Using the Cake Application in English Speaking Ability Using EMRED Approach Fourth Grades at SDN Dalung 1

Elsa Febri Damayanti. and Vinda Ayu Pratiwi

Elementary school Teacher Education, Universitas Pendidikan Indonesia, Serang City, Indonesia

.itselsafd@upi.edu

Abstract

This research is motivated by students' difficulties in learning English, especially speaking skills are common in the current era of globalization. The purpose of this study was to determine students' English-speaking ability with the Cake application media and the application of the EMRED approach. The subjects of this study were fourth-grade students at SDN Dalung 1. The design of this research was descriptive quantitative research. Data collection techniques use observation sheets, questionnaires, and documentation. The results of this study indicate an increase in students' English-speaking skills. The effect of using the Cake application with the application of the EMRED approach increased by 12.27% from the pre-test result to the students' post-test results. The treatment from the Cake application uses the EMRED batch 83% of students are more active in participating in learning. The possibility of using the Cake application by applying the EMRED learning approach can improve English speaking skills.

Keywords: english speaking skills; EMRED learning approaches; cake application.

A. INTRODUCTION

Five of the development of speaking language, in English, are considered speaking. Speaking activities or speaking activities are meant to speak in English. The word "speak" comes from the word to speak, specifically to express an opinion or Change. So talking here is a way of expressing ideas and words that you want to say. In a broad sense, "speaking" has various scopes in our life. Four language skills must learn when learning English apropos listening, speaking, reading, and writing. According to Suyanto (2015: 43), there are three main supporting components for mastering the four language skills in learning English, namely vocabulary, grammar, and pronunciation. The third component can expand with one of the English language skills, namely speaking.

English proficiency can be differentiated in the form of monologues or dialogues or expressing feelings in the form of sentences and expressions. Through speaking or speaking activities, we can interact widely around the world. In the era of globalization, technology is developing, and this has led to fierce competition between countries. Therefore, it must be so significant to establish communication in social life. Each country has its language to establish communication, so it's necessary to have a language that can be qualified by many countries. International languages are a language that can use to interact between individuals in all countries.

At the elementary level, students experience more difficulties in learning English because the curriculum does not contain English lessons overall. Visually, in line with the opinion that English has the possibility to be rebuilt in the latest elementary school

curriculum in Indonesia to optimize the potential of young learners for language acquisition (Salim, 2021). Learning English in class IV SDN Dalung 1 trains students to develop basic vocabulary media translation and interesting teaching tactics for students to learn English so that students have difficulty understanding English learning. One of the planning and development of learning English that is interesting and fun is to utilize technology such as English learning software which is attractive as possible using a variety of media and assisted by the practice of learning approaches that can help students develop the quality of learning English in elementary schools.

Digital technology is often used as an excuse by countries to develop a future education system that provides quality learning opportunities centered on students, even though all the use of technology can play a role in increasing the academic of students. But in reality, educational technology is still rarely practiced, including in Indonesia, and the alliance of technology in learning has been applied so that many teaching staff lacks confidence in learning English. Even though the use of information technology is adequate, it is not uncommon for teachers to reject technology for fear of having a harmful effect. Teachers must be able to take advantage of advances in the field of technology by being involved in learning activities, one of which can use by implementing e-learning. Therefore, students need to improve their English language skills through the Cake application media.

B. METHODS

This research uses a type of quantitative research with a descriptive approach. This research was executed at SDN Dalung 1 fourth grade, Jl. Raya Babakan, Dalung, Kec. Cipocok Jaya, City of Serang, Banten. Sampling uses a purposive sampling technique where this technique is used with certain considerations. Certain considerations are referred to through high, medium, and low-value categories. The researcher determined the research sample based on the results of the English speaking skill exam in the Cake application. The instruments in this study were in the form of pre and post-test tests whichever contained essay questions with a total of 20 questions on the theme of daily activities, adverbs of frequency & kinds of vehicles. Before the questions were given to students, the researcher conducted instrument validity through construct validity (field teacher) and internal validity (derived from student scores that had been calculated using Excel).

In the pre-test and post-test questions, instrument trials are executed to see the feasibility of the questions by analyzing the difficulty level of the questions, validity analysis, and reliability analysis. Tests were also done on two components of English speaking ability, the pronunciation component and the sentence stress component to obtain optimal solutions in knowing abilities and improving students' English speaking abilities. In applying Cake learning media, researchers are testing the EMRED learning approach. This approach will be more directed at the cognitive psychology side of how students think, see, and understand through stages of learning literacy that are fun and make it easier for students, especially using English vocabulary. The Cake application support with the EMRED approach in learning English in Class IV at SDN Dalung 1 should be alternative learning that can improve the quality of learning English speaking skills.

C. RESULT AND DISCUSSION

Based on the problems, the results of the research and discussion are reached from the treatment given to students related to English language learning to determine English speaking skills using Cake application media with the application of the EMRED approach in fourth grade SDN Dalung 1. In English language learning with speaking skills will focus on the steps of the EMRED advance below.

Table 1. Draft Learning Guidelines using the EMRED approach

No.	The Indicator	Activities
1.	Emmersion	• Teachers are more active when delivering learning materials. • Teachers familiarize students to use English in class. • Provide motivational support and explore English learning resources.
2.	Modeling	• The teacher shows, mentions, and writes vocabulary on the material that has been loaded with the Cake interactive application. • The teacher shows and demonstrates the learning media with the Cake application. • The teacher presents the material previously discussed with the Cake application media and then relates it to the material to be discussed with the features provided in the Cake application.
3.	Repetition	• The teacher repeats the material taught by utilizing the features provided by the Cake application in advancing the vocabulary learned. • The teacher trains the students to agree by repeating the vocabulary or sentences that have been practiced by paying attention to the components of English speaking ability, namely pronunciation and sentence stress.
4.	Exploration	• Students explore the vocabulary learned by making sentence fragments from the vocabulary together with other students. • The teacher trains students' confidence and courage in knowing their learning outcomes by asking questions or answering questions that the teacher gives.
5.	Demonstration	• Teachers and students collaborate on learning activities. • Provide opportunities for students to demonstrate the results of student learning with the teacher or from their exploration.

After the students took the pre-test and it gave guidance, the next stage was the post-test using the Cake application directly by projecting the application itself. The post-test items that were applied were still in the same question format, but a test was accurate to determine the student's English speaking ability. The percentage of the post-test results reached 84.39%. It means that the English-speaking ability of fourth-grade students of SDN Dalung 1 has increased by 12.27%.
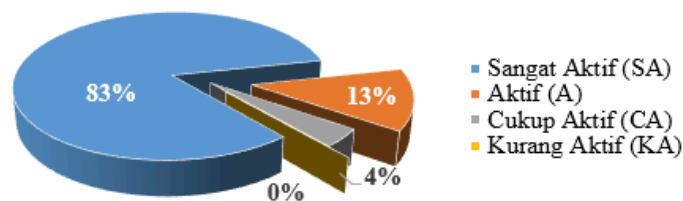
Figure 1. Percentage diagram of student activeness

With a percentage of 83% of students were very active when participating in learning activities, 13% of students were in active mode, and 4% of students were in quite active state. This percentage is based on the teacher's assessment during the research. The data above proves that students in the process of teaching and learning activities by applying the EMRED approach using the Cake application in learning English quite fun. Teachers always have a role in every aspect of learning activities. Increased student activeness is an indication of the success of learning.

Of the many components of English speaking ability, the researcher divides them into two parts, namely the pronunciation component and the sentence stress component. For further explanation, we analyzed students' learning outcomes by showing the pronunciation and sentence stress component of students' English speaking skills using the Cake application with the EMRED approach.

Based on the data above, it shows that 33% of students were able to reach level A, 48% of students were able to influence level B, and 19% of students were capable to level C in the pronunciation component. For other components, namely the sentence stress component, 26% of students were able to reach level A, 52% of students collected level B, and 22% of students were able to capacity level C. Overall, students experienced beneficial obstacles in the sentence stress component. However, after the application of the EMRED approach with the Cake application, there was an improvement in both components in this study. 52% of students were able to reach level A, 11% of students were able to range level B, and 7% of students were able to extend level C in the pronunciation component. For the other component, namely the sentence stress component, 37% of students were able to reach level A, 48% of students obtained level B, and 15% of students were able to gain level C.

The implementation of learning using the Cake application media with the EMRED approach changes the classroom atmosphere that is often teacher-centered to student-centered so that learning using the Cake application media with the EMRED approach affects the process and understanding of learning carried out to optimize English language learning in the classroom, especially in speaking skills. This is because Cake application media attracts students' attention to learn. Moreover, with the application of the EMRED approach that has supporting activity steps, modeling, applying repetition, exploring, and demonstrating in a lesson makes the learning process and student understanding directed and has a focus that adjusted to the student's progress, learning activities in the classroom become active, easy and fun.

D. CONCLUSION

The conclusion from the discussion above is that the Cake application media with the EMRED approach has an influence on English speaking skills in grade IV students at SDN Dalung 1 Serang City. The effect of using the Cake application with the application of the EMRED approach has increased by 12.27% from the pre-test results to the students' post-test results. Indicates that the EMRED can be a solution and innovation in developing a better English learning process, especially in English speaking skills. From the teacher's observation and observation of student activeness, it was discovered that the teacher felt that the learning process was more detailed because EMRED was compartmentalized into five stages which made it easier for the teacher to adjust the stages to the students' abilities that improved each meeting. Students also feel that with a more customized approach into

five steps, their interest in learning develops without coercion but instinctively from a sense of interest in a fun learning approach.

Based on the discussion, the author's suggestions for teachers should be more creative in optimizing learning activities with the help of appropriate media and learning approaches and involving students to be active directly so that learning progress or achievement results can be passed on to students and developed by students through the use of the Cake application with the EMRED approach. To further research, they must better prepare the things needed in research including preparing lesson plans that adjust to the material to be delivered, learning media that are under the level of difficulty of the material, and the ability of students to use the learning media, and evaluating each process in learning activities, so that the advantages and obstacles in the implementation of research can be overcome and research objectives and learning objectives can be achieved properly and on target.

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