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The Effectiveness of Using Cake Application to Improve Students' Listening Skill at SMAN 17 Pekanbaru

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Abstract
This study aimed to determine the effect of using the Cake application on students' listening ability. This research employed a quantitative approach with an experimental design. The population of this study was the tenth-grade students of SMAN 17 Pekanbaru, and the sample was selected using simple random sampling, consisting of 60 students. The instrument used in this study was a listening test in the form of multiple-choice questions. The data were collected through pre-test and post-test. The results were analyzed using statistical analysis, including normality test, homogeneity test, and hypothesis testing using t-test. The findings showed that there was a significant effect of using the Cake application on students' listening ability. It was proven by the result of the t-test where the significance value was lower than 0.05 ($p < 0.05$). In addition, the students' post-test scores were higher than their pre-test scores, indicating an improvement in their listening ability after the treatment. Therefore, it can be concluded that the use of the Cake application is effective in improving students' listening ability. The application can be used as an alternative learning media to support English teaching, especially in listening skills.
Keywords: Cake application; listening ability; experimental research

INTRODUCTION

In the era of globalization, English has become an essential language for communication, access to information, and global interaction. It is widely used in various fields such as education, technology, business, and international relations. In Indonesia, although English is categorized as a foreign language, it plays an important role in education, particularly in preparing students to compete in a global environment (Abidin, 2015). English learning in schools is generally aimed at developing four main language skills, namely listening, speaking, reading, and writing, which are expected to support students in both academic and real-life communication contexts (Shamim, 2017). Therefore, mastering English is not only a requirement in formal education but also a necessity for future opportunities.

Among these four language skills, listening is considered one of the most fundamental yet challenging skills for learners. Listening plays a crucial role because it serves as the initial stage in language acquisition, allowing learners to receive and understand spoken input before producing language themselves (Vandergrift & Goh, 2014). Listening is not merely hearing sounds, but it involves a complex cognitive process that includes interpreting meaning, recognizing

pronunciation, and understanding context (Acat et al., 2016). However, many students still encounter difficulties in listening comprehension, especially when they are exposed to authentic English materials such as conversations with natural speed, various accents, and connected speech (Bingol & Mustafa, 2017). These challenges are even more significant for students in non-English-speaking environments where exposure to real-life English is limited.

The low level of students' listening ability is also supported by international data, such as the EF English Proficiency Index, which shows that Indonesia is still categorized at a low proficiency level (EF Education First, 2023). This condition indicates that many students have not yet achieved adequate listening competence. Several factors contribute to this issue, including limited exposure to authentic listening materials, lack of effective teaching strategies, and low student motivation (Darti, 2017). In many classrooms, listening activities are still conducted using conventional methods, such as playing audio from textbooks followed by answering questions. These approaches tend to be monotonous and do not provide meaningful interaction or engagement, resulting in students becoming passive and less interested in the learning process.

In line with the rapid development of technology, digital learning media has emerged as a promising alternative to improve students' learning experiences. The integration of technology in language learning, particularly through Mobile-Assisted Language Learning (MALL), allows students to learn in a more flexible, interactive, and student-centered environment (Turc, 2017; Kearney et al., 2022). Through mobile devices such as smartphones, students can access learning materials anytime and anywhere, which aligns with their daily habits as digital users. One of the applications that supports this approach is the Cake application, which provides authentic English video content from movies, interviews, and daily conversations. The application is equipped with features such as subtitles, repetition, and pronunciation practice, which can help students improve their listening skills in a more engaging and practical way (Fitria, 2021).

Based on preliminary observations conducted at SMAN 17 Pekanbaru, it was found that students experienced significant difficulties in understanding spoken English, particularly when listening to audio delivered at natural speed. Many students were only familiar with slow and structured audio from textbooks, which made them struggle when exposed to authentic listening materials. In addition, the teaching methods used in the classroom were still dominated by conventional approaches, which made the learning process less interesting and less interactive. However, when digital media such as short English videos were introduced, students showed greater enthusiasm and participation. This indicates that students have a strong interest in technology-based learning, which can be utilized to improve their motivation and listening comprehension.

Several previous studies have shown that the use of digital applications, including the Cake application, can effectively improve language skills, particularly speaking and listening (Siregar & Ed, 2020; Suryani et al., 2021). These studies highlight that interactive and authentic learning media can enhance student engagement and provide better exposure to real-life language use. However, research specifically focusing on the effectiveness of the Cake application in improving listening skills at the senior high school level is still limited. Therefore, this study aims to investigate the effectiveness of using the Cake application to improve students' listening skills at SMAN 17 Pekanbaru.

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METHOD

This study employed a quantitative research approach using a quasi-experimental design, specifically the nonequivalent control group design. This design was selected because the researcher aimed to investigate the effectiveness of the Cake application in improving students' listening skills by comparing two groups: an experimental group and a control group (Creswell, 2015). The experimental group received treatment using the Cake application, while the control group was taught using conventional teaching methods.

In this design, both groups were given a pre-test before the treatment and a post-test after the treatment. The pre-test was conducted to measure students' initial listening ability, while the post-test was used to determine the improvement after the intervention. The comparison between pre-test and post-test results in both groups allowed the researcher to identify whether the use of the Cake application had a significant effect on students' listening skills. This design is considered appropriate in educational research where random assignment is not fully possible but comparison between groups is still required (Creswell, 2012).

Research Setting

This research was conducted at SMAN 17 Pekanbaru, which was selected as the research site based on preliminary observations conducted during the researcher's teaching practice program. The school was chosen because, although it has integrated basic technology in learning, the use of digital applications as learning media, particularly for listening skills, was still limited.The research was carried out over approximately one month, during which the researcher implemented the treatment in the experimental class using the Cake application. The learning process was conducted during regular English class sessions, ensuring that the research took place in a natural classroom setting. This condition allowed the researcher to observe students' real responses toward the use of the application in improving their listening comprehension.

Population and Sample

Population and sample are essential components in quantitative research, as they determine the scope and generalizability of the findings. According to Creswell (2012), a population refers to a group of individuals who share similar characteristics relevant to the study. The population of this study consisted of all eleventh-grade students of SMAN 17 Pekanbaru, particularly two classes: XI.1 and XI.2. The total number of students involved in this research was 60 students, with 32 students in the experimental class and 28 students in the control class. These two classes were selected because they had relatively similar characteristics in terms of academic ability and learning background.

The sampling technique used in this study was simple random sampling. This technique was chosen to ensure that each member of the population had an equal opportunity to be selected as part of the sample. By using this method, the researcher aimed to minimize bias and ensure that the sample represented the population adequately (Sugiyono, 2015).

Instrument of the Research

The instrument used in this study was a listening test designed to measure students' listening comprehension. The test was administered in two forms: pre-test and post-test. Both tests consisted

of listening materials followed by comprehension questions that required students to understand spoken English in various contexts. The listening test focused on several aspects of listening skills, including understanding main ideas, identifying specific information, and interpreting meaning from spoken texts. The use of the same format in both pre-test and post-test ensured consistency and allowed for accurate comparison of students' performance before and after the treatment.

Data Collection Procedure

The data collection procedure in this study was carried out through several systematic steps to ensure the validity and reliability of the data obtained (Sugiyono, 2015). First, the researcher administered a pre-test to both the experimental and control groups to measure students' initial listening ability before the treatment. This step was important to determine the baseline of students' skills.Second, the treatment was conducted in the experimental class using the Cake application. During this phase, students were exposed to authentic English videos, practiced listening through repetition, and engaged in interactive activities provided by the application. Meanwhile, the control group received conventional instruction without the use of the application. Third, after the treatment period was completed, a post-test was administered to both groups. The purpose of this test was to measure students' listening ability after the intervention and to identify any improvement in their performance. Finally, the researcher collected and organized all the data from the pre-test and post-test results for further analysis. The comparison of these results served as the basis for determining the effectiveness of the Cake application in improving students' listening skills.

Data Analysis Technique

The data collected in this study were analyzed using quantitative statistical techniques to determine the effectiveness of the treatment. The analysis involved several steps. First, a normality test was conducted using the Kolmogorov-Smirnov test to determine whether the data were normally distributed. If the significance value was greater than 0.05, the data were considered normally distributed (Ghozali, 2012). Second, the hypothesis was tested using an independent sample t-test. This test was used to compare the mean scores of the experimental and control groups in order to determine whether there was a significant difference between them after the treatment. If the significance value (Sig. 2-tailed) was less than 0.05, it indicated that there was a significant difference, and the alternative hypothesis (Ha) was accepted (Field, 2018; Pallant, 2020). Through these statistical analyses, the researcher was able to draw conclusions regarding the effectiveness of the Cake application in improving students' listening skills at SMAN 17 Pekanbaru.

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FINDINGS AND DISCUSSION

Results

This section presents the findings of the study based on the data collected from the experimental and control groups. The data were obtained through pre-test and post-test scores to measure students' listening skills before and after the treatment. The experimental group was taught using the Cake application, while the control group received conventional teaching.

Pre-Test Results

The pre-test was conducted to determine the students' initial listening ability before the treatment was applied. The results of the pre-test in both experimental and control groups are presented below.

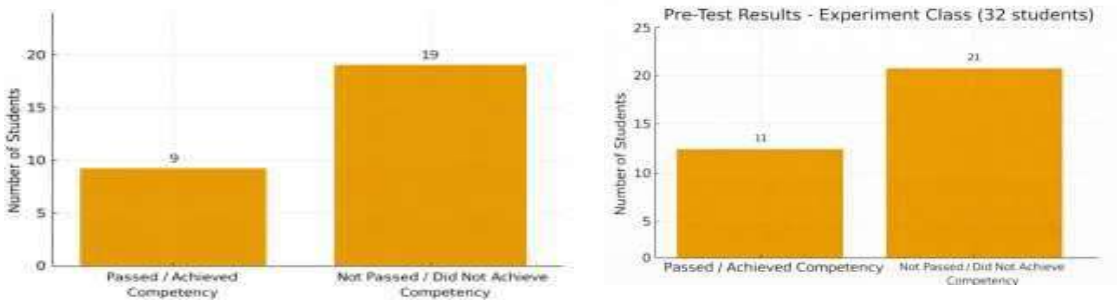
Table 1. Pre-Test Results

Student	Experimental Group (32 Students)	Criteria	Control Group (28 Students)	Criteria
S1	70	Unachieved	80	Achieved
S2	65	Unachieved	60	Unachieved
S3	90	Achieved	80	Achieved
S4	65	Unachieved	65	Unachieved
S5	65	Unachieved	60	Unachieved
S6	60	Unachieved	55	Unachieved
S7	90	Achieved	50	Unachieved
S8	55	Unachieved	90	Achieved
S9	35	Unachieved	60	Unachieved
S10	90	Achieved	85	Achieved
S11	35	Unachieved	65	Unachieved
S12	80	Achieved	60	Unachieved
S13	90	Achieved	55	Unachieved
S14	50	Unachieved	50	Unachieved
S15	75	Achieved	85	Achieved
S16	35	Unachieved	70	Unachieved
S17	35	Unachieved	70	Unachieved
S18	35	Unachieved	90	Achieved
S19	90	Achieved	40	Unachieved
S20	40	Unachieved	90	Achieved
S21	90	Achieved	65	Unachieved
S22	35	Unachieved	60	Unachieved
S23	50	Unachieved	75	Achieved
S24	90	Achieved	35	Unachieved
S25	50	Unachieved	50	Unachieved
S26	35	Unachieved	40	Unachieved
S27	90	Achieved	80	Achieved
S28	40	Unachieved	55	Unachieved
S29	50	Unachieved	—	—
S30	80	Achieved	—	—
S31	65	Unachieved	—	—
S32	50	Unachieved	—	—

Based on the pre-test results, it was found that the students in both groups still had low listening ability. In the experimental group, only 11 out of 32 students achieved the minimum mastery criteria, while 21 students did not achieve it. Meanwhile, in the control group, only 9 out of 28 students achieved mastery, and the remaining 19 students were categorized as unachieved. This condition indicates that students' listening comprehension was still low before the treatment, which is commonly found in EFL learners due to limited exposure to authentic listening materials (Bingol & Mustafa, 2017).

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Figure 1. Pre-Test Diagram



These findings indicate that both groups had relatively similar initial abilities. Therefore, the two groups were considered comparable before the treatment was conducted.

Descriptive Statistics of Pre-Test

To further analyze the students' initial performance, descriptive statistics were calculated. The data show that the mean score of the experimental group was 61.72, while the control group obtained a slightly higher mean score of 65.00. However, the difference between the two groups was not significant. The standard deviation in the experimental group was higher, indicating more varied student performance compared to the control group.

Tabel 2. Descriptive Statistics Pre-Test

		Experiment Class	Control Class
N	Valid	32	28
	Missing	0	4
Mean		61.72	65.00
Std. Error of Mean		3.761	2.988
Median		62.50	62.50
Mode		90	60
Std. Deviation		21.274	15.811
Variance		452.596	250.000
Range		65	55
Minimum		35	35
Maximum		90	90
Sum		1975	1820

Source: Researcher Processed Data 2025

Post-Test Results

After the treatment was implemented, a post-test was conducted to measure the students' improvement in listening skills. The results show a significant improvement in the experimental group as can be seen in the **Table 3.** The number of students who achieved mastery increased from 11 to 23 students. Meanwhile, in the control group, the number of students who achieved mastery also increased, but only from 9 to 17 students. This indicates that although both groups improved, the experimental group showed greater improvement compared to the control group.

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Descriptive Statistics of Post-Test

To support the analysis, descriptive statistics of post-test scores were calculated in the **Table 4.** The mean score of the experimental group increased to 72.81, while the control group reached 73.93. Although the control group's mean appears slightly higher, the improvement in the experimental group from pre-test to post-test was more significant.

Table 3. Post-Test Results

Student	Experimental Group (32 Students)	Criteria	Control Group (28 Students)	Criteria
S1	75	Achieved	80	Achieved
S2	75	Achieved	80	Achieved
S3	90	Achieved	80	Achieved
S4	65	Unachieved	65	Unachieved
S5	80	Achieved	80	Achieved
S6	60	Unachieved	55	Unachieved
S7	90	Achieved	90	Achieved
S8	55	Unachieved	90	Achieved
S9	75	Achieved	60	Unachieved
S10	90	Achieved	85	Achieved
S11	75	Achieved	75	Achieved
S12	80	Achieved	60	Unachieved
S13	90	Achieved	95	Achieved
S14	50	Unachieved	50	Unachieved
S15	75	Achieved	85	Achieved
S16	75	Achieved	70	Unachieved
S17	75	Achieved	70	Unachieved
S18	35	Unachieved	90	Achieved
S19	90	Achieved	40	Unachieved
S20	40	Unachieved	90	Achieved
S21	90	Achieved	65	Unachieved
S22	75	Achieved	60	Unachieved
S23	50	Unachieved	75	Achieved
S24	90	Achieved	85	Achieved
S25	50	Unachieved	50	Unachieved
S26	75	Achieved	80	Achieved
S27	90	Achieved	80	Achieved
S28	75	Achieved	85	Achieved
S29	50	Unachieved	...	...
S30	80	Achieved	...	...
S31	85	Achieved	...	...
S32	80	Achieved	...	...

Table 4. Descriptive Statistics of Post-Test

		Post test eksperiment	Post test control
N	Valid	32	28
	Missing	0	4
Mean		72.81	73.93
Std. Error of Mean		2.821	2.726
Median		75.00	80.00
Mode		75	80
Std. Deviation		15.961	14.425
Variance		254.738	208.069
Range		55	55
Minimum		35	40
Maximum		90	95
Sum		2330	2070

Normality Test

The normality test was conducted to determine whether the data were normally distributed. The results show that the significance values for both groups were greater than 0.05 (0.109 for experimental and 0.106 for control). Therefore, the data were normally distributed, and parametric tests could be applied (Ghozali, 2012).

Table 5. Normality Test

		Post Experiment Test	Post Test Control
N		32	28
Normal Parameters[a,b]	Mean	72.81	73.93
	Std. Deviation	15.961	14.425
Most Extreme Differences	Absolute	.273	.199
	Positive	.141	.097
	Negative	-.273	-.199
Test Statistic		.273	.199
Asymp. Sig. (2-tailed)		.109[c]	.106[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

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Paired Sample T-Test

The paired sample t-test was used to determine whether there was a significant difference between pre-test and post-test scores within the experimental group.

Table 6. Paired Sample T-Test

Paired Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Kemampuan Mendengar	Equal variances assumed	.020	0.000	-4.68	31	0.000	-11.09	2.37	-15.93	-6.25

The results indicate that there was a significant difference between pre-test and post-test scores in the experimental group (Sig. < 0.05). This means that the use of the Cake application significantly improved students' listening skills (Field, 2018).

Hypothesis Testing

The result shows that the significance value (Sig. 2-tailed) was less than 0.05. Therefore, the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. This indicates that there is a significant difference between students taught using the Cake application and those taught using conventional methods.

Discussion

The findings of this study demonstrate that the use of the Cake application has a positive and significant effect on students' listening skills at SMAN 17 Pekanbaru. This conclusion is supported by the improvement in students' scores from pre-test to post-test in the experimental group, as well as the statistical test results which indicate a significant difference between the experimental and control groups. This result is in line with previous studies which found that digital learning applications can improve students' language skills (Siregar & Ed, 2020; Suryani et al., 2021).

At the beginning of the study, both the experimental and control groups showed relatively low listening ability. The majority of students in both groups did not achieve the minimum mastery criteria in the pre-test. This condition reflects the common problem faced by EFL learners, particularly in Indonesia, where students have limited exposure to authentic English listening materials (Darti, 2017). As described in the findings, many students struggled to understand spoken English delivered at a natural speed, which indicates that their listening comprehension skills were still underdeveloped (Vandergrift & Goh, 2014). After the treatment was conducted, the experimental group showed a substantial improvement compared to the control group. The number of students who achieved mastery increased significantly in the experimental class. This improvement can be attributed to the implementation of the Cake application, which provides authentic audio-visual materials, allowing students to experience real-life English conversations. This is supported by the theory that authentic materials can enhance students' listening comprehension by exposing them to real language use (Mayer, 2017).

One of the main reasons for this improvement is the interactive and engaging nature of the Cake application. The application allows students to watch short videos, repeat audio, and practice listening through contextualized content. These features help students process spoken language more effectively, as they are not only listening passively but also actively engaging with the material. This aligns with the concept of active learning, where student engagement plays a key role in improving comprehension (Kearney et al., 2022). Moreover, the flexibility of the Cake application enables students to learn anytime and anywhere, which supports independent learning. This is particularly important in the context of Mobile-Assisted Language Learning (MALL), where learners are encouraged to take control of their own learning process (Turc, 2017). By using the application, students can repeat difficult parts, adjust their learning pace, and focus on areas where they need improvement.

In contrast, the control group, which was taught using conventional methods, showed improvement but not as significant as the experimental group. This suggests that traditional teaching approaches, such as listening to textbook-based audio and answering questions, may not provide sufficient exposure to authentic language use. As a result, students may find it difficult to adapt to real-life listening situations where speech is faster and more complex. Another important point to consider is students' motivation. During the treatment, students in the experimental group showed higher enthusiasm and engagement in learning activities. The use of video-based content and technology made the learning process more interesting and less monotonous. Increased motivation likely contributed to better learning outcomes, as motivated students tend to participate more actively and achieve better results (Hamzah, 2020).

The findings of this study are also consistent with previous research, which reported that the Cake application can effectively improve students' listening skills. Similar studies have shown that technology-based learning tools enhance students' engagement and provide more meaningful learning experiences (Fitria et al., 2021). Therefore, the results of this study further strengthen the evidence that integrating digital applications into language learning can lead to better student performance.

However, it is also important to acknowledge that not all students in the experimental group achieved mastery after the treatment. Some students still faced difficulties in listening comprehension. This may be caused by individual differences such as vocabulary mastery, prior knowledge, learning motivation, and learning strategies. Additionally, technical factors such as internet connection and device limitations may also affect the effectiveness of the application. Overall, the findings indicate that the Cake application is an effective tool for improving students' listening skills. The application not only enhances students' comprehension ability but also increases their motivation and engagement in learning. Therefore, it can be recommended as an alternative or supplementary learning media for English teachers, especially in teaching listening skills in the digital era.

CONCLUSION

Based on the results of the research conducted at SMAN 17 Pekanbaru, it can be concluded that the use of the Cake application is effective in improving students' listening skills. This conclusion is supported by both descriptive and inferential statistical analysis of the data obtained from the pre-test and post-test. The findings revealed that students in the experimental class showed a significant improvement after being taught using the Cake application. The number of students who achieved the minimum mastery criterion increased from 11 students in the pre-test to 23 students in the post-test. In contrast, the control class also experienced improvement, but the increase was not as significant, rising from 9 students to 17 students.

Furthermore, the mean score of the experimental class in the post-test (72.81) indicates a better improvement compared to the pre-test condition, showing that the treatment had a positive impact on students' listening comprehension. Statistical testing also confirmed that there was a significant difference between students' listening achievement before and after the treatment, indicating that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected.

The effectiveness of the Cake application can be attributed to several factors. First, the application provides authentic and contextual audio-visual materials that help students understand real-life English conversations. Second, its interactive features encourage active engagement and repeated practice, which are essential for developing listening skills. Third, the flexibility of the application allows students to learn independently, increasing their exposure to English beyond the classroom. In conclusion, the use of the Cake application not only improves students' listening skills but also enhances their motivation and engagement in learning English. Therefore, it can be considered an effective and innovative learning medium for teaching listening skills, particularly in the context of EFL learners.

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