

**THE EFFECT OF CAKE APPLICATION TOWARD STUDENTS LISTENING SKILL AT
ELEVENTH GRADE STUDENTS OF SMAN 10 PANDEGLANGIN IN ACADEMIC
YEAR 2025/2026**

Silvia Erliyansah Putri¹, Ari Fajria Novari², Tatu Munawaroh³

^{1,2,3}Mathla'ul Anwar University Banten

E-mail address : 1putrisilvia@gmail.com,

ABSTRACT

This study investigates the impact of Cake application on listening competence among eleventh-grade students at SMAN 10 Pandeglang during the 2025/2026 academic year. The primary challenge addressed involves students' difficulties in comprehending English conversations, particularly when encountering diverse accents and rapid speech rates, coupled with limited technological integration in listening instruction. Employing a quasi-experimental design, this quantitative research involved 70 participants divided into two groups: an experimental group (n=35) utilizing Cake application and a control group (n=35) using Elsa application. Data collection employed pre-tests and post-tests consisting of multiple-choice questions derived from audio and video materials. Statistical analysis revealed that the experimental group demonstrated substantially superior performance, with mean scores increasing from 58.03 to 84.54, compared to the control group's improvement from 57.69 to 66.43. Independent samples t-test yielded a t-value of 11.866 ($p < 0.05$), significantly exceeding the critical value of 1.672, thereby confirming the alternative hypothesis. These findings demonstrate that Cake application effectively enhances listening proficiency through authentic materials, interactive features, and flexible accessibility, suggesting its viability as an innovative pedagogical tool for English language instruction.

Keywords: Cake application, listening skill, technology-based learning

ABSTRACT

This study investigates the impact of the Cake application on listening competence in eleventh grade students at SMAN 10 Pandeglang for the 2025/2026 academic year. The main challenges faced include the difficulty of learners in understanding English conversations, especially when faced with diverse accents and high speech speeds, as well as the limited integration of technology in listening instruction. Using a quasi-experimental design, this quantitative study involved 70 participants who were divided into two groups: the experimental group (n=35) using the Cake app and the control group (n=35) using the Elsa app. Data collection uses the initial test and the final test in the form of multiple-choice questions derived from audio and video materials. Statistical analysis revealed that the experimental group showed much superior performance with the average score increasing from 58.03 to 84.54,

compared to the control group's increase from 57.69 to 66.43. An independent sample t-test yielded a t-value of 11.866 ($p < 0.05$) which significantly exceeded the critical value of 1.672, thus confirming the alternative hypothesis. These findings prove that the Cake app effectively improves listening proficiency through authentic materials, interactive features, and flexible accessibility, indicating its suitability as an innovative pedagogical tool for English instruction.

Keywords: Cake App, listening skills, technology-based learning

Note: The cellphone number will not be listed, but as a fast response if the correction and decision to accept the journal already exists.

A. Introduction

English is an international language that plays an important role in communication, education, technology, and the world of work (Fuady & Mutalib, 2018). As a global language, English is used almost throughout the country as a means of international communication (Hikmah, 2019). In learning English, there are four skills that must be mastered, namely listening, speaking, reading, and writing that are interrelated and supportive of each other. Listening skills are the ability to pay attention and understand what the speaker is saying (Hardiana & Lubis, 2024). This process includes understanding accents, grammar, vocabulary, and interpretation of meaning. Listening is the first skill mastered in language learning and plays an important role in the development of other skills (Geubrina, Zuindra, & Mulia, 2022).

Without good listening skills, learners will have difficulty understanding spoken language which impacts their overall communication skills.

Many students at SMAN 10 Pandeglang still have difficulty mastering listening skills. The problems faced include difficulty understanding conversations with different accents or high speeds, low learning motivation due to monotonous learning methods, and limited use of technology in learning. (Mashudi, Komariah, & Irvan, 2021) stating that technology allows learners to access authentic language content in a more flexible and engaging way. The Cake app provides a variety of English videos and dialogues that are relevant to everyday life. The use of this app is expected to provide an opportunity for learners to practice listening skills in a more engaging context and improve their

understanding of spoken English (Creswell, 2021).

Based on the background of these problems, this study aims to determine the influence of the Cake application on the listening skills of grade XI students of SMAN 10 Pandeglang in the 2025/2026 academic year. Specifically, this research aims to help students improve their ability to master English conversations, especially in understanding various accents and high speaking speed. In addition, this research also aims to increase students' motivation in learning listening skills through the use of more varied and interesting learning methods. Another goal is to increase the use of technology in the process of learning English listening skills. The formulation of the problem in this study is how the Cake application affects the listening skills of grade XI students of SMAN 10 Pandeglang in the 2025/2026 academic year. This research is expected to provide valuable insights into the effectiveness of the Cake application on students' listening skills, both theoretically and practically, and can be useful for future students, educators, schools, and researchers in developing more

innovative and technology-based English learning strategies.

B. Research Methods

This study used a quantitative approach with a pseudo-experimental design to investigate the influence of the Cake app on listening skills (Intan, Dwi, & Arfiandhani, 2023). The research used two classes with different treatments, namely the experimental class using the Cake application and the control class using the Elsa application. The research was carried out at SMAN 10 Pandeglang with a population of 322 students in class XI from nine classes. The sample was selected by purposive sampling consisting of class XI-3 as the experimental class and XI-2 as the control class, each with 35 students, making a total sample of 70 people. The research design can be seen in Table 1.

Table 1. Pseudo-Experimental Research Design

Group	Initial Test	Treatment	Final Test
Control Group	Initial Tests	Treatment with the Elsa App	Final Test

Experimenta	Initial	Treatment	Final
I Group	Tests	with Cake	Test
		App	

(Source: Creswell, 2012)

The research instrument is in the form of a listening ability test (initial test and final test) in the form of multiple choice of audio or short video. The instrument was tested for validity using the product moment formula and reliability using the KR-20 formula. Data analysis techniques using descriptive and inferential statistics include Shapiro-Wilk normality test, Levene homogeneity test, Independent Sample t-test, and Cohen's d (Novari, Maryani, & Rostiana, 2021). The research procedure began with the initial test, the treatment of five meetings which included the introduction of the Cake application, the use of short video features, interactive dialogue practices, and reflection discussions, then ended with the final test.

C. Research and Discussion Results

Research Results

Data were collected from the experimental class (XI-3) using the Cake application and the control class (XI-2) using the Elsa application with a total of 70 students. The results of

descriptive statistics showed that both groups had almost the same average score in the initial test, namely 58.03 for the experimental group and 57.69 for the control group. After treatment, the average score of the experimental group increased sharply to 84.54 with a range of 70-96, while the control group only increased to 66.43 with a range of 53-76. This shows that the Cake application is effective in improving students' listening skills. Full data can be seen in Table 2.

Table 2. Descriptive Statistics of Initial Test Results and Final Test

Group	S u m	Mini mu m S c o r e	Maxi mu m V a l u e	Ave rage	Bak u n J u n c t i o n
Experi mental Initial Test	35	46	66	58,0 3	5,18 2
Final Test of Experi ment	35	70	96	84,5 4	6,66 6
Initial Contro l Test	35	46	66	57,6 9	5,43 8
Final Test of Contro l	35	53	76	66,4 3	6,09 4

The Shapiro-Wilk normality test showed all significance values greater than 0.05, indicating normal distributed data. The Levene homogeneity test showed a significance value of 0.540 (more than 0.05), meaning that there was no significant difference in variance between the two groups. The t-test yielded a calculated t-value of 11.866 with a significance of 0.000 ($p < 0.05$), indicating a significant difference between the two groups. Since t count (11.866) is greater than t table (1.672), the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. Complete data in Table 3.

Table 3. Independent Sample t-Test Results

Aspects	Value
Calculated t-value	11,866
Degrees of Freedom	68
Significance (bidirectional)	0,000
Average Difference	18,114
Error Standard Difference	1,527
95% Confidence Interval (Lower Boundary)	15,068
95% Confidence Interval (Upper Limit)	21,161

Discussion

The use of the Cake application has been shown to have a significant effect on improving students' listening

skills. The results of the t-test showed a significance value of 0.000 and a t-value of 11.866 which was greater than the t of table 1.672, confirming that the experimental class achieved a higher value than the control class. This improvement is attributed to the excellence of the Cake app which provides authentic materials such as movie clips and everyday conversations, as well as interactive features such as translated text, pronunciation feedback, and repetition exercises that cater to different learning styles and reinforce comprehension (Badan et al., 2012).

The flexibility of material access allows learners to practice more often thereby improving retention and skill development. These findings are consistent with previous research that technology-based apps are effective in improving language skills through learner engagement and interactive learning resources. Control classes using the Elsa app showed lower improvement because they focused more on pronunciation exercises and structured vocabulary than comprehensive listening practice. The integration of the Cake app has been shown to be effective in improving oral English comprehension,

understanding of various accents, recognition of vocabulary in context, and learning motivation according to the Mobile Aided Language Learning framework (Permatasari, Sudirman, & Munawaroh, 2004).

E. Conclusion

The use of the Cake application had a significant positive effect on improving the listening skills of grade XI students of SMAN 10 Pandeglang with a t-count value (11.866) higher than the t-table (1.672). Improvements are influenced by interactive features such as short video clips, conversation practices, pronunciation guides, and repetition exercises. Educators are advised to integrate the Cake application by selecting materials according to students' abilities and carrying out classroom activities with comprehension exercises. Students are advised to use the Cake app in class and self-study to improve vocabulary, pronunciation, and listening skills. Future researchers can explore Cake's application to other language skills and conduct longitudinal research measuring long-term impacts.

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