# THE USE OF CAKE APPLICATION IN TEACHING LISTENING SKILLS

***(Pre-Experimental Research on the Tenth-Grade Students of SMAN 2 Teluk Keramat in Academic Year 2024/2025)***

## A THESIS

**Jurisdiction Responsibility by:**
**DEA NOVITA**
**F1021211012**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**
**LANGUAGE AND ART EDUCATION DEPARTMENT**
**TEACHER TRAINING AND EDUCATION FACULTY**
**UNIVERSITAS TANJUNGPURA**
**PONTIANAK**
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***Submitted to fulfil one of the requirements for a thesis examination in English Language Education Study Program, Language and Arts Education Department, Faculty of Students Training and Education, Universitas Tanjungpura Pontianak***

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Jurisdiction Responsibility by:

DEA NOVITA
F1021211012

Approved by:

| Supervisor I | Supervisor II |
|---|---|
| Dr. Regina, M. Pd. | Wardah, S. Pd., M. Pd. |
| NIP. 196008231987032002 | NIP. 197801072005012003 |

Legalized by:

Dean of Teacher Training and Education Faculty
Universitas Tanjungpura

Dr. Ahmad Yani T, M.Pd.
NIP. 196604011991021001

**Date of Pass:** 31 Juli 2025

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DEA NOVITA
F1021211012

Approved by:

Supervisor I

Dr. Regina, M. Pd.
NIP. 196008231987032002

Supervisor II

Wardah, S.Pd., M.Pd.
NIP. 197801072005012003

Examiner I

Prof. Eusabinus Bunau, S. Pd., M.Si., Ph. D.
NIP. 196812301998031001

Examiner II

Surmiyati, M.Ed., Ph.D
NIP. 197310242003122001

Legalized by:
The Head of English Education Study Program

Yanti Sri Rezeki, M.Ed., Ph.D.
NIP. 197706192002122009

**Date of Pass:** 31 Juli 2025

## DECLARATION OF AUTHENTICITY

Name : Dea Novita

Student's Number : F1021211012

Study Program : English Language Education

Faculty : Teacher Training and Education

I hereby sincerely state that the thesis entitled "**The Use of Cake Application in Teaching Listening Skill** *(Pre-Experimental Research on the Tenth-Grade Students of SMAN 2 Teluk Keramat in Academic Year 2024/2025)"* is my own work. All sources had been properly cited and referenced.

The researcher took full responsibility for the content of this thesis. If, in the future, it is proven that the researcher had committed imitation or any form of academic dishonesty, the researcher is prepared to accept the consequences in accordance with academic regulations. This declaration was written and signed by the researcher.

Pontianak, 2025

The Researcher

Dea Novita

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Pontianak, 2025

The Writer

## ABSTRACT

Listening skills are fundamental abilities in English language learning, which include the ability to accurately receive, understand, and interpret spoken language. The aspects of listening assessed in this study were identifying main ideas, identifying specific information, making inferences, and spelling vocabulary. The Cake application is a language learning platform designed to support foreign language acquisition. Some features that can be used to teach students' listening skills are video lessons, quizzes, and video history. This research aims to investigate the effect of the use of Cake application in teaching listening skill and to find out the effect size of its implementation. This research uses a pre-experimental design with one-group pre-test and post-test. The research participants were tenth-grade students at SMAN 2 Teluk Keramat and the sample was selected using cluster random sampling which consisted of 28 students. The data was collected using tests given to students before and after the treatment. The results showed an increase in the average score from 68.21 on the pre-test to 75.18 on the post-test. The Wilcoxon Signed-Rank test showed a statistically significant difference between the pre-test and post-test ($T = 17.5 < t\text{-critical} = 46$). The effect size value was 0.72, which indicates a large effect. This finding conclude that the use of the Cake application in teaching listening skill has a significant effect, therefore the Cake application can be used as an alternative medium for teaching English in the classroom.



***Keywords:*** *Cake application, Teaching, and Listening skills.*

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# CHAPTER 1

# INTRODUCTION

In this chapter, the researcher explained and provided information about the research. This explanation began with the background of the research, research questions, research purposes, research significance, scope and limitations, and terminology.

## 1.1 Background

Listening skill is one of the skills that had to be mastered when learning a foreign language, especially English. Listening skill is a person's ability to receive the meaning of spoken language by the speaker or audio. Listening has an important role in acquiring key topics and knowledge (Sadiyah, 2016). Therefore, listening is challenging to do in a foreign language, especially in English where the pronunciation is not clear. According to Gilakjani and Sabouri (2016, p 1670), "Listening skill is very important in foreign language learning because the key to learning a language is to receive language input." Listening skill involved a person not just listening to the other person, but the ability to catch the sound, the clarity of someone speaking, and the meaning of the conversation that occurred. Listeners require increased attention and concentration to effectively understand and retain the information during listening sessions (Tampubolon & Hendrety, 2020). Therefore, this skill needed to be trained to establish mutual communication so that communication became more effective. Listening skill could be practiced by listening to songs, podcasts, and daily conversations that used English and through applications.

The Merdeka Curriculum had been implemented in almost all schools, especially in SMAN 2 Teluk Keramat. This curriculum encouraged the active participation of every student in the learning process in the classroom. The Merdeka curriculum also required that each student had effective listening skill so that students can receive accurate information or directions. At SMAN 2 Teluk Keramat, teaching listening skills had not been organized and sufficient in the learning process in the classroom. English teacher in this school mostly focused on reading comprehension, writing, and grammar aspects, while listening practice is rarely done to test students' listening skills. Therefore, students faced challenges in understanding the meaning and inferring the content of spoken conversations or audio and video recordings. These challenges were influenced by studnets' limited vocabulary and the presence of similar-sounding words, which often caused them to misunderstand the sentences they heard. In addition, students also had difficulty comprehending specific information because they struggled to focus on important details while listening and were not familiar with native accents.

In this twenty-first century, various ways can be found to develop students' listening skill, such as through utilizing technological advances. Technology was growing extensively in English language teaching, but how teachers used it in the classroom determines its effectiveness; the generational gap and digital divide have become significant issues (Salam, et.al, 2023). Therefore, the utilization of available technology such as projectors, laptops, learning videos or applications during the learning process in the classroom was

very low. Implementing technology in the learning process can make EFL classrooms more effective and active (Azmi, 2017). Utilizing technology when teaching in the classroom can create more interesting learning processes, especially in training students' listening skills. Derek, Regina, and Ikhsanudin (2024, p 980) stated "The use of technological assistance was expected to foster the students to reach their engagement and their listening comprehension improvement in a set of teaching." This condition made the researcher want to improve the listening skills of students at SMAN 2 Teluk Keramat through the use of technology.

In implementing the use of technology in the classroom, the researcher used mobile applications to attract students' interest in learning. Hinze, et al. (2017, p 1) stated "Apps are a fundamental feature of mobile devices and the volume and complexity of apps continue to increase relentlessly." Based on previous research, if used correctly, apps could help enrich the learning experience for EFL students of all ages and levels, both in the classroom and at home. Students could find apps that focused on English skills, for example, certain applications were intended to assist with listening and speaking comprehension, while others concentrated on grammar improvement (Nuraeni & Yanthi, 2020). Mobile applications provide new information and could increase motivation for students to master English. Many mobile applications could be used by the teacher as learning media in teaching listening skill, such as the Cake application.

The Cake application is a promising tool for improving English listening skills among students by offering short videos with Indonesian subtitles and allowing them to repeat native-speaker passages (Putri & Siregar, 2024). The Cake application had several features for teaching and practicing students' listening skills, such as video lessons, quizzes, and video history. These features helped students to master listening skills and understand the audio or video played. By using Cake application as a learning medium in the classroom, it could enhance interactive learning. The teacher could ask questions about the information students got and their understanding after the teacher played the audio or video in the Cake application. The videos in the Cake application were various and could improve students' abilities, especially their listening skills, understanding, and confidence (Juliana, 2024). These various videos could make students interested in listening and watching the videos played. So, they could easily understand the context of the discussion and improve their confidence when answering questions given by the teacher. Previous studies showed the use of the Cake application for teaching listening was very effective.

There were some previous studies related to the use of Cake applications in teaching listening skill. Sugandi and Syafiq (2023), this research focused on finding the effectiveness of the Cake application to improve students' listening skills easily and fun. This research used pre-experimental research with two stages of the method, in the first stage researchers conducted a literature review, problem analysis, an observation to determine the research sample, and a pre-test to determine the sample's ability. In the second stage, researchers

implemented the learning method using the Cake application and provided a post-test. In this research, researchers found that the use of the Cake application in the listening learning process had a significant impact on student achievement.

Similar studies were conducted by Putri, Djunaidi, and Uzer (2023), this research aimed to find out the significant effect on students who were taught listening by using the Cake application. Researchers used a quasi-experimental design and in the data collection process, researchers used a written test using normality, homogeneity, and a t-test. Researchers found that there was a significant difference in students' achievement, which could be proven by the results of the pre-test and post-test conducted by students. Therefore, researchers concluded that there was a significant effect on students who were taught to listen using the Cake application.

Based on previous research, the Cake application can be applied as a learning media in teaching students' listening skill. Different from previous studies, this research focused on to find out the effect size of the use of Cake application in teaching listening skills. In this research, only the researcher used the Cake application to teach in the classroom. This contrasted with previous research that permitted students to access the Cake application both during and after the lesson. In this research, the researcher used pre-experimental design with the research title "The Use of Cake application in Teaching Listening Skills." The teacher can take advantage of technological advances when

teaching in the classroom by accessing applications on gadgets, as teaching media and resources.

## 1.2 Research Questions

This research has several questions, there are:

1. What is the effect of the use of Cake application in teaching listening skill?
2. What is the effect size of the use of Cake application in teaching listening skill?

## 1.3 Research Purposes

The purposes of this research are:

1. To investigate the effect of the use of Cake application in teaching listening skill.
2. To find out the effect size of the use Cake application in teaching listening skill.

## 1.4 Research Significance

The significance of this research consists of theoretical and practical significance.

1. Theoretical Significance

   This research can be used as means for increasing insight and developing English Language Skills through Mobile apps especially Cake application. This research is also expected to give information about the effectiveness of Cake application in teaching English language skills and can be added as resources to do further research about Cake application.

2. Practical Significance

   a. For Teachers

      Teachers are expected to take advantage of rapid advancements of technology by using mobile applications as teaching media, especially media for teaching listening skills.

   b. For Students

      The mobile apps such as Cake application are expected to develop students' listening skill, build students' interest in learning English, and make students more engaged, excited, and enjoy the learning process. Thus, students can more easily comprehend the context of the content and master listening skills.

   c. For Researchers

      This research can be used as a reference for the researchers who conducted the research with the same topic.

## 1.5 Scope and Limitation

### 1.5.1 Scope

This research focused on the effectiveness of the Cake application on EFL students' listening skill. The researcher used the Cake application in teaching students' listening skill and the participants of this research were $10^{th}$ grade students of SMA Negeri 2 Teluk Keramat.

### 1.5.2 Limitation

This research had limitations in terms of the aspects of listening skills and the research participants. The aspects of listening skills that are the focus

of this research include identifying the main idea, specific information, inference, and vocabulary. In addition, for participants, the researcher only used one class as the research sample.

### 1.5.3 Research Variables

According to Creswell (2018, p 108), "A variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied." In this research, there are two types of variables, namely independent variables and dependent variables.

1. Independent Variable

   An independent variable is a variable that is not influenced by another variable and is considered free of other variables (Cohen, Manion, and Morrison, 2018). Independent variables are variables that are manipulated in experiments and can be controlled by the researcher. According to Creswell (2018, p 108), "Independent variables are those that influence, or affect outcomes in experimental studies." In this research, the independent variable (X) is the use of the Cake application in teaching listening skill.

2. Dependent Variable

   According to Cohen, Manion, and Morrison (2018, p 728) "A dependent variable is a variable whose (numerical) value depends to some degree on that of one or more independent variables." This variable is the result or effect of the influence of the independent variable. The

dependent variable (Y) in this research is the tenth grade students' listening skill in SMA Negeri 2 Teluk Keramat.

### 1.5.4 Hypothesis

Hypotheses are predictions made by the researcher about expected outcomes of variables' relationships, based on numeric estimates of population values from sample data (Creswell, 2018). There are two basic forms of hypotheses, namely null and alternative (Creswell, 2023).

1. Alternative Hypothesis

   Alternative hypothesis is a predicted outcome based on literature and previous research, such as a higher score or a something that has changed that illustrates a directional hypothesis (Creswell, 2018). This indicated that there was a change between the pre-test and post-test that had been conducted. In this research, the alternative hypothesis (H1) was the use of Cake application has significant effect in teaching listening skill on the tenth grade students of SMA Negeri 2 Teluk Keramat.

2. Null Hypothesis

   According to Hoy and Adams (2016, p 108), "The null hypothesis means there is no relation between the measures of the variables." This indicated that there was no difference in the results that occurred in students after given treatment which was identified through the pre-test and post-test scores that will be carried out by students. The null hypothesis represented the traditional approach that made the prediction that there is no relationship or significant difference between groups on

a variable (Creswell, 2018). In this research, the null hypothesis (H0) was that the use of Cake application has not significant effect in teaching listening skill on the tenth grade students of SMA Negeri 2 Teluk Keramat.

## 1.6 Terminology

### 1.6.1 Cake Application

The Cake application is one of the applications that can be used as a teaching media to improve English language skills. In this research, the researcher used the Cake application in teaching students' listening skill. The Cake application consisted of many short videos to watch. The researcher used the videos on the app to train students' listening skill.

### 1.6.2 Listening Skill

Listening skill is the ability to received information that was listened to accurately. In communication, listening skill are crucial to develop. Therefore, the researcher focused on listening to identify the main idea, identifying specific information, inference, and vocabulary.