

## EFL Students' Perceptions of the Cake in Enhancing Speaking Skills: A Student-Centered Approach

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### Abstract

This study investigated EFL students' perceptions of using the Cake application as a pedagogical tool to enhance English speaking skills, employing a qualitative, student-centered approach. The data were collected using two modified questionnaires and semi-structured interviews. A purposive sampling method is applied to select the research participants. Thematic content analysis was applied to interpret the data. The research participants consist of 39 EFL students enrolled at one of the State Senior High Schools in Medan who have played Cake more than twice. The findings revealed that most students perceive the Cake app positively, citing improvements in vocabulary acquisition, pronunciation, confidence, and engagement in language learning. Key advantages included interactive features, flexible access, and enjoyable learning experiences. However, limitations such as a lack of grammar instruction in sufficient writing support and internet dependency were also reported. The study suggests that integrating a mobile language learning tool, such as Cake, into a dynamic environment can significantly support the development of speaking proficiency.

**Keywords:** *Cake app, EFL Student, Mobile Assisted Language Learning, Speaking Skill, Student Perception*

### INTRODUCTION

Amid globalization, English has emerged as a key instrument for global participation, transcending cultural and national boundaries. As Marlana (2024) asserts, English language education significantly enhances global competitiveness by broadening access to knowledge, improving employability, and fostering international collaboration.

In the Indonesian context, Mauliska and D'Angelo (2024) emphasize that English proficiency promotes critical and analytical thinking, aligning with the demands of the global job market. Despite curriculum reforms aimed at improving English instruction, persistent disparities in teaching quality and limited access to resources—particularly in rural areas—remain significant barriers. These challenges underscore the need to adopt student-centered

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approaches that prioritize learners' needs, contexts, and autonomy, supported by collaborative efforts among stakeholders to ensure equitable and effective English language education.

Despite the expanding research challenges in English Language Learning, mobile apps have become one of the tools used to make learning more enjoyable and engaging for students. Another study conducted at SMK Negeri 01 Mempawah Hilir and SMPN 1 Pangalengan showed that the Cake application significantly motivated more students to learn because of the interactive and fun learning methods and personalized learning experience that helped improve students' speaking performance after two cycles of implementation (Riki et al., Aldi Lukman Nurhakim & Virga Putra Darma 2024)

Mobile-Assisted Language Learning (MALL) offers flexible, autonomous, and authentic learning experiences in English language education. As highlighted by Lei, Hu, and Viberg (2022), MALL facilitates the development of self-regulated learning strategies. Applications like Cake, which integrate AI-driven features and authentic video materials, reflect the core principles of MALL, although empirical studies on their effectiveness remain limited (Zhao et al., 2023). Despite its potential, challenges such as technological disparities and insufficient teacher training continue to hinder the broader implementation of MALL.

Numerous studies have been conducted in Morocco by Benlaghrissi & Ouahidi (2024) and in Palembang Vocational High School by Steviana Kristanti et al. (2024). It was found that Student Perceptions refer to how students evaluate and feel about using these applications during their learning process. This aligns with the use of the Cake application and mobile-based projects, which also increase student motivation, create a fun learning experience, and encourage them to be more engaged in the learning process.

Thus, this study selected Octavianita (2022); learners are drawn to Cake because it is user-friendly and offers a plethora of options that aid in developing speaking abilities. In the same vein, Nuraeni (2020) notes that the Cake Application is a fantastic and contemporary tool to use as extra content for speaking sessions. "Student-Centered Research" suggests that this research focuses on a student's experience, needs, and perspectives as the core of the learning process. Vygotsky's Social Development Theory highlights the importance of social interaction in the learning process, asserting that "what a child can do with assistance today, she will be able to do by herself tomorrow" (Vygotsky, 1978). Cake App promotes this social dimension by encouraging users to participate in real-life conversations and collaborative learning, further enhancing their language abilities.

Compared to other English learning apps, such as Busuu and HelloTalk, the Cake app offers a unique and enjoyable interactive learning experience. It was created to enable users to learn English in a fun and interactive manner. The application is designed to enhance the learning experience with its various features, including speaking exercises and learning videos. The Cake app enhances learning through interactive features like speaking exercises and videos. Studies show that more extended usage significantly improves students' comprehension and ability to apply English skills. Suryani et al. (2021) further found that factors such as learning styles, prior knowledge, and motivation influence students' perceptions of its effectiveness. Thus, both usage duration and individual differences are crucial in evaluating the app's role as an effective tool for learning English. Sabila Putri and Salmiah (2025) found that mobile application-based language learning offers significant accessibility and convenience benefits, enabling users to access language materials at any time and from any location. This is especially



advantageous for people with hectic schedules. To increase motivation and engagement, these apps often incorporate interactive features, including games, quizzes, and workouts. Additionally, they offer individualized learning experiences, enabling users to tailor their learning trajectories to their specific objectives, interests, and skill levels. Language applications enhance the understanding and retention of new vocabulary and grammar by utilizing multimedia resources, including audio, video, and images, thereby improving the learning experience.

Although previous examinations of mobile-based language learning applications, such as the Cake App, have been conducted, there is still a need to critically investigate students' perceptions of using the Cake App as a tool for developing speaking skills. It adopts a student-centred approach, focusing not only on how students use the app but also on how they interpret its effectiveness, advantages, and limitations. The study targets students in State Senior High School Medan, a city where English exposure outside the classroom is relatively limited, making mobile-assisted learning particularly relevant. By aligning the study with theoretical frameworks such as Krashen's Input Hypothesis and Vygotsky's Social Development Theory, the research also offers insights into how technology can support language learning in the Indonesian EFL context.

This study aims to explore students' perceptions of the Cake application as a tool for enhancing English speaking skills. Specifically, it seeks to identify the perceived advantages and disadvantages of integrating the Cake app into English language learning practices.

Moreover, this study will provide insight to elucidate strategies for optimizing technological features and integrating a student-centered approach within mobile-assisted learning strategies to enhance EFL instruction. It will offer recommendations on achieving a balance between mobile-access learning and conventional pedagogical practices, thereby empowering learners from diverse contexts and ensuring a meaningful and practical language learning experience.

## **METHODS**

### **Research Design**

This study employed a descriptive qualitative methodology with a thematic analysis design, as outlined by Braun and Clarke (2006, 2019). The research was conducted in two classes at a senior high school in Medan, Indonesia. Thematic analysis was selected due to its methodological flexibility in identifying, analyzing, and interpreting patterns of meaning (themes) within qualitative data, allowing for in-depth exploration of participants' experiences. The study was situated within a student-centered learning framework, aiming to understand learners' perceptions of the Cake application as a Mobile-Assisted Language Learning tool in English language education.

### **Research Participants**

A total of 39 students from two classes at a state senior high school in Medan, Indonesia,



participated in the study. Participants were selected through purposive sampling to ensure they had substantial engagement with the Cake application during their English learning activities. The selection criteria included their frequency of app usage and active participation in digital-based language learning tasks. The students' experience with the application ranged from twice a week to over one week, offering varied and meaningful perspectives on its use in enhancing English language skills, particularly speaking and listening. The research participants are detailed in Table 1.

**Table 1.** Demographic information of participants

Participants	Age	Sex	Experience In Using Cake (Week)
Student 1	16	Female	4
Student 2	15	Female	7
Student 3	15	Female	4
Student 4	16	Female	5
Student 5	16	Male	5
Student 6	16	Female	5
Student 7	16	Male	4
Student 8	15	Male	4
Student 9	15	Female	4
Student 10	16	Male	3
Student 11	16	Female	4
Student 12	15	Female	7
Student 13	15	Female	4
Student 14	16	Female	5
Student 15	16	Male	5
Student 16	16	Female	5
Student 17	16	Male	4
Student 18	15	Male	3
Student 19	15	Female	3
Student 20	16	Male	3
Student 21	16	Female	4
Student 22	15	Female	7
Student 23	15	Female	4
Student 24	16	Female	5
Student 25	16	Male	5
Student 26	16	Female	5



Student 27	16	Male	4
Student 28	15	Male	3
Student 29	15	Female	4
Student 30	16	Female	4
Student 31	15	Female	7
Student 32	15	Female	4
Student 33	16	Female	5
Student 34	16	Male	5
Student 35	16	Female	5
Student 36	16	Male	4
Student 37	15	Male	4
Student 38	15	Female	3
Student 39	16	Male	3

### Data Collection

This study was conducted with EFL students from one of the State Senior High Schools in Medan, focusing on their experiences using the Cake app. Two primary data collection instruments were employed: a structured questionnaire that was tested and reviewed by an expert to ensure the questions were relevant and did not compromise participants' data, and semi-structured interviews to deepen the understanding of students' perceptions about how the Cake app can help improve their speaking skills. The structured questionnaires, consisting of 6 statements and open-ended questions, were distributed to 39 students to assess their perceptions of the cake app's interactive engagement, motivation, and overall impact on language learning. The questionnaires also examined how specific factors are directly affected when enhancing students' learning experiences.

Research validated the questionnaires to ensure alignment with the key theme. Semi-structured interviews were conducted with 10 students using an interview guide with eight open-ended questions. Each face-to-face interview lasted 10 minutes, was audio-recorded with participants' consent, and focused on themes such as speaking skill development and learning motivation (Kohnke & Moorhouse, 2025). All participants provided their informed consent before participating in the study. Their identities were kept anonymous, and all collected data were securely stored to maintain confidentiality and adhere to ethical standards.

### Data Analysis

The interview data were analyzed using thematic analysis, as outlined by Braun and Clarke (2019). The analytical procedure involved a systematic process of data familiarization,



initial coding, pattern recognition, theme refinement, and interpretative analysis informed by existing scholarship in language learning. To ensure the credibility and trustworthiness of the findings, source triangulation was conducted by cross-verifying responses from multiple participants. This strategy minimized the risk of bias and ensured that the themes identified extended beyond individual student perspectives, capturing broader pedagogical patterns relevant to EFL contexts. By employing a student-centered qualitative approach, the study offers nuanced insights into the educational experiences of EFL learners, contributing to a deeper understanding of language learning dynamics in contemporary educational settings.

## RESULTS

The results of this study show that the Cake App provides a more engaging and interactive English Learning experience for students. Most of the research participants reported that the features in the app helped them improve their English skills and made the English Skills, such as speaking skills, more enjoyable compared to traditional classroom methods. Many applications can be used as English learning media, particularly for learning to speak. The Cake application is one of the tools that can help students improve their English performance. Based on the results of the questionnaire, students indicated that using the Cake application enables them to evaluate their speaking skills. This allows them to assess their proficiency in English speaking.

Participants noted that the interactive nature of the Cake app, including its gamified exercises, video lessons, and instant feedback mechanisms, created a more dynamic and engaging learning experience. One student highlighted, “The app makes learning feel like a game, which motivates me to practice my speaking skills more often” (Putri & Setiawan, 2019, p. 92). This enjoyment in the learning process was a significant factor in their increased motivation to engage with the language.

Moreover, the app’s flexibility allowed students to practice at their convenience, enabling them to integrate English learning into their daily routines. This accessibility was particularly beneficial for those who struggled with the rigid structure of traditional language classes. However, some participants did express concerns about the app’s limitations in addressing other language skills, such as writing and reading. Despite these challenges, the overall feedback indicated that the Cake app provided a valuable and enjoyable alternative to conventional language learning methods, particularly in enhancing speaking skills (Putri & Setiawan, 2019).

This study examined the benefits and drawbacks of utilizing a cake app to enhance English skills, particularly listening and speaking skills, within an English class. All students in the study admitted that the class was their first experience of using the Cake app. The data showed that 90% of the students enjoyed and were satisfied with the materials in the Cake app, while 10% of them reported dissatisfaction. Most of them felt that their English language skills, especially speaking skills, improved when they included Cake app materials in their essays. However, some of them thought that the Cake app materials did not help them, and they even found some limitations with this tool.

Data analysis from two sources—questionnaires and interviews — shows that students perceive eight benefits when using the Cake app to improve their English skills. Through



questionnaire distribution activities and direct interviews with 10 interviewees, the author can categorize the six advantages of the Cake app to enhance a student's English skills, namely: enriching their understanding of language use, developing English language skills, engaging and interactive, improving pronunciation, accent, and confidence, and effectively supporting language learning.

Data from the questionnaires and semi-structured interview instrument show that EFL students have a positive perception of the Cake app as a language learning tool. The analysis of the results from 39 EFL students' perceptions is as follows:

**Table 2.** Questionnaire Statements

No.	Statement	N	%
1.	A better understanding while using the Cake app	11	29,1%
2.	Develop and improve English Language skills	8	18,8%
3.	Increased knowledge and vocabulary acquisition	7	16,3 %
4.	Effectively English Learning Tools	6	14,8 %
5.	Interactive Features	4	11,2 %
6.	Accessible	3	9,8 %
	Total	39	100%

### *Advantages of Cake Application*

#### *1. Understandable materials*

The data showed that students found it easier to understand the course material through the Cake App (29.1%). Cake App has become increasingly prevalent in educational settings, offering a wealth of freely available, openly licensed educational materials.” I believe the material contained in the Cake App is easy for me to understand. I have become better able to construct logical arguments.” So, we can conclude that students agree that the Cake application can help in the development and improvement of their English language skills.

This study was designed to determine whether students can increase their confidence in practicing speaking skills independently using the Cake app. (Student 2, excerpt 3) Student 2 highlights how the Cake App is instrumental in enhancing English language skills. Based on that response, 18.8% of students strongly agreed. No students chose “unsure, disagree, and strongly disagree.” Based on the questionnaire, students agree that they can improve their confidence in practicing speaking skills using the Cake app independently.

Student 4 emphasized that the Cake App significantly contributed to the enhancement of their English language skills by offering interactive and easily accessible learning resources. “I think that after I use this up, I will get some new knowledge that will provide further understanding”. Similarly, Student 3 emphasized the app's crucial role in promoting English language development. The app provides learners with valuable exposure to effective language use, including structuring arguments, applying accurate citation practices, and articulating complex ideas coherently and persuasively. These features make the Cake App a practical and pedagogically valuable tool for individuals seeking to enhance their English proficiency.



## 2. *Develop and Improve English Language Skills*

The use of the Cake App has significantly contributed to students' development of English language skills, particularly in enhancing their speaking abilities and boosting self-confidence. As expressed by one participant, *"Using the Cake app independently boosts my confidence in practicing my speaking skills"* (Student 2, Excerpt 3). This aligns with Bandura's (1997) view, which emphasized that self-efficacy and repeated practice are key to building confidence in language learning. The app provides students with accessible, real-life language input and interactive content, which 18.8% of respondents strongly agreed was effective in helping them gain confidence in speaking, with no respondents expressing uncertainty or disagreement.

Another participant affirmed, *"Cake App played an important role in encouraging the development of my English language skills through accessible and interactive learning opportunities"* (Student 4, Excerpt 4). This supports Vygotsky's (1978) sociocultural theory, which suggests that tools and mediated learning experiences can enhance cognitive development. In this context, the Cake App serves as a digital scaffold, helping students navigate and acquire language skills in a supportive, autonomous environment. Through various examples of language use, learners can observe how arguments are structured, how ideas are communicated clearly, and how English is applied in diverse contexts, thus reinforcing both linguistic competence and communicative confidence.

## 3. *Increased students' knowledge and vocabulary acquisition*

Despite the simplicity of its content, students reported that the Cake App significantly enhanced their vocabulary and overall English proficiency. As noted by participants 5 and 6 as they state *"I feel improvement in my (English) skill"*, and *"After I use the cake application I feel that my English skills are improved: which indicate that the exposure to diverse materials—such as articles, videos, and interactive exercises—facilitated not only the acquisition of new words but also deepened their understanding of language and subject-specific concepts."*

## 4. *Effectively English Learning Tools*

Furthermore, qualitative feedback from participants. *"I feel that the cake application is an effective learning tool because I feel the improvement after using it for a while,"* stated the 20<sup>th</sup> participant, who revealed improvements in fluency, confidence, and a reduction in language anxiety after consistent use of the app. The features that provide pronunciation modelling, immediate feedback, and self-paced access were perceived as particularly beneficial.

Recent studies confirm that the Cake App effectively supports vocabulary development and speaking skills through interactive, context-based exercises. Student 7 highlighted the app's personalized features—such as interest-based video selection and interactive tasks like gap-filling and image-word matching—which enhance vocabulary retention and learner engagement. *"I feel improvement in my Vocabulary after using the cake application for a while."*



### 5. *Interactive Features*

A study conducted by Yuliana (2024) indicates that the interactive features of the Cake app, including gamified quizzes, instructional videos, and voice recognition, significantly improve student engagement, motivation, and pronunciation accuracy. This research underscores that these interactive components not only enhance the enjoyment of the learning process but also promote active participation among students in their English language acquisition.

Furthermore, additional research supports the notion that the Cake app offers an engaging and practical learning experience, particularly in enhancing students' vocabulary proficiency and speaking abilities. By utilizing interactive videos and context-based exercises, students can learn in more realistic scenarios, which helps them apply vocabulary and phrases in everyday conversations. Consequently, the Cake app has been established as a valuable resource for developing students' English language skills.

### 6. *Accessible*

Accessibility is a pivotal factor in effective language learning. Students acknowledged the Cake App's ease of use, flexible access, and intuitive interface as key enablers of autonomous learning (Excerpts 9 & 10). Its free availability, personalized content, and mobile-friendly features support learning anytime and anywhere.

## Disadvantages of The Cake Application

### 1. *Lack of Grammar instruction*

Some participants state that the app does not provide proper grammar instruction, as stated by the fourth participant, "I do not think that the features of the cake app give good grammar, it is kinda confusing on the grammar features. We can infer from this statement that there is room for improvement in this part of the application, which will hopefully be updated soon.

### 2. *Internet Dependency*

During the interview, when asked about the participants' perception of the cake application, some participants stated that the app's dependence on internet access makes it relatively inefficient to use for people who do not have access to a proper internet connection. "This can be used offline, so I do not like this app," stated the 7th Participant, and agreed by the 10th participant with more or less similar answers.

## DISCUSSION

Based on the results, this study demonstrates that most students found the materials easy to understand when using the Cake App. This is supported by Hapipah et al. (2021), who concentrated on several elements of the Cake Application. They solicited students' opinions regarding the app's features and gathered their thoughts on numerous benefits and functionalities. Brown and Lee (2015) explained that technology enhances the language learning experience, helping students understand the nature of language. The technology enables learners to explore the language used in the process. Over time, technology has become



an essential part of education. Students reported clear benefits from using the Cake App, particularly in improving argumentation and comprehension through accessible, multimedia-rich content. The integration of videos, infographics, and interactive tasks enhanced engagement and supported a variety of learning styles. These findings align with Mayer's (2021) Cognitive Theory of Multimedia Learning, which emphasizes dual-channel processing for deeper understanding, and the Universal Design for Learning framework, which promotes flexible learning approaches to meet the varied needs of learners.

Additionally, the app's active learning design reflects principles from Constructivist Theory (Bruner, 1996), where learners construct knowledge through interaction and exploration. By offering multimodal and expert-informed content, Cake supports both linguistic development and comprehension of complex academic material. A student noted that the Cake app improved their speaking skills and was perceived by peers as a fun and engaging learning tool. This supports Alamer and Alrabai's (2022) view that positive emotional engagement fosters motivation in second language learning. The app's interactive design aligns with MALL principles by promoting learner autonomy, authentic input, and affective engagement—key factors in enhancing communicative competence. Developing English proficiency and increasing confidence are key advantages perceived by students when using the Cake App in classroom learning. Participants noted that the app enhances speaking skills and fosters confidence through independent practice. This aligns with Vygotsky's (1978) Sociocultural Theory, which highlights the role of mediated tools in language development, and Bandura's (1997) concept of self-efficacy, suggesting that repeated, successful practice strengthens learners' confidence and competence in language use.

The Cake app has emerged as a popular tool for enhancing both speaking and listening skills among language learners. This discussion examines the advantages and disadvantages of using the Cake app in developing these essential language skills, supported by relevant research. Monib and Hadi (2025) state in their article that their study emphasizes the importance of active learning, realistic resources, and supportive situations for improving speaking abilities. Furthermore, the data suggest that excessive attention to grammar for fluency may impede spontaneous speech. Several strategies were presented to address the highlighted difficulties. The findings provide vital insights for educators, curriculum developers, and institutions on curriculum, teaching methods, and other methodologies, so the cake application can be a valuable choice for improving and developing speaking skills.

The findings of this study underscore the pedagogical potential of the Cake application in enhancing English language proficiency, particularly in speaking and listening. The app's interactive features—such as real-life dialogues, multimedia input, and instant feedback—create an engaging learning environment that aligns with MALL principles and supports communicative competence (Octavianita, 2022; Nuraeni, 2020). Participants reported increased confidence, vocabulary acquisition, and improved pronunciation, echoing Vygotsky's (1978) sociocultural theory, which emphasizes interaction and contextual learning as key to language development.

Furthermore, the app's accessibility and flexibility support learner autonomy and self-directed learning, which are essential in contemporary digital education (Little, 2007). Students appreciated the ability to personalize content and practice at their own pace, reflecting the affordances of mobile learning in diverse educational contexts. Several empirical studies



conducted in the Indonesian EFL context have highlighted the pedagogical benefits of the Cake application, particularly in enhancing learners' motivation and improving speaking proficiency. Riki et al. (2024) found a significant increase in students' speaking performance following the use of the app, suggesting its potential as an effective digital language learning tool. The application's structured content and interactive features offer meaningful exposure to English input, enabling learners to practice their speaking skills in a more autonomous and engaging environment.

Kukulska-Hulme's (2020) Mobile-Assisted Language Learning (MALL) framework emphasizes personalization, contextual learning, and user autonomy as critical to effective language acquisition. Although technical restrictions and premium features have been identified, the app's free contents provide significant pedagogical value for independent language study. Stockwell's (2022) Mobile-Assisted Language Learning (MALL) approach emphasizes usability, mobility, and learner control as critical components for increasing engagement and language acquisition. Thus, the Cake App has significant pedagogical promise as an accessible and user-centered instrument for English language development. Derakhshan and Zhaleh (2022) argue that authentic input, learner autonomy, and affective support are essential for successful language acquisition. As a result, the Cake application has significant educational value in promoting speaking competency among EFL learners through the use of mobile technology.

A study conducted by Yuliana (2024) indicates that the interactive features of the Cake app, including gamified quizzes, instructional videos, and voice recognition, significantly improve student engagement, motivation, and pronunciation accuracy. This research underscores that these interactive components not only enhance the enjoyment of the learning process but also promote active participation among students in their English language acquisition.

Katamba (2021), in her article about Mobile-assisted Language learning in Vocabulary, states that after her research, she found that the students in the experimental group outperformed those in the control group, according to the study's findings. It also demonstrates how technology has a significant impact on vocabulary acquisition in the classroom. Darmayan and Subekti (2024) state that, using descriptive statistics in SPSS 25, the study found that participants generally had positive sentiments toward using Instagram to practice speaking English. Nonetheless, they saw Instagram as an excellent medium for practicing speaking, but they were less inclined to utilize it for learning. These findings encourage teachers to use Instagram's popularity and familiarity among students for L2 learning goals in the classroom, demonstrating that MALL is one effective way to develop speaking skills.

Rahman Hz and Daulay (2021) in their article state that, according to the participants' responses, 79% of them believe that Zoom Cloud Meeting is the most effective medium for the teaching-learning process. WhatsApp comes in second, with 41.30% of respondents selecting it. According to the students' responses, the researcher and other stakeholders should take these findings into careful consideration when implementing the chosen media in the teaching and learning process. This strengthens the findings in this article, which state that mobile-assisted language learning is effective, but in their study, they used Zoom Meeting instead.

However, this study also identified several limitations. The absence of live interaction with peers or instructors restricts opportunities for real-time feedback and collaborative



learning, which are critical for language acquisition (Richards, 2015). Some students demonstrated passive engagement, suggesting that without guided instruction or clear goals, learners may struggle to sustain motivation and progress (Zimmerman, 2002). Additionally, disparities in content quality and internet access raise concerns about equitable learning outcomes.

Considering these findings, it is recommended that the Cake application be integrated as a complementary tool within blended or teacher-supported instruction. Future research should explore longitudinal impacts and compare its efficacy across varied learner demographics and educational settings.

## CONCLUSION

This study employed a descriptive qualitative approach to explore participants' perspectives on cake applications and their associated advantages and disadvantages. According to this study, the Cake application's built-in features operate as an engaging and valuable teaching tool that enhances EFL students' views. The results indicate that students' skills have significantly improved, particularly in areas such as vocabulary acquisition, listening comprehension, fluency, intrinsic motivation, self-confidence, and communicative competence (Dorji & Sakulwongs, 2024). This can be interpreted as students expressing a positive view of the Cake application's usage in improving their English skills. These enhancements underscore the crucial role of affective and cognitive engagement in achieving improved learning outcomes through the application's features. The need to incorporate the Cake app's educational features is evident, as they support learning experiences that are both emotionally and cognitively engaging. By facilitating the transformation of conventional language teaching techniques, this integration not only creates a fun and engaging learning environment but also significantly advances the field of language education.

Despite the encouraging results, this study has limitations related to the research design and participant diversity. Using a qualitative thematic analysis methodology the results are based exclusively on the opinions of 37 students in two senior high school courses in Medan. Consequently, the applicability of the results to larger Indonesian educational environments may be limited. It is recommended that future studies employ experimental or mixed-methods approaches with a broader range of populations and comparison groups to evaluate the efficacy of the Cake application in comparison to other platforms, such as HelloTalk or Busuu. Ultimately, this study offers valuable insights into how learning media, such as Cake, can be strategically leveraged to enhance vocabulary acquisition and promote affective engagement, ultimately improving the educational outcomes of EFL students.

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