
THE USE OF CAKE APPLICATION TO IMPROVE STUDENTS' READING
COMPREHENSION AT SMA NEGERI 9 HALUT TOBELO UTARA

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Abstrak

Tujuan dari penelitian adalah untuk mengetahui kemampuan siswa dalam membaca di SMA Negeri 9 Halut Tobelo Utara. Penelitian ini menggunakan kualitatif metode dengan jumlah siswa 10 orang. Pengumpulan data dilakukan dengan pre-test dan post-test dalam bentuk pilihan ganda. Hasil penelitian menunjukkan bahwa siswa memperoleh hasil sangat buruk (*very poor*) dalam pre-test. Dapat dilihat dari rata-rata nilai yaitu 47 dari 10 siswa dan di post-test siswa memperoleh sufficient dengan nilai rata-rata 70 dari 10 siswa. Untuk nilai maksimum pre-test siswa memperoleh nilai sangat buruk dengan nilai 47 dan pada post-test siswa memperoleh sufficient dengan nilai 70 dari 10 siswa. Maksimum nilai siswa memperoleh sufficient dengan nilai 60 dan pada post-test 80 dari 10 siswa. Standar deviasi siswa memperoleh 10,5 pada pre-test dan 8,1 pada post-test dari 10 siswa. Akhirnya variasi pre-test siswa yaitu 67 dan post-test 112,2 dari 10 siswa.

Kata Kunci: *Cake app, bahasa Inggris, membaca*

INTRODUCTION

English is one of the languages that used by many people in the world. It is also recognized as the main language for communication with other people from different countries and cultures. However, understanding the meaning of certain language especially English that is not our own language is more difficult. People should understand every single word until they can find the meaning of one sentence and get the correct insight of that sentence. As an international language, English has been included to Indonesian Educational System Curriculum. It is one of main subjects in junior high school, senior high school, and in the university level. There are four main skills in English learning, such as listening, speaking, reading, and writing. Speaking as one of the main skills in English subject has an own passion to make students learn more about English. Speaking skill is an ability that every English learner needs.

Reading is the basic skill that is closely related to other skills such as writing, speaking and listening. Students are required to read lots and understand the reading material in order to achieve better result in learning process. Reading is an activity of absorbing information from all readable sources. It is an active process consisting of recognition and comprehension skill. By having comprehension, someone can be claimed that he has done the process of reading, and get information stated in the text. A student who loves reading and spends a lot of time in reading activity also has ability to write well. By reading, students can improve their vocabulary and writing skill.

On the contrary, a student who has low reading ability will find difficulty in learning process. Moreover, the students will feel ashamed in adapting themselves with their school environment. Conversely, a good teacher must be more skilled in mastering grammar and vocabulary understanding. The importance of teaching reading is to build the ability and knowledge of students to understand the material of reading text.

Teaching reading comprehension is that the students are expected to be able to use and understand the text well. In order to the students can produce a new idea from what they have read. The students also could be able to know the purposes of the text in reading books. Moreover, students are expected be able to understand what are the information that they get after reading. The students are expected to be able to comprehend a text by express their feeling, ideas, and opinion while they

are in a group discussing while teaching learning process. However, in reality, the students are not able to try to comprehend a text of a reading book because they have limit ability in reading comprehension. It is very difficult for them to express their feelings, ideas, opinion into a language while discussing something in teaching learning process.

The limited numbers of students in mastering reading comprehension are caused by many factors, internal and external factors. The internal factors are motivation, interest, word recognizing, comprehension and others. The external factor are motivation of parents, environment, facility, media, including teaching strategy. Strategy can cause the students' low ability in reading comprehension, because a good strategy can influence students' ability in reading. Students will be easier to comprehend a text by an attractive strategy, because not all students' ability are same.

Reading is information between the reader and the writer where the reader tackles what the writer means. Reading comprehension is important because it can help the students to find information about the general knowledge or the subject of school. Today there were so many books written in English. Since the students study at the elementary school, junior high school, and so on they have been taught English. In this sense, the researcher discussed about the use cake application to improve students's reading competence because it could cover the three other skills.

Media constitute one of the factors in determining the success of the English teaching and learning process. One of the ways to increase the effectiveness of the teaching of English is the use of media. It will make the students understand the meanings of language more easily than merely using definition or translation. The use of media will facilitate the transfer of knowledge.

1. Reading Comprehension

Reading is about understanding written texts. It involves both perception and thought It is also an interactive process that goes on between the reader and the text, resulting in comprehending the text. The text present letter, words, sentences, and paragraph that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning. So, it means reading is one of the skills which has to be mastered, because by reading, the students can understand what the writer informs to the reader (Pang et al, 2003).

According to Grabe and Stoller (2002), reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading without comprehension is nonsense and useless. They are related to each other and cannot be separated. Comprehend has the same meaning with understanding. It means reading comprehension is the essence of the reading process from what is being read and to find out the meaning from the text.

English is a foreign language for Indonesia students. It is certainly not easy for students to interpret the meaning or the idea from written text. Because to understand the reading text, the students must have a good competence in knowing the meaning of words, sentences, contents, and the most important is to know about the writer ideas.

Reading is an important skill in many different settings especially in educational setting (Zare & Othman, 2013). Students, nowadays, encounter the great demands of reading activity since allknowledge is in the written form. The students should have a good reading ability to discover the content of the text. In addition, Harrison (2004, 3) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capability will be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be.

Reading is a key to a wealth of experience that links people in a way far beyond distance or time. Reading provides experience to the individual so that he may expand his horizons, identify, extend and intensify his interest and gain deeper understanding of himself and other human being and

of the world. Reading is important for students in general in order to cope with new knowledge in a changing world that of the technological age. The ability to read is at the heart of self education and lifelong learning (Noor, 2011).

Reading is a very important issue which is not only about enjoyment but a necessity; the basic tool of education. Reading makes way for a better understanding of one's own experiences and it can be an exciting voyage to self discovery. It is the art of interpreting printed and written words, the most effective process of conscious learning which influences the extent and accuracy of information as well as the attitudes, morals, beliefs, judgement and action of readers (Zare & Othman, 2013)

Based on the explanation above, the researcher concluded that as an active process of getting the meaning of a printed words or verbal symbols in written text. In order to get the intended meaning from the text, a reader has to comprehend what she/he has read. During this process, a reader combines his/her language skills and background knowledge of the world to grasp the meaning. It is important for the undergraduate students to read and to comprehend the text as today many test serves reading comprehension in English proficiency test to get job. Therefore, reading comprehension has come to be the essence of reading, essential not only to academic learning in all subject areas but also to professional success and, indeed to lifelong learning. Reading is a crucial skill in learning and communication.

2. Reading Comprehension Strategies

In improving reading skills, the students have to practice reading a lot, and use certain strategies. The student ability to comprehend the text depends on their ability to use strategy to understand what writer say. It means that strategy helps the students to comprehend the text they read. Nuttal (1982) classifies reading strategies into four types. Those are skimming, scanning, extensive and intensive readings.

a. Skimming

Skimming is a useful skill to be applied in reading. Grellet (1999) stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain meaning without reading every word in a text. Skimming assists the readers to understand the main idea of the text before reading it carefully. Students can do skimming in several ways such as reading the title or the other heading and look at the picture, reading the first and the last paragraph of the text (Islam and Steenburgh, 2009).

b. Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information (Grellet, 1981). It means that scanning is the ability to read a text quickly in order to find specific information that is needed like a date, a figure, or a name and ignore over all unimportant information. For example, a student scan the list of name in a telephone directory to find a phone number. Scanning helps the reader find information quickly without reading the whole text.

c. Extensive Reading

In extensive reading, the readers usually face a longer text. In reading, the readers need a total understanding of writing. According to Brown (2001), extensive reading is carried out to achieve a general understanding of a text. Long and Richards (1987) identify extensive reading as occurring when the students read large amounts of high interest material, concentrating of meaning, reading for gist and skips unknown the words. So, the aims of extensive reading are to build the readers' confidence and enjoyment.

d. Intensive Reading

Intensive reading is reading for detail. It usually has a shorter text. A reader usually wants to get some specific information. According to Macleod (2011), intensive reading exercises may include looking at main ideas versus details, understanding of what the text implies, making inferences, looking at the order of information and how it affects the message, identifying words that connect one idea to another and identifying words that indicate change from one section to another.

3. Reading process

Aprilia (2015) define reading as a process of responding to, making sense a text being read and connecting it with readers' prior knowledge. In making sense of information, readers connect new knowledge obtained from the text with the known knowledge they know already. It is believed that relating to readers' prior knowledge will make readers memorize the new knowledge longer. Therefore, a reading activity is an interaction between readers' mind and the text.

In line with Spratt et al, the activity of interaction between the mind and the text can be considered as an active process since it involves background knowledge of the readers (Nur & Ahmad, 2017) The readers bring their knowledge of the world to comprehend the text. Their mind will dynamically move to follow the flow of ideas presented in the text. In making sense of the ideas, there are some processes undergoing in readers' mind. (Cheon & Ma, 2014) stated that there are three types of the reading process. Those types are bottom-up, top-down, and interactive.

Whitten, Labby, (2016) argues that in bottom-up, the readers recognize from the small unit to the largest one. The readers start to process the word sound as the basis of understanding the larger part. The recognizing process starts from the word sound as the small unit of meaning to the largest one; those are the knowledge of the world and the knowledge of language structure.

Whitten, Labby, (2016)also explains that the top-down process is the inverse of the bottom-up process. In the top-down process, the readers proceed from the general to the particular. The readers use their knowledge of the world and knowledge of the language structure to recognize the individual words. (Hermida, 2009) states that the interactive process is a mixture of both bottom-up and top-down processes. In this process, the readers mostly follow the bottom-up process in which the readers recognize the word sound first to be the basis of understanding the larger part, but the input from the top-down process will be used if it is necessary.

There are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

a. The Bottom-up Model

Ahmadi & Pourhosein Gilakjani 2012 said that the main focus of this model is the smaller units of a text like letters, words, phrases, and sentences. The reader reads all of the words in a phrase, or a sentence before understanding it. This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words and then makes meaning from the smallest to the largest units. The reader uses his/her background knowledge to the information that they find into the texts. There are some difficulties in this model. One of the drawbacks is that the reader is successful in reading when he/she deciphers the linguistic units and understands the connection between words. The reader is not able to keep in his/her memory the meaning of every.

b. The Top-down Model

Ahmadi & Pourhosein Gilakjani (2012) stated reading as a "psycholinguistic guessing game" in which readers apply their previous knowledge to relate with a text and to connect these to new information found in the text in order to understand it. The readers do not read every word of a text but they focus on identifying the next words. They try to guess the meaning of words or phrases. Readers begin forecasting from the title of the reading text that permits them to restrict the scope of their reading. Then they assume the message the writer wants to transfer and change their hypotheses

based on what they read in the text. Comprehension starts with higher levels of processing and continues to the application of the lower.

c. **The Interactive Model**

The effective reading needs both top-down and bottom-up decoding. L2 readers can use top-down reading to make up for deficits in bottom-up reading. To obtain meaning, they apply their schemata to make up for the absence of bottom-up knowledge Ahmadi & Pourhosein Gilakjani 2012 this model is based on information from various sources like orthographic, lexical, syntactic, semantic knowledge, and schemata. While readers are reading, decoding processes support each other. If they do not understand texts, they should apply their previous knowledge to help them. Readers who are dependent on top-down model use textual signs and infer the meaning but they should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing. This model results in the most effective processing of texts. Teachers should find reading instructions according to this model to boost L2 readers' skills. The mutual teaching method is a reading instruction that is based on the interactive model. It involves four principal reading strategies. Based on the explanation above the researcher can be concluded that in reading process is a mind process in which readers' mind engages to the text. In engaging their mind to the text, the readers employ their background knowledge to make sense the ideas presented in the text. In the way of making sense of the ideas, the readers go through some processes. Those processes are bottom-up, top-down and interactive processes.

4. Reading Skills

In order to be a good reader, people need to master several reading skills. The reading skills consist of two major elements namely micro-skills and macro-skills. Both micro- and macro-skills can be the intention of reading comprehension assessment (Nur & Ahmad, 2017). The micro-skills consist of:

- a. Discriminating among the distinctive graphemes and orthographic patterns of English;
- b. Retaining chunks of language of different lengths in short term memory;
- c. processing writing at an efficient rate of speed to suit the purpose;
- d. Recognizing a core of words, and interpreting word order patterns and their significance;
- e. Recognizing grammatical words classes (noun, verbs, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms;
- f. Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

The macro-skills include:

- a. Recognizing the rhetorical forms of written discourse and their significance for interpretation,
- b. Recognizing the communicative function of written texts, according to form and purpose,
- c. Inferring context that is not explicit by using background knowledge,
- d. From described events, ideas, etc., inferring links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, generalization, and exemplification,
- e. Distinguishing between literal and implied meanings,
- f. Detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata,
- g. Developing and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of the words from context, and activating schemata for the interpretation of texts.

5. Assessing Reading Comprehension

To see whether the students do make progress in reading comprehension or not, an assessment should be done. Here, assessment is different from testing. Testing is prepared administrative procedure whereas assessment is not. As Brown (2004: 4) states, assessment is the process of measure that is done by the teacher whenever students practice language skills.

The teacher can assess the students during the learning process and after the learning process. Moreover, Caldwell (2008: 15) says "Assessment and instruction can happen at the same time." It can be said that the assessment is a part of the teaching process. Assessment can be done by the teacher during the lesson; when students respond to a question, give comment, and ask questions. According to Brown (2004: 5), assessment is divided into two types.

The first type is informal assessment. It is done by the teacher without designing the assessment first. The form of this assessment is incidental, unplanned comment or responses or impromptu feedback to the students like "Good job", "Great", and "Well-done". Moreover, this kind of assessment can be done by commenting on students' paper, and correcting students' pronunciation.

The second type is formal assessment. It is in the opposite of informal assessment. Using this kind of assessment, the teacher prepares first some exercises to assess students' competence, for example quizzes, assignments, and examinations. Nevertheless, formal assessment is not testing, because it is designed by the teacher himself not by the administrative of government.

Those are kinds of assessments that are usually done by the teacher. In teaching reading comprehension, the teacher needs to assess his/her students' competence in reading comprehension. The teacher can use some reading assessments that are proposed by Alderson (2000: 206-232), as follows:

a. Integrative test

Integrative test is testing students reading comprehension on more than one aspect. It aims to assess more than how well students read, but also how students understand the text and respond to the message of the text.

b. The cloze test and gap-filling test

The cloze test is test that is constructed by deleting from selected texts every number of words (usually being a number somewhere between. Test taker has to restore some words that have been deleted. Whereas gap-filling test is test which is constructed by deleting some words in rational basis so there is no pseudo-random deletion.

c. Multiple-choice techniques

A multiple-choice technique is testing technique that provides choices for students in answering the questions. Using multiple-choice techniques, testers can control the range of possible answers as distracters and the students' thought process when they are responding the text.

d. Matching techniques

Matching technique is testing technique which allows students to match against each other. For example match the title to its paragraph.

e. Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement which is related to the target text, and provides two choices only for students to answer. For example, exercise true or false and agree or disagree.

6. Cake Application

The cake is the newest popular Android mobile application developed by South Korea. It is an application to help people to be better speakers. It gives people the confidence and skills to speak

powerfully on stage, in front of the public, or in everyday life. Sinha (2019) said it serves people listening to their recording, it can be so much fun. It is the greatest application to learning speaking English, it uses video to give us the example of a word that will be very useful in daily speaking (Batool, 2019).

Cake English Application involving vocabulary studying, vocabulary pictures matching games, picture stories reading and fill in the blank tests can be applied in the prespeaking, the while-speaking and the post-speaking stage English speaking class. Respectively saying, vocabulary studying is suitable for the pre-speaking stage. Vocabulary-pictures matching games can be implemented in the pre-speaking stage. Picture stories reading can be carried out in the while-speaking stage and the postreading stage. Fill in the blank tests are proper for the post reading stage.

7. Key Features

From Google Play, the researcher found that the Cake application has some features include:

a. Channel.

It provides a lot of reference English conversation, topics of speaking, and English expressions curated from Youtube.

b. Record speaking

After watching the video on the channel, speak the important word. Each video has one important word. While learning the material, check the speaking ability of that word. Check the pronunciation with AI speech recognition. Simply record the voice and get immediate feedback.

c. Speak

These features offer speaking practices that simulate conversation with a native speaker. Speak is covers: -Intro. It is the listening session of native speaker conversation. -Practice. It is a speaking session. Do conversations with native speakers. Speak alternately sentence by sentence and get the feedback after record. Daily goals. It accumulates the duration of learning English with Cake.100% Free. Enjoy learning for free without adds needed.

RESEARH METOD

The method that used in this research is descriptive quantitative. Descriptive quantitative research is scientific investigation which explains phenomena by using numbers. In this study, the researcher described the use of cake application to improve students' reading competence at the second grade of SMA Negeri 9 Halut Tobelo Utara.

Data Analysis

The data obtained analyzed by the researcher, the first the text collected from the students, the second the researcher analyzed by using Reading comprehension which questions belonged to determination, Explicit Information, Implicit Information, Main Idea, Making prediction, and Interpretation . The collecting data put into a table and then will be calculated to find the average. The result of the data analysis will show how can cake application be applied to improve students reading competence at SMA Negeri 9 Halut Tobelo Utara.

DISCUSSION

1. The score of students' pre-test and post-test

The students' score of pre-test and post-test were classified into some scores and they are presented in the table. The data from table 4.1 showed that there was one student obtained score (70),

there were 5 students of per-test obtained score (60) which classified as sufficient, there were five students obtained score (50) and eight students obtained score (40) which classified as poor, and one student lowest score obtained score (30) which classified as very poor. Based on the data of table below, students of using cake application to improve students' reading comprehension at SMA Negeri 9 Halut Tobelo Utara categories poor.

Table 1. Students of Pre- test

No.	Respondent	Score	Classification of Score
1.	TYL	50	Poor
2.	NS	60	Sufficient
3.	RD	40	Poor
4.	HM	40	Poor
5.	DC	30	Very poor
6.	DY	60	Sufficient
7.	PJM	40	Poor
8.	AS	40	Poor
9.	RQL	50	Poor
10.	FD	60	Sufficient
11.	MA	40	Poor
12.	GM	40	Poor
13.	NSH	40	Poor
14.	G	40	Poor
15.	AMB	60	Sufficient
16.	IM	60	Sufficient
17.	HFF	70	Sufficient
18.	NF	50	Poor
19.	WH	50	Poor
20.	NL	50	Poor
TOTAL		970	

The data from table 4.2 showed that total students of post-test were 20 students. From the data below showed that eight (8) students obtained score 80 and which classification good, nine (9) students obtained score 70 and four (4) students obtained score 60 which classification sufficient. The post-test was conducted after given the treatment to the students. The post-test can be measure the students using cake application to improve students' reading comprehension at SMA Negeri 9 Halut Tobelo Utara. Based on the data of table below, it can be concluded that students post-test result after conducting treatments by using cake application is sufficient.

Table 2. Students of Post-test

No.	Respondent	Score	Classification of Score
1.	TYL	70	Sufficient
2.	NS	80	Good
3.	RD	60	Sufficient
4.	HM	70	Sufficient
5.	DC	60	Sufficient
6.	DY	70	Sufficient
7.	PJM	80	Good
8.	AS	80	Good
9.	RQL	70	Sufficient
10.	FD	70	Sufficient
11.	MA	80	Good
12.	GM	60	Sufficient
13.	NSH	60	Sufficient
14.	G	80	Good
15.	AMB	80	Good

16.	IM	80	Good
17.	HFF	70	Sufficient
18.	NF	70	Sufficient
19.	WH	70	Sufficient
20.	NL	70	Sufficient
TOTAL		1400	

2. The comparison between pre-test and post-test scores on students using Cake English App is sufficient.

Table 4.3. students; pre-test and post-test scores

No.	Respondent	Post-test (X)	Pre- test	D	D ²
			(Y)	(X)	
1.	TYL	60	50	10	100
2.	NS	80	60	20	400
3.	RD	60	40	20	400
4.	HM	70	40	30	900
5.	DC	60	30	30	900
6.	DY	70	60	10	100
7.	PJM	80	40	40	1.600
8.	AS	80	40	40	1.600
9.	RQL	70	50	20	400
10.	FD	70	60	10	100
11	MA	80	40	40	1600
12	GM	60	40	20	400
13	NSH	60	40	20	400
14	G	80	40	40	1600
15	AMB	80	60	20	400
16	IM	80	60	20	400
17	HFF	70	60	10	100
18	NF	70	50	20	400
19	WH	70	50	20	400
20	NL	70	50	20	400
TOTAL		∑Y = 1420	∑X =960	∑D =460	∑D² 12600
Average		71	48	23	630
Min		60	30	10	100
Max		80	60	40	1600
Stand		7,88068926	9,51453	10,311	541,052
Var		62,1052632	90,5263	106,316	292737

1. Counting the differences between X₁ and X₂

$$D \frac{\sum D}{N}$$

$$X1 \frac{41}{20} = 2,0$$

$$X_2 \frac{71}{20} = 3,5$$

$$D = X_2 - X_1$$

$$3,5 - 2,0$$

$$= 1,55$$

$$D = \frac{\sum D}{N} = \frac{460}{20}$$

23

2. Counting standard deviation of the differences (SD)

$$SD = \sqrt{\frac{\sum D^2}{N} - D^2}$$

$$\sqrt{\frac{12.600}{20} - 23^2}$$

$$\sqrt{630 - 529}$$

101

3. Counting standar error of means

$$S \times D = \frac{SD}{\sqrt{N-1}}$$

$$\frac{101}{\sqrt{20-1}}$$

$$\frac{101}{19}$$

$$\frac{5.31}{19}$$

5.31

4. Counting t-score

$$t = \frac{D}{S \times D}$$

$$\frac{23}{5.31}$$

$$\frac{4.33}{5.31}$$

4.33

From the table above, it showed that the students have difference result before and after teaching them on using cake application to improve students' reading comprehension at SMA Negeri 9 Halut Tobelo Utara in the pre-test and post-test . It can be seen from the average of their score in the pre-test obtained 48 and post-test 71. From 20 students, most of the students can reach the minimum passing grade. The minimum passing grade that is used is 70.00. However, there are all students can reach the minimum passing grade in post-test who got score 700 and <70. It can be concluded that the students got improvement on using cake application to improve students' reading comprehension at SMA Negeri 9 Halut Tobelo Utara.

CONCLUSION

From the data finding and discussion , it showed that the students of SMA Negeri 9 Halut Tobelo Utara obtained sufficient score in pre-test. It can be seen from the average of their score is 48 from 20 students and in the post test the students obtained sufficient score from average score 71 from 20 students. For the minimum in the pre-test the students obtained vey poor in the pre-test which score 30 and in the post- test the students obtained sufficient which score 60 from 20 students. Maximum the students obtained sufficient in pre-test which score 60 and in the post-test the students also obtained good which score 80 from 20 students. Standar derivation the students obtained 7.8 in

the pre-test and 9.5 in the post-test from 20 students finally the variance in the pre-test students obtained 62.1 and in the post-test students obtained 90.5 from 20 students.

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