



IMPLEMENTING THE CAKE APPLICATION IN STUDENTS' ENGLISH CLASSROOM

Steviana Kristanti¹, Herlina², Ferri Hidayad³

¹ SMK Negeri 8 Palembang

^{2,3} Universitas PGRI Palembang

E-mail: stevianakristanti7@gmail.com, herlinasantoso@gmail.com, ferri6591@gmail.com

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Corresponding Author:

Herlina

Email Corresponding:

herlinasantoso@gmail.com

ABSTRACT

The impact of technology on contemporary living is substantial. Program changes are required in education to close the gap between present and future teaching and learning technology. During the learning process, using applications as instructional material is a workable strategy. Finding out how to use the Cake Application in English classes for students and examining the opportunities and difficulties encountered in doing so at Vocational High School 8, Palembang, are the goals of this research. Data were gathered by the researcher using observation, questionnaires, and documentation, all of which were qualitative methods. The outcome demonstrates that the Cake application is successfully used in the English language learning process and can boost students' motivation to learn the language. The Cake app is user-friendly, free of intrusive advertisements, packed with features, and offers a ton of videos arranged according to quiz level and category. Additionally, students can improve their grades and fix errors with the Cake program. One of the difficulties in utilizing this software for both students and teachers is that not every curricular item can be found in the Cake app, therefore educators have to make adjustments. The Internet connection, smartphone batteries, smartphone storage capacity, and the requirement for hearing aids for the listening phase were more issues.

Keywords: *Cake Application, Implementation, Listening, Challenges, Opportunities*

1. INTRODUCTION

Communication was greatly impacted by language. People may recognize and communicate their emotions and thoughts through language. English is now thought of as a language that opens doors to the international society (Maxom, 2009:9). Learning English is essential since it will be useful later on. Worldwide, people utilize English for communication, information sharing, and cross-cultural exchange (Shegay, A. et al., 2020). Especially with the information and communication technology

that exists today, learning English is getting easier.

The information and communication technologies (ICTs) of the present day have an effect on numerous aspects of human existence. They are crucial in the workplace, commerce, education, and entertainment (Ratheeswari, K, 2018). Information and communication technologies (ICTs) are crucial components of future education and should be successfully integrated into formal teaching and learning, especially in teacher

education institutes. the teacher's creativity can play an important role in motivating the students to learn English (Jaya et al., 2023). ICT improves teaching and learning while elevating teachers' importance as educational environment designer. ICT helps teachers present teachings in ways that are engaging and learnable for learners at all levels of educational programs. Therefore, the utilization of information and communications technology (ICT) in the classroom is essential for students to acquire and apply the skills.

Students must use various applications to study online which can only be learned on smartphones during the COVID-19 pandemic. According to the data (Statista Research, 2021), In the year 2021, it is anticipated that the number of smartphone users in Indonesia will reach 210.77 million. Indonesia is presently the fourth biggest smartphone market globally, following China, India, and the United States. In Indonesia, around 93.58% of cities had access to LTE (4G) cellular networks as of the third quarter of 2019. By the year 2021, it is anticipated that 68 percent of the population of Indonesia would access the internet through their mobile phones. Based on this percentage, the majority of Indonesians have used smartphones to access the internet at some point in their lives, moreover after the pandemic.

Teacher education institutions of today are making efforts to reorganize their educational programs and classroom facilities

in an effort to close the gap between the teaching and learning technologies of today and those of the future. This is because these institutions are aware of the influence that new technologies have on the workplace and on day-to-day life. According to the research findings (Kacetl and Kimova, 2019), the following benefits of learning a foreign language using smartphones are: improved cognitive abilities of learners, learner desire to study in both formal and informal settings, learner autonomy and confidence, and personalised learning that is encouraged in order to assist students who are not meeting their academic potential reach their educational goals. Although mobile learning seems to be effective, it must be meticulously crafted, strategized, and executed based on the students' requirements, and to impart various language proficiencies in genuine learning settings.

The use of ICT in foreign language classrooms provides students with several opportunities to improve their language abilities because these technologies are available both inside and outside the classroom. Every single person should possess the following four language abilities in order to communicate with others. One of the language skills that must be mastered is listening. A learner of a second language must take certain details into account when performing listening comprehension. However, Indonesian students still had poor comprehension of the English conversations they heard. Especially in schools, teachers

sometimes only focus on the material that they were teaching. At the same time, the students in the back are no longer active because they were bored of studying. What teachers can do to improve student learning outcomes is to make learning more effective, enjoyable, and comfortable.

The utilisation of smartphone applications has the potential to enhance academic achievement among students. Mobile applications have become essential tools for students in both the present and future of educational institutions. Mobile applications offer benefits and ease of use for communication and educational purposes (Herlina & Santoso, 2022). There were apps that can help to improve English skills and also to serve as a medium for learning English. One mobile application that can enhance the English language acquisition is the Cake application. Cake Application is an application that can be used to learn English. What is interesting about this app is that you can choose from a wide variety of western movie clips and cartoons about TV shows, daily talks, comedies, blogs, and English motivation. It was hoped that by listening to conversations directly from native speakers through videos in this application. By practising regularly, students will develop a better understanding of sentence structure and improve their listening skills.

Based on background of the study, the research problem was formulated:

1. How to implement the cake application for students in listening skills at Vocational High School 8 Palembang?
2. What are the English classroom opportunities and challenges for students at Vocational High School 8 Palembang when using the Cake Application?

2. LITERATURE REVIEW

Concept of Teaching

According to N. Wahlstrom (2022:73), teaching is understood as the act of teaching between teacher and student sharing meaning about specific content that involves teaching, learning, and measurable outcomes. Facing the problem, the role of the student becomes crucial. Since students play a crucial role in ensuring that the learning process is successful, it follows that they must engage in learning activities more actively. Teaching is seen as both an art and a science (Marzano, 2007). As an art form, it emphasizes the imaginative and artistic abilities of educators in crafting meaningful educational experiences within the classroom for their students. It is the science that describes the logical, mechanical or procedural steps required to achieve a goal, Rajagopalan, I (2019). In order to prevent students from being bored throughout the learning process, teachers need to be able to design the enjoyable learning experiences for them. As a result, this is anticipated to enhance student learning results.

Teaching by Using ICT (Information and Communication Technology)

In the current Industrial Revolution, the use of information and communication technology (ICT) has had a significant impact on the world of education. 4.0 (Kristiawan, M, & Muhaimin, M., 2019). ICT stands for Information and Communication Technologies and it refers to a variety of technological tools and resources that are utilized for the purpose of communicating, creating, distributing, storing, and managing information (Das, K., 2019). Adding current information and communication technology (ICT) devices in classroom presentations is making significant progress, raising concerns about ICT device use in educational settings (Rafeeq, K, & Ali, MQ., 2021). Information and communication technology, when used properly, has the power to change a curriculum or subject and promote a learner-centered environment. ICT use in the classroom can therefore potentially improve educational quality.

Concept of Listening

Many researchers have defined listening. According to the book *“Archaeologies of Listening: Beginning Thoughts”* (Schmidt and AB Kehoe, 2019), listening is a skill, an art, and a way of acquiring knowledge. According to Glikjani and Sabouri (2016:124), Listening is taking in what someone is saying, expressing and showing meaning, discussing meaning with the speaker and reacting, and creating meaning

through engagement, creativity, and empathy. While, according to Bingol, M. (2017:109), listening is the process of correctly assimilating information from a speaker or listener to understand said input. Based on those definitions, it can be concluded that listening is the process of receiving, translating, and responding to verbal or oral messages from the sender. It is one of the skills required for learning foreign languages.

Listening is a language modality. It will be challenging for us to take in information and give feedback if we lack the ability to listen. Due to this, information transfer errors are possible. In learning English, listening is a basic skill because the first step the student can take is to listen to what the teacher says, Herlina, & Marleni (2019:26). Listening abilities are extremely important for language learning.

Concept of Cake Application

1. Definition of Cake Application

The Cake application is a free English learning tool that can be downloaded by users of both Android and iOS. Cake application is a free application that was built by Cake Corp and made available on the 22nd of March, 2018 (Fitria, Dwimaulidiyanti, & Sapitri, 2021). This application developed in South Korea and can be downloaded from the Google Play Store.

2. Basic Features of Cake Application

This application allows you to practice listening, speaking, and vocabulary, and the lessons are drawn from real-life conversations, making learning more effective for learners to apply. This application can be downloaded on Google Play Store. After installing the app, you should to register first use this app. You can sign in with your Facebook or Google accounts. Alternatively, you can use guest mode. Guest mode does not require a login, but only allows access to free episodes.

3. The Steps in Using Cake Application

Here were the steps in using a free Cake Application to improve listening skills.

- a. Click the search feature on the homepage. Then type listening in the search word. Or you can click in the video category located below it.

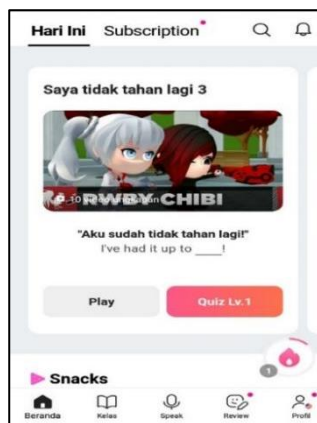


Figure 1. Homepage

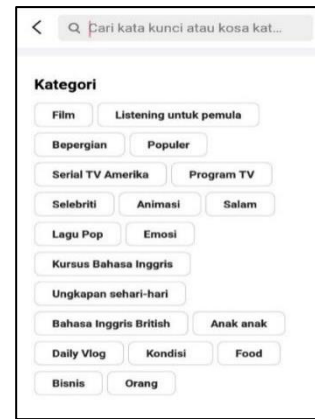


Figure 2. Category of videos

- b. After that choose one of the topics to study. Then you will be faced with a quiz. You have to wear one heart for the quiz out of a total of 5 hearts you have. Hearts are the ammo you use to open a video or quiz.

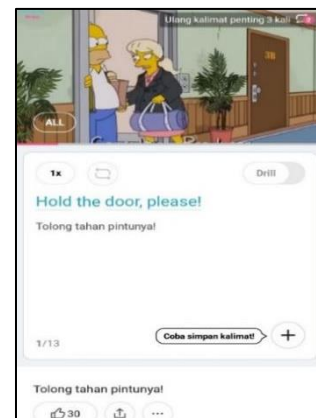


Figure 3. Quizzes

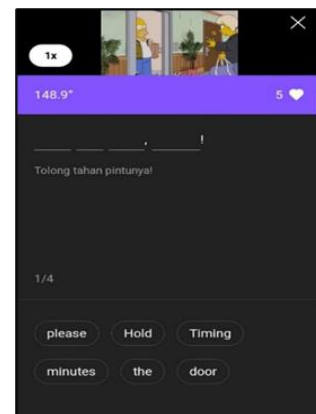


Figure 4. Ammo Hearts

- c. After opening the video and listening to the existing conversation you can try the quiz that has been provided.
- d. To do the next level of quizzes you have to exchange them with heart. If your heart runs out you can watch ads to get a new one. If you have completed the quiz, you will get a star according to the correct answer from the quiz you are doing.

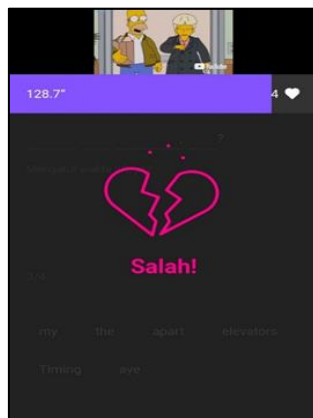


Figure 5. Lost Ammo

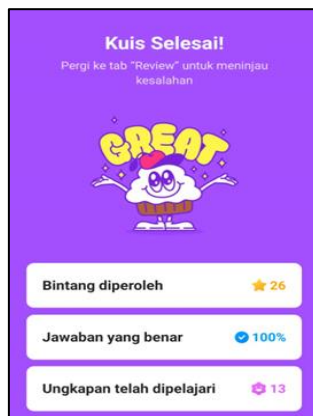


Figure 6. Scores

- e. Every day you can see your achievements from the stars you get. You can also compete against others through Leagues in the Cake Application.

3. METHODS

This research place was conducted at Vocational High School of 8 Palembang which is located in Panca Usaha Street, 5 Ulu Palembang. The object of this research was students of Vocational High School 8 of Palembang. And the informant in this study was the first grade of the Computer and Network Engineering (Teknik Komputer dan Jaringan) department class of 2022/2023, which totals 20 students in one class.

The researcher used qualitative descriptive research techniques in this study. In this case, the researcher describes how the learning process in the classroom by implementing cake applications based on observations and feedback in the form of questionnaires from groups of students related to several previous events that have affects current conditions.

The data in this study was qualitative data in nature and was obtained from research subjects. There are two types of data sources. Primary sources are sources created by participants or direct eyewitnesses of the events described. And secondary sources, on the other hand, are documents produced by people who are not direct witnesses to an event, but who received accounts of the event from others (Fraenkel, Wallen, & Hyun, 2012). In this study, primary data sources were drawn from tenth grade students by using observation, a questionnaire, and documentation. The secondary data were drawn from journals and books. In data

collection techniques, the researcher used triangulation. Triangulation is a method of gathering data that involves the integration of multiple data collection techniques and pre-existing data sources.

4. RESULTS AND DISCUSSION

The results of data analysis that the researcher has found in this chapter were from observation during the teaching and learning process, a questionnaire with twenty students of Vocational High School 8, Palembang, shared via a Google Form, and also documentation.

In the observation of this research, the researcher used participant observation. In participant observation studies, the researcher became a teacher and observed the situation in the classroom during the learning process. The researchers taught narrative text materials using genre-based approach and displayed examples of narrative texts using Cake applications.

The genre-based approach (GBA), according to Arimbawa (2012) (Aswani, A. et al., 2018), aims to teach readers how to create texts that are efficient for particular purposes in the context of genuine, purposeful language use. According to Tachia, CO, & Loeneto, BA (2018), there are four stages to implementing the genre-based approach in the English curriculum. The first stage is Building Knowledge of the Field. This stage prepares the text for the new topic identification. The Modelling of the Text is

in the second stage. At this stage, students will be shown an example of a text that will assist them in becoming acquainted with the specific text type or genre that is the focus of this stage, particularly the grammatical and organizational characteristics that are associated with the genre. The third stage is Joint Construction of the Text. Text construction that will boost students' self-confidence in their productive abilities. It is accomplished by the teacher's effort in grouping students in order for them to collaborate with one another. The final step is Independent Construction. In this stage, students' achievement will be measured in order to obtain information regarding students' accomplishment in understanding the lesson. The students are given the task of completing the quiz that is contained within the Cake application. The topic of learning was discussed and analysed in depth by both the teacher and the students in the final stage of the research project.

The Cake Application was a good application, but that does not rule out challenges if used in the teaching and learning process. Some students have problems with their smartphones. For example, there are students who do not carry a smartphone, do not have internet quotas, do not have enough memory so that they cannot download the app, and also have low batteries.

For teachers, the Cake application can only be used for certain materials. Not all materials for learning English are available

on the Cake app. And with regard to the test, the researchers have not yet determined the largest possible range for each test level due to the fact that each student has the ability to pass questions, rectify errors, and receive a clue regarding the answers. Because of this, it is challenging for instructors to use the quiz as an assessment tool. As a result, as educators, it was necessary for us to personalise the appropriate course materials so that they may be employed in these applications and to employ alternate examinations or our very own assessments. From the results of observations with indicators of the teaching and learning process, students' responses, and learning outcomes, there are some challenges to its application, but it can be said that the application of Cake in the English class of students is going pretty well.

According to the findings of the questionnaires that were distributed among the students through Google Forms, they expressed enjoyment in acquiring listening skills; nevertheless, students rarely had the opportunity to practice listening to English in the classroom. Students develop a greater interest in learning to listen to the English language after the introduction of the Cake app. This is due to the fact that the majority of students selected the options "Agree" on the results of questionnaire. As a result of the findings of the questionnaire, it is possible to draw the conclusion that the students in the English class had a positive experience using the Cake app.

5. CONCLUSION

Based on the findings of the conducted research, it is possible to draw several conclusions. According to the results of the research study, it can be inferred that, there were four stages to implementing Cake Application in English students' classroom using Genre based Approach: Building Knowledge of the Field, The Modelling of the Text, Joint Construction of the Text and Independent Construction.

However, in the teaching and learning process, there were opportunities and challenges. The opportunities for students to use the Cake application are that it is easy to access, has no annoying ads, has a variety of features, and also contains numerous videos organised by category and quiz level. Moreover, the Cake application allows students to correct their mistakes and enhance their scores. In the implementation of the cake application, there were not only opportunities but also challenges, including the fact that not all materials in the school curriculum can be found in the cake application, so teachers must adjust. In addition, there were also challenges with the Internet connection, smartphone batteries, and the smartphone's storage capacity. Hearing aids are also required for students so that other people's voices do not bother them. Despite the challenges faced, it can be concluded that the use of the Cake application in student English learning goes

well and can increase student motivation in learning English.

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