Students Perception of the Cake Application as a Medium to Enhance English Speaking

Arina Amelia Haque[1], Pradnya Permanasari[2]
[1,2] *Universitas Pekalongan, Indonesia*
Corresponding Author: ✉ arinaamelia011@gmail.com

ABSTRACT

In the current era of globalization, the ability to speak English is a very important skill to master because it is an international language used to communicate between nations. However, many students still experience difficulties in learning English, especially in speaking skills. These difficulties include pronunciation errors, lack of vocabulary mastery, and low confidence in speaking. This study aims to investigate students' perceptions of the use of Cake application in improving their English speaking skills. This study was conducted on students of class XI.3 SMAN 1 Wiradesa and involved 12 students as participants. The method used was descriptive qualitative with data collection techniques through questionnaires and interviews. The results showed that most of the students gave positive perceptions towards the use of Cake application. They found the app effective in helping to improve pronunciation, fluency and confidence. Features such as native speaker videos, speech recognition technology, and interactive exercises also encourage students' self-learning motivation. Based on these findings, it can be concluded that the Cake app is a potential supplementary learning medium in English language learning, particularly for improving speaking skills. The study recommends that teachers consider integrating this app in the learning process and provide guidance on its use.

Key Word	*Cake Application, Perception, Speaking*
How to cite	https://pusdikra-publishing.com/index.php/josr

INTRODUCTION

Communication is a fundamental need for every individual to convey messages and transmit information. Communication skills are the ability to use language, which includes four aspects of skills, namely listening, speaking, reading and writing (Winda Carmelita, 2021). In the speaking process, Sakkir and Dollah, (2019) identified important features needed for effective speaking, including pronunciation, grammar, vocabulary, fluency, and comprehension. English is one of the international languages that can be used globally.

English language skills have become essential for students in this era. Students often face various challenges in the teaching-learning process. Challenges in learning to speak are usually caused by difficulties in expressing thoughts orally, limited vocabulary, limited knowledge of grammar making it difficult to speak according to the rules, pronunciation, and lack of courage to speak (Febriani & Sya, 2022).

Monotonous and boring learning media can also be a factor in students' lack of interest in learning. However, along with technological advances, the world of education has also adjusted itself. Nowadays, learning media is no longer limited to books. By utilizing technology, the media can make learning more interesting and fun (Firmadani, 2020). Many online applications can be used to learn to speak English. A number of previous studies related to technology-based learning, especially mobile-assisted learning, have positively influenced the improvement of student learning outcomes (Murtado et al., 2023). In the midst of this technological development, the Cake application offers independent and fun learning to speak.

The Cake app, according to Yanthi (2021), "is the newest and most popular Android mobile app created by South Korea." It is a program that teaches how to speak more effectively. Cake is an Android-based app designed to provide a fun English learning experience. The app focuses on learning to speak. In this study, there are several researchers who have studied similar topics. The first study was prepared by Khowashi (2023) entitled "The Impact of Using 'Cake Learn English' Application on Students' Speaking Ability". This study examined the impact of using 'Cake Learn English' application on students' speaking ability and its effectiveness in improving English speaking ability. The study used a quasi-experimental design, and the results showed a positive impact of the Cake application on students' speaking ability. The t-test showed a significant difference between the two groups, with a p-value of 0.000, below the predetermined significance level (0.05).

The second study came from Chaniago (2022), "The Effect of Cake Usage as Mobile Assisted Language Learning on Students' English Speaking Skill in SMP Hang Tuah 1 Belawan". This study aims to analyze the impact of using the Cake application on students' speaking skills at Hang Tuah 1 Belawan Junior High School. With a quantitative approach, this study involved 67 students. The research results from the questionnaire show that the Sig. value of the t-test is 0.0000, lower than 0.05 and the T value of 19.101 is higher than the T table of 1.668. These results indicate a significant effect of using the Cake app in improving students' English speaking skills, with 84.9% of the dependent variable explained by the independent variable.

The third study came from Putri et al. (2023), "A Systematic Review on Cake Application for Students' Learning Motivation and Vocabulary Mastery". Secondary school students in Indonesia have difficulties in learning English, especially in vocabulary mastery. This study used the systematic literature review (SLR) method, and the results showed that Cake application was effective in improving students' vocabulary mastery and learning motivation. This study shows that the app can help students acquire new vocabulary and improve their speaking skills.

Most of the research that has been done has focused on improving students' language skills in general, suggesting the need for more in-depth research into students' experiences and views of using the Cake app to develop their speaking skills.

According to Lolong (2019), students' perceptions include their personal opinions and beliefs, which are shaped by experiences and sensory stimuli- what they feel, see and hear. This perception is important in evaluating the effectiveness of a learning media because it can determine the extent to which students feel helped, motivated and interested in using the media.

Based on this, the researcher chose the Cake application because it is considered suitable for use as a medium in improving students' speaking skills. The complete features and easy access make students have no difficulty in operating it. The purpose of this study is to find out how students perceive the use of Cake application as a learning media in improving their speaking skills.

RESEARCH METHOD

Descriptive qualitative methods are used by researchers. This research method was adopted from previous research conducted by Hamdani and Puspitorini (2022). Verbal expressions, which are often quite extensive, are necessary for qualitative research. Qualitative research data can be interpreted as data data that is present or expressed in the form of words, sentences, narrative expressions, and images (Nasution, 2023).

The information provided explains the situation, and the researcher aims to understand its meaning in a particular situation. The subjects of this study were students of class XI 3 SMAN 1 Wiradesa. Twelve students participated in this study. The students were given the opportunity by the researchers to experiment with the functions of the Cake application. They used the program to practice speaking.

The researchers administered a questionnaire created with Google Forms. This application has very rich and flexible functions, which are organized according to the needs of the questionnaire and encourage interaction with the

interviewees (Abdillah, 2019). The questionnaire contained their opinions about using the Cake program to improve their speaking skills after they had used it many times. As a research instrument, the researcher used a questionnaire created using the Google Forms application. Four selected students were then interviewed to use the application. Personal interviews were conducted by the researchers. The interviews gave the researchers the flexibility to adjust the questions or the flow of the conversation according to the responses of the participants. This allows researchers to obtain more detailed and personalized data (Romdona, Junista, and Gunawan, 2025).

RESULT AND DISCUSSION
Cake Application

According to Fitria, Dwimauliyanti, and Sapitri (2021), the Cake application is an application to help students learn English by using videos, short English dialogs, and discussions that are updated every day, so that they can learn quickly and sustainably. According to Octavianita (2022), Cake presents content in the form of small snippets or movies, including short conversations or movie materials and animations, when we use it

The "Cake" application, according to Lestari (2021), is one of the English learning programs that focuses on speaking skills. "Cake" has various activities to help students' learning process, including pronunciation, sentence construction, video repetition, and various other activities that can be used at the pre-speaking, speaking, and post-speaking stages in elementary level English classes. The app also allows learners to set learning goals to track their progress, "Cake" resembles a small English classroom.

According to Rachmawati (2023), the Cake application focuses on improving students' speaking skills in English. Cake is an Android-based application designed to provide a fun English learning experience. The use of this application provides various benefits, one of which is free access, although there are some additional features that are only available to subscribed users. The main focus of the Cake app is to help students develop their English speaking skills.

One of the advantages of this app is the freedom for users to choose a variety of clips from Western movies and cartoons, including television shows, everyday conversations, comedy, vlogs, and motivational English content. Cake app also provides various learning support features such as learning classes, speaking practice, and review sessions. In addition, the app is also equipped with AI speech recognition, which is crucial in assessing and ensuring correct pronunciation during language practice. Cake app users can choose English

lessons according to their ability level, viz: basic skills, beginners, intermediate beginners, and intermediate (Mursyidin et al., 2022).

The Cake app features engaging visuals for children and adults, making learning more fun. The interface is designed to be easy to use. In addition, the app offers short videos narrated by native speakers, so users can practice listening to authentic pronunciation. Subtitles are also provided to enhance comprehension while watching the videos. According to Wahyuni (2023), the weaknesses in the Kue Application are that this application can only be used when we are online or have an internet network, different types of short videos that are not organized by theme.

Questionnaire

The researcher collected data through a questionnaire. This study involved 12 students of class XI 3 at SMAN 1 Wiradesa to explore their perceptions of using the cake app to improve their English language skills. The questionnaire consisted of 10 statements using a Likert scale:

Strongly Agree (SA)

Agree (A)

Disagree (D)

Strongly disagree (SD)

The following table shows the result of the questionnaire

Table 1.
The Questionnaire of Using the Cake Applications
to Improve Speaking Skills

Statement	SA	S	D	SD
Cake application gives me more chances to improve my speaking skill.	9 (75%)	2 (16.7%)	1 (8.3%)	0
I am interested in improving my speaking skill independently through Cake application	3 (25%)	7 (58.3%)	2 (16.7%)	0
I am able to practice speaking using Cake application as many times as I want	8 (66.7%)	2 (16.7%)	2 (16.7%)	0
I enjoy choosing materials on Cake application in improving my	7 (58.3%)	4(33.3%)	1 (8.3%)	0

speaking skill				
Using Cake application independently enhances my confidence to practice my speaking skill	8 (66.7%)	3 (25%)	1 (8.3%)	0
Using Cake application enables me to control my own learning	6 (50%)	5 (41.7%)	1 (8.3%)	0
Using Cake application in my own time makes English language learning more interesting	9 (75%)	3 (25%)	0	0
Cake application can help me solve my problem in improving speaking skill.	7 (58.3%)	3 (25%)	1 (8.3%)	0
The practice in Cake application gives me more motivation in improving my speaking skill	8 (66.7%)	3 (25%)	1 (8.3%)	0
Cake application is easy to use in improving my speaking skill.	9 (75%)	2 (16.7%)	1 (8.3%)	0

Regarding the questionnaire, the first statement is "Cake application give me more chances to improve my speaking skill". According to the responses, 75% of the students strongly agreed, 16.7% agreed, and 8.3% disagreed, and no students strongly disagreed with this statement. These results show that the majority of students believe that using the Cake app gives them more opportunities to develop their speaking skills.

The second statement is "I am interested in improving my speaking skills independently through the Cake app." A total of 25% of students strongly agreed and 58.3% agreed, while 16.7% disagreed, and no students strongly disagreed with this statement. This shows that although most students were

interested in learning independently with this app, a small number of students seemed less motivated.

The third statement is "I can practice speaking using the Cake app as often as I want." The results show that 66.7% strongly agreed, 16.7% agreed, and 16.7% disagreed, no students strongly disagreed with the statement. This reflects that most students appreciate the flexibility to repeat practice sessions as often as they need. The fourth statement is "I am happy to choose Cake app materials to improve my speaking skills." A total of 58.3% of respondents strongly agreed, 33.3% agreed, and 8.3% disagreed. No students chose "strongly disagree". These figures show that a large number of students are happy to have the freedom to choose their own learning content within the app. The fifth statement is "Using Cake application independently enhances my confidence to practice my speaking skill" 66.7% of students reported strong agreement, while 25% agreed and 8.3% disagreed. No students chose "strongly disagree". This implies that the app played a notable role in increasing students' confidence when practicing speaking on their own. The sixth statement is "Using Cake application enables me to control my own learning." Half of the students (50%) strongly agreed, 41.7% agreed, 8.3% disagreed, and no students strongly disagreed with the statement. These findings suggest that most students felt empowered to manage their learning process when using the application. The seventh statement is "Using Cake application in my own time makes English language learning more interesting." A large portion of students 75% strongly agreed, and 25% agreed. No participants expressed disagreement. This indicates that using Cake on their own schedule made the learning process more enjoyable for all respondents. The eighth statement is "Cake application can help me solve my problem in improving speaking skill." According to the results, 58.3% strongly agreed, 25% agreed, and 16,7% disagreed. Meanwhile, no one of the students chose " strongly disagree". This shows that most students found the app helpful in addressing their speaking-related challenges. The ninth statement is " The practice in Cake application gives me more motivation in improving my speaking skill." 66,7% of students strongly agreed and 25% agreed, while 8,3% disagreed. Meanwhile, no one of the students chose " strongly disagree". This indicates that the app successfully encouraged and motivated learners to engage in speaking practice. The tenth statement is "Cake application is easy to use in improving my speaking skill." The majority of students (75%) strongly agreed, 16,7% agreed, and 8,3% disagreed. No one chose "strongly disagree". These results suggest that the app's user interface and features were considered accessible and supportive of language learning.

Interview

To gain deeper insights into students' perceptions of using the Cake application for improving their speaking skills, the researchers conducted interviews with four selected participants. The interview consisted of five questions, aiming to explore the students' experiences and opinions in greater detail.

Student A stated that he was familiar with the Cake application and described several of its features, most of which are geared toward enhancing speaking abilities. He frequently made use of the "Speak" feature to practice, and he found it particularly useful for tracking his progress through the scoring system. Because of this, he often revised his speaking based on the feedback provided. He concluded the interview by expressing his strong recommendation for other students to use the app for speaking practice. Student B shared that, in his view, students who made full use of the app's features would find it easier to master English, especially in terms of speaking. He emphasized that the content within Cake is largely communication-oriented, and he described his own learning process while using the app. Like Student A, he also encouraged his peers to try the application to support their speaking development. Student C explained that the Cake application had been very helpful in both improving her speaking ability and expanding her vocabulary. She noted that the app offers useful materials and new words through various speaking activities. In her practice sessions, she preferred to begin by reading the dialogues before attempting to speak. She found the app user-friendly and effective, and she too recommended it to her fellow students. Student D appeared to have a thorough understanding of how the app works. He mentioned that the feature al lowing users to record their voices during speaking tasks was especially helpful, as it allowed him to reflect and correct his pronunciation. Additionally, he mentioned the importance of having access to translations in order to understand the meaning of the sentences spoken by the characters in the app. He expressed his intention to share the application with his friends to support their speaking practice as well.

Discussion

The questionnaire results showed students' positive perceptions of the Cake app for improving English language skills. The majority of respondents, 75%, strongly agreed that the app gave them more opportunities to practice speaking. This shows that the Cake app is not just a learning medium, but also serves as a platform that facilitates more intensive interaction and speaking practice. The accessibility and flexibility of the app allows students to practice

anytime and anywhere, which is very important in the context of language learning which often requires repeated practice.

Furthermore, 58.3% of students who expressed interest in improving their speaking skills through Cake reflected high intrinsic motivation. This motivation is key in language learning, as motivated students tend to be more active in the learning process and more willing to take on challenges. With supportive features, such as relevant and engaging materials, the app is able to maintain students' interest in learning. The flexibility of the app also received a positive response, with 66.7% of students stating that they could practice at any time. This suggests that the Cake app can be well integrated into students' daily routines, which are often packed with activities. This ease of access is very important, especially for students who may have limited time to attend face-to-face classes.

However, while 50% of students felt that the app helped them in organizing their self-directed learning, there were 41.7% of respondents who chose a neutral answer. This suggests that there are still challenges in terms of self-directed learning that need to be addressed. Perhaps additional features are needed that can assist students in planning and monitoring their learning progress, such as reminders or a more structured grading system.

In addition, 75% of students felt that learning with the app was more engaging and fun. This is an important aspect of learning, as a positive learning experience can improve information retention and language skills. The app's function as a solution to speaking difficulties was also recognized by 58.3% of respondents, indicating that it can be an effective tool to overcome the barriers students often face in speaking English. The majority of students (75%) felt that Cake was very easy to use. An intuitive interface and simple navigation can contribute to a positive user experience, allowing students to focus on learning without feeling overwhelmed by technology.

Overall, the results of this study show that the Cake app is effective in improving students' speaking skills, motivating them, and providing a flexible and fun learning experience. However, it is important to continue evaluating and developing features that support self-directed learning so that the app can be maximized in helping students achieve their learning goals. Thus, this app will not only be a tool, but also a partner in students' English learning journey.

CONCLUSION

This research presents a new perspective on the utilization of digital technology, especially the Cake application, as an alternative learning media that is responsive to students' needs in honing their English speaking skills.

Using a qualitative approach, this study emphasizes the importance of students' active involvement in a learning process that is independent, flexible and practice-based. Interactive features and the app's ability to provide immediate feedback play an important role in building students' motivation and confidence.

The findings contribute to enriching the discourse of technology-based English learning that is fun and accessible anytime. In the future, the utilization of similar applications has the potential to be developed more widely at various levels of education and combined with a more collaborative learning approach. For future research, it is recommended that a more in-depth study be conducted regarding the long-term impact of using this application, as well as its application to a more academically and demographically diverse group of students.

ACKNOWLEDGEMENT

REFERENCES

Abdillah, L. A. (2019). Analisis Aplikasi Mobile Transportasi Online Menggunakan User Experience Questionnaire pada Era Milenial dan Z. Jurnal Sistem Informasi Bisnis 9 (2), 204. https://doi.org/10.21456/vol9iss2pp204-211

Chaniago, A. D. (2022). THE EFFECT OF CAKE USAGE AS MOBILE ASSISTED LANGUAGE LEARNING ON STUDENTS'ENGLISH SPEAKING SKILL IN SMP HANG TUAH 1 BELAWAN. ETERNAL (*English, Teaching, Learning, and Research Journal*), 8(1), 131-144.

Fitria, A., Dwimaulidiyanti, A., & Sapitri, S. N. M. (2021, March). THE IMPLEMENTATION OF CAKE APPLICATION IN LEARNING ENGLISH SPEAKING SKILLS. InInternational Conference on Education of Suryakancana (IConnects Proceedings).

Febriani, R., & Sya, M. F. (2022). Kesulitan Siswa Sekolah Dasar Dalam Pengucapan Bahasa Inggris. *Karimah Tauhid*, 1(4), 461-467.

Firmadani, F. (2020). Media pembelajaran berbasis teknologi sebagai inovasi pembelajaran era revolusi industri 4.0. *KoPeN: Konferensi pendidikan nasional*, 2(1), 93-97.

Hamdani, H., & Puspitorini, F. (2022). Students' perception on the use of Cake application to improve speaking skill. *JALL (Journal of Applied Linguistics and Literacy)*, 6(1), 111– 120. https://jurnal.unigal.ac.id/index.php/jall/index

Khowashi, S. *The Impact of Using'Cake-Learn English'Application on Students' Speaking Skills (A Quasi-Experimental Study at the Second-Grade of SMPN 3 Tangerang Selatan)* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah jakarta).

Lestari, R. D. (2021). The use of Cake English application in EFL speaking skill. *Unpublished Master dissertation] State Islamic University, North Sumatera*.

Lolong, S., MARENTEK, A., & RATTU, J. A. (2019). Persepsi mahasiswa terhadap penggunaan lagu bahasa inggris untuk pembelajaran bahasa inggris. *Jurnal Elektronik Fakultas Sastra Universitas Sam Ratulangi*, 1(3).

Mursyidin, M. G., Wahyudi, K. P., & Ahmala, M. (2022). Utilization of digital application as English learning media. *English Education: English Journal for Teaching and Learning*, 10(2), 186-204.

Murtado, D., Hita, I. P. A. D., Chusumastuti, D., Nuridah, S., Ma'mun, A. H., & Yahya, M. D. (2023). Optimalisasi Pemanfaatan Media Pembelajaran Online Sebagai Upaya Meningkatkan Hasil Belajar Siswa di Sekolah Menengah Atas. *Journal on Education*,6(1), 35– 47. https://doi.org/10.31004/joe.v6i1.2911

Nasution, A. F. (2023). Metode penelitian kualitatif.

Octavianita, A., Fitri, N. R., Rafinazly, R., & Ihsan, M. T. (2022). The effectiveness of using cake application in improving students speaking skills. *AUFKLARUNG: Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya*, 1(2), 80-85.

Putri, S. A. M. D. U., Ratminingsih, N. M., & Santosa, M. H. (2023). A Systematic Review on Cake Application for Students' Learning Motivation and Vocabulary Mastery: English. *Journal of English Development*, 3(02), 139-153.

Rachmawati, S. A. (2023). Pengaruh Penggunaan Aplikasi Cake Apps terhadap Kemampuan Berbicara Siswa. *PROGRESSA: Journal of Islamic Religious Instruction*, 7(2), 160–169. https://doi.org/10.32616/pgr.v7.2.467.160-169

Romdona, S., Junista, S. S., & Gunawan, A. (2025). TEKNIK PENGUMPULAN DATA: OBSERVASI, WAWANCARA DAN KUESIONER. *JISOSEPOL: Jurnal Ilmu Sosial Ekonomi dan Politik*, 3(1), 39-47.

Sakkir, G., Mahmud, N., & Ahmad, J. (2020). Improving speaking ability using English "Shock Day" approach. In International Journal of Humanities and Innovation (IJHI) (Vol. 3, Issue 2).

Yanthi, W. (2021, November). The use of cake application in teaching speaking to senior high school's students. In *Bogor English Student and Teacher (BEST) Conference* (Vol. 2, pp. 165-170).

Wahyuni, K., & Fitri, M. (2023). The Influence of Cake Learning Application on Students' Speaking Ability. *Indonesian Journal of Integrated English Language Teaching*, *9*(1), 62-66.

Winda Carmelita. (2021). 4 Keterampilan Berbahasa Dasar yang Penting Dikuasai Anak.