

Probing CAKE-Learn English Application toward Students' Motivation in Learning English Vocabulary at SMPN 2 Kediri

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Abstract

The purpose of this study was to determine whether the CAKE-Learn English Application increases students' motivation to learn English vocabulary. This study was conducted as part of the Classroom Action Research project (CAR). The information was gathered quantitatively as well as qualitatively. The researcher's instrument included a multiple choice post-test and a questionnaire non-test. The results demonstrated that the CAKE-Learn English Application could help students improve their vocabulary. The results of the first cycle show an improvement, with 16 out of 31 students, or 51.62 percent, experiencing an increase in vocabulary. The results of Cycle II revealed those 26 out of 31 students, or 83.87 percent, improved their vocabulary, and the questionnaire revealed that 87.09 percent of students increased their motivation to learn English vocabulary. As a result, the CAKE-Learn English Application was able to increase students' motivation to learn English vocabulary. Students can collaborate in groups and assist one another through the use of this media.

Key Word: *CAKE-Learn English Application, Vocabulary*

INTRODUCTION

The majority of people in the world use English not only for communication but also for knowledge transfer. Vocabulary is essential for mastery of four language skills: listening, speaking, reading, and writing. According to Richard and Renandya (2002: 255), vocabulary is a critical component of language proficiency that serves as the foundation for how well learners speak, listen, read, and write. Vocabulary is the knowledge of word meanings in general. One of the most important language components in learning English is vocabulary. Anyone who lacks a sufficient vocabulary will struggle with speaking, reading, listening, and writing.

The researcher discovered some indicators associated with low levels of student vocabulary mastery, which are as follows: The students had difficulty pronouncing the words correctly; many of them pronouncing words incorrectly. For example, "truck" is pronounced /trk/, but the students still pronounced it as /truk/, the students were unable to spell the words correctly, and some students wrote according to the pronunciation. However, in this study, the researcher did not focus on a vocabulary indicator; rather, the research was limited to grammar, spelling, and meaning rather than

pronunciation because it is difficult to find a write assessment for pronunciation.

As a result, the researcher decided on only four vocabulary indicators. The students had difficulty remembering the meaning of words that were presented in a meeting, and they were unable to mention the meaning of those words in the following meeting, and they were unable to use the words that they had learned in simple communication. There are numerous incorrect words in the sentences. They were perplexed as to which word should be used.

To address this issue, the researcher attempted to use CAKE to provide students with comfort in learning, enjoyment of the material, and motivation during the teaching - learning activities.

REVIEW OF RELATED LITERATURE Vocabulary Overview

Vocabulary is important in both spoken and written communication. It is used to communicate our thoughts, feelings, and ideas to others. Vocabulary is a fundamental language element that determines whether or not people can speak, listen, read, and write well. According to Hiebert and Kamil (2005: 47), vocabulary is the meaning of unfamiliar words in the text.

1. Types of Vocabulary

According to Judy K (2007), there are four kinds of vocabulary:

a. Listening vocabulary

The words we hear and comprehend. A person's listening vocabulary consists of all the words that he or she recognizes while listening to speech. Context and tone of voice help to expand this vocabulary.

b. Speaking vocabulary

When we speak, we use this word. A person's speaking vocabulary is made up of all the words that he or she can use in speech.

c. Reading Writing Vocabulary

Many words that we do not use throughout our speaking vocabulary can be read and understood.

d. Writing vocabulary

The word we can use to express ourselves when we write. We generally find that explaining oneself orally, using facial expression and intonation to help grab our ideas across, is easier than finding only the right word to interact the same idea in writing. The words we can spell have a significant impact on our writing vocabulary. Hiebert and Kamil (2005: 3) distinguish two types of vocabulary: receptive vocabulary and productive vocabulary.

e. Receptive vocabulary

The understanding a set of words for which an individual can assign meanings when listening or reading is referred to as receptive or recognition vocabulary mastery. There are some words that students are less familiar with and use less frequently.

f. Productive vocabulary

A person's word knowledge is the collection of words that they can use when speaking or writing. They are very well, familiar, and frequently used words. As a result, fruitful vocabulary can be discussed as an interactive way, because learners can generate vocabulary to convey their thoughts to others.

2. Indicator of vocabulary

Thornburry (2002:27-28) claims that there are five factors that make some words more difficult than others:

a. Pronunciation

According to research, difficult-to-pronounce words are more difficult to learn.

b. Spelling

Sound spelling mismatches are likely to be the source of errors in either pronunciation or spelling and can contribute to the difficulty of a word.

c. Length and complexity

Long words do not appear to be any more difficult to learn than short ones.

d. Grammar

Furthermore, the grammar associated with the word is problematic, especially if it differs from that of its L1 equivalent.

e. Meaning

When the meanings of two words overlap, students are likely to mix them up.

Motivation

Motivation is a complex issue in English teaching around the world because most educators agree that motivating students is one of the most important aspects of teaching. Students must be cognitively, emotionally, and behaviorally engaged in productive class activities in order to learn. Motivation is commonly defined as an internal state that arouses, directs, and sustains behavior (Gerham & Weiner, 1996 in Haris) (2010:12).

Furthermore, motivation is an important aspect of language learning. Motivation is an important aspect of learning because it raises students' awareness of the importance of studying or learning. As a result, it is reasonable to expect that it will make the teaching-learning process in the classroom more effective and efficient.

Motivation is defined under SDT as the reason that underpins behavior, according to Ryan and Deci, 2002 in Guay (2010: 712). It means that motivation is linked to human behavior, particularly goal-directed behavior. Motivation is a set of hypothetical constructs used to explain why people do what they do.

3. Indicator of Motivation

The ARCS motivation design process is a systematic problem-solving approach that begins with learned analysis and progresses to solution design. Keller's 1987 in Anggia Wahyu F (2007: 10) includes ARCS model motivation Indicators:

a. Attention

Gaining and maintaining attention follows many of the same principles as providing a stimulating learning environment and arousing curiosity. It is frequently simple to gain attention at the start of a lesson. Keeping one's attention is difficult. Provide variety in presentation through media, demonstrations, small group discussions, and whole-class debates.

b. Relevance

Teachers must establish themselves by using language and examples that the students are familiar with. It will help students find relevance while learning, which can be a difficult task for some subjects. Motivation is the persuasion of knowledge based on the subject that provides the foundation for future concept learning.

c. Confidence

The confidence aspect focuses on instilling in learners a positive expectation of success. Learner confidence is frequently related to motivation and the amount of effort put forth in achieving a performance goal. As a result, it is critical that learning design provide students with a method for estimating their chances of success. When positive reinforcement for personal achievement is provided in the form of timely, relevant feedback, confidence is built.

d. Satisfaction

A learner's satisfaction can be increased by celebrating success. We fail to recognize the impact this has on the learners who receive the acknowledgement. Praise is frequently overlooked as a powerful motivator for students. It is critical in a classroom

setting to find something to celebrate with all students.

Cake English Application

Using mobile applications has become a necessity in modern life. Mobile technology is changing the way we live and, in turn, the way we learn (Tamhane et al 2015). Learning can be created in a variety of ways to allow people to learn at any time and from any location: people can access educational tools, interact with others, or build content using mobile devices both inside and outside of classrooms. Mobile learning also includes initiatives to promote broader educational priorities, such as better school system management and improved connectivity between schools and families.

Cake - Learn English for Free is created by Playlist Corporation, and the most recent version, 2.4.1, was released on December 17, 2019. Cake - Learn English for Free falls under the umbrella of Education. You can explore all apps by the Cake - Learn English for Free developer and find 96 alternatives to Cake - Learn English for Free on Android. This app is currently available for free. This app is available for Android 4.4 and up from APPFab or Google Play. (From Google Play)

a. The benefits of CAKE

People can also learn real English by taking quizzes, filling in blank text, and watching videos in this APP. There are fun, short English conversation videos that are updated every day so that users can learn English quickly and for free.

1. Users can learn real English expressions curated from YouTube, see similar phrases in one place, and improve their English in just a few minutes per day.
2. The "Cake" app provides speaking practice by simulating conversations with native speakers.
3. AI (Artificial Intelligence) speech recognition can be used to check pronunciation. We simply record our voices and receive immediate feedback.
4. The "Cake" app is completely free, with no annoying advertisements.

The CAKE-Application can arouse students' enthusiasm and interest in learning

because it includes a variety of games and video clips, as well as quizzes that can be completed after learning how to use the application. As a result, students will be interested in learning vocabulary easily through teaching methods that teachers have never used before.

Teaching vocabulary through CAKE

According to the explanation above, this app can be downloaded from the Google Play store. To use this app, you must first sign in. You can sign in using your Facebook account or your Google account. You can also use guest mode, which does not require you to sign in, but only free episodes (material for speaking practice) are available.

To begin learning vocabulary in this application, click the quiz icon at the bottom and select the level you want to learn, and then select the topic you need to learn:

1. Individual episodes of speak are purchased with coins.
2. Coins are not available for purchase. They are granted when you speak while logged in.
3. The number of coins you receive is determined by how many coins you spend; the more you spend the more coins you receive.
4. You can save up to 50 coins and receive no more coins after that.

In the vocabulary course, you must first listen to the conversation and then speak in response to what you have heard. This app will automatically correct your pronunciation; if you pronounce the word incorrectly, it will be striped and red. You can practice your pronunciation by repeating the conversation. You can open the quiz and fill in the blanks with the vocabulary from the conversation.

Strength of CAKE

There's several strong points of adoption and implementation in vocabulary learning through cake implementation, this app is appropriate to improve vocabulary because the primary feature of the application is add ones vocabulary, this application also provides you with some videos from several streams that you can observe and speak profession with its keyword You can use this

app as a medium for teaching vocabulary because it allows you to check your students' pronunciation and determine whether or not they have good pronunciation. You can also match your students' levels using this app; the levels range from basic to advanced

RESEARCH METHOD

Research Design

This study used Classroom Action Research (CAR), and it was designed with two methods in mind: qualitative and quantitative (mix method).

This could include school and university personnel, as well as teachers and school administrators (Aryet al, 2006: 515). The researcher then collaborated with the school's English teacher, in which the researcher acted as the teacher who implemented the strategy and the teacher acted as the observer. Tomal (2003: 5) defines Action Research as a systematic process for solving educational problems and making improvements.

The researcher used the action research spiral proposed by Kemmis and McTaggart in this study, which consists of four stages (planning, acting, observing, and reflecting).

Setting of the Research

The researcher of the study chose the location for research in this study based on the problem or cases discovered at SMPN 2 Kediri, which is located in Jl. Pariwisata, Banyumulek, Kec. Kediri, Kab, Lombok Barat, Nusa Tenggara Barat. The setting location is also a tourist attraction, with numerous galleries and art shops selling various products (handy craft).

Subject and Object of the Research

1. Subject of the Research

The subject of this research is very important because the source data comes from the students who were investigated. As a result, the subject of this research is class VIII-A, which consists of 31 students, 13 females and 18 males. It was chosen based on previous observations made by the researcher while conducting the teaching practice. The students in this class lacked vocabulary, particularly in terms of pronunciation, meaning, and manner adverbs. They were

unable to comprehend the meaning of the teacher's instruction in the classroom when the teacher was teaching English.

The majority of people are involved in making useful crafts and also working as vendors at specific times and days, particularly on Sunday and Friday.

2. Object of the Research

The purpose of this study was to improve students' motivation in learning English vocabulary mastery at SMPN 2 Kediri's second grade students using the CAKE-Learn English Application.

Procedure of Action Research

Because this is a classroom action research project, the researcher must adhere to the procedures of planning, acting, observing, and reflecting.

Following the preliminary study, the researcher continued the research cycle with the stages listed below.

1. Planning

In classroom action research, the teacher is required to improve the student's performance in subject matter relevant to the success criterion. Based on the agreement of the school's headmaster and teachers, the success criterion in this school is 75.00. If the student meets the success criterion, the researcher will not proceed to the next cycle. However, if the students did not meet the success criteria, the researcher devised a lesson plan to find a better solution to the students' problem in the first cycle. If the VIII-A students achieve 80% success, the researcher may be able to discontinue the study.

The researcher provided some preparations before implementing the research and after learning about the problems the students were experiencing in the preliminary study during this phase. These are the preparations:

1. The syllabus-related teaching material and teaching media
2. The researcher created a lesson plan in order to understand the teaching learning process and ensure that it runs smoothly.

3. Note observation sheets to observe the classroom situation include the students' behavior during the method's application.
4. The classroom supplies, such as the attendance list for students

2. Acting

The researcher in classroom action research should adhere to the structure planning. Following the planning, the researcher implemented everything that had been planned. The researcher acted as a teacher during the teaching and learning process. Meanwhile, the collaborator act monitors the implementation of media teaching and helps students improve their vocabulary mastery.

Before beginning teaching, the researcher prepared concepts of CAKE-Application by saying two types of greetings, such as good morning or assalamualaikum. Second, the teacher instructed the students to open the CAKE-application on their smartphones and swing the quiz symbols that were present in the CAKE-application. Third, the teacher instructed the students to listen to some of the vocabulary mentioned on the mobile device and then to repeat the word that was heard.

The CAKE-application has two methods for testing students' vocabulary correction:

1. Fill the bank
2. Voice recorded

The teacher has instructed the students to fill in the blanks based on the word they have heard. The correct answer of the students could be shown directly along with the test score. Also, to ensure that their pronunciation can be tested by the CAKE-application, when the students record their voice by recording their voice and testing the pronunciation correction by the quiz

3. Observation

The observe stage of this cycle aimed to observe students' media behaviors during the teaching and learning process, as well as to determine whether or not the results of tests changed during the teaching and learning process.

In this study, the researcher prepared instruments to collect study data by administering the following test:

1. Vocabulary test

To learn how the CAKE APP can help students improve their vocabulary mastery, a test in the form of multiple choice questions with 20 items covering five indicators of vocabulary, such as pronunciation, meaning, spelling, language use, and grammar, could be given to students. All indicators received a perfect score.

2. Questionnaire of students Motivation

The researcher created a questionnaire for the students that included ten statements divided into five categories or options, with true=5, mostly true=4, moderately true=3, slightly true=2, and not true=1. Before the researcher gave the instrument to the students, they would be tested to see if the instrument was valid. If the percentage of successful students exceeds 75% as a result of the students' motivation, the students are considered successful.

4. Reflecting

The researcher could collect, analyze, and summarize the results of the observation and description task in the final step of classroom action research. The researcher then analyzes the students' average post-test score based on the success criterion in order to determine whether or not the students' motivation to learn English vocabulary has improved. Aside from that, in the reflecting step, the researcher began weighing the benefits and drawbacks of lesson plan implementation in preparation for the next cycle (cycle 2). These advancements were analyzed using the results of students' tests, questionnaires, and note observation, and they were analyzed using the success criteria.

Since the research test and questionnaire are used to collect data, there are two methods for analyzing the data: quantitative and qualitative.

Quantitative data

A quantitative approach was used to statistically analyze the data obtained from the test. In this manner, the researcher would determine whether or not the students' achievement from both pre-test and post-test differed after conducting the research. The research would be considered successful if the

test score was greater than or equal to the value of the previously determined Criteria of Success.

Furthermore, the researcher used the following absolute norm five scales to assess the students' performance in this study. The scoring qualification was determined after weighing the weights of each item category, as shown in the table.

$$\bar{X} = \frac{\sum fx}{n}$$

\bar{X} = the mean

$\sum X$ = the sum all of the score

n = the number of score

(Levine & Stephan, 2005:39)

The classification of students' scores based on the formula above is as follows:

Students Mastery	Qualification
90-100 %	Excellent
80-89 %	Very Good
75-79 %	Good
≤ 74 %	Poor / Failed

Qualitative data

After analyzing the average students' test results using the formula above, the researcher analyzes the data by using a questionnaire sheet to obtain a description of the teacher and students' activities during the teaching and learning process, to record events that occur in the classroom, and to obtain data in the form of words from the questionnaire results.

The researcher analyzes the data using the percentage formula in correction to obtain the qualitative date description shown below:

$$NP = \frac{R}{SM} \times 100$$

Where:

NP = Score

R = The number of score

SM = The maximum score

(Purwanto, 2010: 102)

Score of Questionnaire

Score	Classification
5	Very agree
4	Agree
3	Undecided
2	Disagree
1	Very disagree

Based on the formula above the classification of students' score is as follow:

Students Mastery	Qualification
45-50	Very high
39-44	High
35-38	Sufficient
30-35	Low
≤30	Very low

RESEARCH FINDING

This chapter presents the findings of the classroom action research. It described some research findings and discussions about the CAKE-Learn English application's ability to motivate students to learn English vocabulary. The goal of this study was to see if learning English through the CAKE-Learn English App could increase students' motivation to learn English vocabulary at SMPN 2 Kediri's VIII-A grade students. The study was conducted in two stages. Each cycle includes three meetings.

The Data of Process in Cycle I

This first cycle included three meetings. The first meeting was held on March 29th, followed by the second meeting on March 31st, and the third meeting on April 2nd, 2022.

During the stage's implementation, the classroom teacher taught the lesson using media in the classroom, while the researcher acted as an observer to learn about the classroom conditions during the teaching and learning process.

Data Obtained of Vocabulary Test Cycle I

After completing all phases, the researcher received the results of the students' post-test. The post-test I score clearly demonstrated an improvement in vocabulary aspects. According to the data, the mean score of post-test I was 67.41. There were 16 students, or

51.62 percent, who scored above the Minimum Mastery Criterion, while the remaining 15 students scored below that criterion.

According to the results of the students' vocabulary achievement in cycle I, there was an increase in the students' mean score from the preliminary study to the first cycle. The preliminary study means score from the mean class increased from 57.81 to 67.41, or from 11 to 16 students who passed the Minimum Mastery Criterion. That translates to a 16.14 percent increase in mean score.

The researcher calculated the mean score of post-test I using the formula:

$$\bar{X} = \frac{\sum fx}{N}$$

Notation $\sum fx = 2.090$

$$N = 31$$

$$\bar{X} = \frac{2.090}{31}$$

Calculation $\frac{2.090}{31} = 67.41$

The percentage of students' score who pass the criteria of success (75):

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

$$p = \frac{16}{31} \times 100\%$$

$$P = 51.62 \%$$

Based on the analysis of the students' vocabulary scores in the post-test, I did not meet the success criteria of 80 percent of students achieving the Kriteria Ketuntasan Maksimal (KKM). Only 51.62 percent of the students achieved a score higher than the Minimum Mastery Criterion. As a result, the implementation of the CAKE application has not yet yielded satisfactory results in terms of improving students' vocabulary. The following discussion was about student participation; based on an analysis of the students' vocabulary worksheet scores in the first cycle, it was discovered that the students did not have any vocabulary related to the topic.

According to the study's findings, the action in the first cycle did not achieve criterion success; it takes 35% to achieve the Minimum Mastery Criterion- Kriteria

Ketuntasan Minimal (KKM), so the teacher and researcher had to move on to the next cycle.

The Data of Process in Cycle II

To improve on the first cycle's results, the researcher conducted teaching and learning activities. The first meeting in cycle II was held on April 5th, followed by the second meeting on April 7th and the third meeting on April 9th 2022.

Data Obtained From Vocabulary Test in Cycle II

Students performed better in the second cycle than in the first. The researcher used formula to calculate the mean score for post-test II results:

$$\bar{X} = \frac{\sum fx}{N}$$

Notation $\sum fx = 2.360$
 $N = 31$

$$\bar{X} = \frac{2.360}{31}$$

Calculation = 76.13

The percentage of students' score who pass the criteria of success (75):

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

$$p = \frac{26}{31} \times 100\%$$

P = 83.87 %

According to the results of the students' vocabulary score, there was a greater improvement in the students' average score from the students' vocabulary achievement in the first cycle to the students' vocabulary in the second cycle. The mean score of the post-test in the first cycle was 67.41, and the mean score of the students in the second cycle was 76.13, indicating an improvement of 8.72 points or 32.25 percent of the average score. If the class percentage was calculated, the students who passed the Minimum Mastery Criterion (75) were 26 students or 83.87 percent, while 5 out of 31 students achieved less than 75.

It indicated that the first success criterion, which required 80 percent of students to score at or above the minimum adequacy criteria,

had been met. The table of students' vocabulary scores is shown below. The researcher and collaborator conducted the reflection after receiving the results of the questionnaire and post-test II. They were pleased with the outcome of the action. The post-test II results showed that 83.87 percent of the students scored higher than the Minimum Mastery Criterion. As a result, it has met the first success criterion of 80 percent. Because of the positive outcome, the researcher and collaborator decided to halt the action.

Questionnaire

The researcher used a questionnaire to determine the motivation of students. To determine the percentage of students who met the success criteria (75%) or had a positive response. It was computed as follows:

$$NP = \frac{R}{SM} \times 100$$

$$NP = \frac{27}{31} \times 100$$

87.09%

CONCLUSION

After conducting research on teaching vocabulary at SMPN 2 Kediri using CAKE-Learn English Application and analyzing the data to answer the research question in the first chapter, "How does the use of CAKE-Learn English Application improve students' Motivation in learning English vocabulary at SMPN 2 Kediri second grade students?"

The researcher explored and analyzed the data findings in the previous chapter and interpreted them based on the relevant theory. The students' motivation was 87.09 percent, and the vocabulary score in cycle II was 83.87 percent higher than in cycle I, with a total score of 51.62 percent. This increase covered all indicators of vocabulary except pronunciation. According to the descriptive and statistical results, the CAKE application could increase students' motivation and vocabulary mastery.

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