

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

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A B S T R A C T

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. In this research, only the teacher used the Cake application during lessons, while students were not permitted to access or use the application either during or outside classroom hours. This approach was intended to maintain instructional control and ensure that improvements resulted from guided use rather than independent practice. 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 concludes 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, Listening Skills*

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INTRODUCTION

Listening skill is a person's ability to receive the meaning of spoken language by the speaker or audio. Listening is a crucial language skill that plays an important role in acquiring knowledge and supporting other skills such as speaking, reading, and writing. It is essential for effective communication and comprehension, as it enables learners to receive and understand language input (Sadiyah, 2016; Gilakjani & Sabouri, 2016; Uzer, 2018; Pratiwi et al., 2024). 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. Listening skills defined as active, focused, and concentrated attention directed toward understanding a speaker's message (Wrench, 2016). Therefore, listening is a complex process that involves comprehension, perception, attention, and memory. Moreover, it is an essential skill that enables L2 learners to receive language input and interact effectively with foreign language speakers in daily communication (Xu & Huang, 2018). Listeners require increased attention and concentration to effectively understand and retain the information during listening sessions (Tampubolon & Hendrety, 2020). Therefore, learners needed to listen more in order to enhance their listening skills, as increasing their exposure to English

improved their understanding of spoken English and overall language proficiency (Harmer, 2015).

The listening process was divided into five stages: receiving, understanding, remembering, evaluating, and providing feedback or responding (Devito, 2021). Each of these stages played a vital role in ensuring that communication was effective and that the listener was truly engaged in the exchange of information. Aspects of listening to developed students' comprehension and listening skills are identifying main ideas, specific information, inferences, and vocabulary. Identifying main ideas is a critical listening skill that involves understanding the general theme and key points of a speaker's message, which is essential for successful comprehension and summarization (Brown, 2006). Identifying specific information meant focusing on details that supported or explained the main idea or a particular point in a conversation or speech (Ahmed et al., 2023). Listening inference involves filling in missing, unclear, or ambiguous information and connecting it with prior knowledge, with the complexity of inferences depending on the listener's background knowledge (Buck, 2001). Vocabulary knowledge is a key predictor of L2 listening success (Goh & Vandergrift, 2022), as it enables learners to notice and understand words or expressions, acquire new vocabulary, and comprehend spoken texts more effectively.

The Merdeka Curriculum had been implemented in almost all schools. The Merdeka curriculum emphasizes active participation and requires students to possess effective listening skills to receive accurate information and instructions. However, many students face difficulties in comprehending spoken texts due to limited vocabulary, similar-sounding words, and unfamiliar accents. These challenges often cause misinterpretation and hinder their ability to focus on key details while listening. 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). At the same time, the integration of technology in EFL classrooms fosters student engagement and supports the improvement of listening comprehension (Azmi, 2017; Derek, Regina, & Ikhsanudin, 2024). In implementing technology in the classroom, mobile applications were utilized to increase students' interest in learning. Hinze et al. (2017) explained that applications are a fundamental feature of mobile devices, and their number and complexity continue to grow rapidly. 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). 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 an English learning tool that supports the improvement of students' listening skills through audio-visual features such as short videos, subtitles, and native-speaker passages (Momeni, 2022; Putri & Siregar, 2024). The Cake application had several features for teaching and practicing students' listening skills, such as video lessons, quizzes, and video history. The Cake application provides various video categories, such as movies, TV shows, and beginner listening materials, which can enhance students' listening skills, understanding, and confidence (Juliana, 2024; Chotimah & Pratiwi, 2022). The quiz feature in the Cake application offers interactive activities, including vocabulary tests, fill-in-the-blank challenges, and listening exercises, which help learners review sentences, reinforce vocabulary, and strengthen language skills in an enjoyable, game-like way (Cake, 2025). The video history feature in the Cake application enables learners to replay previously watched videos, supporting repetition and periodic practice that enhance memory retention and mastery of language materials (Gracechoi, 2024).

Previous study from Sugandi and Syafiq (2023) found that the Cake application was effective in improving students' listening skills in an easy and enjoyable way, and its use had a significant positive impact on student achievement. Similar study conducted by Putri, Djunaidi, and Uzer (2023) investigated the effect of using the Cake application in learning

listening and found a significant improvement in students' achievement, as evidenced by the difference between pre-test and post-test results. Different from previous studies, this research focused on investigating the effect and to find out the effect size of the use of the 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 addition, the difference between this study and previous studies was reflected in the controlled instructional design, where the use of the Cake application was fully directed by the teacher without allowing students to access it independently. This approach provided clearer evidence of the instructional impact of the application by minimizing external learning variables. Therefore, this study aims to investigate the effect of the use of Cake application in teaching listening skill and to find out the effect size of the use of Cake application in teaching listening skill.

METHOD

This study used a quantitative research approach. Quantitative research involves testing objective theories by examining variable relationships, measuring data with instruments, and analyzing it statistically, with an emphasis on systematic, controlled procedures and careful measurement or manipulation of variables to address theory-guided questions and hypotheses (Creswell, 2018; Hoy & Adam, 2016). The type of quantitative approach applied in this study was a pre-experimental research design. According to Creswell (2023), pre-experimental designs involve studying a single group in which an intervention is implemented during the experiment. This study employed a pre-experimental with one-group pre-test and post-test design. The pre-test was administered to measure students' initial listening ability prior to treatment. The listening test consisted of multiple-choice and fill-in-the-blank questions developed based on four listening components: identifying main ideas, identifying specific information, making inferences, and vocabulary. The construct validity of the instrument was examined using the Pearson Product Moment formula to determine whether each test item was valid. Reliability testing was conducted using Cronbach Alpha, and the result showed that the instrument met the reliability criterion and was appropriate for use in data collection.

The treatment was implemented over three instructional sessions. During the intervention, the teacher conducted the listening lessons using the Cake application, specifically utilizing its video lessons, quizzes, and video history features. Each session followed a structured procedure: (1) pre-listening activity, (2) guided listening using the Cake application, (3) follow-up practice tasks aligned with the material, and (4) feedback and reflection. After the treatment, a post-test with equivalent content and difficulty level to the pre-test was administered to measure changes in students' listening performance and determine the effectiveness of the intervention.

Respondents

This study focused on the use of the Cake application in English language learning, particularly in teaching students' listening skills. This study was conducted at SMA Negeri 2 Teluk Keramat in the academic year 2024/2025. The aspects of listening skills trained in this study included identifying main ideas, identifying specific information, making inferences, and spelling of vocabulary. The population of this study referred to a group of individuals who were the target of the study, where their characteristics were identified and conclusions were drawn to represent the group as a whole (Leavy, 2023). The population consisted of all tenth-grade students at SMA Negeri 2 Teluk Keramat in the academic year 2024/2025, totalling 157 students. Meanwhile, the sample that represented a portion of the population and can be selected randomly (Hoy & Adams, 2016; Cohen, Manion, & Morrison, 2018) was determined using a cluster random sampling, in which class XD with 28 students.

Instruments



The technique of data collecting in this study using measurement, which involves collecting information from a research sample by asking the sample to complete a questionnaire or observing someone and recording the score obtained (Creswell & Guetterman, 2019). The research instrument was a test designed to obtain accurate data. The test consisted of 20 items divided into two sections: multiple-choice and fill-in-the-blank. Multiple-choice items were used to assess receptive skills, as they require an understanding of both implicit and explicit information (O'Grady, 2021). Meanwhile, the fill-in-the-blank items were used to assist students in correcting mistakes in spelling or in writing phrases and sentences that deviate significantly from the question items (Bunau, 2020).

Procedures

The test was administered in two stages which are pre-test and post-test. A pre-test conducted before the treatment. According to Leavy (2023, p 108), a pre-test determined a subject's baseline before applying an experimental intervention. After the pre-test, students were given treatment through learning using the Cake application. Treatment was a crucial step because it aimed to enhance students' listening skills through application. Last stages were a post-test administered after the treatment. The post-test was given to students to get the final score obtained by students as the final result of listening learning using the application. The following is a table specification for test items.

Table 1 Table Specification

No	Aspect	Item Numbers	Total Item
1	Identifying main idea	1, 6, 9, 13	4
2	Identifying specific information	2, 3, 5, 8, 10, 14, 15	7
3	Inference	4, 7, 11, 12	4
4	Vocabulary Spelling (verb, noun, and adverb)	16, 17, 18, 19, 20	5
Total			20

Data analysis

After obtaining the students' pre-test and post-test scores, the data analysis began with calculating the scores. The scores of the pre-test and post-test had both high and low ranges, indicating the increases and decreases in students' scores before and after treatment. After calculating the students' score, a normality test was conducted to determine whether the data were normally distributed or not. The difference scores between the students' pre-test and post-test were used to assess the normality of the data. The difference score between students' pre-test and post-test can be seen in table 2.

Table 2 Students' Score

No	Students' Initial Name	Score		
		Pre-test	Post-test	Difference
1	AL	65	80	15
2	AS	65	75	10
3	AY	60	80	20
4	C	60	55	-5
5	CM	65	75	10
6	DDP	75	70	-5
7	DL	95	95	0
8	ER	85	85	0
9	IS	65	70	5
10	IH	70	75	5
11	KA	70	75	5
12	KE	75	75	0
13	LW	60	75	15
14	M	75	75	0
15	MA	60	70	10
16	ML	70	70	0
17	NI	80	80	0
18	NH	55	80	25
19	NU	80	80	0
20	NIK	50	85	35

21	RF	60	75	15
22	RE	70	75	5
23	RI	75	75	0
24	RIR	70	75	5
25	RA	50	70	20
26	S	65	80	15
27	TO	75	75	0
28	WA	65	55	-10
Total Score		1910	2105	195
Mean Score		68.21	75.18	6.96

This study computed the normality of the data in Microsoft Excel using the Shapiro-Wilk formula. The Shapiro-Wilk test was a goodness-of-fit test that evaluated the sample data's fit to a normal distribution by standardizing it to a mean of zero and a standard deviation of one (King & Eckersley, 2019). The Shapiro-Wilk test was classified as an omnibus test because it could detect deviations from normality in all directions (Deshpande et al., 2018). This study used this test because the data sample was less than 50. The Shapiro-Wilk test was considered a better choice for data with sample sizes of less than 50 (Paramasivam et al., 2024). Table 3 showed the results of the data normality test.

Table 3 Shapiro-Wilk Result

Shapiro-Wilk Test	
	<i>Difference Score</i>
W-statistic	0.923668
p-value	0.042776
alpha (α)	0.05
normal	no

The normality test results showed that the W-statistic value = 0.923668 and the significance value (p-value) = 0.042776, which was smaller than the significance level of $\alpha = 0.05$. The p-value which was less than 0.05 indicated that the difference between the pre-test and post-test scores was not normally distributed, so the assumption of normality in the data was not fulfilled.

After conducting the normality test, the data obtained were not normally distributed. Therefore, a non-parametric test was conducted to determine the hypothesis regarding the differences in learning outcomes before and after the treatment. Nonparametric analysis had greater statistical power than parametric analysis when the data did not follow a normal distribution (Nahm, 2016). The non-parametric test used was the Wilcoxon Signed-Rank Test. The Wilcoxon test was a non-parametric statistical method used to identify significant differences between two related data groups (Ahmad & Sari, 2025). In the Wilcoxon Signed-Rank test, data on the pre-test and post-test that have a zero (0) difference are not included, because they did not indicate any change between before and after treatment. The results of the Wilcoxon Signed-Rank test calculation of students' scores were represented on the table 4.

Table 4 The Results of the Wilcoxon Signed-Rank Test

No	Students' Initial Name	Pre-test Score	Post-test Score	Difference (D) Score	D	Rank	Signed Rank
1	AL	65	80	15	15	13.5	+13.5
2	AS	65	75	10	10	9.5	+9.5
3	AY	60	80	20	20	16.5	+16.5
4	C	60	55	-5	5	4.0	-4.0
5	CM	65	75	10	10	9.5	+9.5
6	DDP	75	70	-5	5	4.0	-4.0
7	IS	65	70	5	5	4.0	+4.0
8	IH	70	75	5	5	4.0	+4.0
9	KA	70	75	5	5	4.0	+4.0
10	LW	60	75	15	15	13.5	+13.5
11	MA	60	70	10	10	9.5	+9.5
12	NH	55	80	25	25	18.0	+18.0
13	NIK	50	85	35	35	19.0	+19.0

14	RF	60	75	15	15	13.5	+13.5
15	RE	70	75	5	5	4.0	+4.0
16	RIR	70	75	5	5	4.0	+4.0
17	RA	50	70	20	20	16.5	+16.5
18	S	65	80	15	15	13.5	+13.5
19	WA	65	55	-10	10	9.5	-9.5

The T statistic was determined as the smaller value the sums of positive ranks ($\sum R^+$) and negative ranks ($\sum R^-$).

$$T = \text{Smaller } (\sum R^+, \sum R^-)$$

$$T = \text{Smaller } (172.5, 17.5)$$

$$T = 17.5$$

Based on the calculation above, the Wilcoxon statistical value was 17.5.

FINDINGS AND DISCUSSION

Based on the results of the students' test scores, there was a significant enhancement in the students' listening skills after the treatment was given. The mean score increased from 68.21 on the pre-test to 75.18 on the post-test. Based on the calculation above, the Wilcoxon calculation showed that the number of positive ranks ($\sum R^+$) was 172.5 and the number of negative ranks ($\sum R^-$) was 17.5. The T statistic was determined as the smaller value of the two sums, resulting in $T = 17.5$. This value was then compared to the critical value for $n = 19$ at a significance level of 0.05, which was 46. Since the T value was smaller than the critical value ($17.5 < 46$), the results indicated a significant effect of using the Cake application in teaching listening skills. So, the null hypothesis (H_0) which stated 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 was rejected. Then, the alternative hypothesis (H_1) which stated that the use of Cake application has significant effect in teaching listening skill on the tenth-grade students of SMA Negeri 2 Teluk Keramat was accepted.

The Effect of Using Cake Application in Teaching Listening Skill

The results of this study showed a significant achievement in students' listening skills after they were taught using the Cake application. During the learning sessions, students were asked to listen carefully to videos played by the researcher, repeat vocabulary after the speaker, and answer comprehension questions that focused on main ideas, specific information, inferences, and vocabulary spelling. These activities helped students become more accurate in identifying listening aspects and broadening their vocabulary. Classroom learning activities were controlled by the teacher, which allowed students to concentrate on the listening aspects trained in each treatment. The use of Cake application features such as video lessons, quizzes, and video history during the teaching of listening skills in the classroom enabled students to practice interactively and enhanced their understanding. The comparison of the students' mean scores from the pre-test and post-test demonstrated the impact of using the Cake application. Table 2 above presents the scores obtained by students and the mean scores of the pre-test and post-test. The mean score of the pre-test was 68.21, while the mean score of the post-test increased to 75.18. This increase indicated that the treatment provided had a significant effect on students' listening skills.

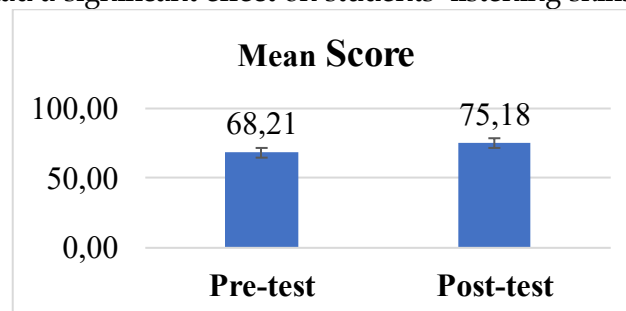


Figure 1 Students' Mean Score

Apart from conducting an analysis of the overall mean scores of the pre-test and post-test, this study also examined the mean scores for each aspect of listening. The mean scores for each aspect of listening increased in all categories. Table 5 presented the mean scores for each aspect of listening.

Table 5 The Students' Mean Score for Aspects of Listening

Aspects of Listening	Mean Score		
	Pre-test	Post-test	Difference
Main Idea	17.14	18.39	1.25
Specific Information	26.61	52.41	25.8
Inference	22.76	27.93	5.17
Vocabulary Spelling	24.48	28.62	4.14

Based on the mean scores in table 5, all aspects of listening showed an increase. The specific information aspect had the highest mean score increase, with the difference score between the pre-test and post-test being 25.8. Meanwhile, the main idea aspect had the lowest increase, with the difference scores between the pre-test and post-test being 1.25. Overall, these results indicated that the use of the Cake application combined with the lecture method had a significant effect on students' listening skills.

The Effect-Size of Using Cake Application in Teaching Listening Skill

The effect size was calculated to determine the practical significance of using the Cake application in teaching listening skills. The analysis focused on students who showed differences between pre-test and post-test scores ($n = 19$). The results showed that the overall effect size was 0.72, which falls into the large effect category according to Cohen's (1988) interpretation. The large effect of the Cake application indicated that the treatment had a strong and significant impact on the differences between the students' pre-test and post-test scores.

Table 6 Table Interpretation Effect Size

Effect Size Value	Interpretation
≥ 0.10	Small
≥ 0.30	Medium
≥ 0.50	Large

Source: Adapted from Corder, G. W., & Foreman, D. I. (2014). *Nonparametric statistics: A step-by-step approach* (2nd ed., p 56)

The effect size of each assessed aspect of listening, including main idea, specific information, inference, and vocabulary spelling was also computed. The results of the effect size calculation for each aspect of listening were shown in figure 2 below.

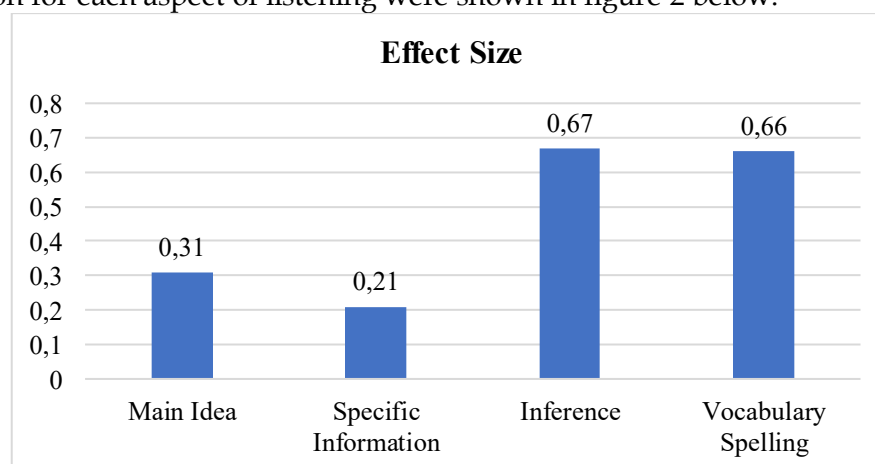


Figure 2 Effect Size for Aspects of Listening

Based on the results of the effect size calculations for the aspects of listening, variations were found in the level of the treatment's effect on students' skills. The effect size for the main idea was 0.31, indicating a medium effect, which showed that the treatment had a moderate and practically significant impact on students' ability to understand main ideas. The specific information aspect had an effect size of 0.21, indicating a small effect, which suggested that

the treatment produced some gain but was not yet significant in enhancing students' ability to capture specific information. Meanwhile, the inference aspect had an effect size of 0.67, classified as a large effect, indicating that the treatment substantially enhanced students' ability to make inferences from the information they heard. Furthermore, the vocabulary spelling aspect had an effect size of 0.66, also classified as a large effect, indicating a significant enhancement in vocabulary spelling through listening activities. The analysis showed that inference experienced the greatest increase after the treatment, with the highest effect size among the listening aspects, while specific information showed the smallest increase, having the lowest effect size compared to the other aspects.

Discussion

The findings of this research indicated that the use of the Cake application had effects for teaching student' listening skills. The researcher found that using the Cake application to teach listening skills made a difference in the student's achievement. The use of media such as the Cake application in the learning process can be highly beneficial for enhancing students' skills and understanding. The combination of the Cake application and teacher lectures provides a more guided learning process. Furthermore, activities during the lessons, such as vocabulary repetition, answering specific questions, making inferences, and discussing the meaning of spoken texts, seem to strengthen students' understanding while progressively enhancing students' listening skills.

The findings of this research were aligned with previous research, which stated that the use of the Cake application in the listening learning process had a significant impact on student achievement (Sugandi & Syafiq, 2023). Based on the analysis data, the researcher found that there was a difference between students' scores before and after listening using the Cake application. The data showed that the mean value of the students' post-test was higher than the mean value of the students' pre-test. This means that students' listening skills increased after the researcher used the Cake application as learning media.

The researcher also found the use of the Cake application in teaching listening skills had a significant effect. This was aligned with the results of previous research from Putri, Djunaidi, and Uzer (2023), which stated that there was a significant effect on students who were taught to listen using the Cake application. Significant effect was proven by changes in students' pre-test and post-test scores and also the calculation of effect size that had been analyzed by the researcher. The mean post-test score was higher than the mean pre-test score, suggesting that students likely enhanced their listening skills and understanding after learning with the Cake application. Effect size analysis showed a large effect category according to Cohen's (1988) interpretation. This proved that the effect of using the Cake application on students' listening skills was statistically significant on the learning process.

In addition, there was a difference between this research and previous research which was that the use of the application was fully controlled by the teacher and limited to use during the classroom learning process. Students were not given independent access to use the application outside of class hours. Although the application's use was restricted to in-class sessions and was directly guided by the teacher, the research's results still showed a significant improvement in students' abilities. This indicated that the use of technology in structured and teacher-controlled learning remained effective, especially when combined with well-planned instruction. Additionally, this research included the calculation of effect size, which had not been done in previous research. The effect size value of 0.72, which fell into the large category, strengthened the evidence that the treatment had a strong impact on students' listening skills. Thus, even when limited to face-to-face instruction, formal education can effectively apply technology-based learning strategies, especially the Cake application.

CONCLUSIONS

The use of the Cake application was had significant effect and for teaching listening skills on the tenth-grade students at SMAN 2 Teluk Keramat. This was evidenced by the significant difference in students' listening achievement before and after being taught using the Cake

application. In addition, the use of the Cake application under the direct guidance of the teacher was included in the large effect category of implementation. The large effect indicating that the treatment had a strong effect on increasing students' listening skills. Thus, the results of this research indicated that there was not only a statistically significant difference but also a high treatment effect. It also encouraged students to actively participate in English learning, particularly in enhancing their listening skills. Therefore, the Cake application can be considered a relevant, engaging, and effective medium for teaching listening skills, especially in the context of English language learning at the senior high school level. Several practical recommendations can be proposed for the learning process in the classroom, especially in teaching students' listening skills. First, teachers are encouraged to use the Cake application as an alternative learning medium to make listening activities more interactive and engaging, while ensuring materials match students' skill levels. Second, students are expected to actively participate during lessons, especially when using the application, to improve their listening skills. Lastly, for the future researchers are recommended to explore the use of the Cake application for other English skills or conduct studies with larger and more diverse samples, including comparative research with other learning platforms.

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