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The Effect of Cake Application Toward Students Speaking Mastery (A Quasi-Experimental Study)

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Abstract: This quasi-experimental study examined the effect of the Cake application on the English-speaking proficiency of tenth-grade students at SMA Negeri 04 Seluma in the 2024/2025 academic year. The study involved 60 students from two intact classes, with one class assigned as the experimental group taught using the Cake application and the other as the control group taught through conventional instructional methods. Students' speaking ability was measured through pre-test and post-test assessments using a structured speaking test scored with a validated analytic rubric assessing fluency, pronunciation, vocabulary, and grammatical accuracy. The data were analyzed using descriptive statistics and inferential analysis. The results showed that the experimental group demonstrated a substantial improvement in speaking proficiency, with the mean score increasing from 57.06 to 74.79, which was significantly higher than the improvement observed in the control group from 53.00 to 62.23. An independent samples t-test revealed a statistically significant difference between the post-test scores of the two groups ($t(58) = 3.79$, $p < .001$). These findings indicate that the Cake application is effective in improving students' English-speaking proficiency and suggests that mobile-assisted language learning applications can serve as effective supplementary tools for enhancing speaking skills in senior high school EFL contexts, particularly in rural educational settings.

Keywords: Cake Application, Quasi-Experimental Study, Speaking Mastery

A. Introduction

Language plays a crucial and irreplaceable role in human life, serving as the primary means of communication. Through speaking skills, a person can convey messages verbally more effectively and efficiently, thus creating better interactions with others. In learning English, there are four interrelated skills: listening, speaking, reading, and writing, with speaking skills being a crucial component of oral communication (Wahyuni & Utami, 2021). One of the most important measures of students' success in learning English is their speaking ability (Ihsan, 2024). Speaking skills play a vital role in English as a Foreign Language learning as they enable students to communicate ideas effectively in oral interactions. However, many EFL learners face challenges in developing speaking ability, including low confidence, limited

opportunities to practice English, and difficulties in accurate pronunciation, which often hinder their oral communication performance. Students who are proficient in speaking will be able to converse with others, express their thoughts, and do many other things. However, students still struggle to communicate. Speaking is still considered by most English-speaking students to be the most challenging skill to master, and many students still struggle to communicate effectively in English (Zhang, 2009). The use of inefficient, inflexible, and repetitive teaching strategies is one of the many factors that make it difficult for students to communicate in English (Khotimah & Ningrum, 2022).

Mobile Assisted Language Learning has been widely recognized as a promising approach in EFL contexts due to its ability to provide flexible learning, increased practice opportunities, and immediate feedback, particularly for speaking skills. Previous reviews have reported that MALL applications contribute positively to learners' pronunciation, fluency, and speaking confidence. Within this approach, speech recognition and pronunciation focused applications such as Cake, Elsa Speak, and Duolingo have gained attention as tools for supporting oral practice. However, existing studies on the Cake application, including those by Wahyuni & Fitri (2023) and Hidayat (2024), remain limited in scope, often involving small samples, specific learning contexts, and less robust speaking assessment procedures. These limitations indicate the need for more rigorous empirical studies to examine the effectiveness of Cake in improving EFL learners' speaking proficiency.

Based on observations at SMA Negeri 04 Seluma on Monday, October 7, 2024, it was discovered that the English learning process is still dominated by a conventional approach, where teachers frequently assign assignments and rely on a single textbook as the primary learning resource. Students are also required to bring a dictionary as an aid to every meeting. Textbooks are used directly to deliver material, without the support of other learning media that could enrich the student's learning experience. This condition results in a monotonous and unengaging learning process. On the other hand, teachers have compile module learning as guidelines in designing channel activities in each meeting. However, the implementation of module the not yet utilized optimally to create activities that can increase involvement and participation active student in learning.

We also found that SMAN 04 Seluma has basic facilities such as computers and projectors, but their use in English learning remains very limited. Teachers often rely solely on textbooks as the sole learning resource, without the support of technology-based, engaging, or interactive learning media. Researchers also found that many students still have difficulty pronouncing words. Students still struggle to pronounce English vocabulary correctly and accurately. This is evident when they are asked to read dialogue or imitate pronunciation from textbooks, where most still make mistakes with basic vocabulary. Furthermore, students demonstrate low confidence when speaking English, both in class and when given opportunities to practice. They

tend to be reluctant to express their ideas in English, preferring to remain silent or speak softly. This condition results in low motivation for students to develop their speaking skills independently.

Several previous studies have highlighted the effectiveness of the Cake app in improving students' speaking skills. A study conducted by Kiki Wahyuni and Mainar examined the use of the Cake learning app in teaching speaking and reported significant improvements in student performance. The findings revealed that students' average grades increased from 57.64 before implementation to 78.24 after learning through the Cake app, demonstrating the app's positive contribution to speaking development (K. Wahyuni & Fitri, 2023). Similar results were also found in a study by Hidayat (2024), who examined the impact of the Cake learning application on students' speaking skills. The study showed a significant increase in the mean score from 45.00 in the pre-test to 76.37 in the post-test. Further statistical analysis using a paired sample t-test confirmed a significant difference between students' speaking performance before and after the treatment, as the significance value was lower than the accepted level. These results indicate that the Cake English application plays a significant role in improving students' speaking skills (Hidayat, 2024). Rahmawati (2021) said that technology can help students learn a language by providing them with access to various authentic sources, such as articles, videos, and interactive exercises, which help them understand the use of language in real-world situations. This diversity of learning resources allows students to understand better, and can be accessed anytime and anywhere they want. (Artiniasih et al., 2024).

However, the previous study remains a paucity of controlled quasi experimental studies examining the effect of the Cake application on students' integrated speaking proficiency, rather than focusing solely on isolated pronunciation practice. In addition, empirical evidence from public senior high school contexts, particularly those with limited technological integration, is still scarce. Previous studies also tend to provide limited methodological detail regarding speaking assessment procedures, which restricts the validity and generalizability of their findings. Therefore, further research employing a rigorous quasi experimental design and clearly defined speaking assessment criteria is necessary to address these gaps. This study aims to determine whether a structured instructional intervention using the Cake application leads to a statistically significant improvement in the English speaking proficiency of tenth grade students compared to conventional teaching methods. Accordingly, this research addresses the question of whether students taught using the Cake application demonstrate higher speaking proficiency than those taught through traditional instruction. Finally, based on the above phenomenon, researchers interested in conducted entitled The Effect of Cake Application Toward Students Speaking Mastery Academic Year 2024-2025.

B. Methods

This research uses quantitative methods. This focus on testing hypothesis study with analyze population and sample certain through data collection using instrument research and analysis statistics quantitative (Yosa, 2023). The method used is experimental to determine cause and effect relationships. Creswell (2015) states that experimental research is research that aims to test ideas, practices, or procedures to determine whether they impact outcomes or dependent variables. Furthermore, experiments are used to determine potential cause and effect between independent and dependent variables (Ramadhana & Allo, 2021). At least two groups are used in this type of design, research use approach quasi-experimental, participant shared become two group, namely group treatment and group comparison (Arib et al., 2024).

This study employed a quasi-experimental non-equivalent control group design, in which random assignment was not feasible due to the use of intact classes determined by the school administration. The research was conducted at SMA Negeri 04 Seluma during the 2023 2024 academic year and involved 60 tenth grade students from two intact classes with comparable English proficiency levels based on school records and teachers' recommendations. One class was assigned as the experimental group and the other as the control group. The data were collected solely through a speaking test administered as a pre-test and post-test. The speaking assessment consisted of two tasks, namely a one-minute self-introduction and a two-minute picture description task, and all student performances were audio recorded. Speaking performances were evaluated by seeing at scoring rubric, assessing fluency and coherence, lexical resource, grammatical range and accuracy, and pronunciation on a scale of 0 to 5 for each criterion. Inter rater reliability was calculated and indicated a high level of agreement between raters, and the rubric is provided. The experimental group received instruction using the Cake application over four 45 minute sessions focusing on thematic units such as daily routines through activities including watching and repeating dialogues, pronunciation practice using the speech recognition feature, and recorded oral responses, while the control group was taught the same materials using conventional textbook based instruction without any technology assisted speaking practice. The data were analysed using descriptive statistics, followed by Shapiro Wilk and Levene's tests to confirm normality and homogeneity, and an independent samples t test was employed to compare the post-test speaking scores of the two groups.

C. Results and Discussion

Result

Research data were collected through research activities, with researchers conducting research from September 15, 2025 to October 15, 2025 to obtain research data at SMAN 04 Seluma. Participants in this study were taken from two different classes, namely

class X 6 and class X 7. This study involved 60 students, consisting of 29 students from class X 7 and 31 students from class X 6. This study focused on collecting data related to how students' English-speaking skills were improved by the Cake program. The significant improvement in students' speaking proficiency can be explained through established theories of second language acquisition. From the perspective of Krashen's Input Hypothesis, the Cake application provides learners with abundant comprehensible input through authentic audio and video materials that match students' proficiency levels. In line with Swain's Output Hypothesis, the application encourages students to actively produce spoken language through repeated speaking tasks and recorded responses, which helps learners notice gaps in their language use and improve accuracy. Furthermore, based on Self Determination Theory, the use of the Cake application may enhance students' autonomy and motivation by allowing them to practice independently while receiving immediate feedback through speech recognition features. The interactive and technology mediated nature of the application likely reduced students' speaking anxiety and increased engagement, creating a supportive learning environment that facilitated more effective speaking practice.

The method used was purposive sampling, namely selecting samples based on predetermined objectives. In this case, class X 6 was the control class that did not use the Cake application, while class X 7 was designated as the experimental class.

Experimental Class

As a baseline assessment, all students in the experimental group were required to take a pre-test on 18 September, 2025. The purpose of this test was to assess their basic English-speaking skills. In each session, the intervention was delivered through the Cake app, reading materials (texts), and other supporting media. Classroom activities focused on discussions, question-and-answer sessions, and speaking practice through the Cake app's features. Each student was required to bring a mobile phone. These activities fostered active interaction between the teacher and students. This approach improved students' speaking skills. After the four treatment sessions were completed, students took a post-test on October 9, 2025, to evaluate their progress in speaking skills.

Group experiment get average score of 57.06 on the test pre-treatment, which increased to 74.79 on the test post-treatment after treatment applied. In terms of distribution value, result test pre-treatment range between 35 to 82. After treatment, the range mark widens, with mark the lowest rose to 47 and the value highest reached 94. This result show improvement results Study student after treatment learning.

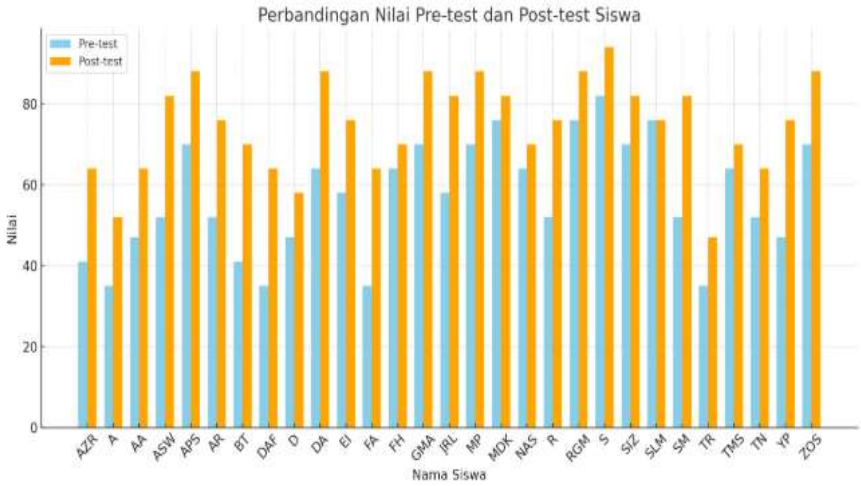

Figure 1. Bar Chart Showing the Pre-test and Post-test Results of the Experimental Class (X.7)

Following the learning intervention, the study subjects' learning outcomes improved, according to the visual analysis of the comparison diagram between the experimental and control classes above. Pre-test scores are indicated by the light blue bars, while post-test scores are represented by the consistently higher orange bars. This phenomenon provides initial evidence that the treatment, or learning intervention, can help students better understand the material. It can be seen that the scores of several students, increased significantly. This indicates that the learning approach used significantly contributed to improving their speaking skills. Therefore, overall, this graphical representation concludes that the learning intervention has improved student learning outcomes, especially in speaking skills.

Control Class

The researchers also used a control class as a comparison in this study. This study examined the effectiveness of a teaching method in improving students' speaking skills. A control class is crucial to ensure that student improvement is a result of the learning method being tested, and no other factors.

There were 31 students in Class X.6, who served as the research control group. This group consisted of 12 male students and 19 female students. In this control group, the learning process was carried out using conventional methods commonly applied by teachers, without intervention through the Cake application. Pre-test and post-test scores were calculated based on the number of correct answers from the test instrument arranged according to English language proficiency indicators. This score data became the main reference for: Assessing learning outcomes using conventional methods; comparing results with the experimental group. The results obtained from group controls on the pre-test and post-test are discussed below.

Based on the data presented, the class control get the average score was 53 on the pre-test, which is improving to 61.29 on the post-test. The pre-test score ranged from between 23 to 82, whereas post-test results show improvement, with mark lowest remains 23 and value highest increase to 88. When comparing pre-test and post-test results from second group, increase average value observed in the class experiments and controls. However, the improvements achieved by the class experiment Far more tall than class control. These findings indicate that learning in the experimental class was more successful in improving student learning outcomes.

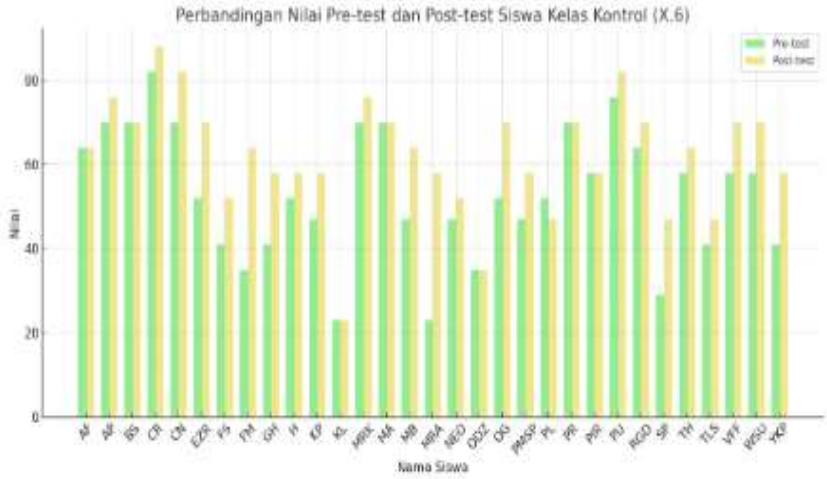

Figure 2. Bar Chart Showing the Pre-test and Post-test Results of the Experimental Class (X.6)

This diagram displays data from the control class (X.6). Pre-test results are shown by the light green bars in this diagram, while post-test results are shown by the yellow bars. Students' post-test results generally exceeded their pre-test scores. Although some groups showed less progress, post-test scores were generally higher than pre-test results. Furthermore, some students appeared to score nearly the same on both tests, suggesting that their improvement was not significant.

Normality Test

Table 1. Test of Normality Experimental Class (X.7)

Normality Test						
	Kolmogorov - Smirnova			Shapiro- Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Pre-Test Experimental Class	.136	29	.182	.940	29	.102
Post-Test Experimental Class	.142	29	.139	.945	29	.137
Lilliefors Significance Correction						

In Table 1, the data are regularly distributed, according to the results of the Lilliefors test. The results of the normality test show that class experiment get mark significance of .102 for pre-test and .137 for post-test, both exceed threshold limit of ,05. This is show that the pre-test and post-test data of the class experiment distributed normally.

Therefore that, the data meets necessary assumptions for analysis statistics more carry on.

Table 2. Experimental Class Normality Test (X.6)

Normality Test						
	Kolmogorov Smirnov			Shapiro- Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
Pre-Test Control Class	.122	31	.200*	.966	31	.416
Post-Test Control Class	.153	31	.062	.949	31	.146
Lilliefors Significance Correction						

A normality test using the Kolmogorov-Smirnov method showed that the distribution of the control class data did not deviate significantly from a normal distribution. The significance values obtained from the pre-test and post-test were .200 and .062, respectively, both exceeding the .05 threshold. These results confirm that the pre-test and post-test data for the control class meet the assumption of normality.

Homogeneity Test

Table 3. Pre-Test Homogeneity of Variance Test

Homogeneity of Variance Test					
		Leven Statistics	df 1	df2	Sig.
Pre- Test	Based on Means	.063	1	58	.803
	Based on Median	.046	1	58	.831
	Based on Median and with adjusted df	.046	1	55.380	.831
	Based on trimmed means	.067	1	58	.797

Table 4. Post-Test Homogeneity of Variance Test

Homogeneity of Variance Test					
		Levene Statistics	df1	df2	Sig.
Post- Test	Based on Means	.150	1	58	.700
	Based on Median	.149	1	58	.701
	Based on Median and with adjusted df	.149	1	54.606	.701
	Based on trimmed means	.155	1	58	.695

The significance value for the pre-test and post-test data between the experimental and control classes is greater than 0.05, according to the homogeneity test findings using Levene's test. The significance value obtained from several calculation bases (Mean, Median, and Truncated Mean) on the pre-test data varies from 0.797 to 0.831 based on the test findings. Since the significance value based on various calculation methods ranges from 0.695 to 0.701 on the post-test data, the significance value is higher than 0.05, indicating that the pre-test variance of the experimental and control groups is homogeneous. In addition, both the pre-test and post-test data meet the

assumption of homogeneity of variance, because the significance value for each dataset exceeds the threshold of 0.05.

T-Test

Table 5. T-Test Results

Group Statistics					
Group		N	Mean	Std. Deviation	Std. Error Mean
Post-test Score	Group 1	29	74.79	11.848	2.200
	Group 2	31	62.23	13.701	2.461

Table 6. Post-Test T-Test Results of Experimental and Control Classes

Independent Sample Test										
		Levene's Equivalence Test Variance		t-test for Equality of means						
		F	Sig.	t	Df	Sig. (2-tailed)	Average Difference	Standard. Error Difference	95% Confidence Interval of Difference	
									Lower	On
Post-Test Score	Equal variances assumed	0.150	0.700	3.789	58	.000	12.567	3.317	5.927	19.207
	Equal variances are not assumed			3.807	57.658	.000	12.567	3.301	5.959	19.176

The Independent Sample Test table shows a mean difference of 12.56 between the two classes. With a mean of 74.79 (standard deviation of 11.848), the experimental class demonstrated better work performance than the control class, which only had a mean of 62.23 (standard deviation of 13.701). This indicates that the use of the Cake application (treatment) can improve the learning outcomes of the experimental class.

An independent sample t-test was conducted to examine whether there was a significant difference in the post-test scores between the experimental and control classes. The analysis results showed that the t-value obtained was 3.789 with a significance value (Sig. 2-tailed) of 0.000. This value exceeded the critical t-value of 1.671 at a significance level of 0.05. Since the calculated t-value was higher than the critical value (3.789 > 1.671) and the significance value was lower than 0.05 (0.000 < 0.05), it can be concluded that there was a statistically significant difference in the post-test scores between the two groups. This finding indicates that the use of the Cake application is effective in improving students' English-speaking skills in the experimental class.

F-Test

Table 7. F-Test Result Tests of Between Subjects Effects

Tests of Between-Subjects Effects						
Dependent Variable: post-test score						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	7233.276[a]	1	7233.276	89.351	.000	.606
Intercept	3028.981	1	3028.981	37.416	.000	.392
Kelas	7233.276	1	7233.276		.000	.606
Error	4695.324	58	80.954			
Total	291822.000	60				
Corrected Total	11928.600	59				
a. R Squared = ,606 (Adjusted R Squared = ,600)						
Tests of Between-Subjects Effects						
Dependent Variable: nilai posttest kontrol						

The results of the F test show that use Cake Application in significant increase ability speak. Ho rejected while Ha is accepted Because calculated F value amounting to 89.351 in total significant more tall than F table value of 4.00. Findings This show meaningful differences in a way statistics between group control and taught groups use Cake application. In addition that, analysis size effect using Partial Eta Squared to find value of 0.606, which indicates that use The Cake app has 60.6% influence on improvement ability speak students. This score of 60.6% obtained from multiplication Partial Eta Squared value is 0.606 with 100. Meanwhile that, the rest 39.4 % is influenced by external factors treatment. According to Cohen's interpretation, this value of 0.606 considered as strong effect, which shows that Cake intervention provides context distance learning more effective for student.

Based on data analysis from 10th-grade students at SMAN 04 Seluma, learning using the Cake application has been proven to significantly improve students' speaking skills. This is obtained from higher post-test scores compared to before the method was applied or pre-test, with an average post-test score of 74.79. This shows that through interactive dialogues that mimic everyday conversations, an interesting and communicative learning atmosphere can be created. This approach motivates students to participate more actively in learning and has been proven effective in improving their English-speaking skills.

Initially, the test introduction given to group control use technique conventional and group experiment use Cake App, with the average scores were 57.06 and 53 respectively, indicating level competence comparable start. Average class score experiment increase to 74.79 after four Cake session, while group average score control only 61.29. Experimental class experience an increase of 17.73 points, while class control show further improvement moderate only 8.29 points. A significant improvement, this shows how effectiveness Cake Application as tool teaching for help student become more speakers proficient. Meanwhile, the data from each group were

normally distributed, according to the findings of the Shapiro-Wilk method data normality test. The pre-test of the experimental class (0.102), post-test of the experimental class (0.137), pre-test of the control class (0.416), and post-test of the control class (0.146) all had significance values (Sig.) greater than 0.05. The analysis can be continued with a parametric test, the t-test, once this normality assumption is met. In addition, homogeneity can be tested using the Levene test. Since the significance levels in the pre-test results (0.803) and post-test (0.700) indicate that the data from both groups are homogeneous, it can be concluded that the data from both groups are homogeneous based on the test findings. The analysis shows that the level of variation observed in the experimental group is comparable to that of the control group.

As the next step in the analysis, an independent sample t-test was used to determine any significant differences in the improvement scores between the two groups. The t-test findings indicated that the post-test results of the experimental and control classes had statistically significant differences. This can be concluded from the fact that the estimated T-value of 3.789 was higher than the table T-value of 1.671 and the significance value (Sig. 2-tailed) was 0.000, which was significantly smaller than the significance limit of 0.05. This shows how the use of the Cake Application significantly improved students' speaking ability.

The findings of this study are consistent with previous research conducted by Wahyuni and Fitri (2023) and Hidayat (2024), both of which reported positive effects of the Cake application on students' speaking performance. However, the magnitude of improvement observed in the present study appears to be stronger, as indicated by the significant difference between the experimental and control groups and the large effect size. This stronger result may be attributed to the use of a structured quasi experimental design with a control group, a longer and more focused intervention, and the implementation of a validated analytic speaking rubric involving multiple aspects of speaking proficiency rather than isolated pronunciation practice. In contrast, earlier studies primarily employed pre experimental designs and less detailed assessment procedures, which may have limited the robustness of their findings. These methodological differences likely contributed to the stronger empirical evidence generated in the present study.

The findings of this study suggest that mobile learning applications such as Cake should be integrated as supplementary tools rather than replacements for classroom instruction (Pereira, & Rodrigues, 2013; Teri, et. al., 2014; Looi, et. al., 2014; Arif, & Kleden, 2025). English teachers can use such applications to provide additional speaking practice outside class time, particularly for pronunciation, fluency building, and confidence development, while core instructional activities remain teacher guided. Effective integration requires clear learning objectives, structured guidance, and monitoring to ensure that app based practice aligns with lesson goals. By combining teacher led instruction with technology supported speaking practice,

teachers can maximize students' engagement and opportunities for meaningful oral communication.

D. Conclusions

This quasi-experimental study demonstrated that the use of the Cake application had a statistically significant positive effect on the English-speaking proficiency of tenth grade students at SMA Negeri 04 Seluma. Students in the experimental group who received instruction through the Cake application showed substantially greater improvement in speaking performance than those taught using conventional methods. These findings indicate that integrating mobile assisted language learning applications such as Cake can effectively enhance students' speaking proficiency by providing increased practice opportunities and immediate feedback. Therefore, English teachers are encouraged to incorporate mobile based speaking applications as supplementary instructional tools to support speaking development, particularly in contexts with limited classroom practice time. Nevertheless, this study was conducted in a single school with a limited sample size and intervention duration. Further research involving larger samples, longer treatment periods, and diverse educational contexts is recommended to strengthen the generalizability of the findings and to explore the long-term impact of mobile learning applications on speaking proficiency.

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