	Score	Explanation
Pronunciation	5	Pronunciation is clear like a native speaker.
	4	Easy to understand the students' pronunciation.
	3	Pronunciation problems require concentrated listening and sometimes leads to misunderstanding.
	2	Very hard to understand because of the pronunciation problems.
	1	The pronunciation problem is serious so it can't be understood.

The Scoring system for Fluency

Aspect	Score	Explanation
Fluency	5	Fluent a speech and easy like a native speaker.
	4	The speed of speech seems to be slightly affected by language problems.
	3	The speed and fluency are somewhat strongly affected by language problems.
	2	Usually hesitating and stuttering, the sentences might be left unfinished.
	1	Very stuttering.

$$\text{Score} = \frac{\text{The number student score}}{\text{Total point}} \times 100$$



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS COKROAMINOTO PALOPO**

Jl. Latamcelling No. 9 B Kota Palopo Sulawesi Selatan
Tlp. 0471-23421 Website <http://www.uncp.ac.id>

Nomor : 069/FKIP/UNCP/III/2026
Lampiran : -
Perihal : Permohonan izin melakukan penelitian

Palopo, 31 Maret 2026

Kepada Yth.
Kepala Dinas Penanaman Modal dan PTSP Kota Palopo
di-
Tempat

Dengan Hormat,
Sehubungan dengan pelaksanaan penelitian bagi yang tersebut dibawah ini:

Nama : Excel Pasumbung
NIM : 2201404042
Tempat/Tanggal Lahir : Tanete, 25 Oktober 2004
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Alamat : Jl. Kualalumpur III
Tempat Penelitian : SMAN 2 Palopo
Waktu Penelitian : Bulan April - Mei 2026

Dimohon kesediaan Bapak/Ibu untuk menerbitkan surat izin melakukan penelitian di instansi yang Bapak/Ibu pimpin guna menyusun karya ilmiah (Skripsi) yang berjudul "The Effectiveness of Utilizing the Cake Application in Improving the Speaking Skill of Eleventh-Grade Students at SMAN 2 Palopo".

Atas bantuan dan kerjasamanya, kami ucapkan terima kasih.

Dekan FKIP.

Dr. Paldi, M.Pd.
NIDN. 0920078501

Tembusandisampaikan kepada yang terhormat:

1. Rektor UNCP (Sebagai Laporan)
2. Arsip



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
 Telp/Fax : (0471) 326048, Email : dpmpptsp@palopokota.go.id, Website : http://dpmpptsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2026.0309/IP/DPMPPTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Pemberian Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: EXCEL PASUMBUNG
Jenis Kelamin	: Perempuan
Alamat	: Dsn Lempe Rante, Kec. Welenrang Timur, Kab. Luwu
Pekerjaan	: Mahasiswa
NIM	: 2201404042

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE EFFECTIVENESS OF UTILIZING THE CAKE APPLICATION IN IMPROVING THE SPEAKING SKILL OF ELEVENTH-GRADE STUDENTS AT SMAN 2 PALOPO

Lokasi Penelitian	: SMA NEGERI 2 PALOPO
Lamanya Penelitian	: 9 April 2026 s.d. 9 Juli 2026

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.



Diterbitkan di Kota Palopo
 Pada tanggal : 13 April 2026



Ditandatangani secara elektronik oleh :
 Kepala DPMPPTSP Kota Palopo
Hj. NURLAELI, S.P.T, MP
 Pangkat : Pembina Utama Muda, IV/c
 NIP. 19761007 200003 2 003

Tembusan Kepada Yth.:

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Kesbang Kota Palopo;
6. Instansi terkait tempat dilaksanakan penelitian.

Ditandatangani secara elektronik menggunakan Tanda Tangan Elektronik yang diterbitkan oleh Badan Elektronik Signatur (BESrEL) Badan Elektronik Signatur (BESrEL)



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN

UPT SMA NEGERI 2 PALOPO

Alamat : Jl. Garuda No. 18 Telp. (0471) 22244 Kota Palopo Kode Pos 91914

LEMBAR DISPOSISI

Surat dari : FAKULTAS KEBUDAHARIAN DAN ILMU
PENDIDIKAN UNCOP PALOPO

No. Surat : 069 / FKIP / UNCOP / III / 2026

Tgl. Surat : 31 MARET 2026

Diterima Tgl : 17 / 04 / 26

No. Agenda : 079

Sifat :

☐ Sangat segera

☐ Segera

☐ Rahasia

Hal : 12 IN PENELITIAN

Diteruskan kepada Sdr.:

☒ Wakasek Bidang Kurikulum

☐ Wakasek Bidang Kesiswaan

☐ Wakasek Bidang Sarana

☐ Wakasek Bidang Humas

☐ Koordinator Tata Usaha

☐ Kepala Perpustakaan

☐ Koordinator BP/BK

☐ Bendahara

☒ Bapak/Tbu - ST. Marfu'ah Nurjannah, SPd.

- Masryana, SS

Dengan hormat harap :

☐ Tanggapan dan saran

☒ Proses lebih lanjut

☐ Diarsipkan

☐

Catatan : Tolong dibantu mahasiswa tsb.
Terima kasih.



Palopo, 17 April 2026

Kepala UPT,

Drs. BASMAN, S.H., M.M.
NIP 196808231992031010



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 2 PALOPO

Alamat : Jl. Garuda No. 18 Telp. (0471) 22244 Fax. 3311800 Kota Palopo Kode Pos 91914

SURAT KETERANGAN

Nomor : 421.3/ 179 – UPT SMA.2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, menerangkan bahwa :

Nama : EXCEL PASUMBUNG
 NIM : 2201404042
 Tempat/Tgl.Lahir : Tanete, 25 Oktober 2004
 Jenis Kelamin : Perempuan
 Program Studi : Pendidikan Bahasa Inggris
 Alamat : Jl. Kuala Lumpur III

Benar telah melaksanakan penelitian di UPT SMA Negeri 2 Palopo, dalam rangka penyusunan Skripsi dengan judul "*The Effectiveness Of Utilizing The Cake Application In Improving The Speaking Skill Of Eleventh-Grade Students At SMAN 2 Palopo*"

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Palopo, 13 Mei 2026

Dr. HAMID, M.Si
 NIP 19681231 199412 1 030
 SP.No.421.3/177-UPT.SMA-2/PLP/.
 Tanggal, 13 Mei 2026