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Students' Perceptions of Using the CAKE Application for Improving English Speaking Skills: A Literature Review

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ABSTRACT

The researcher conducted the study aiming to find out students' perceptions of using the Cake application for English speaking skills. The method used in this study was a Literature Review looking for references from journals or articles that examined the use of the Cake application for learning English, from the results of this study, most students agree with the Cake application that they are given more opportunities to improve their speaking skills, they are interested in improving their speaking skills independently through the Cake application, they are able to practice speaking using the Cake application as much as they want to be happy choosing material on the Cake application in improving speaking skills, Using the Cake application independently increases self-confidence to practice speaking skills, using the Cake application allows them to control themselves learn, using the Cake app in their own time makes learning English more interesting, the Cake app can help them solve their problems in improving speaking skills, the practice in the Cake app gives them more motivation in improving speaking skills, the Cake app is easy to use improve speaking skills. Four selected students were interviewed about the use of the Cake application to improve their speaking skills, most of them knew some of the features of the Cake application and understood how to use the application. Finally, they will recommend the app to other students to improve their speaking skills. Cake is an application that focuses on learning English. An interesting feature of this application is speaking; students can practice their speaking skills using this application.



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INTRODUCTION

English is an international language used by many countries, including developing countries like Indonesia. In Indonesia, English is the second language after Indonesian. Learning English is a strength because it is widely used in various fields, including economics, technology, entertainment and tourism.

In the Regulation of the Minister of National Education Number 22 of 2006, it is explained that "English is a tool for communicating orally and in writing". Communication is developed through four language skills, namely reading, writing, speaking and listening. Of the four skills, the most important for students to have is speaking, because its function is to express ideas, feelings, and

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thoughts verbally and spontaneously. According to CHANEY (1998), "Talking is a productive activity". People share meaning through verbal and nonverbal symbols in various situations. Meanwhile, Wamnebo (2018) explains speaking as a language talent that develops over time in students' lives. Speaking is an important aspect of learning and teaching a second language.

Speaking is an important skill for language learning. Talking is a tool for communicating ideas that are arranged and developed to meet listeners' needs (Tarigan, 1987, as quoted in Heriansyah, 2012). Speaking is very difficult to learn for some foreign language learners. Nunan (1991), as quoted in Heriansyah (2012), states that mastering speaking skills is the single most important aspect of learning a second or foreign language, and that success is measured by the ability to engage in conversation in that language. There are several difficulties students face when learning to speak, such as pronunciation, fluency, intonation, fillers, accuracy, shyness and lack of confidence. Therefore, as English teachers, we must get our students to practice speaking every day and give them feedback on each exercise so that they can understand the results received and correct their mistakes.

Most students feel that the most difficult aspect of learning English is speaking skills. There are various reasons that cause difficulties in speaking English, including boredom with the media used in the teaching and learning process; students need media that capture their interests and provide comfortable information when learning to speak English; and some students cannot use their time wisely. Using English skills. They tend not to practice much in everyday life after learning English. Speaking is one of the skills that students must master when learning English. We can relate to other people by talking. According to Thornbury (2005), as quoted in Kusumaryani (2019), Talking is a part of everyday life that we take for granted. Speaking is a skill that is not easy to master as a foreign language learner because we must speak fluently. In spoken English, speaking will increase fluency production (Rivers, 2004) as cited in Hurinah (2015). We also must pay attention to grammar, accuracy, and fillers when learning to speak. Natsir (2016) states that speaking is an ability that requires communicative competence, pronunciation, intonation, grammar and vocabulary. There are several ways they can practice in English.

Currently, using mobile applications has become a necessity of human life. Mobile technology is changing the way we live and starting to change the way we learn (Tamhane et al., 2015). To make it possible to learn anytime and anywhere, learning can be facilitated in a few ways: people can access educational tools, interact with others, or create content using mobile devices, both inside and outside the classroom. Mobile learning also involves initiatives to promote broader educational priorities, such as the efficient management of school systems and improved connectivity between schools and families.

Mobile applications really help students in their learning. They can learn English on their mobile, anytime, anywhere. Iversen and Eierman (2014) stated that another important feature of mobile devices is the ability to communicate with other computing devices through various mechanisms. Laptops can communicate using Wi-Fi and Bluetooth. However, mobile devices also have these communication capabilities; they can communicate via cellular signals and use near-field communication (NFC).

One application that can help students learn to speak is Cake. Cake application is a free app developed by Cake Corp and released on 22 March 2018. This application offers many features for learning English, such as a speaking tool to practice with dialogue, videos to enhance speaking skills, and a fill-in-the-blank game to check answers and help memorize each expression. One of the features is speaking practice that stimulates conversation with a native speaker. Taking that into consideration, the authors chose this application for analysis.

Cake Application is an English learning application that aims to enhance students' learning activities in English. This application provides features for speaking, writing, listening, and reading. The cake application is available free of charge for Android devices on the Google Play Store and

for iOS devices on the Apple App Store. One of the best features of the cake is the talking feature, where students practice speaking using the cake application. They found several topics for conversation. First, they listen to the conversation. Then they imitated the speaker's English speech. Next, they recorded the sound. Finally, they listen to the speaker's original speech and their notes. They could see the difference because it was fixed.

Many students take advantage of applications installed on cell phones. They get several reference applications that can be used for their learning. They also share their perceptions about using the application with other students. Students' perceptions of using the cake application can help other students get more information about how to use it. Students share their perceptions by responding to the information or experience they get. Perception involves taking sensory information and making it meaningful. Robbins and Judges (2013) determine the perception of the process

From the problem above, the goal of this researcher is, first, to analyze the process of using cake applications in English skills; second, to analyze the results of using cake applications in English skills; and, third, to analyze the supporting factors and barriers to using cake applications in English skills. The research area literature is selected for this research

RESEARCH METHODOLOGY

This study employed a qualitative approach using a literature review. The data were collected from secondary sources, including journal articles, books, and prior studies on students' perceptions, the CAKE application, and English-speaking skills. The sources were selected for their relevance to the research topic, particularly studies on technology-based language learning, mobile-assisted language learning, and the improvement of students' speaking ability. The literature used in this study was obtained from academic databases, including Google Scholar and other reliable online sources.

The data were analyzed descriptively by identifying, comparing, and interpreting the findings from previous studies. The analysis focused on how students perceive the use of the CAKE application in learning speaking skills, including its benefits, challenges, and effectiveness. After collecting relevant literature, the researcher categorized the information into several themes, such as students' motivation, pronunciation practice, vocabulary improvement, and speaking confidence. The results of the analysis were then used to draw conclusions about the CAKE application's role in improving students' English-speaking skills.

RESULT AND DISCUSSION

This research was conducted to see the response of students after using the cake application to improve speaking skills that act as a medium in English language learning, as a form of observation of literature review in seeing whether or not the cake application is feasible to be used in school or campus learning or independently, as a reference material for educators in improving speaking skills independently with the demands of today's learning. The results of the Literature Review from secondary data on the use of cake applications as a medium for learning English, especially for student speaking skills, based on several journals, are presented in Table 1.

Table 1. Literature Data Review of Journals

Author and Year	Title	Research Results
Haris and Ferawati (2022)	Students' Perception On The Use Of Cake Application To Improve Speaking Skill	This research using the descriptive qualitative method, namely by questioners and interviews with students who have used cake applications as a medium for learning English, especially in improving speaking skills. From the results of the study, most of the students agree with the Cake application given them more opportunities to improve

		their speaking skills, they are interested in improving their speaking skills independently through the Cake application.
Siti, Cyntia, Gunawan, Irfan and Lulu (2021)	The Implementation of Cake Application for Speaking English in Online Learning	From the results of the study, it can be concluded that students are interested in using the cake application, because it is easy to implement, and many features to help with speaking skills, and the Cake application as their partner in learning English speaking.
Chusnul and Sinta (2022)	The Use Of Cake Application On Students' Speaking Skill In English For Specific Purposes (Esp)	Using the cake app supports students to practice and get a new word with the correct English pronunciation. This app is suitable for learners because the features provided in this app are diverse, so learners can learn English pronunciation in a fun way. In addition, the cake app can improve students' speaking skills at ESP.
Nuraeni and Winda (2020)	The Use Of Cake Application In Teaching Speaking To Senior High School's Students	The cake app is a modern and great app to use as a supporting medium for speaking classes. This provokes students to study actively and happily in class. They can focus more on learning to speak using the Cake app and they don't have to worry about making mistakes while speaking practice because the app instantly gives them feedback.
Anisa, Asri and Salwa (2021)	The Implementation Of Cake Application In Learning English Speaking Skills	The report from this study on students' responses to the use of the Cake application for English language learning, especially in improving speaking skills, Student Responses to Speaking Learning Through the Cake Application, it can be concluded that students' responses to speaking learning through the cake application are positive, there are no negative student responses in learning to speak through the cake application. It can be seen from the attitude of the students during the learning process. Most of the students seemed very enthusiastic at the time that the teacher explained the above material. Cake apps make students interested in learning to speak because cake apps are a great learning medium for teachers and students. Data from interviews and questionnaires showed a variety of positive student responses to speaking learning through the cake application.

Several journals and articles found on Google Scholar usually discuss the use of the Cake application to improve students' speaking, but the researcher selected only 5 journals as research material. The researcher focused on looking for students' perspectives on the use of the Cake application to improve their English speaking.

The findings of this literature review indicate that students generally have positive perceptions of the CAKE application as a supportive medium for improving English-speaking skills. Students perceive the application as useful because it provides accessible speaking practice, short video-based learning materials, pronunciation models, and interactive exercises that can be used independently. This is consistent with Hapipah et al. (2021), who found that students understood the functions of CAKE features and perceived the application positively for speaking practice. Similarly, Hamdani and Puspitorini (2022) reported that students considered CAKE easy to use, motivating, and helpful for practicing speaking repeatedly outside the classroom. These findings suggest that students' positive perception is closely related to the flexibility of mobile learning, particularly because learners can practice speaking at their own pace and time.

One important contribution of the CAKE application is its ability to provide repeated exposure to authentic English expressions. Through short videos, dialogues, and speaking-practice features, students can observe how words and sentences are pronounced in context. Aqilah (2024) explains that CAKE offers features such as short movie clips and dialogue-based speaking practice, which can help students speak more naturally. This aligns with Abdilah (2024), who emphasizes that CAKE supports young learners through speech recognition, authentic language exposure, and interactive feedback. In this context, CAKE does not only function as a digital learning tool but also as a supplementary learning environment where students can imitate, repeat, and evaluate their pronunciation more independently.

The use of CAKE also supports students' affective development, especially their confidence and motivation to speak English. Speaking is often considered one of the most difficult skills for EFL learners because it requires mastery of vocabulary, accurate pronunciation, fluency, and confidence simultaneously. Haque and Permanasari (2025) found that students perceived CAKE as effective in improving pronunciation, fluency, and confidence, while its native-speaker videos, speech recognition technology, and interactive exercises encouraged self-learning motivation. This finding is supported by Fadila et al. (2024), who showed that students' speaking scores improved after using CAKE, with the post-test average exceeding the pre-test average. Therefore, students' positive perception is not merely related to enjoyment but also to the perceived improvement in speaking performance.

From a broader Mobile-Assisted Language Learning perspective, the positive perception of CAKE is consistent with recent research showing that mobile applications can support speaking development. Rajendran and Yunus (2021) found that MALL can promote a stress-free learning environment, support situated learning and provide ease of use for speaking development. Zhou (2021) also concluded that mobile technology can enhance learners' speaking skills, although many studies remain small-scale and focus mainly on higher education contexts. These findings imply that CAKE can be pedagogically valuable when used not as a replacement for teachers but as a complementary tool that extends speaking practice beyond the limited classroom time.

However, the effectiveness of CAKE should be interpreted carefully. Positive student perception does not automatically mean that all aspects of speaking ability improve significantly. Pronunciation, fluency, grammar, vocabulary, and interactional competence require different types of practice and feedback. Metruk (2024) found that mobile-assisted pronunciation learning generally has a beneficial impact and that learners tend to show positive attitudes toward MALL, but pedagogical guidance remains important. Likewise, Mihaylova et al. (2022) found a moderate-to-strong effect of mobile language applications on learning achievement, yet also warned that many studies are at risk of bias and have low evidence quality. Therefore, CAKE should be integrated

with teacher feedback, classroom speaking activities, peer interaction, and clear learning objectives to achieve more meaningful improvements in speaking.

The advantage of the Cake Application is its engaging graphics, which can pique the interest of youngsters and adults alike in learning. The application's features are also quite simple to use. As learning tools, there are short movies that are read by native speakers. So that users can hear native speakers speak immediately. We can also use the accessible subtitles function when watching the brief video. As in a video game, there are several awards and accolades to earn, and we can progress to a higher level by practicing with the Cake Application regularly. Besides that, the Cake Application is too complex for beginners to use, since when we start the Cake Application on the home page, we are immediately confronted with many different short movies that are not organized by theme. The advantages of the Cake application outweigh the disadvantages; this proves that the application is well-suited for learning English, especially for improving speaking skills, both in class and independently.

The literature indicates that CAKE has strong potential as a supplementary tool for improving students' English-speaking skills. Students tend to perceive it positively because it is practical, engaging, flexible, and supportive of independent practice. The application can help students improve pronunciation, vocabulary, fluency, and confidence, especially when combined with structured classroom activities. Nevertheless, future studies should use stronger research designs, larger samples, and clearer speaking assessment rubrics to examine the actual impact of CAKE on different components of speaking competence

CONCLUSION

English is a very important language to master, especially in education. Communication needs to be considered in learning English because mastering English speaking skills helps students interact more easily with others. Having good speaking skills can increase student confidence. In today's era, technology is growing, it is very easy for them to learn English, especially in improving speaking skills. Most students already have a mobile phone; they just must download an application to access their place of study. One of the best applications for learning English is Cake. Based on the results above, the Cake application is very effective for students in learning English, especially for improving speaking skills. There are lots of interesting features in this Cake application. They will enjoy learning while playing this Cake application because it is very fun and free.

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