

Utilizing Cake Application in Teaching Speaking to High School Students in Indonesia

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Abstract

Many high school students still struggle with speaking, especially pronunciation and word choice that reflects their intended meaning. The study aims to know the effectiveness of using the Cake application to teach speaking skills. This research used a quantitative method and used a pre-experimental design. The sample consists of 35 students from XI F 6 of SMA 2 Bae Kudus. The research used a speaking test as the research data. The result of this study revealed the average value of the pre-test was 34.6, while the average value of the post-test was 49.5. The result of the analysis from SPSS revealed the value of Sig. (2-tailed) $0.00 < 0.05$. If the value has a significance value (p-value) of 0.00, which is smaller than 0.05, then this indicates that the difference between the pre-test and post-test is highly significant. Therefore, the Cake application is effective in teaching speaking skills. Future research might consider the length of the research treatment and according to the material of the subject year.

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Introduction

Speaking is an important skill in foreign language learning and models intellectual, social, and character development. Speaking improves students' critical thinking, reasoning, and practical communication abilities, which boosts cooperation, empathy, and self-awareness. Speaking was also related to speech and argument ability, Nunan (2003) as cited in Chaniago (2022). In addition, speaking can help students develop character, such as courage, confidence, and adaptability to different situations. According to Octavianita et al., (2022) speaking is a crucial ability that lets us express ourselves through words and sounds. In the past, teachers used to teach students using textbooks and lectures. These methods were deemed less effective in engaging learners (Kuning, 2019). The same as Horn (2019) argues that traditional teaching approaches are no longer suitable in today's digital era and advocates for more innovative and technology-based strategies. This was the primary strategy to improve speaking skills before technology.

Technology is developing rapidly in the modern era (Rao, 2019). Technology affects almost all areas of human life, including education (Chotimah, 2022). Nowadays, technology has completely changed how we learn English. Technology in the form of mobile learning applications provides opportunities for teachers and students to improve the quality of teaching and learning (Nugroho, et al, 2021). Some senior high school students also experience difficulties speaking English due to their environment, which is not accustomed to speaking English. This concerns researchers because high school students will continue their education at a higher level, and English is a benchmark for students' abilities in the world of work (Hapipah et al., 2021). Researchers want to help high school students maximize the existence of technology to improve their English-speaking skills. In this era, teachers have much access to improving students' learning processes. Teachers can create a more dynamic and exciting classroom by including multimedia components

such as movies, interactive activities, and online forums. This promotes a closer knowledge of the content and helps students improve their linguistic abilities.

Technology has also changed how students connect with course material when it is used to teach languages. In the past, language courses often relied on traditional textbooks and written exercises, which limited students' engagement and participation. Students now have more exciting and dynamic means to develop their speaking and listening abilities thanks to digital platforms. Students can connect with the subject through this hands-on activity. According to Winarsih (2019) teachers can use online tools to connect students with native speakers and others worldwide for real-time talks. These new methods make it easier for students to participate, connect with others, and find materials to help them learn English, especially speaking. Ultimately, this technology helps to drill students and improve their English-speaking skills. Media helps students improve their language skills by providing a platform to practice speaking (Mariyana, 2019). Engaging videos, interactive games, and educational apps can make learning fun and interactive. These tools can provide immediate feedback on pronunciation and grammar, like the positive reinforcement emphasized by Skinner's behaviorism theory.

B.F. Skinner's (1953) behaviorism theory offers a framework for teaching speaking strategies through positive reinforcement. This means emphasizing desired speaking behaviors like clear pronunciation and correct grammar use. Teachers can leverage engaging media like educational apps or games that provide immediate feedback and reward systems. These features reinforce students' use of the target speaking skills, positively shaping their speaking habits. For a well-rounded education, teachers must choose materials that complement the learning objectives and incorporate them into other activities. By combining the power of media with effective teaching strategies, we can create a dynamic classroom that fosters confident and fluent English speakers. In addition, teachers can model the desired behaviour and motivate students to imitate it (Lesilolo, 2019).

This theory of behaviorism offers a framework for using media to drill English speaking. In this context, media can be chosen to be visually appealing and relevant to the target speaking skill. Features such as immediate feedback in the media (e.g., pronunciation scoring in apps) or reward systems in educational games can reinforce students to use correct grammar and pronunciation. According to Sosas (2021), in the context of teaching English, media has become a crucial tool for enhancing students' speaking skills. Media provides students with a platform to practice their speaking skills, interact with native speakers, and engage with various forms of content (Marhamah et al., 2022). Additionally, media enhances student engagement by offering interactive and engaging content, such as videos, animations, and quizzes, accessed through smartphones like Cake Application.

Cake application is a mobile-assisted language learning (MALL) application that can be used in learning media to train English language skills. According to Suci (2022), MALL enables learners to conduct full-spectrum language learning activities asynchronously and at any time. This application aims to drill students in students' English learning activities, especially to drill speaking skills and self-confidence, Sinha (2019), as cited in Yanthi (2020). This application has many features that can provide an exciting experience for its users (Gusti et al., 2022). Users can watch film clips, engage in short conversations, and learn new vocabulary and idioms useful for everyday communication (Octavianita et al., 2022). According to Gilakjani (2013) as cited in Suryani et al., (2021), the application is recommended for students looking to enhance their English-speaking abilities, and teachers can leverage its benefits for language teaching. According to Xiaoyu, (2018) using the Cake application allows students to control their learning, can solve speaking problems, and makes students interested in speaking English. Utilizing technology by using the Cake App we

can improve speaking skills (pronunciation) with different learning methods (Chotimah, 2022). The Cake application is a useful tool for students because of its adaptability, simplicity, and efficiency in changing language instruction strategies. On the audio system, this application can record our voices and judge whether our pronunciation is right or wrong. Each student's recording will get an A if all the words are correctly pronounced and a B, C, or D if some words are wrong. This program's daily usage greatly benefits from other aspects, including English words, phrases, and sentences.

From the above statement, the distinctive characteristics of the Cake application include playing slow and original videos, making it easier for users to understand and imitate what they hear. The features from the Cake application also provide contextual topic practice with related sentences and background to address English questions, helping them learn and remember expressions. The Cake application is great at drilling users to pronounce sentences correctly, allowing them to improve their pronunciation and communication. This application requires students to use an internet connection. In addition to other capabilities, students can record their voices during practice discussions. Votes are recorded while practicing talking. In addition according to the Anggreini et al., (2023), the app informs some videos from various channels that teachers and students can watch to practice speaking with keywords and also this Cake application has several levels, starting from basic to advanced. Students can use the Cake application anytime and anywhere. The Cake application is excellent at drilling users to pronounce sentences correctly, allowing them to improve their pronunciation and communication.

Previous research has explored the effectiveness of cake application in teaching speaking skills. The researchers found the previous research findings, one of them Suryani et al., (2021) qualitative research methods, including interviews and observations, were used to study the implementation of the Cake application in the FKIP English department at Universitas Majalengka. This study found that the students enjoyed Cake's user-friendliness and its impact on speaking skills. In line with this, Yanthi & Nuraeni (2020) conducted a qualitative study on the use of the Cake application in teaching speaking to senior high school students at SMA PGRI 3 Bogor. The study found the Cake app popular and effective for enhancing students' speaking skills, with direct feedback boosting student confidence. Gusti et al., (2022), entitled "The Use of Cake Application to Improve Speaking Ability." This study included D3 Civil Engineering University students. The research is quantitative and quasi-experimental. The researcher collected data using pre-test and post-tests. Cake applications affected student learning outcomes with a -6,317 value (Sig. 0.000 < 0.05). This suggests the cake app helps students study better than traditional ways. From the statement above, the previous research population differs from this one.

Christian, (2020), entitled "Cake – Learn English App and The English Language Vocabulary". They examined 32 students from the second semester A of the "Pedagogía de los Idiomas Nacionales y Extranjeros" program at the Technical University of Ambato. The researchers used descriptive quantitative approaches. Participants were randomly assigned to experimental and control groups. According to studies, most students claimed the Cake app increased their English vocabulary. However, the purpose and factors in this study on speaking skill teaching effectiveness are different. In line with the, Rihani (2020), entitled "Investigating the Role of the Cake Application in Enhancing English Foreign Language Learners' Speaking Skill." A study was conducted on first-year Mohamed Khither Biskra University's English Division students. The qualitative descriptive study examined students' and teachers' opinions. This study reveals foreign English learners use this program to improve their speaking.

There are differences between this study and previous studies. In the research methods section, this study uses quantitative methods and pre-experimental design. While previous

researchers, Suryani et al., (2021), Yanthi & Nuraeni (2020), and Rihani (2020) used qualitative and Gusti et al., (2022) and Christian (2020), used quantitative quasi experimental design. In the population section, some previous researchers chose university-level samples, only Yanthi & Nuraeni (2020) used samples of 10th grade high school students. While this study used samples of 11th grade students of SMA 2 Bae Kudus. In the focus and purpose section, previous studies focused on user-friendliness and the impact of the Cake application on speaking ability. Christian, (2020) examining the impact of the application on English vocabulary compared to speaking ability, Rihani (2020) examined the role of the Cake application in improving speaking ability from the perspective of students and teachers. In contrast, this study focused on the effectiveness of the Cake application as a medium for teaching English speaking, where this application can become a means of drill and practice for students.

Method

This research used a quantitative method. The researchers conducted a pre-experimental method with one group pre-test and post-test. The population of this research is the eleventh-grade students of SMA 2 Bae Kudus in the academic year 2024/2025. The sample of the research consists of students from XI F 6 SMA 2 Bae Kudus in the academic year 2024/2025. The class has 35 students, with 15 boys and 20 girls. The researcher used a purposive sampling technique to select this class because its students are more homogeneous than others. The instrument used in this research is a set of tests. The researcher used a scoring rubric from Brown (2004) to score the test. The researcher conducted several steps to collect the data. First, the researcher administered the pre-test of the speaking test. Then, the researcher gave the treatment by using the Cake application. Next, the researcher conducted a post-test. After gathering the pre-test and post-test data, the researcher analyzed the data using SPSS in four steps. First, the researcher analyzed the normality test using the Shapiro-Wilk Test. Second, the homogeneity test was analyzed. Third, the researcher compared means and standard deviation from the pre-test and post-test data. Lastly, the researcher will analyze the Wilcoxon Test. In addition, content validity and stable reliability were used in this research to ensure the instrument's validity and reliability. As a result, the content validity results were valid with the material and learning objectives. Besides that, the reliability test results were excellent reliability.

Results

The students' pre-test scores showed that the minimum score was 20 and the maximum score was 76. The post-test scores showed that the minimum score was 28 and the maximum score was 88. The following is presented in the table below:

Table 1. Score of Pre-test and Post-test

No	Initial Name	Results		Gained Score
		Pre-Test	Post-Test	
1	FZM	68	76	+8
2	MSA	28	36	+8
3	NPK	76	88	+12
4	AH	24	36	+12
5	SD	20	32	+12
6	SN	20	30	+10
7	SHZ	24	40	+16
8	MR	60	80	+20
9	WA	24	40	+16
10	ZT	24	48	+24

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11	MAT	32	44	+12
12	RHN	28	48	+20
13	HMU	32	64	+32
14	JDM	28	44	+16
15	MVL	36	60	+24
16	MPD	56	72	+16
17	NH	40	64	+24
18	BHAF	24	48	+24
19	TDP	24	44	+20
20	AA	32	44	+12
21	BA	24	28	+4
22	MRW	28	36	+8
23	MRM	36	44	+8
24	MHA	24	56	+32
25	MDT	60	60	+0
26	RAP	68	72	+4
27	DRPU	44	52	+8
28	NAPS	28	56	+28
29	HMS	20	32	+12
30	RSP	20	48	+28
31	ANZ	36	44	+8
32	MYI	32	40	+8
33	RAPM	40	56	+16
34	FIK	28	36	+8
35	SY	24	36	+12
Total		1212	1772	+560

Then, researchers first calculated the reliability of the test instrument using stable reliability using Cronbach's alpha. From Cronbach's alpha, the following results were obtained:

Table 2. Reliability Test of Test Score

Reliability Statistics	
Cronbach's Alpha	N of Items
.922	2

Based on the calculation of test reliability from the table using Cronbach's alpha, a reliability index of 0.922 was obtained. Several reliability index scales exist to determine reliability criteria. A Cronbach's Alpha value exceeding 0.7 is generally considered to indicate good reliability. With a result of 0.922, the pre-test instrument demonstrated very good reliability.

Before analyzing the effectiveness of the Cake application using the data, the researcher analyzed the normality of the test results using the Shapiro-Wilk Test:

Table 3. Normality Test of Test Scores

Tests of Normality	
Kolmogorov-Smirnov ^a	Shapiro-Wilk

	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Scores	.225	5	.000	.800	5	.000
Post-Test Scores	.169	5	.012	.931	5	.030

a. Lilliefors Significance Correction

The table presented above displays the results of the Shapiro-Wilk Test, which shows a significance level of 0.00 in the pre-test ($0.00 < 0.05$), so the pre-test data is not normal because the significance level is smaller than 0.05. and a significance level of 0.030 in the post-test ($0.030 < 0.05$), so the post-test data is not normal because the significance level is smaller than 0.05. The criterion for the normality test is that the significance level must be more than 0.05 or Sig. (2-tailed) > 0.05 . The results of the Shapiro-Wilk normality test show that both the pre-test and post-test data are not normal because both have a significance level smaller than 0.05.

Table 4. Homogeneity Test of Test Score

Test of Homogeneity of Variances			
variable			
Levene Statistic	df1	df2	Sig.
.037	1	8	.847

The table above displayed the result of the homogeneity test, which showed a significance value of 0.847. The criterion for the homogeneity test is that the significance level must be more than 0.00 or Sig. (2-tailed) > 0.05 . In this case, the result is $0.847 < 0.05$, which means the data from pre-test and post-test results were indicated to be homogeneous.

Then, the researcher measured the mean and standard deviations using SPSS.

Table 5. Mean and Standard Deviation of Test Score

Descriptive Statistics			
	N	Mean	Std. Deviation
Pre-Test Scores	35	34.63	15.338
Post-Test Scores	35	49.54	15.077
Valid N (listwise)	35		

Based on the data improvement in the pre-test mean of test mean of 49.54, was an improvement of may be assumed that difference between before and after treatment. In other words, the treatment given is assumed to be effective. Therefore, for the hypothesis test, the researcher used the Wilcoxon Test as a non-parametric test to analyze the significance of the difference between two paired data sets that were not normally distributed.

above, there was an progress. It showed 34.63 and the post-which means there 14.91. As a result, it there is a significant

Table 6. Wilcoxon Signed Ranks

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	4 ^b	17.50	595.00
	Ties	1 ^c		
	Total	35		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

From the output above, the mean rank started from 0.00 to 17.50, which means the post-test is higher than the pre-test, and there was an improvement between them.

Table 7. Test Statistics

Test Statistics^a

Posttest - Pretest	
Z	-5.103 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

The test statistics above showed the value of Sig (2-tailed) of 0.00, which means it is less than 0.05 or $0.00 < 0.05$. Meanwhile, the criterion of the Wilcoxon Test should be less than 0.05. In this case, it can be concluded that it passed the effectiveness requirement. In addition, if the value of Sig (2-tailed) less than 0.05, it can be said that H_a is accepted. On the other hand, if the value of Sig (2-tailed) more than 0.05, it can be said that H_0 is rejected. Therefore, the researcher decided that H_0 is rejected, and H_a is accepted. From that fact, it can answer the research problem that there is a significant difference between speaking ability before and after being taught by using the Cake Application for the eleventh-grade students of SMA 2 Bae Kudus in the Academic Year 2024/2025.

Discussion

After analyzing the data from the results, the researcher found a significant difference between teaching before and after using the Cake application. It can be described in the discussion below:

This study was conducted at SMA 2 Bae Kudus. The researcher chose one class as the sample of the XI grade students, namely class XI F 6. The total sample was 35 students. The researcher divided the research activities into three parts (pre-test, treatment, and post-test). The

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researcher conducted a pre-test before starting the research activities. During the pre-test, students were given a speaking test with 2 questions about stating opinion material. Both questions were in the form of explaining a picture and having a direct conversation. Almost all students had difficulty in answering both questions. Based on the pre-test results, the highest score obtained by students was 76, while the lowest score was 20. The average score obtained from the students' speaking pretest results was 34,6. The average score obtained by students is also included in the very poor category. During the pre-test, many students were still unable to pronounce sentences in English, and the vocabulary they knew was also very minimal.

The discussion above showed that the students' pre-test scores were classified as very poor because they were caused by the lack of vocabulary mastered by some students, lack of fluency in pronouncing the wrong words, and ignorance in understanding English speech. Apart from these factors, the lack of interest of some students in English due to the environment and media that are less supportive of student learning is also why students' pre-test scores are in the very poor category.

After obtaining the pre-test data, the researchers used the Cake application as a medium to conduct four treatments. The researcher focused on speaking in conveying and responding to opinions by using the Cake application as a medium. Then, the researcher conducted a post-test. This post-test aimed to determine whether there was any improvement or progress in students' speaking ability, especially after the post-test. The researcher observed a difference in the students' speaking ability when conducting the post-test. The student's pronunciation was better than in the pre-test. This is due to the feature in the Cake Application that provides examples and can be repeated by students so that they can practice the correct pronunciation. According to Yanthi (2020), the Cake application can boost students' confidence. In this research, students are also more confident to express what they think because there has been an increase in vocabulary that students get through the Cake application.

As a result of the post-test, it is shown that the average score of the post-test was 49,5, with the lowest score on the post-test being 28, while the highest score was 88. Although this score is still classified as very poor with an average of <50, it shows that using the Cake app in teaching students speaking skills has progressed, as the post-test score is higher than the pre-test score.

The Effectiveness of Using the Cake Application to Teach Speaking Skills

During the pre-test, the students' speaking scores were rather low. They have not fully mastered the vocabulary used in the opinion major. They also need to improve their pronunciation of each vocabulary they talk about. Their ability is limited and only honed based on the material, where smart students will remain smart, and those who do not understand English will remain clueless. Therefore, the researcher provided treatment to them. The treatment is given to help students learn by using an appropriate approach or method.

In the first treatment, the researcher introduced and explained the Cake application to the students and asked them to install the Cake application on their phones. The researcher also explained to the students the use of media in teaching English besides books. During this activity, the researchers gave a clear and detailed explanation of the features of the Cake application and how it works. As a result, all students were able to install and use the application.

In the second treatment, the researcher explained the material about opinion, which included definitions, purpose, and examples using material from the book. After that, the researcher explained further opinions on using the Cake application. The researcher gave a video showing the use of the sentences: I think, I Agree, In my opinion, etc. As Winarsih (2019) said teachers can use online tools to connect students with native speakers, such as watching videos. So, in this treatment, the researcher asked students to watch videos in the Cake application, the researcher repeated the process so that the students could catch and remember the pronunciation of the words and sentences spoken. The researcher also sent the students to use the Speak feature in the Cake application through the application that the students had downloaded on their cell phones. The researcher checked the scores that the students had gotten in turn. Then, the researcher gave a dialog text, and the students read the text in turn in front of the class.

In the third treatment, the students created group conversation texts using the example sentences in the Cake application. The students presented the results of the conversation text in front of the class, and the researcher checked the students' pronunciation and speaking skills by playing back the sample sentences in the Cake application.

In the fourth treatment, the researcher gave a picture of "Chill with the friends" to the students. Then, the students presented their opinions. In this treatment, the researcher saw the students' progress in speaking skills, especially in pronunciation and new vocabulary. They could learn how to speak correctly from their previous mistakes. The students improved their speaking skills and became more confident in expressing their speaking skills. According to Mariyana (2019) The media can help students improve their language skills by providing a platform to practice speaking, which is the right thing because the Cake application can provide features that can train students' speaking skills.

After conducting the pre-test and four treatments, the researcher conducted a post-test. In this activity, students were asked to answer the same two questions as in the pre-test: giving their opinions on a picture and having a direct conversation with their friends. After obtaining the data, the researcher then analyzed it using SPSS. The results showed that the average score of the pre-test was 34,6. Meanwhile, the posttest score was 49,5. The Wilcoxon Test shows a Sig (2-tailed) value of 0.00, which means it is smaller than 0.05 or $0.00 < 0.05$. This is the same as the results of Wahyuni et al., (2023) who said that if the H_0 result is accepted if the significant value ($\text{sig.} > 0.05$), and H_0 is rejected or H_a is accepted if the significant value ($\text{sig.} < 0.05$). Thus in this research, it can be concluded that H_0 is rejected, and H_a is accepted, which means there is a significant difference between the speaking ability of grade XI students of SMA 2 Bae Kudus before and after using the Cake application.

The findings above reinforce previous studies. In other words, this study is in line with Suryani et al., (2021) said that the students enjoyed using the Cake application and its impact on speaking skills. This research also found that the students were excited about using the Cake application, and the students enjoyed it when they explored the features of the Cake application. In line with this, Yanthi & Nuraeni (2020), and Bariza (2020) found that the Cake application effectively improves students' speaking skills. In addition, research from Yanthi and Nuraeni (2020) also said that the Cake application could increase student confidence. In contrast, in this study, the students became more confident speaking English because, at the time of the pre-test, the students were still shy and not confident speaking. So, when students have done treatment in the form of practicing speaking with features in the Cake application, students become more

confident and able to answer post-test questions well. This study also strengthens from Christian (2020) The results of this research were that students claimed that the Cake application increased their English vocabulary. In this study, the researchers found that the vocabulary score was the highest of the five aspects of the rating scale of speaking assessment: pronunciation, grammar, vocabulary, fluency, and comprehension. This also makes the Cake application able to increase students' vocabulary.

So, from the above statement, the improvement of students' speaking ability in this study can be caused by several things. Firstly, the exciting features of the Cake application can make students more enthusiastic about learning to speak English. Second, the Cake application helps students add new vocabulary, practice, and correct pronunciation errors in their language, and the Cake application helps students become more confident in speaking English. Third, students become more motivated to explore their speaking skills through the Cake application by learning independently anywhere and anytime because the Cake application is free. Therefore, learning to use the Cake application continuously and consistently will improve students' speaking skills.

Conclusion

From the result of the research, the researcher concluded that using the Cake application effectively increased the speaking skills of eleventh-grade students of SMA 2 Bae Kudus. The results showed that the mean pre-test score was 34,6. Meanwhile, the post-test score was 49,5. Besides that, hypothesis testing by the Wilcoxon Test showed the value of Sig (2-tailed) of 0.00, which means it is less than 0.05 or $0.00 < 0.05$. It can be concluded that H_0 is rejected, and H_a is accepted, which means there is a significant difference between the teaching speaking skills of the eleventh-grade students of SMA 2 Bae Kudus before and after using the Cake application. As a result, using the Cake application to teach speaking skills to eleventh-grade students at SMA 2 Bae Kudus is effective.

In conclusion, the following suggestion is given: Students can increase their motivation to speak English and become more confident. In addition, they can use the Cake app anywhere and anytime to hone their skills, especially their vocabulary. Then, for the teachers, teachers can be more aware of students' basic abilities. Teachers can use the Cake application in teaching English lessons because, with the Cake application, students can improve their speaking skills, significantly increasing vocabulary and pronunciation of English words for students. The last is for the next researchers; the researcher hopes this thesis can be a valuable resource for conducting similar research while avoiding plagiarism. In addition, the research time also needs to be carefully considered to maximize the research and fit the subject matter in the classroom and school curriculum.

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