

STUDENTS' PERCEPTION OF CAKE APPLICATION FOR STUDENTS' SPEAKING SKILLS

Audrin Bianca Mareta¹, Yuyun Hendrety², Rahma Dianti³

^{1,2,3} Tridinanti University

biancaudy12@gmail.com, yuyun_hendrety@univ-tridinanti.ac.id,

rahma_dianti@univ-tridinanti.ac.id

ABSTRACT: A great use of information and communication technology (ICT) has recently affected language pedagogy. ICT usage shifts how English is taught and learned. Many people nowadays use mobile apps as a solution for language learning. One of the smartphone applications that students have been using lately is the Cake application. This study investigates students' perceptions and benefits of using the Cake application in English learning at Sandika Sukajadi High School, Banyuasin. A quantitative method featuring a survey design was employed as the research framework. 104 students, who were selected using a total sampling technique, participated as the sample in this study. A closed-ended questionnaire, distributed using Google Forms, was used to collect the data, which was then analyzed using percentage analysis. The findings revealed that most students perceived positively of using the Cake app in learning spoken English. This study found that (1) the Cake app is a helpful, user-friendly, and interesting tool for students in the English learning process, and (2) the Cake app has many benefits for students in improving their English speaking skills. With its flexibility, it enables students to manage their self-paced learning. Students can have a greater chance to improve their speaking skills using the Cake application.

Keywords: *students' perception, Cake application, speaking skills*

Persepsi Siswa terhadap Penggunaan Aplikasi *Cake* untuk Keterampilan Berbicara

ABSTRAK: Meningkatnya penggunaan teknologi informasi dan komunikasi (TIK) akhir-akhir ini mempengaruhi pendidikan bahasa. TIK mengubah bagaimana bahasa Inggris diajarkan dan dipelajari. Banyak orang menggunakan aplikasi mobile sebagai solusi untuk pembelajaran bahasa. Penelitian ini menyelidiki persepsi siswa terhadap penggunaan aplikasi *Cake* dalam pembelajaran bahasa Inggris di SMA Sandika Sukajadi, Banyuasin. Metode kuantitatif dengan desain survey diterapkan sebagai kerangka penelitian. Sebanyak 104 siswa berpartisipasi dalam penelitian ini yang dipilih dengan menggunakan teknik total sampling. Angket tertutup yang terdiri atas 35 item yang disebarakan melalui Google Forms digunakan untuk mengumpulkan data. Analisis persentase digunakan untuk menganalisis data yang diperoleh. Temuan penelitian ini mengungkapkan bahwa sebagian besar siswa memiliki persepsi positif terhadap penggunaan aplikasi *Cake* dalam pembelajaran bahasa Inggris. Studi ini menunjukkan bahwa (1) aplikasi *Cake* merupakan aplikasi yang membantu, ramah bagi pengguna, dan merupakan aplikasi yang menarik bagi siswa dalam proses belajar bahasa Inggris, dan (2) aplikasi *Cake* memiliki banyak manfaat bagi siswa dalam meningkatkan keterampilan berbahasa Inggris. Aplikasi ini juga fleksibel sehingga membantu siswa untuk mengatur pembelajarannya sendiri. Siswa bisa mendapatkan kesempatan yang lebih besar untuk dapat meningkatkan keterampilan berbicara dengan menggunakan aplikasi *Cake* ini.

Kata Kunci: *persepsi siswa, aplikasi Cake, keterampilan berbicara*

INTRODUCTION

In the era of globalization, a good competence to use spoken English is really in demand. On the other hand, most students find it hard to learn English as a foreign language. It takes a lot of tricks to get students interested in learning English. Therefore, the teacher must know how to get students more interested in learning a foreign language and students need to be able to practice English, especially speaking skills (Maros, et.al, 2023)

Speaking is considered an important language skill. Kadamovna (2021) states that speaking skills are not only important for one's personal life but also for a successful career, as speaking skills can be used to achieve a better profession. The most important thing is to practice speaking to convey information, ideas, and opinions well, such as being an MC, announcer, moderator, and the like. However, most students consider speaking to be a difficult skill. Brown (2004) argues that teaching speaking skills is considered difficult because to be able to communicate effectively, students are required to know grammar and semantic rules, be able to speak fluently, and pronounce words, phrases, or even sentences correctly. Most Indonesian students tend to be afraid of making grammar and pronunciation mistakes, and are afraid of being laughed at by their classmates.

On the other hand, technology is currently integrated into English learning, which provides a fun and interesting learning atmosphere. According to the Association for Educational Communications and Technology (2004), educational technology is an effort to facilitate learning and improve performance by creating, exploiting, and managing appropriate technological processes and resources in learning. It is only natural that the world of education also utilizes technology to facilitate the learning process, such as utilizing smartphones for learning, taking online course training or webinars, integrating technology in subject matter, and using platforms that are easy to understand for student learning. Novia et al. (2024) proposed that students, educators, and parents might benefit greatly from free online resources, educational materials, and other chances for successful learning.

Utilizing technology as a learning medium, such as mobile applications, can provide the students with benefits, as it can be accessed at any time using handheld and mobile technology devices. Moreover, Prayudha (2024) stated that teachers benefit from a plethora of learning platforms and software at their fingertips to help students communicate or speak English fluently. Effendi & Hendriyani (2018) also stated that mobile applications have some benefits for the English language learning process: mobile applications serve as mobile eBooks that are practically used anywhere and anytime; as a knowledge search tool, mobile devices can also be utilized as a learning tool, as a dictionary, calculator, voice recorder, mini encyclopedia, an Edu game, an interaction and collaboration device. Therefore, using mobile applications for language learning, such as Duolingo, HelloTalk, Beelinguapp, and ELSA applications, is very beneficial for teachers and students inside and outside the classroom.

Utilizing smartphones in everyday life has become a necessity for some people. Smartphones can be used as an engaging and fun micro-learning tool. According to Shail (2019), microlearning is a relatively small and focused unit of learning that consists of concise learning activities, usually 1 to 10 minutes long, available on various devices. Microlearning is also equipped with interactive multimedia, such as learning videos, digital games, digital books, and PowerPoint presentations, among others.

The Cake application is one of the mobile applications that students have recently used. Yanthi (2021) stated that the Cake app is useful for improving English speaking skills and helping students become better English speakers. In addition, this app also serves as a good learning tool because it contains all the functions of learning materials, for example, in the material of expressing oneself, students observe, imitate, follow, and repeat videos. This can improve students' speaking, listening, and reading skills.

The Cake application has several advantages for listening and speaking skills. This application introduces the artificial intelligence (AI) Speech Recognition feature, where users can say sentences in English and immediately get corrections from the application. This application uses an interactive learning method because users can directly practice speaking and listening then users can also learn directly from professional teachers. This application also has features that can increase English vocabulary with flashcards, achievements, learning videos from native speakers, quizzes, and can take English classes directly with experienced teachers. Therefore, the Cake app is supported by several features that help students to practice speaking activities.

METHODOLOGY

1. Research Design

The research method in this study was quantitative. According to Johnson & Christensen (2016), quantitative research refers to the collection of numerical data, which focuses on only one or a few causal factors at the same time. The design of this research was a survey. Lodico et al. (2010) stated that a survey research is the main tool or instrument used to collect data in descriptive survey research. The researchers used a cross-sectional design because this research analyzes variable data collected at one specific point in time across a predetermined sample of the population.

2. Population and Sample

The research population was 104 eleventh-grade students of SMA Sandika Sukajadi in the academic year 2023/2024. The research participants were selected using an intact sampling technique, meaning that the population participated as the research sample. The researchers used intact sampling since the population size was small.

3. Instrumentation

The researchers administered a closed-ended questionnaire as the research instrument. The questionnaire consisted of 25 items measuring two aspects of students' perceptions: 1) students' experience in using the Cake application, and 2) benefits of using the Cake application. The respondents rated the questionnaire using a Likert Scale on a scale of 1 to 5.

The content validity was employed to ensure the appropriateness. Previously, the questionnaire consisted of 28 items; 13 items were adapted from Maiyora (2023), and 15 items were devised by the researchers. After devising the questionnaire, it was tried out at a private senior high school in Palembang. After trying out the questionnaire, the researchers analyzed the questionnaire's validity using the corrected item-total correlation. The analysis results revealed that 25 items were valid and 3 items were invalid. Then, the researchers distributed the questionnaire using Google Forms to the eleventh graders of SMA Sandika Sukajadi.

4. Data Analysis

Data analysis refers to the systematic process of analyzing data to facilitate researchers in obtaining conclusions. The obtained data were analyzed by using percentage analysis. Percentage analysis was employed to categorize the students' responses regarding their experience and benefits of using the Cake application. perception.

$$\text{Percentage} = \frac{\text{Value}}{\text{Total Value}} \times 100$$

Figure 1. Percentage Formula

After that, the researchers categorize the students' responses using a perception category adapted from Khasanah (2020). Table 1 presents the perception category.

Table 1. Perception Category

| Perception | Student's Perception Category |
|------------|-------------------------------|
| Positive | 30% to 100% |
| Negative | < 30% |

FINDINGS AND DISCUSSION

1. Findings

1.1 Students' Perception of Using the Cake Application

16 items in the questionnaire measured the aspect of students' perception of using the Cake application. This aspect highlights the students' experiences when they use the Cake application to help them in practicing spoken English. Table 2 presents the results of the percentage analysis and the students' perception category.

Table 2. Percentage Analysis of Students' Perception of Using the Cake Application

| No. | Statements | Scale | Frequency | Percentage | Category |
|-----|--|-------|-----------|------------|----------|
| 1. | I like using the Cake App to study. | 4 | 42 | 40.3% | Positive |
| | | 3 | 54 | 51.9% | |
| | | 2 | 5 | 4.8% | |
| | | 1 | 3 | 2.8% | |
| 2. | Using the Cake App suits my learning style. | 4 | 24 | 23.1% | Positive |
| | | 3 | 71 | 68.3% | |
| | | 2 | 5 | 4.8% | |
| | | 1 | 4 | 3.8% | |
| 3. | The Cake App provides information/materials/questions that are easy to understand. | 4 | 35 | 33.7% | Positive |
| | | 3 | 59 | 56.7% | |
| | | 2 | 5 | 4.8% | |
| | | 1 | 5 | 4.8% | |
| 4. | The Cake App facilitates my learning needs. | 4 | 35 | 33.7% | Positive |
| | | 3 | 62 | 59.6% | |
| | | 2 | 4 | 3.8% | |
| | | 1 | 3 | 2.9% | |
| 5. | I intend to use the Cake App for some time to come. | 4 | 26 | 25% | Positive |
| | | 3 | 67 | 64.4% | |

| | | | | | |
|-----|---|---|----|-------|----------|
| | | 2 | 5 | 4.8% | |
| | | 1 | 6 | 5.8% | |
| 6. | I highly recommend using the Cake App to others. | 4 | 33 | 31.7% | Positive |
| | | 3 | 65 | 62.5% | |
| | | 2 | 3 | 2.9% | |
| | | 1 | 3 | 2.9% | |
| 7. | I like Cake App because it provides short clips taken from YouTube | 4 | 41 | 39.4% | Positive |
| | | 3 | 56 | 53.8% | |
| | | 2 | 3 | 2.9% | |
| | | 1 | 4 | 3.8% | |
| 8. | I like Cake App because the content in it is like a movie | 4 | 45 | 43.3% | Positive |
| | | 3 | 52 | 50% | |
| | | 2 | 4 | 3.8% | |
| | | 1 | 3 | 2.9% | |
| 9. | Cake App makes me enjoy practicing English. | 4 | 48 | 46.2% | Positive |
| | | 3 | 49 | 47.1% | |
| | | 2 | 4 | 3.8% | |
| | | 1 | 3 | 2.9% | |
| 10. | The challenges available in the Cake App increase my effort in learning English. | 4 | 40 | 38.5% | Positive |
| | | 3 | 57 | 54.8% | |
| | | 2 | 3 | 2.9% | |
| | | 1 | 4 | 3.8% | |
| 11. | I will continue to use the Cake App to learn English | 4 | 35 | 33.7% | Positive |
| | | 3 | 61 | 58.7% | |
| | | 2 | 2 | 1.9% | |
| | | 1 | 6 | 5.8% | |
| 12. | The Cake App gives me more chances to improve my speaking skills. | 4 | 41 | 39.4% | Positive |
| | | 3 | 56 | 53.8% | |
| | | 2 | 3 | 2.9% | |
| | | 1 | 4 | 3.8% | |
| 13. | I am interested in practicing my speaking skills through the Cake App independently and effectively | 4 | 28 | 26.9% | Positive |
| | | 3 | 68 | 65.4% | |
| | | 2 | 4 | 3.8% | |
| | | 1 | 4 | 3.8% | |
| 14. | I enjoy choosing materials in the Cake App for improving my speaking skills. | 4 | 41 | 39.4% | Positive |
| | | 3 | 51 | 49% | |
| | | 2 | 4 | 3.8% | |
| | | 1 | 8 | 7.7% | |
| 15. | Using the Cake App with my own time makes English more interesting. | 4 | 38 | 36.5% | Positive |
| | | 3 | 59 | 56.7% | |
| | | 2 | 3 | 2.9% | |
| | | 1 | 4 | 3.8% | |
| 16. | Using the Cake App independently enhances my confidence in practicing my speaking skills. | 4 | 42 | 40.4% | Positive |
| | | 3 | 54 | 51.9% | |
| | | 2 | 2 | 1.9% | |
| | | 1 | 6 | 5.8% | |
| | TOTAL | | | 91.2% | Positive |

From the table above, it was found that 91.2% of the students perceived positively toward the use of the Cake Application. For item 1, 40.4% of respondents strongly agree,

51.9% agree, 4.8% disagree, and 2.9% strongly disagree. It indicated that most students like to use the Cake application for learning. For item 2, 23.1% of respondents chose strongly agree, 68.3% agree, 4.8% disagree, and 3.8% strongly disagree. It indicated that most students agreed that the Cake application suits their learning style.

For item 3, 33.7% of respondents strongly agree, 56.7% agree, 4.8% disagree, and 4.8% strongly disagree. It indicates that most students agreed that the Cake application provides information/materials/questions that are easy to understand. For item 4, 33.7% of respondents strongly agree that they strongly agree that the Cake app facilitated my learning needs, 59.6% agree, 3.8% disagree, and 2.9% strongly disagree. It indicated that most students agreed that the Cake app facilitated their learning needs.

For item 5, 25% of respondents strongly agree, 64.4% agree, 4.8% disagree, and 5.8% strongly disagree. It indicated that most students would use the Cake app in the future. For item 6, 31.7% of respondents strongly agree, 62.5% agree, 2.9% disagree, and 2.9% strongly disagree. It indicated that most students would recommend the Cake app to others.

For item 7, 39.4% of respondents strongly agree, 53.8% agree, 2.9% disagree, and 3.8% strongly disagree. It indicated that most students like Cake App because it features colorful cartoon images and funny sounds. For item 8, 43.3% of respondents strongly agree, 50% agree, 3.8% disagree, and 2.9% strongly disagree. It indicated that most students like the Cake app because the content in it is like a movie.

For item 9, 46.2% of respondents strongly agree, 47.1% agree, 3.8% disagree, and 2.9% strongly disagree. It indicated that most students agreed that the achievement feature in using the Cake App makes students enjoy practicing English. For item 10, 38.5% of respondents strongly agree, 54.8% agree, 2.9% disagree, and 3.8% strongly disagree. It indicated that most students agreed that the challenges available in the Cake App increased their effort in learning English.

For item 11, 33.7% of respondents strongly agree, 58.7% agree, 1.9% disagree, and 5.8% strongly disagree. It indicated that most students would continue to use the Cake App to learn English. For item 12, 39.4% of respondents strongly agree, 53.8% agree, 2.9% disagree, and 3.8% strongly disagree. It indicated that most students agreed that the Cake app gives students more opportunities to improve their speaking skills.

For item 13, 26.9% of respondents strongly agree, 65.4% agree, 3.8% disagree, and 3.8% strongly disagree. It indicated that most students' interested in improving their speaking skills independently through the Cake App. For item 14, 39.4% of respondents strongly agree, 49% agree, 3.8% disagree, and 7.7% strongly disagree. It indicated that most students enjoyed selecting materials on the Cake App to improve their speaking skills.

For item 15, 36.5% of respondents strongly agree, 56.7% agree, 2.9% disagree, and 3.8% strongly disagree. It indicated that most students using the Cake app in their own time make learning English more interesting. For item 16, 40.4% of the respondents strongly agree, 51.9% agree, 1.9% disagree, and 5.8% strongly disagree. It indicated that most students using the Cake App independently increased their confidence in practicing speaking skills. To conclude, most of the students have a positive experience while using the Cake application as their media for practicing spoken English.

1.2 Benefits of Using the Cake Application

To measure the benefit aspect of using the Cake application, the researchers queried 9 items.

Table 3. Percentage Analysis of the Benefits of Using the Cake Application

| Aspect Benefits of Using The Cake Application | | | | | |
|---|---|---|----|-------|----------|
| 17. | The Cake App allows me to learn whenever and wherever I want | 4 | 38 | 36.5% | Positive |
| | | 3 | 61 | 58.7% | |
| | | 2 | 4 | 3.8% | |
| | | 1 | 1 | 1% | |
| 18. | I believe that using the Cake App will make my learning process more effective. | 4 | 42 | 40.4% | Positive |
| | | 3 | 57 | 54.8% | |
| | | 2 | 2 | 1.9% | |
| | | 1 | 3 | 2.9% | |
| 19. | The Cake App can help me be good at speaking in class. | 4 | 40 | 38.5% | Positive |
| | | 3 | 59 | 56.7% | |
| | | 2 | 3 | 2.9% | |
| | | 1 | 2 | 1.9% | |
| 20. | I like Cake App because it has a learning reminder. | 4 | 45 | 43.3% | Positive |
| | | 3 | 51 | 49% | |
| | | 2 | 3 | 2.9% | |
| | | 1 | 5 | 4.8% | |
| 21. | I like Cake App because it has a reward system when I finish the exercise. | 4 | 37 | 35.6% | Positive |
| | | 3 | 61 | 58.7% | |
| | | 2 | 2 | 1.9% | |
| | | 1 | 4 | 3.8% | |
| 22. | The Cake App is easy to use to improve my speaking skills. | 4 | 33 | 31.7% | Positive |
| | | 3 | 65 | 62.5% | |
| | | 2 | 2 | 1.9% | |
| | | 1 | 4 | 3.8% | |
| 23. | I can practice speaking using the Cake App as many times as I want. | 4 | 30 | 28.8% | Positive |
| | | 3 | 50 | 48.1% | |
| | | 2 | 19 | 18.3% | |
| | | 1 | 5 | 4.8% | |
| 24. | Cake App allows me to enhance my vocabulary, grammar, and pronunciation. | 4 | 39 | 37.5% | Positive |
| | | 3 | 57 | 54.8% | |
| | | 2 | 4 | 3.8% | |
| | | 1 | 4 | 3.8% | |
| 25. | Cake App provides various topics for learning English. | 4 | 32 | 30.8% | Positive |
| | | 3 | 66 | 63.5% | |
| | | 2 | 4 | 3.8% | |
| | | 1 | 2 | 1.9% | |
| TOTAL | | | | 92.2% | Positive |

2. Discussion

Based on the data obtained, two points can be interpreted. First, most students had a positive perception of the use of the Cake application. Based on students' response, they stated that the Cake application could be easily understood, they considered that the Cake application was very fun and interesting because there was a movie trailer. The findings are like Iman's research (2020) that students could learn English through short and fun conversations. He added that the use of the Cake App follows students' learning styles, and it can be easily understood in the information/material/questions provided. Next, students are encouraged to practice their speaking skills independently through the Cake

application, and this application can also increase their confidence in practicing speaking skills. The findings are like the previous research that the Cake application can increase their confidence in speaking English, and the Cake app can provide sufficient input, such as vocabulary, grammar, and correct pronunciation, for them to express themselves in English (Maiyora, 2023).

Second, the findings also revealed that most students agreed that the Cake App is beneficial for them in learning spoken English. Because the Cake application is an independent English learning tool anytime and anywhere. The findings are in line with Anggraini's research (2022), which found that the Cake application could be accessed via smartphones, which made it easier for students to learn anywhere and anytime. The Cake application makes the students' learning process more effective. It can improve speaking skills, increase vocabulary, grammar, and student pronunciation. The findings are under the results of Hamdani & Puspitorini's research (2022), which showed that students agreed that they had a greater opportunity to improve their speaking skills by using the Cake application.

Cake App provides some features to support students in choosing various topics and managing their learning. Cake application rewards students for their engagement and achievements during the learning process. The Cake application provides immediate feedback on students' English pronunciation. A similar study supported this statement. Octavianita et. al (2020) in their research also found that the Cake application feature has Speech recognition to recognize our pronunciation word by word, so that students can find out where they are wrong in pronouncing English. The Cake application also gives students the opportunity to improve their vocabulary, grammar, and pronunciation. These benefits of using the Cake application are in line with the research findings. Besides, the Cake application can also be used for practicing speaking as much as they want. It can help students to be good at speaking in class. They agreed that using the Cake app can increase their confidence when speaking English in front of the class.

Based on the data above, it can be concluded that the Cake application could facilitate students learn English independently and help them in mastering English-speaking skills. This study is like the findings of Hamdani & Puspitorini's (2022), which found that students agreed that they had a greater opportunity to improve their speaking skills using the Cake application. Students agreed that they were interested in improving their speaking skills independently through the Cake application. They also agreed that they could practice speaking using the Cake application as much as they wanted.

CONCLUSION

Based on the research findings, two conclusions can be drawn. First, most students had a positive perception of using the Cake application, especially for speaking instruction. Most students agreed that the Cake application supports students to learn spoken English. Using the Cake application to learn spoken English can help students understand the material easily, and its movie trailer made the class interesting and fun. Secondly, the Cake application has benefits for students in their learning. The Cake application is flexible to facilitate students' English learning process outside the class, and it also has some features to enable them to manage their self-paced learning. The results showed that most students had a new experience in learning to use the Cake App, and they also had a positive perception of the use of the Cake application. From the above results regarding students' perceptions, it can be concluded that Cake App can be used as

an effective learning tool to enable more chances for students to improve their English speaking ability. It is highly recommended for the teachers to consider integrating the cake application to promote English speaking.

REFERENCES

- AECT. (2004). *The Definition of Educational Technology*. (Washington, D.C., USA: Association for Educational Communications and Technology).
- Anggreini, S., Musiman, M., & Pratiwi, D. S. (2023). Teachers' and Perceptions on the Use of Cake Application toward their Speaking Skill on Merdeka Belajar Era. *ELT-Lectura*, 10(2):133-142.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. San Francisco State University.
- Effendi, H., & Hendriyani, Y. (2018). The Development of an Interactive Blended Problem-Based Learning Model for the Programming Subject.
- Hamdani, H., & Puspitorini, F. (2022). Students' Perception on the Use of Cake Application To Improve Speaking Skill. *JALL (Journal of Applied Linguistics and Literacy*, 6(1):111-119.
- Iman, N. (2020). 12 Aplikasi Belajar Bahasa Asing untuk Android, Makin Mahir Tanpa Kursus. Retrieved from Daily Social Id:
- Johnson, R. B., & Christensen, L. (2016). *Educational research: Quantitative, qualitative, and mixed approaches* (7th ed.). Sage Publications, Inc.
- Kadamovna, S. N. (2021). The Importance of Speaking Skills for EFL Learners. *International Journal of Innovations in Engineering Research and Technology [IJIERT]* 8 (1):26-30
- Khasanah, D.R.A.U, dkk. (2020). "Pendidikan dalam Masa Pandemi Covid-19" *Jurnal Sinestesia*, 10(1): 41-4
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice*. John Wiley & Sons.
- Maiyora, S. (2023). Students' Perception of Using the Cake Application for Speaking Skills. Universitas Muhammadiyah Sumatera Utara Medan.
- Maros, M.A., Ilma, R & Kurniasari, R. (2023). Speaking activities implemented in the English club: students' voices. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 10(1): 81-92.
- Novia, F., Nery, R., & Almukni, R. (2023). TED Talk Video: A Technology to Teach Listening Skills. *DIDASCEIN: Journal of English Education*, 4(2), 97–103. <https://doi.org/10.52333/djoe.v4i2.200>
- Octavianita, A., Fitri, N. R., Rafinazly, R., & Ihsan, M. T. (2022). The Effectiveness of Using Cake Application in Improving Students' Speaking Skills. *AUFKLARUNG: Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya*, 1(2): 80–85.

- Pazzaglia, A. M., Stafford, E. T., & Rodriguez, S. M., (2016). Survey Method for Educators: Analysis and Reporting Support Data (part 3 of 3). Washington, DC, US: REL Northeast & Island.
- S.Prayudha, J. (2024). English Voice Records: ELT Students' Perceptions and Problems. *DIDASCEIN: Journal of English Education*, 5(1), 51–61. <https://doi.org/10.52333/djoe.v5i1.664>
- Shail, M. S. (2019). Using micro-learning on mobile applications to increase knowledge retention and work performance: a review of literature. *Cureus*, 11(8).
- Yanthi, W. (2021). The use of Cake Application in teaching Speaking to Senior High School students. In Bogor English Student and Teacher (BEST) Conference (Vol. 2, pp. 165-170).