THE EFFECTIVENESS OF CAKE APPLICATION FOR STUDENT'S LISTENING COMPREHENSION IN MTsN 2 MALANG

THESIS

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

FACULTY OF EDUCATION AND TEACHER TRAINING

ENGLISH EDUCATION DEPARTMENT

2023

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THESIS

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for the Degree of English Language Teaching (S.Pd.) in the English Education Department

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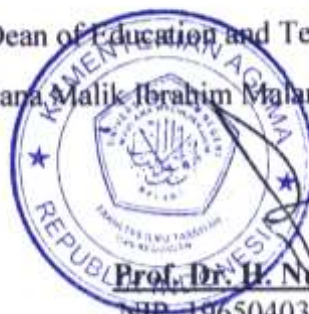   Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed   Main Examiner
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3. Student it later be found that this thesis is product of plagiarism, I am willing to accept any legal concequences that may be imposed on me.

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MOTTO

هَلْ جَزَآءُ ٱلْإِحْسَـٰنِ إِلَّا ٱلْإِحْسَـٰنُ

Is there any reward for goodness other than goodness?

(QS Ar-Rahman 55: Verse 60)

"Let it flow with the current towards the estuary of coolness"

THESIS DEDICATION

There is no one else I should dedicate this thesis to except my parents. My father Haryoko and my late mother Mukhlisah who have provided prayers, sweat and extraordinary struggle so that their only child can finish this thesis without any significant obstacles. Don't forget the entire family who has provided support and prayers too. Furthermore, I dedicate this thesis to Dr. Alam Aji Putera, M.Pd as advisor, provide guidance and also provided motivation so that the work on this thesis could be completed well. Finally, I dedicate this thesis to all my friends who cannot be mentioned one by one who have provided prayer, assistance and motivation in all the process of writing this thesis.

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Thanks to the presence of Allah SWT who provided the opportunity, convenience and guidance so that the the researcher could complete the thesis entitled "The Effectiveness of Cake Application for Student's Listening Comprehension in MTsN 2 Malang". Prayers and greetings always be poured out on the Prophet Muhammad SAW who is guiding us to a bright era.

With the completion of writing this thesis to fulfill the final project at undergraduate level, the the researcher would like to express his thanks to the many parties who have helped, prayed for and motivated so that the the researcher can complete this thesis easily according to the expectations. The researcher would like to express thanks to:

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3. Prof. Dr. H. M Zainuddin, MA as rector of the Maulana Malik Ibrahim State Islamic University of Malang

suggestions to provide improvements for the future. Hopefully, this thesis can provide benefits for the researcher and readers.

Malang, 12th Oktober 2023

Elysa Hardiaynti

LATIN ARABIC TRANSLITERATION GUIDE

The witing of Arabic-Latin transliteration in this thesis uses transliteration guide lines based on the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia decision number 158 of 1987 and number 0543b/U/1987 as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	s	= sh	M	= m
c	= j	z	= dl	n	= n
H	= h	i	=th	And	=w
Kh	= kh	Z	= zh	H	= h
Dr	= d	A	= '	and	= '
y	=dz	g	=gh	Y	= y
r	= r	f	= f		

B. Long Vocal

Long Vowel (a)	= â
Long Vowel (i)	= î
Long Vowel (u)	= û

C. Dipthong Vocal

A	= yes
اي	= oh
أَو	= ŭ
اي	= ĭ

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ABSTRACT

Hardiyanti, Elysa. 2023. The Effectiveness of Cake Application for Student Listening Comprehension in MTsN 2 Malang.

Thesis, English Education for English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang.

Advisor : Dr. Alam Aji Putera, M.Pd.

Key Words : *Cake Application. Listening Comprehension.*

This study aims to find out the use of the Cake application to improve students' listening skills, where by using the Cake application students can improve listening skills more easily and pleasantly with various features that are easily accessible on it. Besides, students will also easily understand how native speakers speak just by listening to each sentence spoken. This research design is Quasi-Experimental with a pre-test and post-test design. With a series of students doing a pre-test, getting treatment and doing a post-test. The subjects of this research were class 8B as an experimental class with 29 students and class 8F as a control class with 24 students. The researcher used Quasi-Experimental because they wanted to know the differences before and after applying the Cake application. The the results of this research shows that there are differences between the pre-test and post-test scores in each class. The the results were tested using T-Test: Two-sample assuming equal variances, using Microsoft Excel. The the results of the statistical test show that the t-value is -1.726, which can be concluded to be smaller than the t-table, namely 2.682. These the results state that the Cake application is practical and recommended for students' English listening abilities.

ABSTRACT

Hardiyanti, Elysa. 2023. The Effectiveness of Cake Application for Student Listening Comprehension in MTsN 2 Malang.

Thesis, English Education for English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang.

Advisor : Dr. Alam Aji Putera, M.Pd.

Key Words : *Cake Application. Listening Comprehension.*

Penelitian ini bertujuan untuk menemukan penggunaan aplikasi Cake untuk meningkatkan kemampuan mendengar siswa, dimana dengan menggunakan aplikasi Cake siswa dapat meningkatkan kemampuan mendengar lebih mudah dan menyenangkan dengan berbagai fitur yang mudah diakses didalamnya. Dismaping itu, siswa juga dengan mudah akan mengerti bagaimana native speaker berbicara hanya dengan mendengarkan setiap kalimat yang diucapkan. Design penelitian ini adalah Quasi-Experimental dengan design pre-test dan post-test. Dengan rangkaian siswa melakukan pre-test, mendapatkan treatment dan melakukan post-test. Subjek penelitian ini adalah kelas 8B sebagai kelas eksperimental yang berjumlah 29 siswa dan kelas 8F sebagai kelas kontrol berjumlah 24 siswa. Peneliti menggunakan Quasi-Eksperimental karena ingin mengetahui perbedaan sebelum dan sesudah pengaplikasian aplikasi Cake. Hasil dari penelitian ini menunjukan adanya perbedaan antara nilai pre-test dan post-test pada masing-masing kelas. Pengujian hasil diuji dengan menggunakan T-Test: Two-sample assuming equal variances, dengan menggunakan Microsoft Excel. Hasil dari uji statistik menunjukan nilai-t adalah -1.726, yang mana dapat disimpulkan lebih kecil dari t-tabel yakni 2.682. Hasil ini menyatakan bahwa aplikasi Cake praktis dan direkomendasikan untuk kemampuan mendengar bahasa Inggris siswa.

مستخلص البحث

هارديانتي، إليسا. 2023. فعالية تطبيق الكعكة في فهم الاستماع للطلاب في MTsN 2 مالانج.

أطروحة، تعليم اللغة الإنجليزية لقسم تعليم اللغة الإنجليزية. كلية التربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المستشار : د. علام آجي بوتيرا،.M.Pd

الكلمات المفتاحية :تطبيق .Cake الاستماع والفهم.

تهدف هذه الدراسة إلى إيجاد استخدام تطبيق Cake لتحسين مهارات الاستماع لدى الطلاب، حيث باستخدام تطبيق Cake يمكن للطلاب تحسين مهارات الاستماع بسهولة ومتعة أكبر من خلال الميزات المتنوعة التي يمكن الوصول إليها بسهولة فيه. وبصرف النظر عن ذلك، سوف يفهم الطلاب أيضًا بسهولة كيف يتحدث المتحدثون الأصليون فقط من خلال الاستماع إلى كل جملة منطوقة. تصميم هذا البحث هو شبه تجريبي مع تصميم الاختبار القبلي والاختبار البعدي. مع قيام سلسلة من الطلاب بإجراء اختبار مسبق، والحصول على العلاج وإجراء اختبار بعدي. كانت موضوعات هذا البحث هي الصف الثامن ب كفصل تجريبي يضم 29 طالبًا والفصل 8F كفصل ضابط يضم 24 طالبًا. استخدم الباحثون شبه التجريبية لأنهم أرادوا معرفة الاختلافات قبل وبعد تطبيق الكعكة. وأظهرت نتائج هذا البحث وجود فروق بين درجات الاختبار القبلي والاختبار البعدي في كل صف. تم اختبار النتائج باستخدام اختبار T: عينتان بافتراض تباينات متساوية، باستخدام برنامج Microsoft Excel. أظهرت نتائج الاختبار الإحصائي أن قيمة t هي-1.726 ، والتي يمكن استنتاج أنها أصغر من قيمةt ، وهي 2.682. تشير هذه النتائج إلى أن تطبيق Cake عملي وموصى به لقدرات الاستماع للغة الإنجليزية لدى الطلاب.

CHAPTER 1

INTRODUCTION

This chapter addresses the background of the study, research questions, objectives of the study, significance of the study, scope of the study, and definitions of the key terms.

A. Background of the Study

Nowadays, the globalization era or known as the 4.0 era, technology is experiencing very rapid development. As time goes by and the pace of growth in the technological age will enter continuous development period and become one of the human needs, so that technology has an important role in human life itself (S. Widoyono, 2019) . This relates to the verse of the Qur'an surah Al-Anbiyaa verse to: 80

وَعَلَّمْنَاهُ صَنْعَةَ لَبُوسٍ لَكُمْ لِتُحْصِنَكُمْ مِنْ بَأْسِكُمْ فَهَلْ أَنْتُمْ شَاكِرُونَ

Meaning: *"And we taught Dawud the way how to make armor for you, to protect you in your wars. Then, you should be gratefull to Allah SWT".*

The verse clearly states that it encourages people to create or use tools that can facilitate work or an affair. In this case, in the present era, technology is present as a tool that can help facilitate human affairs in various sectors of life.

Technology plays many roles in several sectors of human life today, one of the primary sectors is education. Education in the 4.0 era requires practitioners to be familiar and proficient in the application of technology,

those are both by teachers or educators and students. The existence of technology guarantees that education or the learning process is easier, more flexible and informative. Then the presence of technology in the world of education can build potentials that are able to present a golden generation and a progressive nation. In this case, technology in the world of education in the revolutionary era has a primary role for everyone to have a perspective and think in the use of media related to this technology (Unique Hanifah Salsabila, 2021) .

Examine the role of technology in education. Technological developments are currently able to decorate and become a tool in the learning process, especially in learning foreign or international languages that make it possible to interact directly with speakers of foreign words. English is one of the most important educational subjects to study in the current era of globalization and technological developments, where English is a global language that should be mastered by everyone. (Rizki Widyastuti, 2019) stated that in the globalization era, English as an international language can provide freedom and breath in communication without any restrictions for all people from any country.

English has four skills that must be mastered in English learning, namely listening, speaking, writing and reading. According to (Chengyu Nan, 2018) those four skills are a system that are interconnected and integrated. These four skills are interrelated in their implementation, but as a foreign language studied in Indonesia itself will certainly face its own challenges, especially Indonesian people who learn English as a foreign language or

English as a foreign language or what is often known as an EFL classroom in the world of education. This can be attributed to the use of technology in the EFL classroom as a tool in a qualified learning process.

In EFL classroom technology can be one of the media sources used in the teaching and learning process. (Noureddine Azmi, 2017) said that EFL classrooms become effective and active by implementing technology in their learning, besides that students also insist on the teacher should use technology in the classroom. Basically, technology offers many types of applications that can be used to support educational needs, especially for EFL teachers, where in the EFL classroom teachers are required to be more strategic in delivering teaching that can easily understand students, incidentally as students who are learning English for the first time. Besides, this application makes it possible to provide students with information, insights and new styles in the learning process if it is felt that the learning methods used so far seem monotonous and boring, thereby reducing students' learning motivation, especially in learning English. One of the famous applications used in learning especially in learning listening comprehension is the Cake application.

Cake application is an application originating from Korea which is specifically designed for English learning. Cake application provides many features that support learning English both speaking, listening, reading and writing. According to (Anisa Fitria, 2021) the Cake application is a free application developed by Cake Crop in 2018. This application allows conversations with native speakers, so that it allows to practice pronunciation and speaking. Besides that, the Cake application has other features such as

video clips or films with subtitles and their meanings which allow students to multi-learn at the same time, namely listening to the video and pronouncing the vocabulary that is shown. Where listening is a process of understanding and interpreting an utterance or sound that has been heard, then this must receive special attention so that students do not feel intimidated and find it difficult in the learning that is being carried out, especially in skills that are considered more difficult, namely listening comprehension.

Several previous studies related to the use of the Cake application in English teaching and learning. First, (Ani Deswita Chaniago, Mariana, 2022) stated that the Cake application helps overcome students' problems in speaking skills, also the Cake application provides opportunities that can improve students' speaking skills in an interesting way. Besides, students can learn independently with this media, wherever and whenever. This research gains the result that Cake application can be used as an alternative online media for English speaking learning materials. In this research it is also mentioned that student's English speaking skill should be improve and meet the learning which has been determined. Also, the teacher should integrate this media into the school syllabus as the innovative learning to improve student's speaking skills.

Second, (Intan Lailatur Rahmani, 2021) summarized that learning to use the Cake application can motivate students to practice English speaking skills, where this application provides a feature for users how to pronounce correctly and appropriately like native speakers and is also rich in vocabulary, phrases and idioms . From this study it was concluded that the Cake application is very effective for student's speaking abilities in 2020. But, for the future the

researcher it is hoped that will carry out further research on speaking abilities based technology especially Cake application also conducts research on modern technology which supports education, which can make it more creative and innovative for technology-based learning media.

Thrid, (Mita Agustin, 2022) said that Cake application is a modern application that is good as a medium for English learning skills, especially for speaking skills. This can be seen from the increase in scores from the pre-test to the post-test in this study. Students can easily and happily learn English, especially speaking skills with the Cake application, where this application can help learners to develop and improve their skills as well.

Some of the studies above state that Cake application is effective as a learning medium, especially in English learning for students' speaking abilities. Cake application can improve and assist students in learning speaking skills, where this is evidenced by an increase in student scores before-after using the application. Some of these studies also state that the Cake application is an application that is proven to be able to attract students' attention to learning in a fun way with a variety of features on it. Some of the studies above used Cake application as an improvement in speaking skills or speaking comprehension, taking into account various possibilities, problems that have been exposed and paying attention to the advantages that exist in Cake application, the the researcher focuses on this research to use Cake application as a medium or tool in improving for another skill in English learning it is listening skill or comprehension with the title " The Effectiveness of Cake Application for Student's Listening Comprehension in MTsN 2 Malang".

B. Research Question

Several problems above lead and promted the the researcher to investigate the effectiveness the use of technology as the learning medium, namely Cake application. Clearly, the the researcher is going to observe:

1. How the effectiveness of Cake application for student's listening comprehension in MTsN 2 Malang?

C. Research Objective

In concordance with the research question above, the objective of this study is:

1. To know the effectiveness of Cake application to student's listening comprehension at MTsN 2 Malang.

D. Scope and Limitation of Study

This research focuses to find out the effectiveness of Cake application for student's listening comprehension, especially in EFL classroom, specifically for students in eighth grade at MTsN 2 Malang. Furthermore, this research to describe and find out the achievement or value of the students in using Cake application as the learning media in listening comprehension.

E. Research Originality

As the theoretical basis, there are several studies are related to the use of Cake application in English learning.

Table 1.1 *Research Originality*

No	Name of The researcher- Tittle- Year of Research	Equation	Differences	Research Originality
1.	Ani Deswita Chaniago dan Mariana. The Effect of Cake Usage as Mobile Assisted Language Learning On Students' English Speaking Skill. 2022	Discuss about the effect of Cake application usage as mobile assisted language learning for English learning and teaching.	This research conduct in SMP Hang Tuah 1 Belawan and the object of this research is the students there. Also this research conduct for online learning when Covid-19. Then it conducts for speaking ability.	This research conduct for knowing the effectiveness of Cake application for the other focuses it is listening comprehension.
2	Intan Lailatur Rahmani. The Effectiveness of Cake Apps Towards Students' Speaking Ability to Second Semester Students Of English Education Study Program. 2021	Discuss about the effectiveness of Cake application as the media for English learning and teaching.	The object of this research is second semester students of English education study program at STKIP PGRI Sidoarjo. (student collage). Beside it focuses for speaking ability.	
3	Mita Agustin. The effectiveness of Utilizing Cake Application in Speaking Ability of 10th Students. 2022	Discuss about the effectiveness of Cake application as media for English learning and teaching.	The object of this study is student in senior high school (SMK PGRI) Sooko and it uses for speaking ability.	

F. Significance of the Study

Significance of the study will be obtained when the objectives of the research are achieved and meet the criteria of the research objectives themselves. In general, there are two kinds of significance of the study, namely theoretical and practical.

1. Theoretical Significance

   Theoretical significance is addressed to institutions or schools, where to provide views or descriptions regarding the use of today's technology as modern learning media according to needs. In this case the the researcher provides views on the use of the Cake application to listening comprehension in English teaching and learning.

2. Practical Significance

   Practical Significance is aimed for students and English teacher to the effectiveness of the use of Cake application to listening comprehension. Besides, students and teacher will integrate modern technology as the learning media in this era. Also, guide the students and teacher to the use of the effective learning media based technology.

G. Definition of Key Terms

To avoid any misconception of the key terms, here is provided the definitions of the key terms:

1. Cake Application

   Cake application is the application used for free English learning. It developed by Playlist Corporation then the last version was updated on 2019 and it free English learning for education category which can be

downloaded in android (Anisa Fitria, 2021). It allows user to access various features such as; conversation with native speaker, recording the voice for the pronunciation correction, listen and correction the voice through film or movie, conversation, etc. Specifically, this application projected for listening comprehension here.

2. Listening Comprehension

Listening comprehension is not just listening skills, it is more than that. Listening comprehension is not just the activity of being still and listening, but has a complex purpose. According to ((Ha Gia Linh, 2021) listening comprehension is a process that can be described as a multi-step process, in which the process begins with listening and ends with an understanding of the context being heard.

H. Systematic Discussion

CHAPTER I: Introduction

This chapter includeds the background of the research, research questions, research objectives, scope and limitations of the study, research originality, significance of the study, definition of key terms and systematic discussion.

CHAPTER II: Literature Review

This chapter contains the review of the literature. It discusses the literature used in this study. Specifically, on this study, this chapter is going to review about (Cake application and listening comprehension).

CHAPTER III: Methodology

The method of the research will be discussed here. It contains of the plan of the research approach, research chosen, research variable, research sample and

population, data sources, validity and reliability, technique data collection and analysis.

CHAPTER IV: Exposure Data and Research Finding

On this chapter the finding of the study will be discussed and described. As the research objectives of this study, the finding specifically discusses about the effectiveness of Cake application in improving student's listening comprehension in the second grade of MTsN 2 Malanag included to the conditions and situations of the research was done.

CHAPTER V: Discussions

This chapter is going to explain or discuss the the results found from the research. Simply, it is going to better describe the data or the results that were found after research.

CHAPTER VI: Conclusion

The conclusion is the part that concludes all previous discussions or chapters are written, it also states the final result or finding of this research. Finally, it will give suggestions for future actions and research.

CHAPTER II

LITERATURE REVIEW

This chapter explains the theories that are appropriate to the research discussion while taking into account the research questions. Among these theories are; the definition of listening comprehension, the challenges of listening comprehension, the definition of media, the advantages the use of media, the explanation of MALL, the definition of the Cake application, the advantages and disadvantages of the Cake application, the steps in operating the Cake application, frameworks and research hypotheses.

A. **Theoretical Framework**

1. **Listening Comprehension**

   a. **Definition of Listening Comprehension**

   Before exploring of listening comprehension further, you must first understand the definition of listening itself. Basically, listening is one of the four language skills in English. According to (Siti Amaniasari, 2021), listening is a very important language skill and it is a part of communication by means of hearing you can convey ideas to other people.

   According to (Sherly Argisila Br Ginting, 2019) listening is a process of understanding a sound from what is heard and drawing understanding from the topic being discussed from the speaker. Also, (M Tanjung, 2020) said that listening is a complex activity that involves more perception, cognition and attention and memory.

Furthermore, according to ((Hamouda, 2013)), listening comprehension is something similar to an interactive cycle where listeners can be directly involved in constructing meaning from what is heard. Listening comprehension is also defined by ((Brown. G., & Yule, 1983)) that called listening comprehension is when a person can catch and understand the meaning of the words he has heard.

In nutshell, listening comprehension is a complex listening process, in which the listener engages attention, thought and understanding to capture and interpret the meaning of what has been heard.

b. The Techniques and Steps of Listening Comprehension

In the world of education, listening has some techniques in teaching and learning process, such as through of film, audio, podcast, a song, etc. where all of the techniques purposed to give innovation to facilitate in learning process. Based on (Mulyadi D & Mutmainnah. Y 2015) one of the listening technique is through a film uses English language with the subtitle, it proves can give an effect to the learner and help the learner in understanding the purpose of the listening.

Besides, listening has some steps to be implemented where the steps guide the student also teacher easier. Some steps to do listening as follow:

1. Be present

2. Starting from the easiest, increase the difficulties

3. Slow down the audio or video

4. Take a note, but not at all of them

5. Find partner or make one

The techniques and steps above cannot be sepparated from the technology that used to provide the medium used. According to (Ariputri, G.P., Supraptono, E., & Suradi, T. 2015) the development of the technology, mobile devices focused to facilitate the learning process, where students can use *gadget* as the medium to operate the application used in listening comprehension.

So, listening techniques and the steps can be implemented by use the technology, as this research that focused on using an application as the medium based mobile learning for listening comprehension.

c. **Challenges of Listening Comprehension**

The difficulties in listening comprehension are still become a challenge for learners even educators or teachers. (Thuy, NT Cam, 2021) said that, a teacher is required to be able to take advantage of existing tools to support and facilitate the listening process.

(Muhayyo Umarova, 2022) stated that the challenges faced in listening comprehension included a lack of mastered vocabulary. Besides, various external factors also become a challenge for listening comprehension such as noise from the surrounding environment which becomes a distraction. In other words, (Ha Gia Linh, 2021) said that the challenges of listening comprehension such

as speed, accent, electronic equipment, anxiety and attitude, where as a whole students have to overcome these problems when doing listening activity.

In conclusion, the challenges of the listening comprehension are very complicated and so many factors, such as internal factors or external factors where all of them must be solved properly as well as quickly.

2. Media

a. Definition of Media

Media is a tool used as an intermediary in conveying something. Meanwhile, learning media itself is a tool, environment, or a form of activity that is conditioned to broaden one's horizons and even increase skills for those who use it (Rizqi Ilyasa Aghni, 2018) .

Meanwhile, according to (Nurhayati, DA, 2014) learning media is a part of a learning design, specifically designed for development and teaching by adjusting the abilities and needs of students. (Dian Yusnita, D. W, 2017) stated that the use of learning media can motivate students in a lesson, by using it according to the needs of students it will encourage students in learning, so that the learning outcomes obtained can increase.

From some of the reviews above, it can be interpreted that learning media is a tool that can be used in a learning process while still paying attention to the needs of students and the development of

the times, so that learning media can help improve quality and learning outcomes.

b. **Advantages the Use of Media**

(Daryanto, 2013) explains some of the advantages of using media as learning media as follows:

1. Clarify verbalistic messages

2. Providing flexible space, saving time, energy and sensory power

3. Increase student motivation or enthusiasm for learning and learning resources

4. Students can learn independently according to their talents and visual, auditory and kinesthetic abilities.

5. Gives the same perception

6. Contains 5 learning communication components namely; teachers (communicators), students, learning materials and media (communicants) and learning objectives.

c. **Mobile Assisted Language Learning (MALL)**

Mobile Assisted Language Learning or what known as MALL is language learning that is assisted or enhanced through the use of mobile device or smartphone. The term was coined by (Chinnery, G, 2006) who argues that mobile devices can be used in learning or pedagogical tools in language learning. (Bruston, J, 2013) summarizes the main advantages of MALL is students can

design their own learning framework in terms of time, place and how students will use it with the consequence that education is independent for students.

(Panagiotis Arvanitis, 2021) stated the reasons for using MALL as follows:

1. To attract students' learning motivation through known technologies such as; smartphones and tablets

2. Providing opportunities for students to develop their 6 communication skills; comprehension and production of written speech, comprehension and production of spoken language, aural interaction, aural, written and meditation.

3. Encourage the use of the target language as a unique communication tool

4. Facilitate the learning process through analysis, discovery and selection of activities in accordance with the conditions of the times or the world

5. Enhance all types of virtual environment interaction

6. Promote learning in a fun way

3. **Cake Application**

a. **Definition of Cake Application**

Cake application is a learning application that is used to support student learning activities flexibly in the field of English. Cake application has several learning features that cover the four English skills such as speaking, writing, listening, and reading. Cake

application introduces learning methods in a modern or contemporary way that is relevant to this era.

According to (Ani Deswita Chaniago, Mariana, 2022) Cake application is a mobile application that can be accessed by anyone, anywhere and anytime. (Intan Lailatur Rahmani, 2021) said that Cake application is an application that originated in Korea since 2018, where this application can be downloaded for free on smartphones, both Adroid users or IOS users. Cake application also has a rating of 4.8 and has been downloaded by more than ten million users from various countries. Besides, the Cake application also provides unlimited access for users to easily practice four English skills. For example, the Cake application provides video or film clips in various categories and interesting podcasts as simulations in practicing listening comprehension.

(He, X., 2018) argues that Cake application has been proven to improve students' oral competence, in this case related to listening comprehension. Cake application is also recommended as a mobile-assisted language learning, which is to increase students' interest in learning listening skills or listening comprehension. This application is designed for fun learning with features and facilities that can attract students' attention in learning activities.

Furthermore, this application can be used for all levels of education from elementary to university level. The materials or topics in the Cake application can be set manually by the user

according to the ability and level of education. Besides, the Cake application also provides a choice of language to use as a guide in its use according to the user's mother tongue, so that it can make it easier for users who are learning English in the EFL or English foreign language category.

b. Strengths and Weaknesses of Cake Application

In its use or existence, of course the Cake application has its own strenght and weaknesses. Here are the strenghts and weaknesses of the Cake application.

1. Strengths of Cake Application

Basically, the Cake application is designed as a learning medium that helps to make it easier to achieve the learning goals themselves. The first strength is the Cake application has modern features that are in accordance with the current era, so that the learning methods used are also modern. For example, this application presents video or film snippets as well as podcasts from native speakers it is completed with the subtitles, so it eases to understand. Besides, users can adjust the speed of the video or film, so that no words will be missed. Thus, the user indirectly learns several English skills at the same time, namely reading, listening and pronunciation.

The second is Cake application is more varied and contextual than other learning applications. The Cake application provides practice questions that are quite varied and contextual. This

application shows accompanying words in a specific dialogue or narration so the users can understand contextually for questions that require word answers. The third is that users can subscribe for free to the various learning themes provided. Users can subscribe directly to themes or channels that match their abilities or desired learning material.

2. Weaknesses of Cake Application

The first weakness of this application is that the Cake application can only be operated on smartphones. This application cannot be used using a laptop or PC or website, so it must be ensured that the smartphone that is owned is able to accommodate this application. Second, the Cake application is not a free access application, so to use it the user must log-in with the username and password or with the smartphone drive account, so it must be ensured that the user has an account to access this application. Third, the Cake application is an online application that requires internet access or a connection to be able to access it, so the user must make sure that the smartphone is connected to the internet with an excellent signal.

c. Steps to Operate Cake Application

1. First step

   Download this application from Apps Store or Google Play Store for free.
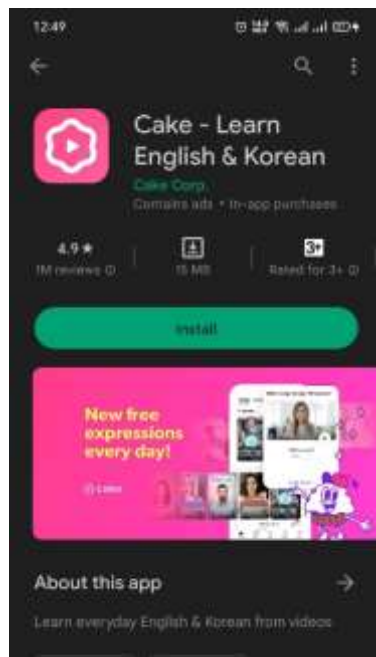
2. Second step

   Login or register by username and password or login by Google

   account.

3. Third step

   Choose the language will be learned and the original language

   of the users.
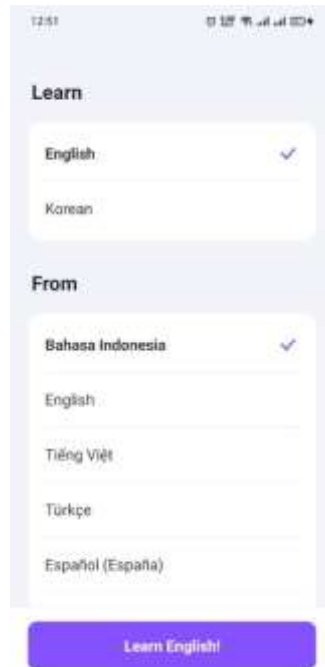
4. Fourth step

   Seek and choose the topic that related to the user's abilities and

   skills.
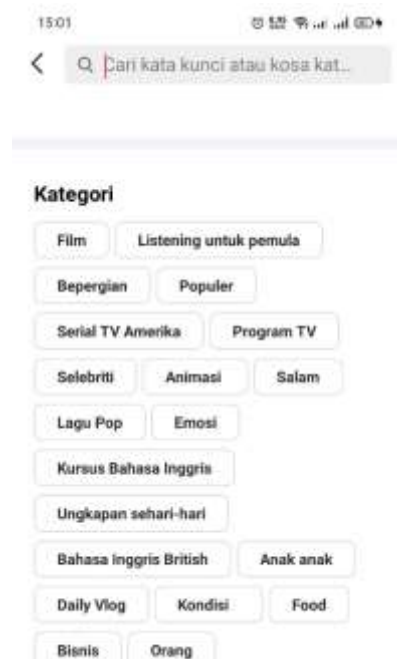
5. Fifth step

   Listen to the video that chosen related to the listening skills.

6. Sixth step

   Start the quiz to know the progress or achievement after listen

   to the video.
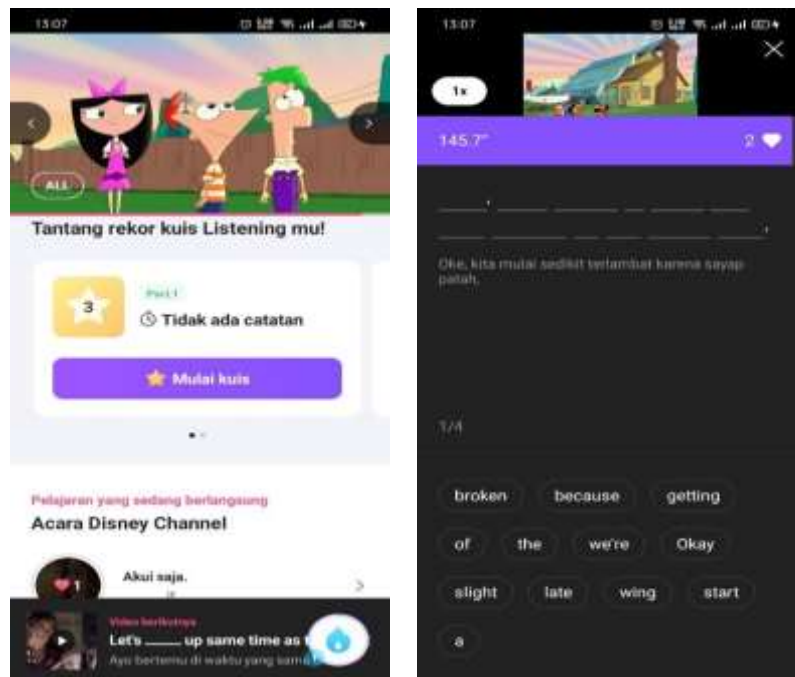
B. Thinking Framework

There are so many strategies and methods to improve student's abilities, especially in English learning and teaching. Here is the conceptual or thinking framework to reach the result of the research.

```
┌─────────────────────────┐
│        Pre-Test         │
└─────────────────────────┘
             │
┌─────────────────────────┐
│        Treatment        │
└─────────────────────────┘
             │
     ┌───────┴───────┐
┌──────────────────┐   ┌──────────────────┐
│ Experimental Class │   │   Control Class   │
└──────────────────┘   └──────────────────┘
       │                      │
┌──────────────────┐   ┌──────────────────┐
│ Using Cake        │   │ Learning Classroom│
│ Application       │   │ as Usual          │
└──────────────────┘   └──────────────────┘
       │                      │
       └──────────┬───────────┘
          ┌──────────────┐
          │  Post-Test   │
          └──────────────┘
                 │
          ┌──────────────────────┐
          │ Student's Achievement │
          └──────────────────────┘
```
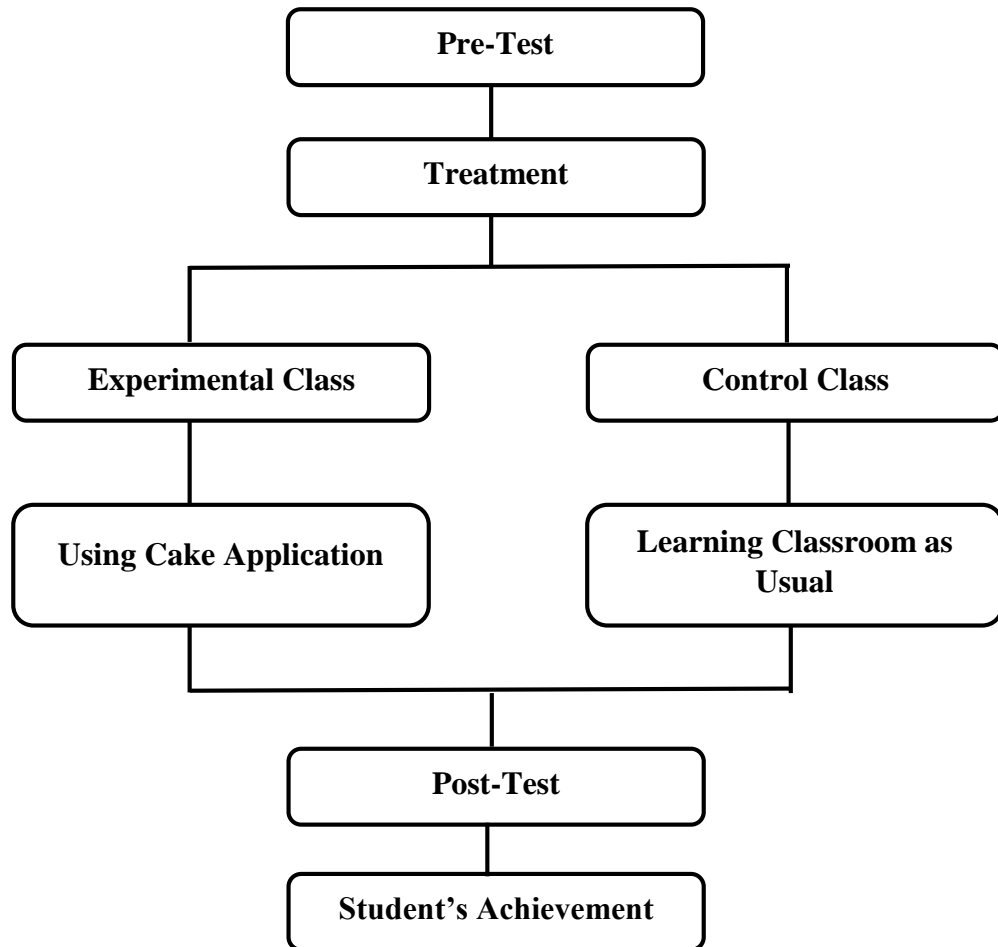
C. Hypothesis

From the review and explanation related to the literature and problems statements above, the researcher puts forward as follows:

1. The null hypothesis (H0): Cake application is not effective for student's listening comprehension in MTsN Malang.

2. The alternative hypothesis (H1): Cake application is effective for student's listening comprehension in MTsN Malang.

CHAPTER III
METHODOLOGY

This chapter explains the methods used in this research, where the method is used to collect data or the results from the research to be carried out. Some of the components contained in this chapter such as; research design, research time and settings, research variables, research population and samples, data sources, research instruments, validity and reliability testing, data collection techniques, data analysis, research procedures.

A. Research Design

This study uses quantitative research approch, where quantitative is the methods that are closely related to numbers or calculations. The quantitative method is used to systematically investigate phenomena by collecting data which is then measured by mathematical or computational statistics, where this is done to reveal the relationship between one variable and another variable (Variable X and Y) or can be referred to as cause and effect. So, this research is focused on experimental method that were used by the the researcher to reduce disturbing factors and then this research is also used to test hypotheses.

In this study, the the researcher used a quasi-experimental research design. According to (Sugiyono, D, 2013) quasi-experimental has 2 forms, namely time-series design and non-equivalent control group design. The experiment is the result of the development of true experimental research and can be said to be better than the pre-experiment.

Table 3.1 *Description of the Quasi-Experiment Design*

Group	Pre-Test	Treatments	Post-Test
experimental	Y1	X	Y2
control	Y1	-	Y2

The table explains that in this study there were two groups, namely the experimental group and the control group. The experimental group were given a learning treatment that used the Cake application while the control group was without treatment, in other words, the control group used the learning process as usual.

B. Time and Setting Research

This research was conducted at MTsN 2 Malang, where the location is at Kenongosari III street number 16, Turen, Turen District, Malang Regency, East Java, 65175. The the researcher chose this school because MTsN 2 Malang is a school that has implemented technology in learning, but the use of applications as learning media has never been applied, especially in learning English which focuses on listening comprehension. Therefore, the the researcher chose this school to apply the Cake application as a technology-based medium for learning English that focused on listening comprehension. This research was conducted for one month with a series of existing processes.

Table 3.2 *Schedule of the Research*

No.	Agenda	Date
1	Observation	13th February 2023
2	Pre-Test Control Class	27th March 2023
3	Pre-Test Experimental Class	28th March 2023
4	Treatment	29th –11th March 2023
5	Post-Test	12th April 2023

C. Research Variables

Research variables (research objects) are everything or characters or a series of attributes that are the focus of research, which are important factors in a study or research symptoms which will then be drawn conclusions. According to (Sugiyono, 2017) basically a research variable is something that has any form to be studied which is determined by the the researcher to obtain some information which can then be drawn a conclusion. Variables are divided into two types, namely independent variables (free) and dependent variables (not free). Independent (free) variables are variables that cause or have the theoretical possibility of having an impact on other variables. Meanwhile, the dependent variable (not free) is the opposite of the independent variable, where the dependent variable is the variable that is affected or is the result of the independent (free) variable.

In this research, the the researcher determined two variables that focused of the research, namely the independent variable (X) is the use of Cake application and then the dependent variable (Y) is used in listening

comprehension. So, this research focused on knowing the effectiveness or influence of using the Cake application on students' listening skills.

D. Research Population and Sample

In a study, it is impossible to deny that the population and sample are important parts of the research process, where these two things also play a role in drawing research the results. Population can be interpreted as the whole area to be studied. (Sugiyono, 2011) states that the population is a generalization area in the form of objects and subjects which have certain qualities and characteristics determined by the researcher which are then to be studied and conclusions drawn. Meanwhile, the sample is part of the population that will be the source of the research itself, where the sample will represent all of the objects from the existing population.

The subjects of this study were 8th grade students of MTsN 2 Malang. Based on this population, the research was conducted in two classes as research samples, namely class 8B and class 8F. The two classes were categorized as an experimental group and a control group, where class 8B was the experimental group and class 8F was the control group. The number of all classes of eight grade are 291 students. It can be classified in the following table below.

Table 3.3 student's number and classes

No	Classes	The Number of Student
1	8-A	30
2	8-B	29
3	8-C	31
4	8-D	29
5	8-E	32
6	8-F	24
7	8-G	32
8	8-H	30
9	8-I	29
10	8-J	25
Total Number		**291**

E. Data Sources

Data source or data collection is data that is used to collect various kinds of information related to research, so that the objectives of the research are achieved properly. This study has two data, namely primary data and secondary data based on the way the the researcher collect data, namely with a pre-test and post-test.

1. Primary Data

Primary data is the main data that exists in a study as the main source for achieving the objectives of the research, where the data is provided directly by the the researcher. This primary data is obtained by a test, namely the pre-test and post-test by students from both the experimental and control groups.

2. Secondary Data

Secondary data is additional data obtained by the researcher from various sources such as journals, articles, personal writings, documents and books. Secondary data plays a role in defining and developing existing problems, besides that secondary data also plays a role as

evidence or published historical records and reports. In this study, the the researcher used data sources in the form of journals and articles, where both of them were about the learning medium, the perspective of MALL (Mobile Assisted Language Learning) also explain about the definition of listening skill inlcludes of the difficulties and the challenge of listening comprehension for the students. Besides, the journals also articles help to defined the previous research that related with this research, so the the researcher represented into this research.

F. Research Instruments

The instruments in this research were pre-test and post-test for listening comprehension. The test given in the form of a written test with a series of listening and then filling in based on the information obtained. The number of items given is 10 questions with details of the first 5 questions, students choose the best answer namely multiple choice question, then the second 5 questions students completing the blank part by the words or phrases in the form of conversation. All of the questions based on the basic competence namely (simple present tense and present continous tense). In the multiple choice questions there are 2 questions about simple present tense and 3 questions about present continous tense. In the other side, there is a question about simple present tense and 4 questions about present continous tense. So, all of the questions have the same level and number based on the basic competence. Each question was given a value of 10 points, so if students answer all questions correctly they got a score with a total of 100 points.

G. Validity and Reliability

In short, the validity and reliability test can be interpreted as testing the measuring instruments used in research. This study uses the instrument as a tool in testing or tests to obtain the results. However, to know the truth and reliability, it is necessary to measure the validity and reliability of the instrument to be used.

1. Validity

Validity is the process of measuring a measuring tool in research, where it aims to test the extent and how accurate the measuring tool used is able to measure what is being measured. The validity test can be tested using a variety of test tools, such as SPSS and excel, but in this study the the researcher used excel as a tool to test the validity by using the product moment correlation technique. In this section has some contents, those are content validity, construct validity and item vlidity.

a. Content Validity

Content validity is a measurement of the extent to which an instrument or test assessment can evaluate all aspects of the topic and specific knowledge that will be measured. According to (Yusup F 2018) content validity focuses on showing evidence of the elements contained in measuring instruments that are processed rationally where content validity is assessed by experts in detail to declare its feasibility as a measuring tool. For example, what is assessed in terms of content validity is the operational definition of

the variable, the representation of the questions according to the variables studied, the number of questions, the format of the answers and so on.

3.4 Content Validity

	Basic Competence
3.7	Apply social functions, text structures, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and asking for information related to circumstances/actions/activities/events that are carried out/occur regularly or are general truths, according to the context of their use. (Pay attention to the linguistic elements *of the simple present tense*)
3.8	Apply social functions, text structures, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and asking for information related to the circumstances/actions/activities/events that are being carried out/taking place when spoken, according to the context of use. (Pay attention to the linguistic elements *of the present continuous tense*)

b. Construct Validity

Construct validity is validity that discusses the items used in the assessment. According to (Matondang Z 2009) construct validity is validity that assesses the extent to which all question items are able or can be used as a measuring tool for what is to be measured in accordance with a special concept or definition that has been previously established. Construct validity can be used to measure concept variables, both to measure attitudes and interests, self-concept and so on. A test or measuring instrument can be said to be valid if each question meets the thinking aspects as described in the competency standards, basic competencies and indicators contained

in the curriculum. The questions are formed from a previously created grid based on basic competencies.

Table 3.5 Construct Validity

No	Standard Competence	Number Item
1	Simple Present Tense	5
2	Present Continous Tense	5
Total Item		**10**

c. Item Validity

For the validity and reliability tests the the researcher will test use Microsoft Excel using the product moment correlation technique, by the following formula :

$$\mathbf{R}xy : \frac{N \sum XY - (\sum X)(\sum Y)}{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2}$$

With the following description:

R xy : It's the correlation coefficient between the two variables (X and Y)

N : The number of respondents or students in this study

Σ **X** : Total score of the items

Σ **Y** : Sum of total score

Σ **X** ^{2} : The sum of the squared scores of the items

Σ **Y** ^{2} : The total score of the squares of the items

With description:

Value of r count ≥ r table on sig. 0.5 with db : n-2 which means the item is valid.

2. Reliability

Reliability itself is a measurement made on a measuring instrument or instrument to determine the extent to which the measurement of a test remains consistent even though it has been carried out repeatedly on subjects and under the same conditions. A study is reliable if it provides consistent values for the same measurements. Reliability can be calculated if the validity has been calculated and found the results. As in calculating validity, reliability calculations can be calculated using SPSS or Excel. The researcher use Excel as a calculating tool in this study. There are two types of reliability calculations, namely reliability scales and reliability tests.

a. Scales Reliability

The reliability scale is used to measure an existing scale or questionnaire, in this case using the formula from Cronbach's Alpha, as follows:

$$\text{RTT}: \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \partial b^2}{\partial t^2}\right)$$

Description:

Rtt   : Instrument reliability coefficient

k : Number of valid questions

$\sum \partial b^2$: Number of variant items

∂t^2 : Total score variant

So that,

The value of r count > r table is 5%, which means the items are received.

b. Test Reliability

Because the test given is dichotomous, the formula used to calculate
or adjust its reliability is the KR-20 formula. Where, dichotomous has
the meaning in a test if the answer is correct, get a score of 1 and if the
answer is wrong the score is 0. The KR-20 formula is as follows:

$$\text{RTT} : \left(\frac{k}{k-1}\right)\left(\frac{V_t \sum pq}{V_t}\right)$$

Description:

Rtt: Test reliability

k **:** Number of valid items

V_t **:** Total variance

p   **:** The proportion of subjects who answered the question
correctly

q   **:** Proportion of subjects who answered the question
incorrectly

$\sum pq$ **:** The number or result of multiplication between p and q

So that,

**The value of r count > r table is 5%, which means the items are
received.**

3.5 Interpretation of Correlation Coefficient Values

Coefficient Interval	Correlation Level
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Medium
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

H. Data Collection Techniques

1. Pre-Test

In simple terms, the pre-test is a test given before students acquire knowledge or treatment. Where this test was conducted to measure students' understanding of the material prior to teaching or treatment in this study. The pre-test was carried out on 2 groups, namely the experimental group and the control group, where the test is given in the form of written questions for 2 parts. The first part choosing the best answer in the form of multiple choice questions and the second part complete the blank part of the conversation that heard.

2. Treatment

The treatment was carried out after the pre-test was given, where the Cake application was carried out in the experimental group and learning as usual was carried out in the control group. Treatment was given at least 2-3 times in learning during the research. The process of the treatment includeds all of the parts of operated the application. In the first day or first treatment, students were instructed to log-in to the application by each e-mail of the students then the students start to introduced the features of the application as well continoued by tried the features. On the second treatmnet students were instructed to watched and heared the videos, such as animation video, conversation video, etc. with the subtitle and tried to understanding the contenct of the videos, then answer the

question provided by the application, in the form of fill the blank or fill by the words that students heared from the content. In the last treatment, students instructed to watched and hearded the same videos as in the second treatment but without subtitle then answer the same question as in the second treatment that provided by the application. After the treatment was given, a post-test was carried out.

3. **Post-Test**

The Post-Test was carried out as a form of evaluation or measurement of students' abilities or understanding of the material that has been explained or after the treatment was given in this study. In addition, the post-test is carried out to obtain the final score or final competency that students have on the learning outcomes of the material being taught. The post-test questions given are the same as the questions given during the pre-test, namely there are 2 parts. Part 1 the students choosing the best answer in the form of multiple choice questions and the second part students completing the blank part of the conversation that heard. In the end, the the researcher referred to the final the results of the test by finding differences in scores between the pre- and post-tests which were carried out after students used the Cake application as a learning medium.

I. **Data Analysis**

Data analysis is a data processing process with the aim of obtaining information that can be used as a basis for decision making for the solution of a problem. The process of analyzing the data itself is grouping data based

on its characteristics, then cleaning the data, transforming the data and creating models from the data to obtain important information from the data. In this study using quantitative data obtained from students' pre and post test scores which were then analyzed using Excel software. The data to be obtained alone included evidence that supported or did not support the research hypothesis. The research data will be calculated using statistical methods to get a significant difference in scores in the effectiveness of using the Cake application for students' listening comprehension.

1. **Normality Test**

     The purpose of this normality test is to find out whether the data comes from populations that are normally distributed or not. The pre-test selected data for this normality test.

   a. Hypothesis:

      H_o : Obtaining student score data from experimental and control classes derived from populations that are normally distributed.

      H_1 : Obtain student score data from experimental and control classes from populations that are not normally distributed.

   b. Significant level: $\alpha = 0.05$

   c. Statistical Test : Using Microsoft Excel

   d. Formula : $Z = \frac{x - \bar{x}}{s}$

   e. Decision Criteria: H_o rejected if L *count* $\leq$ L *Table*

2. **Homogeneity Test**

     Homogeneity test is a test conducted to test whether the data variants of the abilities in the experimental class are the same as the control class

or not. In this homogeneity test it can be seen from the pre-test of the experimental class and the control class.

a. hypothesis

H_o : Obtain a score data group from a population that has a homogeneous variation

H_1 : Obtaining score data groups from populations that have non-homogeneous variations

b. Significant level: $\alpha = 0.05$

c. Statistical Test : Using Microsoft Excel

d. Decision Criteria: if Sig. *F Table* $\leq$ *F Count* then homogeneous.

3. **Hypothesis Test**

The hypothesis test is a test that includeds the inferential statistics section which is carried out to draw a conclusion about a population based on data obtained from a hypothetical sample. A hypothesis is also a scientific temporary allegation of a research problem that must be proven by a study. Then the statistical hypothesis itself is an assumption of conditions in a population, based on testing the hypothesis with statistics, then the process of testing the hypothesis can be accepted or rejected. Testing this hypothesis using the t test: Two-Sample Assuming Equal.

a. hypothesis

H_o: $t \leq 0.05$: Using Cake application **is effective** for student's listening comprehension.

H_1: t > 0.05   : The use of Cake application **is non effective** for

student's listening comprehension.

   b. Significant level: α = 0.05

   c. Statistical Test : Using Microsoft Excel

   d. Decision Criteria: H_o rejected if Sig. ≤ α 0.05 or *t count > t table*

J. Research Procedures

Research procedures used by the the researcher in conducting research, where research procedures contain procedures or a series of processes carried out in research. Some of these procedures included:

1. Developing Research Proposal

In the process of preparing or preparing a proposal, the the researcher submited a proposal to the faculty, more precisely the Faculty of Tarbiyah and Teaching Sciences (FITK) State Islamic University of Maulana Malik Ibrahim Malang as the first step in preparing the proposal. In this research proposal, the the researcher conveyed the purpose of the research by describing in detail the research plan.

2. Licence

The the researcher submits a petition for a permit letter to the faculty then be used as a reference letter from the university to conduct research at the location or school that has been determined as the research location.

3. Preparing Equipment and Instruments

Before conducting research, the the researcher first test and check the completeness of the instruments to be used in research to avoid misunderstandings about the instruments and tools in research.

4. Actions and Field Assessments

In the next stage, the the researcher carried out real actions and field assessments, where the research was carried out in accordance with the research series that had been designed, namely giving a pre-test, treatment and post-test. In the end, the the researcher obtained the series data to be analyzed and conclusions or the results from the research were drawn.

5. Research Implementation

a. Data Collections

The researcher collected data through the following process:

1. Observation (field and place of research; MTsN 2 Malang)

2. Giving pre-test

3. Giving treatment by applying Cake application

4. Giving a post-test

b. Data Identification

In this section, all data is collected from initial data to final data, namely from pre-test and post-test. The collection of these data aims to make it easier for the researcher to analyze or identify.

6. Final Stage

The the researcher describes and explains in detail the the results of the research as a conclusion, where the the results can be read and

understood by readers so that they can be useful and become a reference

for further research.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explains some things those are data analysis, normality testing, homogenity testing, data analysis, hypothesis testing and discussion.

A. Finding

In this section the the researcher explains the findings during the research in the form of analysis data from the pre-test and post-test for each class, both in the experimental class and the control class.

1. Data Analysis of Pre-Test

Pre-test activities were carried out from 27 to 28 March 2023. In this activity students were asked to work on questions that had been provided by the the researcher. The number of questions given is 10 questions which have 2 parts, the first part is multiple choice questions and the second part is essay questions. This pre-test was intended for a research sample of 25-29 people in each experimental and control class. The the researcher chose class 8B as the experimental class and class 8F as the control class from the large population of class 8 MTsN 2 Malang.

The pre-test given to the two classes had the same level of difficulty and number of questions, however in the experimental class it was carried out by integrating the Cake application as a treatment while in the control class did not use any application or media, whereas the control class did not receive any treatment or only with teaching carried out by the teacher as usual. So, the purpose of the pre-test was carried out to find out the the results of students' ability to achieve listening

skills before using the Cake application for the experimental class and the ability of the control class with teaching as usual without applying the application. The the results of the student pre-test are presented in table 4.1 below:

Table 4.1 Student's Score Pre-Test Experimental Class

No	InitialName	Score
1	JFL	60
2	MMS	80
3	CAN	40
4	ANH	80
5	RAB	90
6	INP	90
7	TMA	90
8	TM	80
9	YNR	70
10	MAM	90
11	MIA	90
12	MISH	90
13	VAZP	90
14	ATZ	80
15	ESR	80
16	MDD	60
17	ASR	60
18	VDL	80
19	AA	90
20	RANP	60
21	RRO	90
22	MHBS	70
23	ME	90
24	JOA	90
25	NAM	90
26	PYG	80
27	CODF	60
28	ZA	80
29	L.M	50
	$\sum$	**2,250**
	Average Score	**77.59**

From table 4.1 above can be seen the the results of the pre-test for class 8B MTsN 2 Malang as an experimental class, it can be found that the lowest student pre-test score was 40 and the highest score was 90. To analyze the descriptive data from the pre-test the results in the experimental class the the researcher used Microsoft Excel. Student distribution scores can be seen in the histogram chart below:

Diagram 4.1 Pre-test Experimental Class
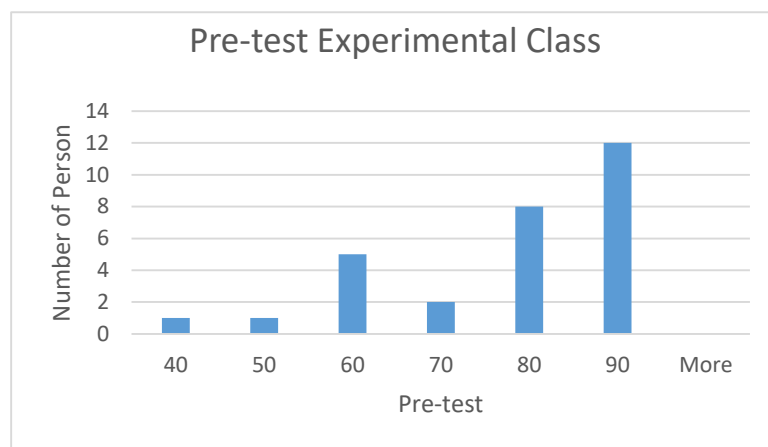
Based on the histogram graph above, in the 40-50 range there are 2 students, in the 60-70 range there are 7 students and in the 80-90 range there are 20 students. The distribution of scores is shown from the lowest score and the highest score based on the frequency or number of students in each grade in each class. It can be concluded that the the results of the scores are displayed on the histogram graph of 29 students of experimental class, it is proven that 22 students were effective in the pre-test and 7 students were not effective. To find descriptive data from the calculation of pre-test scores from the experimental class as follows:

Table 4.2 Descriptive Statistics of Pre-test Experimental Class

Pre-Experimental Class	
Mean	77.58621
Standard Error	2.656675
Median	80
Mode	90
Standard Deviation	14,30663
Sample Variance	204,6798
Kurtosis	0,183629
Skewness	-1,03608
Range	50
Minimum	40
Maximum	90
Sum	2250
Count	29

From table 4.2 stated that the mean value of the experimental class pre-test is 77.58 then the median value is 80 and the standard deviation value is 14.30. From the table above it can be seen that the total number of students in class 8B is 29 students with a minimum score of 40 and a maximum score of 90. From the data above it can be seen that the standard deviation value is smaller than the mean of the total student scores so it can be concluded that the pre-test on the experimental class has good data quality.

Table 4.3 Student's Score Pre-Test Control Class

No	InitialName	Score
1	MDW	70
2	MF	70
3	ALN	60
4	MLA	70
5	WRAP	70
6	SMZ	50
7	AMA	30
8	MFF	30
9	AADS	70
10	PYTA	90
11	INLR	90
12	AMR	70
13	KPA	80
14	MZM	80
15	The FDA	60
16	RZNH	60
17	ZN	80
18	ASK	80
19	MNA	80
20	TNA	80
21	HID	80
22	MGMA	30
23	VAF	50
24	MRP	30
∑		**1.560**
Average Score		**65**

From table 4.3 above can be seen the the results of the pre-test for class 8F MTsN 2 Malang as a control class, it can be found that the lowest student pre-test score was 30 and the highest score was 90. To analyze the descriptive data from the pre-test the results in the experimental class the the researcher used MicrosoftExcel. Student distribution scores can be seen in the histogram chart below:

Diagram 4.2 Pre-test Control Class
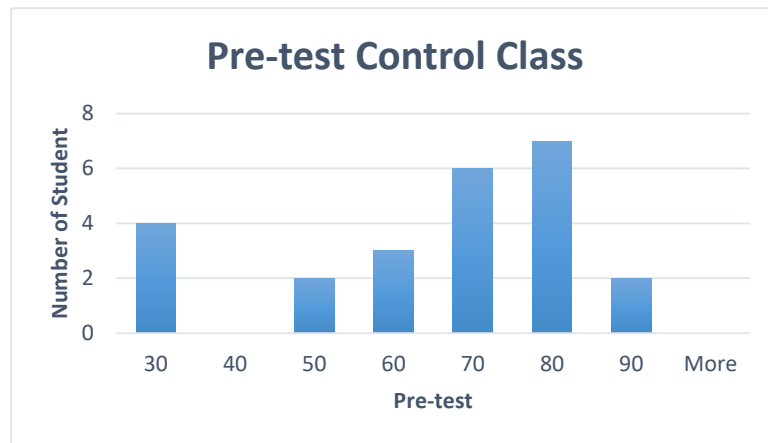
Based on the histogram graph above, in the range 30-50 there are 7 students, in the range 60-70 there are 9 students and in the range 80-90 there are 9 students. The distribution of grades is shown from the lowest grade and the highest grade based on the frequency or number of students in each grade in each class. It can be concluded that the the results of the scores displayed on the histogram graph of 24 control class students, it is proven that 15 students were effective in the pre-test and 9 students were ineffective. To find descriptive data from the calculation of pre-test scores from the experimental class as follows:

Table 4.4 Descriptive Statistics of Pre-test Control Class

Pre-test Control Class	
Mean	65
Standard Error	3.900947
Median	70
Mode	80
Standard Deviation	19,11066
Sample Variance	365,2174
Kurtosis	-0,36804
Skewness	-0,83587
Range	60
Minimum	30
Maximum	90
Sum	1560
Count	24

From table 4.3 stated that the mean value of pre-test in the control class is 65 then the median value is 70 and the standard deviation value is 19.11. From the table above it can be seen that the total number of students in class 8F is 24 students with a minimum score of 30 and a maximum score of 90. From the data above it can be seen that the standard deviation value is smaller than the mean of the total student scores so it can be concluded that the pre-test in the experimental class has good data quality.

After knowing the pre-test scores from both classes, namely experimental and control, the the researcher then carried out 3 treatments with the Cake application. After the treatment is carried out then followed by a pot-test, where can be seen the difference in values before and after the treatment.

2. **Data Analysis of Post-Test**

The post-test activity was carried out on 12th April 2023. The post-test was carried out after the treatment using the Cake application 3 times was done and was carried out on the same day after the third treatment integrated. In this activity, students are asked to work on questions related to listening skills and the questions given are the same as the questions in the pre-test questions. The the results of the post-test scores can be seen in the table below :

Table 4.5 Student's Score Post-Test Experimental Class

No	Initial Name	Score
1	JFL	80
2	MMS	80
3	CAN	50
4	ANH	80
5	RAB	90
6	INP	90
7	TMA	90
8	TM	100
9	YNR	90
10	MOTHER	100
11	MIA	90
12	MISH	90
13	VAZP	90
14	ATZ	70
15	ESR	90
16	MDD	80
17	ASR	80
18	VDL	90
19	AA	90
20	RANP	70
21	RRO	100
22	MHBS	80
23	ME	100
24	JOA	100
25	NAN	100
26	PYG	80
27	CODF	50
28	ZA	80
29	L.M	90
	∑	**2,470**
	Average Score	**85.17**

From table 4.5 above can be seen the the results of the post-test for class 8B MTsN 2 Malang as an experimental class, it can be found that the lowest post-test score for students was 50 and the highest score was 100. To analyze the descriptive data from the the results of the post-test in the experimental class the the researcher used MicrosoftExcel. Student distribution scores can be seen in the histogram chart below:

Diagram 4.3 Post-test Experimental Class
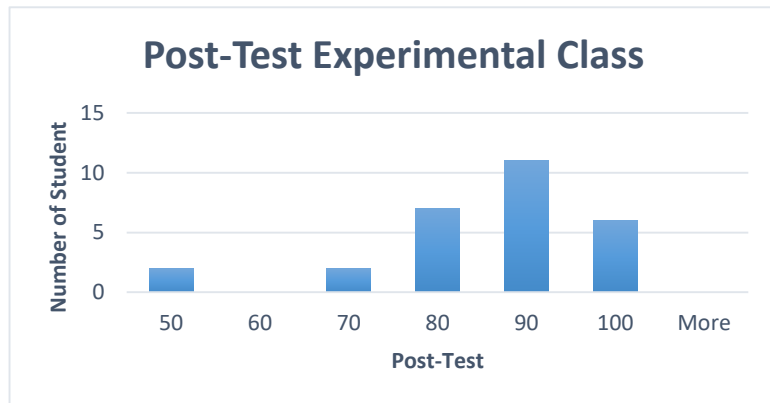
From the histogram above, it can be seen that there are 2 students in the 50-60 range, then 8 students in the 70-80 range and 17 students in the 90-100 range. The distribution of grades is shown from the lowest grade and the highest grade based on the frequency or number of students in each grade in each class. It can be concluded that the the results of the values displayed on the histogram graph of 29 students in experimental class, namely 27 students were effective and 2 students were ineffective in the post-test. To find descriptive data from the calculation of pre-test scores from the experimental class as follows:

Table 4. 6 Descriptive Statistics of Post-test Experimental Class

Post-Test Experimental Class	
Mean	85.17241
Standard Error	2.412033
Median	90
Mode	90
Standard Deviation	12,9892
Sample Variance	168,7192
Kurtosis	2,042708
Skewness	-1,30085
Range	50
Minimum	50
Maximum	100
Sum	2470
Count	29

From table 4.4 it is stated that the mean value of the experimental class post-test is 85.17 then the median value is 90 and the standard deviation value is 12.98. From the table above it can be seen that the total number of students in class 8B is 29 students with a minimum score of 50 and a maximum score of 100. From the data above it can be seen that the standard deviation value is smaller than the mean of the total student scores so it can be concluded that the pre-test on the experimental class has good data quality.

Table 4.7 Student's Score Post-Test Control Class

No	InitialName	Score
1	MDW	70
2	MF	80
3	ALN	80
4	MLA	80
5	WRAP	90
6	SMZ	80
7	AMA	30
8	MFF	50
9	AADS	100
10	PYTA	90
11	INLR	90
12	AMR	80
13	KPA	80
14	MZM	100
15	The FDA	80
16	RZNH	80
17	ZN	90
18	ASK	90
19	MNA	80
20	TNA	90
21	HID	100
22	MGMA	40
23	VAF	70
24	MRP	60
∑		**1.880**
Average Score		**78.33**

From table 4.5 above can be seen the the results of the post-test for class 8F MTsN 2 Malang as a control class, it can be found that the lowest post-test score for students was 30 and the highest score was 100. To analyze the descriptive data from the post-test the results in the experimental class the the researcher used MicrosoftExcel. Student distribution scores can be seen in the histogram chart below:

Diagram 4.4 Post-test Control Class

Post-test Control Class
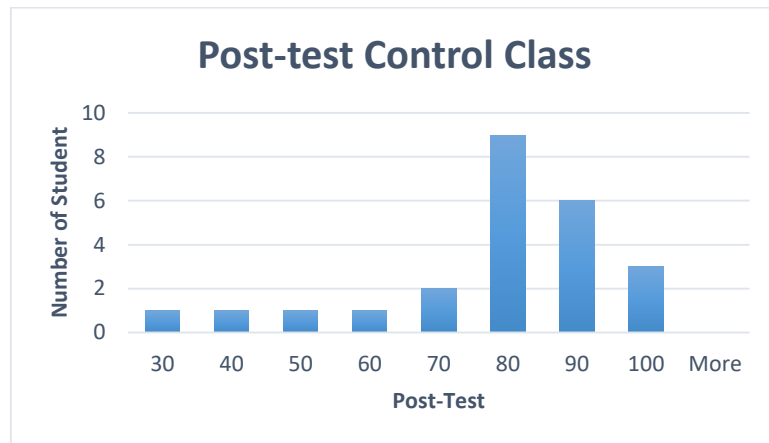
From the histogram above, it can be seen that there are 2 students in the 30-40 range, then 2 students in the 50-60 range, then 11 students in the 70-80 range and 9 students in the 90-100 range. The distribution of grades is shown from the lowest grade and the highest grade based on the frequency or number of students in each grade in each class. It can be concluded that the the results of the scores displayed on the histogram graph of 24 control class students, namely 20 students were effective and 4 students were ineffective in post-test. To find descriptive data from the calculation of pre-test scores from the experimental class as follows:

Table 4.8 Descriptive Statistics of Post-test Control Class

| Post-test Control Class	
Mean	78.33333
Standard Error	3.644863
Median	80
Mode	80
Standard Deviation	17,85611
Sample Variance	318,8406
Kurtosis	1,650572
Skewness	-1,32649
Range	70
Minimum	30
Maximum	100
Sum	1880
Count	24

From table 4.8 it is stated that the mean value of the control class post-test is 78.33 then the median value is 80 and the standard deviation value is 17.85. From the table above it can be seen that the total number of students in class 8F is 24 students with a minimum score of 30 and a maximum score of 100. From the data above it can be seen that the standard deviation value is smaller than the mean of the total student scores so it can be concluded that the pre-test in the experimental class has good data quality.

3. **Student's Achievement in Listening Comprehension Before and After Using Cake Application**

After conducting a pre-test, treatment using the Cake application and conducting a post-test, the the researcher obtained the score the results from the pre-test and post-test for each class. It can be seen that there is

an increase in the mean score of the students after applying the Cake application. It can be seen from the table below:

Tabel 4.9 Result of Pre-test and Post-test Experimental Class

No	Initial Name	Difference	
		Pre-Test	Post-Test
1	JFL	60	80
2	MMS	80	80
3	CAN	40	50
4	ANH	80	80
5	RAB	90	90
6	INP	90	90
7	TMA	90	90
8	TM	80	100
9	YNR	70	90
10	MOTHER	90	100
11	MIA	90	90
12	MISH	90	90
13	VAZP	90	90
14	ATZ	80	70
15	ESR	80	90
16	MDD	60	80
17	ASR	60	80
18	VDL	80	90
19	AA	90	90
20	RANP	60	70
21	RRO	90	100
22	MHBS	70	80
23	ME	90	100
24	JOA	90	100
25	IN	90	100
26	PYG	80	80
27	CODF	60	50
28	ZA	80	80
29	LM	50	90
Averaging		**77.59**	**85.17**

From the table of pre-test and post-test scores in the experimental group, there are differences in student scores. This can be seen in the increase in the average value of students' achievement of better listening

skills. The average score from the post-test was 85.17, this finding stated that from 29 students it was proven that all students were effective.

Table 4.10 The results of Pre-test and Post-test Control Class

No	Initial Name	Difference	
		Pre-Test	**Post-Test**
1	MDW	70	70
2	M.F	70	80
3	ALN	60	80
4	MLA	70	80
5	WRAP	70	90
6	SMZ	50	80
7	AMA	30	30
8	MFF	30	50
9	AADS	70	100
10	PYTA	90	90
11	INLR	90	90
12	AMR	70	80
13	KPA	80	80
14	MZM	80	100
15	FDA	60	80
16	RZNH	60	80
17	ZN	80	90
18	ASK	80	90
19	MNA	80	80
20	TNA	80	90
21	HID	80	100
22	MGMA	30	40
23	VAF	50	70
24	MRP	30	60
Averrage		**65**	**78.33**

From the table of pre-test and post-test scores in the control group, there are differences in student scores. From these 2 the results, can be seen the increase in student scores. Besides, it can be found that the average score of the pre-test control class is 65 and the average post-test score of the control class is 78.33. It can be concluded from the the

results above that the average pre-test score is lower than the average post-test score.

4. The results of Validity Testing

Item validity testing was carried out using construct and content validity with lecturers and teachers. The the researcher tested 30 questions for grade 8 students who were not includedd in the experimental or control classes. The the researcher tested 30 questions on class 8D students with a duration of 30 minutes in one trial. Validation of this item were carried out on 20th March 2023.

In this study, the the researcher used Microsoft Excel as a tool to test validity, using the Corel formula in Microsoft Excel to determine the r-count for each question data, the following are the the results obtained:

Picture 4.1 Validity Testing

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Initial Name	Class													
2			1	2	3	4	5	6	7	8	9	10	11	12	13
3	GTA	8D	0	0	0	0	0	1	1	1	1	0	0	1	0
4	YE	8D	1	0	0	0	0	1	1	1	1	1	0	0	0
5	AA	8D	0	1	1	1	1	1	1	1	1	1	1	0	1
6	FAP	8D	1	1	1	1	1	1	1	1	1	1	1	1	1
7	MAS	8D	0	1	1	1	1	1	1	1	1	1	1	1	1
8	BMS	8D	1	1	1	1	1	1	1	1	1	1	0	1	1
9	AZA	8D	1	1	0	0	1	1	1	1	1	1	1	1	0
10	DHH	8D	0	1	1	0	1	1	1	1	1	1	1	1	0
11	AFR	8D	1	1	0	1	1	0	1	1	1	1	1	1	1
12	AJP	8D	1	1	0	1	1	1	1	0	1	1	1	1	1
13	MHA	8D	0	1	0	0	1	1	1	1	1	1	1	1	1
14	SJI	8D	1	1	0	0	1	0	1	1	1	1	0	0	0
15	RSJ	8D	0	1	0	0	1	0	1	0	1	1	1	1	0
16	MFD	8D	0	1	1	1	1	1	1	1	1	1	1	1	1
17	DARA	8D	0	0	0	0	1	1	1	1	1	1	0	0	1
18	M	8D	1	1	0	1	1	0	1	1	1	1	1	1	1
19	DSC	8D	1	1	1	1	1	0	1	0	0	1	1	0	1
20	DCA	8D	0	0	0	0	1	1	1	1	1	1	0	0	1
21	AFB	8D	1	0	1	0	0	1	0	1	1	1	0	1	1
22	ANVP	8D	0	1	0	1	1	1	1	1	0	1	0	0	1
23	NAR	8D	1	1	0	1	1	1	1	0	1	0	0	1	0
24	MADS	8D	0	1	0	1	1	0	1	1	1	1	0	1	1
25	ARK	8D	1	1	0	1	1	1	1	1	1	1	0	0	1
26	ARA	8D	1	1	0	1	1	0	1	1	1	1	1	1	1
27	ANL	8D	0	1	0	1	1	0	1	0	1	1	1	1	1
28	FCL	8D	1	1	0	1	0	1	0	1	0	1	0	0	0
29	AR	8D	0	1	0	0	1	1	1	1	1	1	0	1	1
30	r table		0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809
31	r count		0,20498	0,565645	0,31976	0,458001	0,467873	0,120298	0,152912	0,196151	0,206364	0,299059	0,473085	0,433026	0,392715
32	V/IV		Valid	Invalid	Valid	Invalid	Invalid	Valid	Valid	Valid	Valid	Valid	Invalid	Invalid	Invalid

Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH
Question Item																	Result
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
0	1	0	0	1	1	0	1	0	0	0	0	0	1	1	1	0	12
1	1	0	0	0	0	0	1	0	0	0	0	0	1	1	1	0	12
0	0	0	0	0	1	1	1	0	0	0	1	0	1	1	1	0	18
1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	27
1	1	1	0	0	1	1	1	0	0	0	1		1	1	1	0	22
1	1	1	0	0	0	1	1	1	1	0	0	0	1	0	1	1	22
0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	23
1	1	0	1	0	1	0	1	1	1	0	1	1	1	0	0	0	20
0	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	0	23
1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	23
1	1	1	1	0	0	0	1	1	1	0	1	0	1	1	1	0	21
1	1	0	1	1	1	0	1	1	0	1	0	0	1	1	0	0	17
1	1	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	12
0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	24
1	1	1	1	0	0	1	0	0	0	1	0	0	1	0	1	0	15
1	0	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	16
0	0	1	0	0	1	0	1	0	1	0	0	1	0	1	0	0	15
1	1	0	1	1	0	1	0	0	0	0	0	0	1	1	1	0	15
0	1	1	0	0	1	1	1	0	1	0	0	0	1	0	1	0	16
1	1	1	0	1	0	1	1	0	0	0	0	1	0	1	1	0	17
1	1	1	0	1	1	1	1	0	0	0	0	1	0	0	1	0	17
1	1	1	0	0	0	1	1	0	1	1	1	1	0	0	1	0	19
0	1	1	1	1	0	1	1	0	0	1	1	1	0	0	1	0	20
1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	0	23
0	1	1	1	0	0	0	1	0	0	1	1	1	1	0	1	0	18
1	1	1	0	0	0	1	1	1	0	0	1	1	1	1	1	0	17
1	1	0	1	0	0	1	1	0	0	0	1	1	1	0	1	0	18
0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	0,3809	
-0,03383	0,206364	0,39243	0,267451	0,126221	0,29293	0,213961	0,297705	0,690968	0,397762	0,193278	0,672215	0,336584	0,173898	-0,0411	0,319316	0,172643	
Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Invalid	Invalid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	

From the validity the results above, it can be seen that the the researcher has calculated the question data using Microsoft Excel with 30 data, in questions number 1-30 it was found that *r count > r table* . From this test, it was found that 10 questions were invalid, namely questions number 2, 4, 5, 11, 12, 13, 16, 22, 23, 25. After the questions were declared valid after being tested using Microsoft Excel, it was found that the questions that were considered valid were questions number 1,3,6,7,8,9,10,14,15,17,18,19,20,21,26 ,27,28,29 and 30.

5. **The results of Reliability Testing.**

Reliability testing is carried out after testing the validity of each item. Reliability testing is also used to measure the same object and produce the same data. In this study, the researcher conducted reliability

testing on questions that had been tested using Microsoft Excel, the the

results can be seen below:

Picture 4.2 Reliability Testing

No	Initial Name	Class	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	GTA	8D	0	0	0	0	0	1	1	1	1	0	0	1	0	0	1
2	YE	8D	1	0	0	0	0	1	1	1	1	1	0	0	0	1	1
3	AA	8D	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0
4	FAP	8D	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	MAS	8D	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	BMS	8D	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
7	AZA	8D	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1
8	DHH	8D	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1
9	AFR	8D	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1
10	AJP	8D	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1
11	MHA	8D	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1
12	SJI	8D	0	1	0	0	1	0	1	1	1	1	0	0	0	1	1
13	RSJ	8D	0	1	0	0	1	0	0	0	1	1	1	1	0	1	1
14	MFD	8D	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1
15	DARA	8D	0	0	0	0	1	1	1	1	1	1	0	0	1	1	1
16	M	8D	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0
17	DSC	8D	1	1	1	1	1	0	1	0	0	1	1	0	0	0	0
18	DCA	8D	0	0	0	0	1	1	1	1	1	1	0	0	1	1	1
19	AFB	8D	1	0	1	0	0	1	0	1	1	1	0	1	1	0	1
20	ANVP	8D	0	1	0	1	1	1	1	1	0	1	0	0	1	1	1
21	NAR	8D	1	1	0	1	1	0	1	0	1	0	0	1	0	1	1
22	MADS	8D	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1
23	ARK	8D	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1
24	ARA	8D	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1
25	ANL	8D	0	1	0	1	1	0	1	0	1	1	1	1	1	0	1
26	FCL	8D	1	1	0	1	0	1	0	1	0	1	0	0	0	1	0
27	AR	8D	0	1	0	0	0	1	1	1	1	1	0	1	1	1	0
	Jumlah		13	22	8	16	22	18	24	22	24	25	15	18	18	18	22
	K		30														
	K-1		29														
	P		0,4815	0,8148	0,2963	0,5926	0,8148	0,6667	0,8889	0,8148	0,8889	0,9259	0,5556	0,6667	0,6667	0,6667	0,8148
	Q		0,5185	0,1852	0,7037	0,4074	0,1852	0,3333	0,1111	0,1852	0,1111	0,0741	0,4444	0,3333	0,3333	0,3333	0,1852
	PQ		0,2497	0,1509	0,2085	0,2414	0,1509	0,2222	0,0988	0,1509	0,0988	0,0686	0,2469	0,2222	0,2222	0,2222	0,1509
	sigmaPQ		5,920438957														
	Varians skor		19,72079772														
	KR20		0,723917633														
	Reliabel= >0,7		The value of KR20 is 0,723917633 so, it is larger than 0,7 so can be concluded that the value is RELIABLE														

16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Result
0	0	1	1	0	1	0	0	0	0	0	1	1	1	0	12
0	0	0	0	0	1	0	0	0	0	0	1	1	1	0	12
0	0	0	1	1	1	0	0	0	1	0	1	1	1	0	18
1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	27
1	0	0	1	1	1	1	0	0	1		1	1	1	0	23
1	0	0	0	1	0	1	1	1	0	0	1	0	1	1	22
1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	23
0	1	0	1	0	1	1	1	0	1	1	1	0	0	0	20
1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	24
1	1	0	1	0	1	1	1	0	1	0	1	1	1	0	23
1	1	0	0	0	1	1	1	0	1	0	1	1	1	0	21
0	1	1	1	0	1	1	0	1	0	0	1	1	0	0	16
0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	11
0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	26
1	1	0	0	1	0	0	0	1	0	0	1	0	1	0	15
1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	16
1	0	0	1	0	1	0	1	0	0	1	0	1	0	0	14
0	1	1	0	1	0	0	0	0	0	0	1	1	1	0	15
1	0	0	1	1	1	0	1	0	0	0	1	0	1	0	16
1	0	1	0	1	1	0	0	0	0	1	0	1	1	0	17
1	0	0	0	1	1	0	1	1	1	1	0	0	1	1	20
1	1	1	0	1	1	0	0	1	1	1	0	0	1	0	21
1	0	1	1	1	1	1	0	1	1	1	1	0	1	0	24
1	1	0	0	0	0	0	1	1	1	1	1	0	1	0	17
1	0	0	0	1	1	1	0	0	1	1	1	1	1	0	16
0	1	0	0	1	1	1	0	0	1	1	1	0	1	0	16
18	12	12	13	14	22	12	10	9	16	14	21	17	22	3	
0,6667	0,4444	0,4444	0,4815	0,5185	0,8148	0,4444	0,3704	0,3333	0,5926	0,5185	0,7778	0,6296	0,8148	0,1111	
0,3333	0,5556	0,5556	0,5185	0,4815	0,1852	0,5556	0,6296	0,6667	0,4074	0,4815	0,2222	0,3704	0,1852	0,8889	
0,2222	0,2469	0,2469	0,2497	0,2497	0,1509	0,2469	0,2332	0,2222	0,2414	0,2497	0,1728	0,2332	0,1509	0,0988	

From the reliability test above using the formula that has been

used, namely KR20, the result is 0.7239, based on the Correlation

Coefficient Interpretation, this value is "strong" in the value category, where it can be concluded that the data is reliable.

6. **The results of Normality Testing**

In this study, a normality test was carried out to determine whether the data obtained was normally distributed or not. In this study, the normality test carried out was the Liliefors normality test with data conditions that were normally distributed. If L *count* $\leq$ L *table,* then the data is normally distributed with a significance level of 0.05.

Picture 4.3 Normality Testing Pre-Test Experimental Class

No	Experimental	Z	FZ	SZ	FZ-SZ				
						Average		77,59	
1	40	-2,63	0,00	0,03	0,03	Deviation Standard		14,31	
2	50	-1,93	0,03	0,07	0,04				
3	60	-1,23	0,11	0,11	0,00	L Count		0,19	
4	60	-1,23	0,11	0,11	0,00	L Table		0,173	
5	60	-1,23	0,11	0,11	0,00				
6	60	-1,23	0,11	0,11	0,00	Conclusion	If L Count <L Table = Normal Distribution		
7	60	-1,23	0,11	0,24	0,13				
8	70	-0,53	0,30	0,30	0,00				
9	70	-0,53	0,30	0,31	0,01				
10	80	0,17	0,57	0,57	0,00				
11	80	0,17	0,57	0,57	0,00				
12	80	0,17	0,57	0,57	0,00				
13	80	0,17	0,57	0,57	0,00				
14	80	0,17	0,57	0,57	0,00				
15	80	0,17	0,57	0,57	0,00				
16	80	0,17	0,57	0,57	0,00				
17	80	0,17	0,57	0,59	0,02				
18	90	0,87	0,81	0,81	0,00				
19	90	0,87	0,81	0,81	0,00				
20	90	0,87	0,81	0,81	0,00				
21	90	0,87	0,81	0,81	0,00				
22	90	0,87	0,81	0,81	0,00				
23	90	0,87	0,81	0,81	0,00				
24	90	0,87	0,81	0,81	0,00				
25	90	0,87	0,81	0,81	0,00				
26	90	0,87	0,81	0,81	0,00				
27	90	0,87	0,81	0,81	0,00				
28	90	0,87	0,81	0,81	0,00				
29	90	0,87	0,81	1,00	0,19				

From the normality data above, the normality the results obtained for the experimental class pre-test were 0.19 < 0.173, so the experimental class pre-test scores were normally distributed.

Picture 4.4 Normality Testing Pre-Test Control Class

No	Control	Z	FZ	SZ	FZ-SZ			
						Average		65,00
1	30	-1,83	0,03	0,17	0,13	Deviation Standard		19,11
2	30	-1,83	0,03	0,17	0,13			
3	30	-1,83	0,03	0,17	0,13	L Count		0,16
4	30	1,83	0,97	0,17	0,80	L Table		0,173
5	50	-0,78	0,22	0,25	0,03			
6	50	-0,78	0,22	0,25	0,03	Conclusion	If L Count <L Table = Normal Distribution	
7	60	-0,26	0,40	0,38	0,02			
8	60	-0,26	0,40	0,38	0,02			
9	60	-0,26	0,40	0,38	0,02			
10	70	0,26	0,60	0,63	0,02			
11	70	0,26	0,60	0,63	0,02			
12	70	0,26	0,60	0,63	0,02			
13	70	0,26	0,60	0,63	0,02			
14	70	0,26	0,60	0,63	0,02			
15	70	0,26	0,60	0,63	0,02			
16	80	0,78	0,78	0,92	0,13			
17	80	0,78	0,78	0,92	0,13			
18	80	0,78	0,78	0,92	0,13			
19	80	0,78	0,78	0,92	0,13			
20	80	0,78	0,78	0,92	0,13			
21	80	0,78	0,78	0,92	0,13			
22	80	0,78	0,78	0,92	0,13			
23	90	1,31	0,90	1,00	0,10			
24	90	1,31	0,90	1,00	0,10			

From the normality data above, the normality the results obtained for the experimental class pre-test were $0.16 < 0.173$, so the control class pre-test scores were normally distributed.

Picture 4.5 Normality Testing Post-Test Experimental Class

No	Experimental	Z	FZ	SZ	FZ-SZ			
						Average		85,17
1	50	-2,71	0,00	0,07	0,07	Deviation Standard		12,99
2	50	-2,71	0,00	0,07	0,07			
3	70	-1,17	0,12	0,14	0,02	L Count		0,15
4	70	-1,17	0,12	0,14	0,02	L Table		0,173
5	80	-0,40	0,35	0,41	0,07			
6	80	-0,40	0,34	0,41	0,07	Conclusion	If L Count <L Table = Normal Distribution	
7	80	-0,40	0,34	0,41	0,07			
8	80	-0,40	0,34	0,41	0,07			
9	80	-0,40	0,34	0,41	0,07			
10	80	-0,40	0,34	0,41	0,07			
11	80	-0,40	0,34	0,41	0,07			
12	80	-0,40	0,34	0,41	0,07			
13	90	0,37	0,64	0,79	0,15			
14	90	0,37	0,64	0,79	0,15			
15	90	0,37	0,64	0,79	0,15			
16	90	0,37	0,64	0,79	0,15			
17	90	0,37	0,64	0,79	0,15			
18	90	0,37	0,64	0,79	0,15			
19	90	0,37	0,64	0,79	0,15			
20	90	0,37	0,64	0,79	0,15			
21	90	0,37	0,64	0,79	0,15			
22	90	0,37	0,64	0,79	0,15			
23	90	0,37	0,64	0,79	0,15			
24	100	1,14	0,87	1,00	0,13			
25	100	1,14	0,87	1,00	0,13			
26	100	1,14	0,87	1,00	0,13			
27	100	1,14	0,87	1,00	0,13			
28	100	1,14	0,87	1,00	0,13			
29	100	1,14	0,87	1,00	0,13			

Activate

From the normality data above, the normality the results obtained for the experimental class post-test are $0.15 < 0.173$, so the experimental class post-test scores are normally distributed.

Picture 4.6 Normality Testing Post-Test Control Class

No	Control	Z	FZ	SZ	FZ-SZ			
						Average	78,33	
1	30	-0,40	0,34	0,03	0,31	Deviation Standard	17,86	
2	40	0,37	0,64	0,07	0,58			
3	50	-0,40	0,34	0,10	0,24	L Count	0,14	
4	60	-1,03	0,15	0,14	0,01	L Table	0,173	
5	70	-1,03	0,15	0,21	0,06			
6	70	-1,03	0,15	0,21	0,06	Conclusion	If L Count <L Table = Normal Distribution	
7	80	-2,71	0,00	0,52	0,51			
8	80	-2,71	0,00	0,52	0,51			
9	80	0,09	0,54	0,52	0,02			
10	80	0,09	0,54	0,52	0,02			
11	80	0,09	0,54	0,52	0,02			
12	80	0,09	0,54	0,52	0,02			
13	80	0,09	0,54	0,52	0,02			
14	80	0,09	0,54	0,52	0,02			
15	80	0,09	0,54	0,52	0,02			
16	90	0,65	0,74	0,72	0,02			
17	90	0,65	0,74	0,72	0,02			
18	90	0,65	0,74	0,72	0,02			
19	90	0,65	0,74	0,72	0,02			
20	90	0,65	0,74	0,72	0,02			
21	90	0,65	0,74	0,72	0,02			
22	100	1,21	0,89	0,83	0,06			
23	100	1,21	0,89	0,83	0,06			
24	100	1,21	0,89	0,83	0,06			

Activat

From the normality data above, the normality the results obtained for the control class post-test were $0.14 < 0.173$, so the control class post-test scores were normally distributed.

So, from the four data that had been calculated in the normality test above, it can be concluded that all data from the experimental class pre-test with a result of $0.19 < 0.173$, the control class pre-test with a value of $0.16 < 0.173$, the experimental class post-test with a result of $0.15 < 0.173$ and the control class post-test with a value of $0.14 < 0.173$. All the results are declared to have a normal distribution because if *L Count < L Table,* then the data is declared to have a normal distribution. Normality testing uses the Liliefors test which has a normal distribution

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and corresponds to variables with the the results Ho being accepted and H1 being rejected.

7. **The results of Homogeneity Testing**

After analyzing the normality of the data, this research continued by calculating homogeneity analysis. This homogeneity analysis is statistical, with the name of the population being calculated must be homogeneous, so that the measurement the results are valid and accurate.

In this study, the researcher used Microsoft Excel to analyze data to obtain F-test the results. To test homogeneity in this study, the testing criteria if Sig. *F Table* $\leq$ *F Count* then homogeneous data. The following are the the results of the homogeneity test calculated using Microsoft Excel:

Picture 4.7 Homogeneity Testing

No	Eksperiment	Control			
1	60	70			
2	80	70			
3	40	60			
4	80	70			
5	90	70	Varians 1		204,680
6	90	50	Varians 2		365,217
7	90	30			
8	80	30	F Hitung		0,56
9	70	70	F Tabel		1,97
10	90	90			
11	90	90	Conclusion	If F count < F table = Homogen	
12	90	70			
13	90	80			
14	80	80			
15	80	60			
16	60	60			
17	60	80			
18	80	80			
19	90	80			
20	60	80			
21	90	80			
22	70	30			
23	90	50			
24	90	30			
25	90				
26	80				
27	60				
28	80				
29	50				

From the the results of the homogeneity test above using the if Sig criteria. *F Count <F Table,* then the data is declared homogeneous. The *F count* is 0.56 and *the F table value* is 1.97. So, from the data that has been obtained using predetermined testing criteria, it can be concluded that the data from the two classes tested are homogeneous data with the information 0.56 < 1.97, so the data in this study is homogeneous.

8. **The results of T-Test and Hypothesis Testing**

After the the researcher carried out validity and reliability tests, the the researcher found valid and reliable data entries. Then, after getting the the results from the validity and reliability tests, the the researcher calculated and analyzed normality and homogeneity so that the the

researcher concluded that the data obtained in this study had a normal and homogeneous distribution.

The final step is for the the researcher to analyze the data, namely carrying out a hypothesis test or T-test to determine whether there is a significant increase between the classes that were given treatment using the Cake application and the classes that were not given treatment. The researcher used Microsoft Excel to display analytical data and obtain the results, which can be seen in the image below:

Picture 4.8 The results Gain Score Experimental Class and Control Class

No	Experimental Group			No	Control Group		
	Pre-test	Post-test	Gain Score		Pre-test	Post-test	Gain Score
1	60	80	20	1	70	70	0
2	80	80	0	2	70	80	10
3	40	50	10	3	60	80	20
4	80	80	0	4	70	80	10
5	90	90	0	5	70	90	20
6	90	90	0	6	50	80	30
7	90	90	0	7	30	30	0
8	80	100	20	8	30	50	20
9	70	90	20	9	70	100	30
10	90	100	10	10	90	90	0
11	90	90	0	11	90	90	0
12	90	90	0	12	70	80	10
13	90	90	0	13	80	80	0
14	80	70	10	14	80	100	20
15	80	90	10	15	60	80	20
16	60	80	20	16	60	80	20
17	60	80	20	17	80	90	10
18	80	90	10	18	80	90	10
19	90	90	0	19	80	80	0
20	60	70	10	20	80	90	10
21	90	100	10	21	80	100	20
22	70	80	10	22	30	40	10
23	90	100	10	23	50	70	20
24	90	100	10				
25	90	100	10				
26	80	80	0				
27	60	50	10				
28	80	80	0				
29	50	90	40				

Picture 4.9 Hypothesis Testing

t-Test: Two-Sample Assuming Equal Variances		
	Gainscore Experimental	Gainscore Control
Mean	8,571	13,182
Variance	86,772	89,394
Observations	28,000	22
Pooled Variance	87,919	
Hypothesized Mean Difference	0,000	
df	48,000	
t Stat	-1,726	t count
P(T<=t) one-tail	0,045	
t Critical one-tail	2,407	
P(T<=t) two-tail	0,091	
t Critical two-tail	2,682	t table

From the the results of hypothesis testing using the t-test: to samples assuming equal variances in Microsoft Excel above, the the researcher found that the the results of hypothesis testing in this study were if Sig < 0.05 or T count < T *table* then rejected H0 and there was a significant difference in this study. However, if Sig > 0.05 or *T count > T table* then Ho is accepted and there is no significant difference between before and after using the application in this study. From the test the results in the picture above, it can be seen that *T count < T table,* namely -1.726 < 2.682, then H0 is rejected and H1 is accepted, so it can be concluded that research using the Cake application for grade 8 students at MTsN 2 Malang is effective and there are changes before and after using the application.

B. Discussion

This research was carried out at MTsN 2 Malang using experimental quantitative research by carrying out tests. The researcher used 2 samples with different classes, namely class 8B as the experimental class and class 8F as the control class. The two classes have different numbers of students, where in class 8B there are 29 students and in class 8F there are 24 students. This research began with a pre-test then continued with treatment in the experimental class only then ended with a post-test. The the researcher chose 2 classes to find and determine how effective the Cake application was for listening skills, where in the experimental class the Cake application was applied while in the control class it applied lessons as usual. In this way, the researcher can see and find differences in the effects of using the application between the two classes.

Before implementing research activities in the experimental and control classes, the the researcher tested the test items on students in class 5D to determine the validity and reliability of the questions selected as pre-test and post-test questions. This is done to ensure that the measuring instrument or in this case the test item used meets the criteria or is suitable for use. (Janna, NM, & Herianto, H. 2021) said that a test tool is said to be good if it meets the eligibility requirements for the test tool, one of which is having a high level of validity and reliability. The test questions consisted of 30 questions with a processing time of 50 minutes, then the the researcher calculated the the results of the students' work to test the validity and reliability of the items using Microsoft Excel. The the results obtained from validity testing were that there were 10 invalid questions, namely questions

number 2, 4, 5, 11, 12, 13, 16.22.23 and 25. Meanwhile, for the test the results from reliability using the KR20 formula, the result was 0.723 and was based on From the Correlation Coefficient Interpretation value, namely "Strong", then the data is reliable.

The pre-test is carried out before application of the Cake application, treatment and post-test. To find differences in scores from the pre-test and post-test in each class, data analysis was carried out using Microsoft Excel. From this test it was found that the average pre-test score in the experimental class was 77.59 and the average post-test score was 85.17. Meanwhile, in the control class, the average pre-test score was 65 and the average post-test score was 78.33. From the the results of the pre-test and post-test values that have been found in each class, it can be seen that there is an increase or difference between the pre-test and post-test scores before and after using the Cake application.

Apart from that, data analysis was carried out to determine whether the data obtained had a normal distribution or not. The data was calculated from the pre-test and post-test scores for each class. In the normality test analysis, the aim is to determine the average difference in the data that has been obtained. The normality test the results for the pre-test and post-test scores in the experimental class were 0.19 and 0.15, while the normality tests for the pre-test and post-test in the control class were 0.16 and 0.14, which is a value greater than sig 5% or 0.05. ie 0.173. From some of these data it can be concluded that all elements are normally distributed and can be continued for homogeneity test analysis.

Homogeneity test analysis aims to show that two or more groups of data samples taken from the population have the same variance. According to (Usmadi, U 2020) a homogeneity test is carried out to find out whether several population variants are the same or not, where a homogeneity test for this variant is very necessary before comparing two or more groups. The the results of the homogeneity test in the experimental class and control class were obtained, namely F count was 0.56 while F table was 1.97, so that from the criteria or requirements for homogeneity, if *f count <f table* then the data can be said to be homogeneous. From these data it can be described that 0.56 < 1.97, then the data can be said to be homogeneous so that the testing process can be continued in the hypothesis testing analysis process.

After the data was declared normal and homogeneous, this research continued with the hypothesis testing analysis process using the t-test which was calculated using Microsoft Excel. The calculation the results from the experimental and control classes obtained a df score of 48,000 and the calculated t value was -1,726 while the t table was 2,682. The conditions and criteria for a result from a hypothesis are if *T count < T table,* then Ho is rejected and H1 is accepted. From the the results obtained, the value for *T count < T table* is -1.726 < 2.682, so H0 is rejected and H1 is accepted. So from the data calculations it can be concluded that there are significant changes and the interpretation or application of the Cake application is effective for students' English listening abilities.

Besides, the result by the data then calculated by the Excel explains about the number then give good result. However the researcher also connect the result by the discussion on the previous chapter. On the previous chapter has been discuss that listening has the techniques also the steps to be implemented to help the listening comprhension easiest. In the previous chapter has been said that listening can be done by implementing some techniques such as; audio, video, conversation, etc. All of the techniques related with the focus of this research where this research implementing an application namely Cake application that has the features such as; video, audio, conversation by the native, etc. Where the result of the research by implementing this application was good. So, the researcher draws a line that this application has a good effect to listening comprehension supported by the techniques before.

Furthermore, the steps of the listening in the previous chapter also connected by the result of this research such as;

1. Be present

2. Starting from the easiest, increase difficulties

3. Slow dowon the video or audio

4. Take a note but not all of them

5. Find partners or make one

All of the steps before also implemented in this research, where by these steps students use the application clearly. Besides, on the Cake application provides the level of the difficulties, so the students can apply this application based on the students' comprehension. Also, from the result

that connected by this discussion about the step before, the researcher draws a line that implementing the steps of the listening with the Cake application giving a good effect for the listening comprehension.

Another research result regarding the use of this application is from (NFH Hasyim 2022) which explains that the Cake application has an effect in improving English learning, especially on students' listening skills, where before using this application students were not really interested in learning English, especially listening, then after the Cake application was implemented, learning became easier and students became more interested in the various features of this application and the short videos presented in it, thereby increasing the ease of students understanding listening skills in English. Apart from that, other research also reveals the use of the Cake application for hearing abilities, namely by (Rengganis, DP, Edy, S., & Septia Utami, H. 2023) stated that the Cake application is an application that promises to provide significant and effective effects for English learning, especially for students' listening abilities. However, research (Momeni A. 2022) is slightly different from other research, which states that the Cake application is not only effective for students' listening skills but can improve students' speaking skills and vocabulary because of the various features in it that make this possible, in words Another thing is that this Cake application cannot only focus on listening skills, but many other English skills can be improved through this application.

Thus, it can be concluded that these the results can add to the statement of the the results of this study, namely the application of the Cake

application for learning in English is effective for students' listening skills by stating that hypothesis 0 (H0) is rejected and hypothesis 1 (H1) is accepted which means that the Cake application is an effective learning medium to use and can have a good effect on influencing learning outcomes, especially in learning English for students' listening skills.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains all the conclusions from the entire chapter that has been discussed in the previous chapter, but it will also provide suggestions at the end of the section.

A. Conclusion

From the the results of the research hypothesis test in the previous chapter, there are quite prominent differences between the pre-test and post-test scores in each class, namely the experimental and control classes. Then, the statement can be drawn that applying the Cake application for students' listening abilities give a good effect on students' listening abilities. This can be proven by previous findings where the average score from the post-test is greater than the pre-test score. Thus, this research was declared effective for learning English listening skills using the Cake application with the the results of the t-test value, namely *T count < T table* or -1.726 < 2.682, where H0 was rejected and H1 was accepted. From the the results or facts obtained or existing, this research can be declared successful or successful in using the Cake application for English language learning, especially for listening skills.

In conclusion, the Cake application is an effective medium used in teaching and learning, in which the Cake application provides innovations or new features for English teaching and learning, especially to help the learning students' listening comprehension easily. Where, students can take advantage of the video and audio features in it, thus increasing their

enthusiasm for learning with this application. Thus, the use of Cake application in learning activities can be said that has a good effect for students' English listening skills at MTsN 2 Malang.

B. Suggestions

From the the results of the research that has been carried out, the researcher made several suggestions for several parties:

1. English teacher

The researcher provides suggestion to English teachers to use the Cake application further in the learning process, where this application will have a good impact and attract students' enthusiasm in learning, especially in learning English. Apart from that, teachers must also continue to pay attention to developments in technology, especially in the Cake application, so that they are always updated about the various features in it or in other words they can develop the application even better.

2. Further The researcher

This research can be used as a reference for further research regarding the effectiveness of using the Cake application for students' English listening skills. In addition, future the researcher are suggested to conduct deeper research using different methods or approaches to obtain deeper the results regarding to the effectiveness of using the Cake application for students' English listening skills.

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APPENDIX

Appendix I. *KD (Basic Competency)*

No. KD	KD	Indicators	Learning Objectives
3.7	Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding circumstances/actions/activities/events that are carried out/occurring routinely or are general truths, according to the context of their use. (Pay attention to the linguistic elements *of the simple present tense*)	- Knowing the usage of the *simple present tense* in a sentence. - Complete the practice questions about *simple present tense*	- Students are able to identify *simple present-tense* sentences - Students are able to construct a sentence using *simple present tense*
3.8	Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding conditions/actions/activities/events that are being carried out/taking place when spoken, according to the context of its use. (Pay attention to the linguistic elements *of the present continuous tense*)	- Knowing the usage of the *present continuous tense* in a sentence - Complete the practice question about the *present continuous tense*	- Students are able to identify the *present continuous tense* sentences - Students are able to construct a sentence using the *present continuous tense*

Appendix II. *Blueprint Pre-test and Post-test Question*

Test Format	Test Techniques	Item Number	Level Soal	Questions			Level KD

Multiple Choice	Students are given the test in the form of listening question (multiple choice)
	
	SECTION 1
	
	A. Listen and Choose the Best Answer
		1,2,3 4,5	C1	**Question 1**
				
				Listen the following conversation to answer question number 1-3!
				
				1. What do they usually do on Friday?
				  a. They play ball
				  b. They always go to the cinema
				  c. They always go to the library
				  d. They are always gardening
					Question 2
					
					Listen the following conversation to answer question number 1-2!
					
					1. From the conversation, what we know about Max?
					  a. He likes football
					  b. He doesn't play football in his free time
					  c. He plays football in his free time
					  d. He likes basketball
						Question 3
						
						Listen the following conversation to answer question number 1-3!
						
						1. Who is Todd?
						  a. Todd is a Math teacher
						  b. Todd is an English teacher
						  c. Todd is a Chemistry teacher
						  d. Todd is a music teacher
							3.7

			C1	2. What do they usually eat and drink on Friday? a. They eat fried rice and drink water b. They eat French fries and drink milk c. They eat pizza and drink lemonade d. They eat bread and drink a tea	2. What did Max say about football? a. Football is boring b. Football is fun c. Football is interesting d. Football is bad	2. When does Todd get up every day? a. He gets up at nine b. He gets up at eight c. He gets up early around seven d. He gets up early around six	**3.7**
			C1			3. Where does Todd go at the night? a. He goes to the café b. He goes to the restaurant c. He goes to the gym d. He goes to the cinema	**3.7**

					3. What are they watching at the end? a. They are watching a cartoon b. They are watching a cinema c. They are watching the movie d. They are watching a comedy	**Listen the following phone conversation to answer question number 3-5!** 3. What is Tony doing? a. Tony is writing a letter b. Tony is reading newspaper c. Tony is cooking at the kitchen d. Tony is watching the movie		**3.8**
			C1		**Listen the following story to answer question number 4-5!** 4. Where do Sarah and her family go every Sunday? a. Sarah and her family go to the zoo b. Sarah and her family go to the beach c. Sarah and her family go to the cinema	4. What is Samantha doing at the grocery store? a. She is going to buy some groceries for dinner b. She is going to buy some eggs c. She is going to buy a milk d. She is going to buy some fruits	**Listen the following conversation to answer question number 4 and 5!** 4. What is Samantha doing? a. She is writing a story b. She is reading a book c. She is cooking dinner	**3.8**

				d. Sarah and her family go to the garden		d. She is swimming	
			C1	5. What does Sarah's sister is doing? a. She is writing a story b. She is playing a card c. She is cooking some cookies d. She is painting a beautiful picture	5. What is Junior doing? a. Junior is talking with Tony b. Junior is learning c. Junior is watching TV and singing d. Junior is playing the game	5.What is Tony doing? a. He is talking with his mom b. He is watching the movie c. He is discussing about the soccer with his friends d. He is just watching the soccer game and talking with friends	**3.8**

| Essay | **SECTION 2**

B. Listen and Complete ! | 1,2,3,4,5 | C3 | **Listen and complete the following conversation! (Number 1-5)**

Luke : What's your favorite season?
Anna : My favorite season is spring, the weather (1)……………… …….and sunny. I like to plant flowers
Luke : Wow! That's really great. How about you Arthur? What's your favorite season?
Arthur : My favorite season is summer. I like hot weather because I can (2) …………………..a nd sunbathe. I love | **Listen and complete the following conversation! (Number 1-3)**

Siti : Good morning Beni
Beni : Good morning Siti. How are you today?
Siti : I'm doing very well.
Beni : You arrive very early. Do you arrive early everyday?
Siti : Yes, I do. I always (1)………..to school early. I always (2)………….home at six. I don't want to be late. Beni, why do you clean | **Listen and complete the following conversation! (Number 1-3)**

Jack : Beni, let's go to school early morning tomorrow, so we can study together before the English test.
Beni : I am sorry, I can't. I(1)…………… …my mother every morning.
Jack : (2)……you always help her every morning?
Beni : Yes, I do. I always help my mother whenever I can
Jack : That's great! | **3.7** |

| | | | | having cool drinks on the beach.

Luke : That sounds good too. How about you Sandra? What's your favorite season?
Sandra : My favorite season is autumn. I love to go hiking. All of the leaves (3)………………………color, the trees look so beautiful. How about you Luke? What's your favorite season?
Luke : My favorite season is winter. Summer(4)……… | the classroom by yourself?

Beni : Dayu is not here. She(3)…………… …. .
Siti : Don't worry, I will help you clean the classroom.
Beni : Thank you Siti | Beni : Hey, let's study together this afternoon, we(3)……….need to wait until tomorrow.
Jack : Yes, sure. That's a good idea. | |

				………………for me. I like cold weather and love to go snowboarding. So winter(5)………… …………..for me.			
		C3			**Listen and complete the following conversation! (Number 4 and 5)** Alex : Where are you? Jenny : I am(4)……………. .inside. I am(5)…………… a letter to my friend. I am telling him about my life and my new job.	**Listen and complete the following conversation! (Number 4 and 5)** Max : What is Fauzan doing? Lim : Fauzan(4)……… …………….on his car. He is giving it a tune up. He is changing the oil and checking all the parts of the cars. Max : But, he is not working?	**3.8**

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						Lim : He is just standing there. He(5)………… ……………his time because he wants to do the job right. He is listening to the radio as he works	

Appendix 1II. *Instrument (question)*

#QUESTION 1

SECTION 1

LISTEN AND CHOOSE THE BEST ANSWER

Listen the following conversation to answer question number 1-3!

1. What do they usually do on Friday?
   a. They play ball
   b. They always go to the cinema
   c. They always go to the library
   d. They are always gardening
2. What do they usually eat and drink on Friday?
   a. They eat fried rice and drink water
   b. They eat French fries and drink milk
   c. They eat pizza and drink lemonade
   d. They eat bread and drink a tea
3. What are they watching at the end?
   a. They are watching a cartoon
   b. They are watching a cinema
   c. They are watching the movie
   d. They are watching a comedy

Listen the following story to answer question number 4-5!

4. Where do Sarah and her family go every Sunday?
   a. Sarah and her family go to the zoo
   b. Sarah and her family go to the beach
   c. Sarah and her family go to the cinema
   d. Sarah and her family go to the garden
5. What does Sarah's sister is doing?
   a. She is writing a story
   b. She is playing a card
   c. She is cooking some cookies
   d. She is painting a beautiful picture

SECTION 2

LISTEN AND COMPLETE!

Listen and complete the following conversation! (Number 1-5)

Luke   : What's your favorite season?

Anna   : My favorite season is spring, the weather (1)…………………….and
         sunny. I like to plant flowers

Luke   : Wow! That's really great. How about you Arthur? What's your favorite season?

Arthur : My favorite season is summer. I like hot weather because I can (2) …………………..and sunbathe. I love having cool drinks on the beach.

Luke   : That sounds good too. How about you Sandra? What's your favorite season?

Sandra : My favorite season is autumn. I love to go hiking. All of the leaves (3)………………………color, the trees look so beautiful. How about you Luke? What's your favorite season?

Luke   : My favorite season is winter. Summer(4)………………………for me. I like cold weather and love to go snowboarding. So winter(5)……………………..for me.

#QUESTION 2

SECTION 1

LISTEN AND CHOOSE THE BEST ANSWER

Listen the following conversation to answer question number 1-2!

1. From the conversation, what we know about Max?
   a. He likes football
   b. He doesn't play football in his free time
   c. He plays football in his free time
   d. He likes basketball
2. What did Max say about football?
   a. Football is boring
   b. Football is fun
   c. Football is interesting
   d. Football is bad

Listen the following phone conversation to answer question number 3-5!

3. What is Tony doing?
   a. Tony is writing a letter
   b. Tony is reading newspaper
   c. Tony is cooking at the kitchen
   d. Tony is watching the movie
4. What is Samantha doing at the grocery store?
   a. She is going to buy some groceries for dinner
   b. She is going to buy some eggs
   c. She is going to buy a milk
   d. She is going to buy some fruits
5. What is Junior doing?
   a. Junior is talking with Tony
   b. Junior is learning
   c. Junior is watching TV and singing
   d. Junior is playing the game

SECTION 2

LISTEN AND COMPLETE!

Listen and complete the following conversation! (Number 1-3)

Siti   : Good morning Beni

Beni   : Good morning Siti. How are you today?

Siti   : I'm doing very well.

Beni   : You arrive very early. Do you arrive early everyday?

Siti : Yes, I do. I always (1)………..to school early. I always

(2)………….home at six. I don't want to be late. Beni, why do you clean

the classroom by yourself?

Beni : Dayu is not here. She(3)………………. .

Siti : Don't worry, I will help you clean the classroom.

Beni : Thank you Siti.

Listen and complete the following conversation! (Number 4 and 5)

Alex : Where are you?

Jenny : I am(4)……………..inside. I am(5)……………a letter to my friend. I am telling him about my life and my new job.

#QUESTION 3

SECTION 1

LISTEN AND CHOOSE THE BEST ANSWER!

Listen the following conversation to answer question number 1-3!

1. Who is Todd?
    a. Todd is a Math teacher
    b. Todd is an English teacher
    c. Todd is a Chemistry teacher
    d. Todd is a music teacher
2. When does Todd get up every day?
    a. He gets up at nine
    b. He gets up at eight
    c. He gets up early around seven
    d. He gets up early around six
3. Where does Todd go at the night?
    a. He goes to the café
    b. He goes to the restaurant
    c. He goes to the gym
    d. He goes to the cinema

Listen the following conversation to answer question number 4 and 5!

4. What is Samantha doing?
    a. She is writing a story
    b. She is reading a book
    c. She is cooking dinner
    d. She is swimming
5. What is Tony doing?
    a. He is talking with his mom
    b. He is watching the movie
    c. He is discussing about the soccer with his friends
    d. He is just watching the soccer game and talking with friends

SECTION 2

LISTEN AND COMPLETE!

Listen and complete the following conversation! (Number 1-3)

Jack   : Beni, let's go to school early morning tomorrow, so we can study
together before the English test.

Beni   : I am sorry, I can't. I(1)………………my mother every morning.

Jack   : (2)……you always help her every morning?

Beni   : Yes, I do. I always help my mother whenever I can

Jack : That's great!

Beni : Hey, let's study together this afternoon, we(3)……….need to wait until tomorrow.

Jack : Yes, sure. That's a good idea.

Listen and complete the following conversation! (Number 4 and 5)

Max : What is Fauzan doing?

Lim : Fauzan(4)…………………….on his car. He is giving it a tune up. He is changing the oil and checking all the parts of the cars.

Max : But, he is not working?

Lim : He is just standing there. He(5)………………………his time because he wants to do the job right. He is listening to the radio as he works.

Appendix IV. *Survey Permit Petition*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximlie (0341) 552398 Malang
http:// fitk.uin-malang.ac.id, email : fitk@uin-malang.ac.id

Nomor	: 260/Un.03.1/TL.00.1/02/2023	09 Februari 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Survey**	

Kepada

Yth. Kepala MTsN 2 Turen
di
     Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Elysa Hardiyanti
NIM	:	19180002
Tahun Akademik	:	Genap - 2022/2023
Judul Proposal	:	**The Effectiveness of Cake Application for Student's Listening Comprehension in MTsN 2 Malang**

diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akaddemik

Muhammad Walid, MA
19730823 200003 1 002

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

Appendix V. *Survey Permit*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
MADRASAH TSANAWIYAH NEGERI 2 MALANG
Jl. Kenongosari No. 16 Turen Kabupaten Malang ☏. (0341) 824925 Kode Pos 65175
Email : mtsn2malang@gmail.com

14 Februari 2023

SURAT KESEDIAAN MENERIMA SURVEY

NOMOR : B-257/Mts.13.35.02/ PP.00.9/02/2023

Yang bertanda tangan dibawah ini :

Nama	: Drs. SAMA'I, M.Ag
NIP	: 196411201994031001
Pangkat / Golongan	: Pembina (IV/a)
Jabatan	: Kepala MTs Negeri 2 Malang

Menyatakan bahwa saya bersedia menerima mahasiswa Survey:

Nama	: ELYSA HARDIYANTI
NIM	: 19180002
Tahun Akademik	: Genap – 2022/2023
Asal Instansi	: Universitas Islam Negeri Maulana Malik Ibrahim Malang
Judul Proposal	: The Effectivenees of Cake Application for Student's Listening Comprehension in MTsN 2 Malang

Diberikan izin untuk melakukan survey/ studi pendahuluan di MTs Negeri 2 Malang

Demikian surat kesediaan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

Kepala

S A M A' I

Appendix VI. *Validator Petition*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id, email : fitk@uin_malang.ac.id

Nomor	: B-7602 /Un.03/FITK/PP.00.9/10/2023	12 Oktober 2023
Lampiran	: -	
Perihal	: Permohonan Menjadi Validator (Ahli Bahasa)	

Kepada Yth.
Dr. Basori, M.S. Ed.
di –
      Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Elysa Hardiyanti
NIM	:	19180002
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	The Effectiveness of Cake Applucation for Student Listening Comprehension in MTsN 2 Malang.
Dosen Pembimbing	:	Alam Aji Putera, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
198232000031002

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Appendix VII. *Validation Sheet*

Validation Sheet

Listening English Test

"The Effectiveness of Cake Application for Student's Listening Comprehension in MTsN 2 Malang "

Validator   :   Basori, M.S.Ed
NIP   :   198604112019031008
Expertise   :   English Listening
Instance   :   Maulana Malik Ibrahim State Islamic University Malang
Validation Date :
(dd/mm/yyyy)

A. Introduction

This validation sheet is used to get an assessment from the validator (Mr/Ms) on the research instrument that used. Every feedback and suggestion is essential for increasing the quality of the instrument. Thank you so much for the willingness to become a validator in this study.

B. Guidance

In this part, please give a score to each item with a sign (√) in the following columns below:

1 = Very poor

2 = Poor

3 = Average

4 = Good

5 = Excellent

C. Assessment Rubric

No.	Indicator	Score					Feedback/Suggestion
		1	2	3	4	5	
1.	The research instrument is in accordance the basic competence. Basic competence						

	3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple present tense*) 3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *present continuous tense*).				*Please kindly see my comment in your Blue print*
2.	The research instrument is relevant with the research objectives.		3		?.
3.	The research instrument used good/correct language.		3		
4.	The research instrument is well-constructed.			4	

5.	The question that is made do not cause double interpretation or misunderstanding.			5	
6.	The research instrument is communicative and easy to understand.		4		
7.	The research instrument can help the researcher find out student's listening comprehension (based on the research question)		3		7.

D. Conclusion

Based on the validation sheet above, it can be concluded that the instrument that has been made is:

Please cross out the answer that doesn't matches the conclusion that you gave.

1. ~~The instrument can be used without revision.~~
2. The instrument can be used with slight revision.
3. ~~The instrument can be used with many revisions.~~
4. ~~The instrument cannot be used.~~

Malang, 13 March 2023

Validator

Basori M.S.Ed

NIP. 198604112019031008

Appendix VIII. *Research Permit Petition*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50. Telepon (0341) 552398 Faximile (0341) 552799 Malang
http://fitk.uin-malang.ac.id, email: fitk@uin-malang.ac.id

Nomor	: 664/Un.03.1/TL.00.1/03/2023	15 Maret 2023
Sifat	: Penting	
Lampiran	: -	
Hal	: Izin Penelitian	

Kepada
Yth. Kepala MTsN 2 Turen Malang
di
     Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Elysa Hardiyanti
NIM	: 19180002
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2022/2023
Judul Skripsi	: **The Effectiveness of Cake Application for Student's Listening Comprehension in MTsN 2 Malang**
Lama Penelitian	: **Maret 2023** sampai dengan **Mei 2023** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akaddemik

Muhammad Walid, MA
730823 200003 1 002

Appendix IX. *Student's Answer Sheet*

Name : Aulia Deuinta surya

Class : 4s

Date : 28-02-2023

Instruction : Listen carefully and answer the questions correctly!

All of the audios in every question will be played twice by the teacher.

Section 1

A. **Listen and Choose the Best Answer!**

Choose the best answer based on the listening audio given! (Number 1-2)

1. From the conversation, what we do know about Max?

    a. He likes football.

    b. He doesn't play football in his free time.

    c. He plays football in his free time.

    d. He likes basketball.

2. What did Max say about football?

    a. Football is boring

    b. Football is fun.

    c. Football is interesting.

    d. Football is bad.

Choose the best answer based on the listening audio given! (Number 3-5)

3. What is Tony doing?

    a. Tony is writing a letter.

    b. Tony is reading newspaper.

    c. Tony is cooking at the kitchen.

    d. Tony is watching a movie.

4. What is Samantha doing at the grocery store?

    a. She is going to buy some groceries for dinner.

    b. She is going to buy some eggs

    c. She is going to buy a milk.

    d. She is going to buy some fruits.

5. What is Junior doing?

    a. Junior is talking with Tony.

    b. Junior is learning

    c. Junior is watching TV and singing.

    d. Junior is playing the game.

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Section 2

B. **Listen and Complete the Blanks!**

Complete the following conversation based on the listening audio given!

(Number 1-3)

Siti : Good morning, Beni

Beni : Good morning, Siti. How are you today?

Siti : I'm doing very well.

Beni : You arrive very early. Do you arrive early everyday?

Siti : Yes, I do. I always (1) come to school early. I always (2) leave home at six. I don't want to be late. Beni, why do you clean the classroom by yourself?

Beni : Dayu is not here. She (3) ...

Siti : Don't worry, I will help you clean the classroom.

Beni : Thank you, Siti.

Complete the following conversation based on the listening audio given!

(Number 4-5)

Alex : Where are you?

Jenny : I am (4) ... inside. I am (5) ... a letter to my friend. I am telling him about my life and my new job.

Appendix X. *Completion Research Letter*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG
MADRASAH TSANAWIYAH NEGERI 2 MALANG
Jl. Kenongosari No. 16 Turen Kabupaten Malang ☎. (0341) 824525 Kode Pos 65175
Email: mtsn2malang@gmail.com

17 Oktober 2023

SURAT KETERANGAN PENELITIAN
NOMOR : B- 594/Mts.13.35.02/ PP.00.9/10/2023

Yang bertanda tangan dibawah ini :

Nama	:	Drs. SAMA'I, M.Ag
NIP	:	196411201994031001
Pangkat / Golongan	:	Pembina Tk. I (IV/b)
Jabatan	:	Kepala MTs Negeri 2 Malang

Menerangkan bahwa:

Nama	:	Elysa Hardiyanti
NIM	:	19180002
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap – 2022/2023
Asal Instansi	:	Universitas Islam Negeri Maulana Malik Ibrahim Malang

Telah melakukan Penelitian di MTs Negeri 2 Malang pada tanggal 26 Maret s/d 26 April 2023 dengan Judul Skripsi The Effectivenees of Cake Application for Student's Listening Comprehension in MTsN 2 Malang

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kepala

SAMA'I

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Appendix XI. *Documentatios*

Appendix XII. *Evidence of Guidance Consultations*

G. KONSULTASI DAN BIMBINGAN SKRIPSI

Konsultasi dan Bimbingan Skripsi

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
11/09 2023	Bab IV dan V	Kerjakan oleh terpun terlebih dahulu	
21/09 2023	Bab IV dan V	- Hilangkan kata "improve" diganti dengan kata "berpengaruh / h dan" - Penelitian in. sedang mencari kerjernhian bukan "improvement"	
12/09 2023	Full BAB	- Tidak ada revisi - Rekomendasi untuk daftar sidang	

Malang, 12 Oktober 2025

Dosen Pembimbing,

Dr. Alam Aji Putera, M. Pd.

NIP. 198909212018020114 53.

Curriculum Vitae

Name	:	Elysa Hardiyanti
Born	:	Bojonegoro, 10th May 2001
Gender	:	Female
Religion	:	Islam
Faculty	:	Faculty of Education and Teacher Training
Major	:	English Education
University	:	Maulana Malik Ibrahim Islamic State University Malang
Address	:	Jl. Hati, Mejasem Rt.01 Rw. 04, Bakung
		Kanor, Bojonegoro
Phone Number	:	081553576749
E-Mail Address	:	elysagalaxy22@gmail.com

Educational Bakcground

1. 2005-2007   TK ABA Aisyiyah Bojonegoro
2. 2007-2013   MIM 04 Al-Azhar Bojonegoro
3. 2013-2016   MTs Muhammadiyah 01 Bojonegoro
4. 2016-2019   MA Muhammadiyah 02 Bojonegoro
5. 2019-2023   Maulana Malik Ibrahim Islamic State University
                             Malang