

Improving EFL Students' Speaking Skill in Junior High School through Cake Application

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Abstract

Speaking is the one most important skill for students, especially in English. In this digital era, teachers can use many websites as learning tools to increase students' confidence, for example the use of the Cake application. This research aims to implement the use of cake applications as a learning media for eighth grade students through recounting text as learning material. This research employed a quasi-experimental design that involved 64 samples (The sample was divided into two groups, namely the experimental and control groups consisting of 32 participants each). After the instrument data (post-test and pre-test) was collected, the data were analyzed using independent sample t-test. The findings showed a clear difference between the experimental and control groups. The result, which was two-tailed, had a value of 0.014, which is below the standard significance level of 0.05. This means that the improvement in the experimental group, after using the Cake application, is statistically significant. The study concluded that the use of Cake applications in recount text materials can improve students' speaking skills including increasing vocabulary and students' confidence in learning English.

Keywords: Cake application, speaking skill, recount text, EFL students, quasi-experimental design

INTRODUCTION

Speaking is the most important thing for sharing ideas, plans, thoughts, and emotions. According to (Shahim et al., 2020), speaking is necessary to explain our knowledge using good and organized language so the audience understands what we are saying. However, speaking skills are complex for some students if they do not learn the grammar structure or have enough vocabulary knowledge. As a result, many students have difficulty understanding the material, but they still learn communication well and grammatical structure (Rao, 2019) the speaking class is the most opportunity to learn English for students. According to (Al-Sobhi & Preece, 2018) teachers always use teacher-centered methods and are given a minimal chance to speak in class.

Some problems occur in EFL students' learning difficulties in speaking classes. First, students' speaking abilities are limited. They make pronunciation, intonation, and grammatical mistakes such as tenses, prepositions, and vocabulary that are inappropriate for the sentences (Suciati, 2020) Second, they need help with the same sounds, pronunciation, and words in English (Subandowo, 2017) Third, students have word limitations due to their need for knowledge of English vocabulary (Leong & Ahmadi, 2017). Fourth, many students are not very active in speaking classes because they feel anxious and don't

believe in their own abilities. (Savasci, 2013) . Based on (Alharbi, 2015) three factors contribute to the problem of learning to speak in EFL classrooms: teachers' ability to teach, the use of methods, and the limited opportunities students have to practice speaking in school. Regarding methods, students can be given technology that supports learning as an implementation of Industry 4.0. This can make students more critical and enjoy learning with the support of learning media or applications to achieve learning goals and improve their speaking skills.

The main reason for using technology in EFL classes is to make learning more motivating and enjoyable for students. According to (Shyamlee & Phil, 2012), the new teaching approach might be directed towards a larger pattern in the constantly developing and advancing field of information technology. According to (Latha & Ramesh, 2012) to keep the classroom engaging and motivate students to study, the teacher must share knowledge while developing fun activities, strategies, and positive interactions with them. Students can use websites as learning media to enhance their speaking skills in the digital era 4.0. The applications of learning media are expected to help students increase their speaking skills (Kusmaryani et al., 2019) It can also be used as a learning English in the classroom. Cake application is one of the applications to increase students speaking skill. According

to (Sinha, 2019) the Cake application provides audio so students can listen clearly and pleasantly. The students can acquire English quickly because, with this Cake application, we can find much new vocabulary, and it can improve their speaking skills. There are sample videos where the students can learn some English terms, phrases, or new helpful language in everyday conversations (Batoool, 2019). This application provides various features, such as speaking tools to hone your speaking skills, video content to increase your vocabulary knowledge, and quiz fill-in-the-blank questions (Yanthi, 2020). Besides that, the cake application can check your pronunciation during the speaking quiz to give feedback to improve your score and score as a reward and key to unlocking the next challenge in the cake application. Features like this are helpful for students and help them learn vocabulary and increase their speaking skills.

Some previous studies showed that the impact of using application. For example research by Winda (Yanthi, 2020) entitled "The Use of Cake Application in Teaching Speaking to High School Students" found that Students in the Science 1 Class X speaking class faced issues like feeling anxious when talking in front of the class, having trouble speaking smoothly during dialogues, and making many grammar mistakes often. The finding revealed that Cake Application can help the students to improve their speaking skills and become more confident. The second, "The Use of Cake Application to Improve Speaking Ability," by (Paramita et al., 2022), argues that the Cake application gives all students the chance to expand their vocabulary and contribute new information. The another studied from (Chaniago, 2022) entitled "The Effect of Cake Application as Mobile Assisted Language Learning on Students' English Speaking Skill at SMP Hang Tuah 1 Belawan" argued that the implementation of Cake applications has a meaningful effect on students' speaking skills. The Cake Application is an interesting and useful strategy to engage students and improve their English-speaking proficiency.

The aim of the study expected to examine the research question is to investigate whether the impact of implementation among students who are not taught using Cake Application feel confused and not confidence than those who are taught by Cake Application. According to the background of the study, should be developed the research questions addressed in this study was conducted to: Does the implementation of the Cake application significant after implementing the Cake application in students' speaking skill?

There are five components of speaking proficiency based on (Marpaung & Widyanotoro, 2020) are understanding, vocabulary, grammar, fluency, and

pronunciation. Here is a list of them. To speak English fluently, language learners need to comprehend each component. A person's motives, behavioural patterns, and likely blunders are just a few of the variables that could impact their communication skills in addition to the language components already discussed. Communicating skills are the most important when it comes to speaking. This study uses a lot of speaking activities because the students can share stories through recount texts, which helps them feel more confident when speaking. According to (Nunan, 2003) found that teaching speaking involves at least five key principles such as: (a) Pay attention in learning context between second language and foreign language. (b) Let students practice the accuracy and fluency of their speaking. (c) Give students the moment to speak in a group. (d) Make the task meaningful and relate to real life. (e) Design the class act that involve guidance practice in speech. In this study, the researcher used topics about the students' experiences, such as memorable trips, sports events, and cultural experiences.

This study used recount text as a learning material. According to (Sari, 2017) stated that recount text is used a simple past tense since this text tell what happened in the past. In addition, the recount text also has a characteristic, namely the use of after, then, finally conjunctions. The aim of the recount text is to tell what has happened in the past. There are three main factors in recount text, the first is orientation, it is about telling people or things which have done, places, situation (Sianturi et al., 2020) The second is event, it is tell the steps of an event detail. The last, re-orientation can be said to be a summary of the event.

According to (Derewianka, 1990) It was found that there are three kinds of recount texts. They are: (1) personal recount, (2) factual report, and (3) imaginative recount. Based on three types of recount text, the researcher chose the personal recount and imaginative recount because they relate to the topic given, namely holidays, a sports event, a memorable trip, and a cultural experience. The recount text also uses first-person pronouns so the students can easily imagine their activities in the past.

The findings of this study are consistent to the previous studies that shown the impact of Cake application can improve student's speaking and vocabulary skill. The difference between the previous studies and current study is the researcher uses recount text as a learning material.

METHODS

This study utilized a quantitative approach with quasi-experimental design. Both groups for this study are pretest and post test. There are two quasi-experimental designs. The first step involved the class who gets experimental group taking a pre-test, then receiving the treatment, and

finally taking a post-test. Second, the class who gets control group only got the pre-test and post-test.

The current study uses purposive sampling was used to select from eight-grade at SMP Negeri 21 Surabaya because the curriculum includes recounting text content. The population included 600 students. The study sample included 62 students selected from two classes: 8F, which served as a control group and 8I, which served as an experimental group.

The researcher used oral test as a research instrument. The test is used to assess the student's speaking skills. The text is about recounting a story. The test includes several topics that have been taken from three different kinds of recount texts. (Derewianka, 1990) personal recount, factual report, and imaginative recount. The researcher used personal and imaginative recounts, such as a memorable trip, a sports event, a cultural experience, and a day in their life. This aims to help the student understand the concept of writing using first-person pronouns and culture (Hyland, 2016). At school, the researcher gave several quizzes related to recount text so that the researcher knew the students' abilities in school environment. The results are valid in the form of a speaking skill test.

The outcome of reliability using Cronbach's Alpha was 0.315. It means that a low level of consistency in the speaking skill test. According to (Murniati et al., 2013) stated that if the instrument has a low level of reliability, it is indicate the possibility of one or more items having low reliability. For this reason, the researcher revised the instrument by changing the style of the question. As a result, the test was used to assess students' speaking skills.

For the class who gets experimental group, the students must play the Cake Application before they start the lesson. That aims to increase their speaking skills and add vocabulary. Meanwhile, for the control group, the researcher uses conventional method which means that only gave material based on youtube and the students can answer the questions. For both of two groups have post-test and pre-test using voice recorder. Hence, due to the researcher focuses on all aspects of students' speaking skills and their scores in the calculation.

RESULTS AND DISCUSSION

A check for normality was done before analyzing the data to assess whether the data were normally distributed. This study used Shapiro-Wilk because the sample data is less than 100. (Oktoviani & Notobroto, 2014) who state that using Shapiro Wilk has a better consistency level than other tests, support this. The formula for the Shapiro-Wilk test is explained as shown below:

1. The data does not follow a normal distribution if the significance value is less than 0.05

2. The data follows a normal distribution if the significance value is less than 0.05

Here is the normality test results from pre-test and post-test between both groups as follows:

Table 1

The Result of Normality Test

	Class	Statistic	df	Sig.
The Result	Pre-Test Exp	.936	32	.056
	Post-Test Exp	.947	32	.116
	Pre-Test Control	.953	32	.176
	Post-Test Control	.950	32	.142

The significance values of experimental control groups were found to be higher than those of the normality test group before the data was collected 0.056 and 0.176. Meanwhile, the post test significance values for the experimental and control groups were 0.116 and 0.142, respectively. Since the significance of the level was more significant than 0.05. These results showed that there was indicated to be normally distributed for both groups in the pre-test and post-test. Meanwhile, homogeneity test showed that the significance value based on mean is 0.339 and this means that data were homogenous since the results show that the significance value was above 0.05. After checking the normality and homogeneity test, the researcher needed to analyze hypotheses using independent sample t-test. According to (Fadila, 2024) a test was utilized to compare different groups through an independent sample. This t-test was done with a significance level set at 0.05. The independent sample t-test was conducted based on the following hypotheses:

1. If the significant value Sig. (2-tailed) is below 0.05, null hypotheses (H0) are rejected, and the alternative hypothesis (Ha) is accepted. There was a significant difference in the students' speaking skills.
2. If the significant value Sig. (2-tailed) is greater than 0.05, null hypotheses (H0) are not rejected, and the alternative hypothesis (Ha) is rejected. There was not a significant difference in the students' speaking abilities.

To find out how much the treatment affected the student's speaking skills in the experimental class compared to others. The researcher using Eta-squared (Pallant, 2011) for calculate the effect size.

The researcher checked to compare the scores between the control group and experimental group by looking at the test scores before and after experiment in both groups. The researchers develop set procedures to determine the differences between experimental group and control group. There are four steps that we need to follow to get the results. The first step was to check the students' pretest result in speaking skills between the experimental group and the control group.

Table 2

The Mean Score of Pre-Test between Experimental and Control Group

	Class	N	Mean	Std. Deviation	Std. Error Mean
The Result	Pre-Test Exp	32	68.53	10.577	1.870
	Pre-Test Control	32	65.63	11.387	2.013

The data presented in table 2 indicated that the mean score from the pre-test experiment is 68.53 meanwhile the mean pre-test control score is 65.63. It can be concluded that the experimental group achieved higher pretest scores than the control group. Then, here is the independent sample test' results based on researchers analyze from the experimental and control groups explained below:

Table 3

The Result of Independent sample test of Pre-Test between Experimental and Control Group

		t	df	Sig.(2-tailed)	Mean Difference
The Result	Equal variances assumed	1.058	62	.294	2.906
	Equal variances not assumed	1.058	61.665	.294	2.906

The data above shows that the significance (2-tailed) was 0.294. The research findings from the independent sample test showed a significance level lower than 0.05. This finding indicates that there was not a significant difference between the experimental and control groups in

their pre-tests. It can be said that the null hypothesis (H0) is accepted. That means that the student's ability to take the test is the same as others.

After that, the researcher looked at the scores from the post-tests after the treatment received by experimental group while using traditional methods for the control group, to assess if there was a difference between the group that got the treatment and the one that didn't. The result of the post-test comparison between the experimental group and the control group is as follows.:

Table 4

The Mean Score of Post-Test between Experimental and Control Group

	Class	N	Mean	Std. Deviation	Std. Error Mean
The Result	Post-Test Exp	32	79.88	8.838	1.562
	Post-Test Control	32	73.84	10.144	1.793

From the data above, 79.88 is the mean score from the post-test experimental, while 73.84 is the mean score from the post-test control. Based on the data shown, the analysis for the results of the post-test experiment are higher than the results of the post-test control. Then, the researcher analyzed the independent sample t-test as below:

Table 5

The Result of Independent sample test of Post-Test between Experimental and Control Group

		t	df	Sig.(2-tailed)	Mean Difference
The Result	Equal variances assumed	2.536	62	.014	6.031
	Equal variances not assumed	2.536	60.858	.014	60.031

From the data above, it can be shown that the significance (2-tailed) was 0.014. Based on the explanation from (Gage et al., 2018) After comparing the post-test scores between the experimental and control groups for independent sample test, here is the result showed a significant difference because 0.014 as the p-

value lower than 0.05 as the significance level. There was a significant difference in the results among researchers who used different treatments, including experimental and control groups. During six meetings, one of the media that the researcher used is a Cake Application to support speaking learning in recount text. Meanwhile, for the control group, the researcher only gave recount text lessons as usual. This shows that to support process learning; the teacher can use Cake Application rather than the learning process without media. Therefore, from these results, the researcher can conclude that the research rejects null hypotheses (H0), where there is no significant difference, and accepts alternative hypotheses (Ha), there was a statistically significant difference between the experimental group, which received instruction through the Cake application, and the control group, which did not receive the treatment. To get a better specific explanation of this study, the researcher continued the stage to calculate the effect size. To complete the information on the analysis results that significant tests have carried out and to compare the effect of one variable with another (Santoso, 2010) The researcher analyzes using effect size to know the impact of using cake application in this study. Then, the calculation in this research:

$$\begin{aligned} \text{Eta Squared} &= \frac{(2536)^2}{(2536)^2 + (32 + 32 - 2)} \\ &= \frac{6.431.296}{6.431.360} \\ &= 0.99 \end{aligned}$$

Based on the data above, the effect size is 0.99. These results indicated that the effect size from post-test between the control and experimental groups was 0.09 more than 0.06, which concludes the moderate effect category. It means that the researcher has been quite successful in providing treatment for experimental classes using the Cake Application.

The researcher examines each aspect of the speech that had been used to measure the cake application's success. Here are the results from post-test experimental and control groups for each aspect as follows:

Table 6

The Student's Achievement of Post-test between Experimental and Control Group

No.	The Aspect of Speaking	The Group	
		Post-Test of Exp	Post-Test of Control
1.	Content	19.28	17.53
2.	Organization	19.03	15.88
3.	Fluency	16.56	15.16
4.	Accuracy	13.25	13.56
5.	Pronunciation	11.95	12.06
	Total	15.95	14.48

The total of all speaking aspects in the experiment is 15.95 after being given treatment. Meanwhile, the total of all speaking aspects from the control group is 14.48. Although between the experimental and control groups' post-test there is little significantly difference, the analysis results are the highest difference in aspects of speaking in content and organization. Since the content is the recount text's generic structure, such as orientation, sequence of events, and re-orientation, students in the experimental group understand the use of recount text better than the control group. Second, organization: in the experimental group, the students understand the structure of the recount text so that it does not make the audience and the use of the Cake application helps them in writing the recount text.

The results showed that the Cake application improved students' speaking skills between experimental and control groups because there were a differences significance data. In the experimental group, students who received treatment through the Cake application performed better than traditional methods used as the control group.

To examine the research questions, the researcher presented above indicates that the Cake application improved the student's speaking skill due to there is difference significance between experimental and control group. It can be concluded when the treatment was given that the students reported that the Cake application was beneficial for them in the learning process. The Cake application's advantages are that it is free, easy to access, and has many features, such as listening and speaking tests using a voice recorder and adding vocabulary. The Cake application is reasonably practical with recount text. After students have completed the task on the booklet that the researcher gave, they can continue to play on the units on the application cake. The findings of the study are consists to previous study conducted by (Schisler et al., 2010) concluded that using the Cake application significantly improved students' speaking skill and comprehension of each vocabulary. The researcher also analyzed students' speaking achievement with results that

can be seen in the experimental group was 15.95 and the control group was 14.84.

The experimental group students have more vocabulary since they learned to use the cake application. Therefore, the statistical results found that the rejected null hypotheses (H0) and accepted alternative hypotheses (Ha). This means that using the cake application helps improve students' speaking skills and makes them more interested in learning.

According to a previous study by (Chaniago, 2022) entitled "*The Effect of Cake Application as Mobile Assisted Language Learning on Students' English-Speaking Skill at SMP Hang Tuah 1 Belawan*," Using the Cake application made a big difference in how well students could speak. The results of this study also show that the students who use Cake application can improve their speaking skills. However, this study expands the previous findings by revealing that the application not only enhances speaking ability but also increases students' vocabulary knowledge, confidence, and interest in learning English.

In addition, this study found that students were more enthusiastic in learning because the Cake application makes learning more interactive and practical learning experiences when compared with conventional teaching methods. While conventional methods tend to make students focus only on the material explained by the teacher, the Cake application allows students to explore wider vocabulary and practice English independently. Therefore, the findings of this study support and strengthen the previous study while also highlighting the Cake application as additional benefits in English learning

CONCLUSION

The finding indicates that the students who use Cake application can improve their speaking skills. There was significant in the experimental group after treatment given between cake application and in the control group as conventional method.

The result finding that the cake application is a media suitable for use in the 4.0 era, where everyone can download it from the Application Store in Google or iOS and access it easily. This application is also free and has many features that can support learning outside of school. This application has rewards like rank; the more rankings you have, the more features you can use. Based on the speaking skills score presented in the previous chapter, the finding indicates that experimental group out performed the control group, students who use the cake application can increase their vocabulary knowledge and make confidence to speaking in public.

From the conclusion above, the average recommendation aims to help the future researcher, given the limited time available by the school, the researcher only had a short period (6 meetings) during this study. So, the researcher suggests conducting a more extended study and trying to use descriptive text material to distinguish between previous and future research through Cake application as one of the learning media.

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