



**STUDENTS' PERCEPTION OF USING CAKE APPLICATION FOR  
SPEAKING SKILL AT THE ELEVENTH GRADERS OF SMA SANDIKA  
SUKAJADI**

**A Thesis by**

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**English Education Study Program**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF TRIDINANTI PALEMBANG**

**2025**



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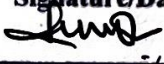

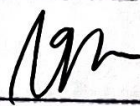
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## **DEDICATIONS**

**This thesis is dedicated with love and regard for :**

- ❖ Allah SWT for blessing me to finish this thesis and the prophet Muhammad SAW as our role model.
- ❖ My beloved parents and my biggest support system, Rizal (Alm.) and Wardaniaty, who always pray and support me at all times, who always love me sincerely, who are always there for me, who are always patient with my attitude, who always guide me well, who always give me laughter and laughter, it turns out that I can't catch up with your age, thank you for everything.
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## **MOTTO**

**“There will always be injustice in your life so don't focus too much on the favors of others, look at yourself think that you should be more than all of them. Start your process now, the further you delay the further you fall behind.”**



## PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang telah saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No.20 tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang, Januari 2025

Mahasiswa



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Palembang, Januari 2025

The writer,

A handwritten signature in black ink, appearing to be 'Audrin Bianca Mareta', with a stylized 'A' and 'B'.

Audrin Bianca Mareta

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## **ABSTRACT**

The increased use of information and communication technology (ICT) has recently affected language pedagogy. ICT directly affects how English and other languages are taught and learned. Many people use smart apps as a solution to language learning. This study aims to investigate students' perception in using Cake application in learning English at Sandika Sukajadi High School Palembang. A quantitative survey method was conducted as the research method. A total of 104 students participated in this study who were selected using total sampling technique. They were 11th grade students who also needed extra English lessons besides at school. To collect the data, a questionnaire was used and distributed online to the students. From the findings, most of the students had a positive perception towards the use of Cake app in English learning. The results of this study show that (1) Cake application is a helpful and easy-to-use application in the English learning process, (2) Cake application has many benefits for students in improving their English skills. On the basis of these findings, it can be concluded that the use of Cake application is beneficial and has a positive perception in English language learning. However, there are some weaknesses that should be noted.

**Keywords:** *Students' Perception, Cake Application, Speaking Skill*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the research, the limitation of the research, the formulations of problem of the research, the objectives of the research, and the significances of the research.

#### **1.1 The background of the research**

In the era of globalization, speaking is considered an important language skill. Leong et al. (2017) stated that speaking skill is one of the most important language skills to be developed since it is an essential means of effective communication. In addition, Kadamovna (2021) claimed that speaking ability is not only important for one's personal life but also for a successful career because speaking skill can be used to achieve a better profession. The most important thing is to practice speaking in order to convey information, ideas and opinions well such as being an MC, announcer, moderator, and so on.

However, most students considered speaking is a difficult skill. Brown (2004) argued that teaching speaking skill is considered difficult because to be able to communicate effectively, students are required to know grammatical and semantic rules, be able to speak fluently, and correctly pronounce words, phrases, or even sentences. Many studies investigate the speaking problems faced by students. Most

Indonesian students tend to be afraid of making grammar and pronunciation mistakes and are afraid of being laughed at by their classmates. Some students can speak English but still feel shy. When speaking English students lack of confidence, lack of vocabulary stock, feel bored because learning English is just dominated by reading long paragraphs, and lack of English input outside the class (Hapipah, et al., 2021; Wahyuningsih & Afandi, 2020).

On the other side, technology nowadays is integrated into English language learning which provides pleasure and an interesting learning atmosphere. According to Association Educational Communications and Technology (2004), educational technology is an effort to facilitate learning and improve performance by creating, exploiting, and managing appropriate technological processes and resources in learning. The extraordinary development of technology today has a huge impact on aspects of education so that it continues to develop. Agustini & Salsabila (2021) stated that the use of technology is no longer a tools thing in the era of globalization. It is natural that the world of education also utilizes technology to facilitate the learning process, such as utilizing smartphones for learning, participating in online course training or webinars, integrating technology in subject matter, and using platforms that are easy to understand for student learning.

Further, Suciati et. al. (2021) stated that the use of technology in speaking classes can help students learn the materials that they consider complex, get appropriate feedback, improve speaking and listening skills, and facilitate access to learning

materials. In addition, according to Amirullah & Hardinata (2017), the utilization of technology as learning media such as mobile applications can benefit students, can be accessed any time using handheld and mobile technology devices. Similarly, Effendi & Hendriyani (2018) stated that mobile applications can have several benefits for the English learning process, the mobile apps function as mobile eBooks that are practical to use anywhere and anytime; as a knowledge searching tool, mobile devices can also be utilized as learning tools, as dictionaries, calculators, voice recorders, mini encyclopedias, Edu games, interaction and collaboration devices. Therefore, the use of mobile applications for language learning, such as Duolingo, HelloTalk, Beelinguua, and ELSA applications is very beneficial for teachers and students inside and outside the classroom.

The potential of mobile applications that can be used to assist the learning process and can be an alternative to books. However, according to Pappas et. al. (2019), mobile devices also have limitations, related to screen size, limited processing capacity, different design requirements, and context of use. In addition, the features of desktop apps and mobile apps are very different. These limitations and differences also increase the importance of evaluating mobile apps. According to Howlett & Waemusa (2019), mobile devices give students the flexibility to follow their interests and move at their own pace, which can increase their motivation to pursue learning opportunities.

Regardless mobile devices have both benefits and limitations. In fact, the use of smartphones in everyday life has become a necessity for some people. Smartphones

can be used as an interesting and fun micro-learning tool. According to Shail (2019), micro-learning is a relatively small and focused learning unit consisting of concise learning activities, usually for 1 to 10 minutes, which are available on various devices. This learning strategy is designed for training, learning, and skills-based education. Microlearning is also equipped with interactive multimedia, for example, learning videos, digital games, digital books, power points, and so on.

Cake application is one of the mobile applications that is currently widely used by students, because this application has been installed for more than 100 million in the play store that can be downloaded and used to help students learn to speak, listen, and read. Yanthi (2021) stated that the Cake application is useful for improving English speaking skills and helping students become better English speakers. Apart from that, this application also functions as a great learning tool because it contains all the functions of learning material, for example in the material of expressing themselves, students observe, imitation, follow, and repeat the video. This can improve students' speaking, listening and reading skills.

The Cake application has several advantages for listening and speaking skill, this application introduces the AI Speech Recognition feature, where users can say sentences in English and immediately get corrections from the application, whether the sentence spoken is correct or not, with a variety of native English videos that have both English and Indonesian subtitles, we can challenge our listening skills by adjusting the words according to what the speaker is saying (Corp, 2021). This application uses an

interactive learning method because users can immediately practice speaking and listening then users can also learn directly from professional teachers. According to Iman (2020), the advantage of the Cake application is that students can learn English through short and fun conversations. This application also has features that can increase English vocabulary with flashcards, achievements, learning videos from native speakers and quizzes, and can take English classes directly with experienced teachers. Therefore, Cake app is supported by several features that support students to practice speaking activities.

Cake application is useful for learning speaking skills. First, Anggreani et al. (2023) found that students agree that this app can help their English speaking skills and its use is very interesting for students. Second, Hamdani (2022) concluded that most students agreed with the use of the Cake application to improve their speaking skills. They can practice from beginner to advanced level. In addition, the students can learn English many times by recording their voices. Third, Maiyora (2023) in her research based on the results of questionnaires and interviews with students that Cake App can improve skills other, and can increase their confidence in front of the class. This application is used as an additional learning media in addition to learning at school.

The researcher chose SMA Sandika Sukajadi as the research subject because based on the results of interviews with teachers that this school has many problems in speaking skills such as students' improper pronunciation in English, lack of confidence when speaking English, lack of vocabulary, and boring English learning process

atmosphere. On the other hand, this school allows students to use cell phones in learning process. In which it is also th reason why the researcher chose this school as the subject of the study.

Based on the data from the teacher it was found that students are not able to utilize their mobile phones to learn English independently, therefore students need to be introduced to English learning applications such as Cake application so that they can also improve their speaking skills, know a lot of English vocabulary, and have an independent learning experience by only using applications on their mobile phones. The researcher conducted a survey to investigate students' perceptions of the use of Cake Application on students' speaking skills with the title “Students' Perceptions of the Use of Cake Application on Speaking Skills at the tenth graders of SMA Sandika Sukajadi.”

## **1.2 The limitation of the research**

Based on the problem identification mentioned above the limitation of this research was focused on students' speaking skills in using a medium. Then, this research states that the Cake application can be a medium for learning English, especially speaking and listening skills, and has an AI speech recognition feature that can recognize pronunciation word by word. This activity aims to make students active in learning to speak, especially to practice speaking, starting with practicing words, phrases, and sentences in English.

### **1.3 The formulation of problem the research**

The research problems were stated as follows :

1. What were students' perceptions of using cake application for speaking skill at the tenth graders of SMA Sandika Sukajadi?
2. What benefits of the Cake application did the students perceive?

### **1.4 The objectives of the research**

Based on the problems of the study above, the objectives of the study wereto describe :

1. To know students' perception of using cake application for speaking skill at the tenth graders of SMA Sandika Sukajadi.
2. To know benefits of the Cake application the students perceived.

### **1.5 The significances of the research**

After conducting this research, the researcher hopes that the findings of this study will be useful for theoretically adding information about the use of the Cake application for students' English language learning. In addition, this research is expected to improve the quality of the Cake application so that more people are interested in using this application as a teaching medium or for self-taught learning. Futher, this study practically is also expected to give benefit for :



1. For further researchers.

This research is expected to be useful for further researchers as a reference to find out students' perceptions of the use of learning media.

2. For Teachers.

This research also provides information about students' perceptions of the use of the Cake application which will be used as feedback and assessment for future learning.

3. For Students.

Students will know how to utilize the Cake application in the English learning process, and by using this application, the students will be more eager to learn with an application that is fun and easy to understand.

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