



## EFFECTIVENESS OF CAKE APPLICATION ON STUDENTS' ENGLISH VOCABULARY MASTERY

Zulva Minla Dunka Nikmah <sup>1</sup>; Ika Rakhmawati <sup>2</sup>;

<sup>1</sup>Universitas Bhinneka PGRI, Tulungagung, Indonesia

<sup>2</sup>Universitas Bhinneka PGRI, Tulungagung, Indonesia

---

### Article Info

*Submitted June 2023*

*Accepted: September 2023*

*Published: October 2023*

---

### Keywords:

Application Cake, Effectiveness, Vocabulary Mastery.

---

### \*Correspondence Address:

[zulvaminla641@gmail.com](mailto:zulvaminla641@gmail.com)

---

### Abstract

This study aims to determine the effectiveness of using the Cake application for students' English vocabulary learning. This research is a quantitative research which is a pre-experimental study with a one-group pre-test post-test design. The population of this study were students of the Bhinneka PGRI University English Education study program. The sample of this study were 8th semester students, totaling 19 students. The sample used by the researcher is a purposive sampling type. The instruments used were pretest and posttest. The results showed that the use of the cake application affected students' English vocabulary mastery. In addition, it is also proven again by using hypothesis testing paired sample t-test. The result obtained is 0.003. In the paired t-sample test rules, if the significance is less than 0.05, then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. Based on the results of the study, it can be concluded that the use of the cake application affects students' English vocabulary learning.

---

## INTRODUCTION

Language is a communication system to convey human ideas (Kim, 2020). Some skills in language are speaking, listening, reading and writing. Speaking is one of the important components when learning a language (Kačdonek-Crnjaković, 2020). When someone learns a language, he is considered to have a good ability to speak that language. This occurs naturally in language learning. As a result, most

people learn language by focusing only on speaking, or what they need, not knowledge of the language (Musa, 2019).

One of the factors that influence English mastery is vocabulary, yet it doesn't mean that other factors don't influence it, such as listening, grammar, structure, and reading. Badroeni & Nasrulloh (2022) states that learning vocabulary is the most important thing in learning a language. We know that vocabulary is the basis of communication which really depends on the vocabulary we use and need in our life. The language which is used by human beings depends on the vocabulary used or gained. Thus, without vocabulary, the learners will be demotivated to use the language.

Learning vocabulary is the most important thing in learning a language. We know that vocabulary is the basis of communication which really depends on the vocabulary we use and need in our life. The language of human beings depends on the vocabulary used or gained. Thus, without vocabulary, the learners will be demotivated to use the language (Schmitt, 2019). Mastering vocabulary is fundamental in learning a foreign language. Vocabulary is important for natural language learners. Without adequate vocabulary, we cannot communicate effectively and cannot express ideas (Sari & Aminatun, 2021).

In the vocabulary learning process, there are fun learning applications so that students do not feel forced but enjoy the learning process. For lecturers this is a challenge because they have to create teaching techniques that make students interested in what they will teach, especially to avoid boredom. With the existence of learning applications, it is expected that it can also make it easier for students to understand the lesson, so that material that is difficult can be directly understood by student. The use of learning application as teaching aids that also influence the conditions and learning environment designed and created by lecturers will generate excitement in learning, enabling more direct interaction between students and learning objects (Nematovich & Karimberdiyevich, 2022).

In this study the authors focused on the college student level because basically English learning materials about vocabulary were needed. This means students need to master a lot of vocabulary to understand some of these texts. In addition, Yasmine & Sara (2023) explained that vocabulary mastery is one of the most challenging tasks every learner faces when learning a foreign language. Moreover, with the development of technology and media science, it has become

a provision for mastering English as a means of communication needs, but it cannot be denied that there are still students who excel in learning English who are inadequate. The low mastery of English vocabulary is generally influenced by various factors, including: lack of vocabulary knowledge, students do not understand because they only use the same learning media, and do not apply appropriate learning models (Hamer & Lely, 2019).

The cake application is a fairly short and fun English conversation application that is updated every day. This application is suitable for all groups from children to adults according to the theme they like, the learning used is also more relevant and hits in the present (Bariza, 2021). In this English learning application, there are short videos with various categories. There are many snippets of vlogs, films, and podcasts complete with text and subtitles in our language. In those videos, we can also play a slow version besides the original version. This makes it easier for students to digest and imitate what the person in the video has just said (Adilla, 2022). Through this cake application, students can fill their time with positive things, without realizing they will get even more English vocabulary. By using Cake App, students can learn real English expressions curated from YouTube. YouTube has become one of the most-popular websites in the world (Almurashi et al., 2022).

This study measures the students' mastery of English vocabulary which influences English learning. The object of this study were students of the English Department of Bhinneka PGRI Tulungagung. Based on the information above, the researcher is interested in conducting a study entitled "The Effectiveness of Cake Application on Students' English Vocabulary Mastery".

## **RESEARCH METHODOLOGY**

The step in conducting research is to determine and develop a research design. In this study, researchers used a quantitative approach. According to Siedlecki (2020), quantitative research is a type of research that uses numbers to process data to produce structured information. This quantitative approach research is pre-determined, statistical data analysis and interpretation of statistical data.

This research method uses quantitative methods because the data to be processed is ratio data. The focus of this research is to determine the magnitude of the influence between the variables studied. Researchers who use a quantitative

approach will test a theory by detailing a specific hypothesis, then collect data to support or refute these hypotheses. To conduct the research, the researcher used a pre-experimental study with a one-group pre-test post-test design. The purpose of this study was to use experimental research to investigate the use of Application Cake in the English vocabulary mastery of students in English class eight semester, Bhinneka PGRI University. After being given treatment to students who were taught before and after using the Cake Application, its effectiveness was known.

## RESEARCH FINDING

This study uses a pre-experimental design and takes one class as a sample to be observed. Then students are taught to use different learning applications to determine the effectiveness of these applications. This research was conducted on 19 students which can be explained in detail. This research was conducted for eighth semester students. The data obtained in this study are from pre-test and post-test scores. To describe the data, the researcher determined the criteria for student test scores.

### The Students' Achievement Before Using the Cake Application in Learning English Vocabulary

In this study, researchers gave a pre-test before treatment. Students must answer 20 questions. The pre-test is given to determine students' initial abilities in obtaining learning outcomes regarding English vocabulary. The results of the pre-test analysis were calculated using SPSS 21.

**Table 4.3 Descriptive Statistic of Pre-test**

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
PRETEST	20	30.00	60.00	90.00	1440.00	72.3684	7.14511	51.023
Valid N (listwise)	20							

In table 4.3, 19 students take the pretest. The student's lowest score is 60, and the highest score is 90. The data range is 30. The average of the data is 72.3684. The standard deviation of the data is 7.14307. The variance of the data is 51.023. Based on table 4.4, it can be seen that the frequency of students' English vocabulary scores before treatment was 5.3% of students with a score of 90. 10.5%

of students with a score of 80. 36.8% of students with a score of 75. 26.3% of students with a score of 70. 10.5% of students with a score of 65. 10.5% of students with a score 60. From the data, it can be concluded the student scores are still lacking and need improvement.

**Table 4.6 Descriptive Statistic of Posttest**

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
POSTEST	19	45.00	55.00	100.00	1585.00	83.4211	12.91561	166.813
Valid N (listwise)	19							

In the table 4.6. 19 students take the post-test. The student's lowest score 55 and the highest score is 100. The data range is 45. The average of data 83.4211. The standard deviation of the data 12.91561. The variance of the data 166.813. Based on table 4.5. It can be seen that the frequency of students' English vocabulary scores after treatment was 5.3% of students with a score of 100. 26.3% of students with a score of 95. 15.8% of students with a score of 90. 15.8% of students with a score of 85. 10.5% of students with a score of 80. 5.3% of students with a score 75. 15.8% of students with a score 65. 5.3% of students with a score 55. From the data, it can be concluded that student scores increase. The Shapiro-Wilk normality test is a test to determine the distribution of data. In testing, the data is declared normal if the significance value is more than 0.05 (Sig > 0.05). The table above shows a significance of 0.148 and 0.35 which is greater than 0.05 (Sig > 0.05). So it can be concluded that the data is normal. Because the value of 0.003 is smaller than <0.05, it can be concluded that "the hypothesis is accepted" means that there is a difference between the results of the pretest and posttest.

## DISCUSSION

This section of the discussion includes the interpretation of research findings obtained from the results of students' English vocabulary learning using the cake application. Mena Bonifaz (2020) in his dissertation wrote that using the Cake application can improve students' English vocabulary mastery compared to those who only use books, dictionaries, the web, and so on. Therefore, in this study the results of students before and after being given treatment using the cake application. The researcher concluded that the students were still lacking

in the English vocabulary they used every day. However, after the researchers gave the treatment using the cake application, they became more aware of new and more vocabulary.

According to Pulungan & Siregar (2020), the results of the case studies show that students show a positive attitude and enthusiasm and expand different vocabulary when using the Cake application. This shows that the use of the cake application in learning vocabulary becomes more effective for increasing students' English vocabulary.

The purpose of this study was to determine the effectiveness of learning the cake application for students' English vocabulary. The sample in this study were eighth semester students, totaling 19 students. After conducting research, researchers found differences in learning outcomes before using the cake application and after using the cake application. After using the cake application the results obtained are better than before using the cake application. This can be seen from the results of the pre-test and post-test that have been done.

Based on the results of data analysis, there is a significant effectiveness in learning vocabulary through cake applications. This is evidenced by the results that have been calculated through the SPSS program. In addition, significant results can also be seen in the paired sample test. The result is 0.003. The result is below  $<0.05$  which means  $H_0$  is accepted and  $H_a$  is rejected. Thus it is proven that the use of the cake application for learning English vocabulary is more effective than not using the cake application. Therefore, the Cake Application can improve students' English vocabulary.

## **CONCLUSION AND SUGGESTION**

Based on the results of the analysis of research data and calculations that have been done. The researcher can conclude that the students' English vocabulary increases after using the cake application in learning English in the eighth semester. Effectiveness can be seen from the difference in the results of the pre-test and post-test. This can be seen from the results of the data analysis that has been carried out from the pretest average value of 72.37, as a comparison the posttest value is 83.42.

In addition, it is also proven again using hypothesis testing. Using paired sample t-test. The result obtained is 0.003. In the rules of the paired t-sample test, if the significance is less than 0.05, then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. From all the results of the analysis it can be concluded that the use of the Cake application is effective in increasing student vocabulary. In addition, students are also more interested in learning English. In the Cake Application itself there are also many fun features.

For Students, researchers suggest adding English vocabulary through applications, one of which is the Cake Application, because it is easy to use and not boring for students in the learning process. For Teachers, English teachers must be more creative in teaching, especially regarding students' English vocabulary. In learning more use of media or methods to facilitate explanation, with the cake application method it can attract students' attention, so students can take part in class actively and responsively. For Researchers, This research can be used as a reference source for further research. It is hoped that future researchers can also develop learning with even more cake applications.

## Reference

- Adilla, N. (2022). *The Effect of Cake Application in the Students' Speaking Ability at the Eighth Grade at MTs Babul Ulum-Pajak Rambe*. Universitas Islam Negeri Sumatera Utara.
- Almurashi, H., Bouaziz, R., Alharthi, W., Al-Sarem, M., Hadwan, M., & Kammoun, S. (2022). Augmented reality, serious games and picture exchange communication system for people with ASD: Systematic literature review and future directions. *Sensors*, 22(3), 1250.
- Badroeni, B., & Nasrulloh, S. F. (2022). Mobile Learning Vocapp:(Vocabulary Application) for English Vocabulary Learning. *English Review: Journal of English Education*, 10(2), 533-542. <https://journal.uniku.ac.id/index.php/ERJEE/article/view/6253>  
<https://journal.uniku.ac.id/index.php/ERJEE/article/download/6253/3100>
- Bariza, R. (2021). *Investigating the Role of the "Cake Application" in Enhancing English Foreign Language Learners' Speaking Skill The case of first year students of English at Biskra University*.
- Hamer, W., & Lely, L. N. (2019). Using Pictionary game to increase learners' vocabulary mastery in English language instruction. *Journal of English Education Studies*, 2(1), 43-51.

- Katdonek-Crnjaković, A. (2020). Naturally occurring language learning strategy instruction in an adult EFL classroom. *Electronic Journal of Foreign Language Teaching*, 17(2), 392–404.
- Kim, D. (2020). Learning language, learning culture: Teaching language to the whole student. *ECNU Review of Education*, 3(3), 519–541.
- Mena Bonifaz, C. D. (2020). *Cake–learn English app and the English language vocabulary*. Universidad Técnica de Ambato-Facultad de Ciencias Humanas y de la Educación ....
- Musa, H. I. (2019). Dialogic vs. Formalist teaching in developing argumentative writing discourse and reducing speaking apprehension among efl majors. *Journal of Language Teaching and Research*, 10(5), 895–905. <https://doi.org/10.17507/jltr.1005.01>
- Nematovich, V. A., & Karimberdiyevich, S. S. (2022). TEACHING PERSPECTIVE BASED ON INNOVATIVE TECHNOLOGIES. *Web of Scientist: International Scientific Research Journal*, 3(1), 678–687.
- Pulungan, A. P., & Siregar, M. (2020). Developing Cake App as digital Media For Teaching Speaking in Junior High School. *GENRE JOURNAL: Journal of Applied Linguistics of FBS Unimed*, 9(3).
- Sari, S. N., & Aminatun, D. (2021). STUDENTS' PERCEPTION ON THE USE OF ENGLISH MOVIES TO IMPROVE VOCABULARY MASTERY. *Journal of English Language Teaching and Learning*, 2(1), 16–22.
- Schmitt, N. (2019). Understanding vocabulary acquisition, instruction, and assessment: A research agenda. *Language Teaching*, 52(2), 261–274.
- Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, 34(1), 8–12.
- Yasmine, B., & Sara, M. (2023). *Exploring the Effectiveness of Digital Games in Enhancing EFL Young Learners' Vocabulary*.