



**STUDENTS' PERCEPTION OF USING CAKE APPLICATION ON
STUDENTS' PRONUNCIATION**

THESIS

**By :
ECHA MARGARETHA
NIM. 200210401011**

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF EDUCATION
UNIVERSITY OF JEMBER**

2026



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Composed to Fulfil One of the Requirements to Obtain the Bachelor's Degree in
English Education Study Program, Language and Arts Education Department,
Faculty of Education, University of Jember

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DEDICATION

This thesis is dedicated with honor to:

1. My mother, Wiwik Alfiah, whose love, care, support, and endless prayers have been the foundation of my strength.
2. My younger sister, Bilqis Selma Meiguswita, who always cheers me on and makes me want to be a good example for her.
3. My late father, who didn't get to see me earn this degree.
4. My stepfather, who was present in my life and helped me.
5. My two cousins, Aqila and Nayla , who made my life more colorful and joyful.
6. My esteemed lecturers, whose guidance, knowledge, and encouragement have greatly inspired and supported me throughout my studies.
7. The teachers at my workplace who have always supported me to this day.
8. My beloved friends, Lisa, Dinda, Anggita, Billa, Ninis, Hany, and Cindi, who always help, support, and make my days better.

MOTTO

“Finish what you have started.”

“If you start something in a good way, end it in a good way.”

“Allah does not burden a person beyond his capacity.”

— *(QS. AL-Baqarah:286)*



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. Therefore, all materials incorporated from secondary sources have been acknowledged and referenced.

I certify that the content of the thesis is the result of work that has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, 15 May 2026

The writer,

Echa Margaretha

200210401011

SUPERVISOR'S APPROVAL

**STUDENTS' PERCEPTION OF USING CAKE APPLICATION ON
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THESIS

Composed to Fulfill One of the Requirements to Obtain the S1 Degree at the
English Education Study Program, Language and Arts Education Department,
Faculty of Education, University of Jember

Name : Echa Margaretha
Identification Number : 200210401011
Level : 2020
Place of Birth : Jember
Date of Birth : August 23th, 2002
Program : English Education
Departement :Language and Arts
Faculty : Education

Approved by:

Supervisor I

Supervisor II

Eka Wahjuningsih S.Pd., M.Pd.

NIP. 197006121995122001

Rizki Febri Andika Hudori S.Pd., M.Pd.

NIP. 199002282025211051

APPROVAL OF THE EXAMINATION COMMITTEE

The thesis entitled “Students’ Perception of Using Cake Application on Students’ Pronunciation” is approved and accepted by the Faculty of Education, University of Jember on:

Day :

Date :

Place :

The Examiner Committee:

The Chairperson

The Secretary

Eka Wahjuningsih S.Pd., M.Pd.

NIP. 197006121995122001

Rizki Febri Andika Hudori S.Pd., M.Pd.

NIP. 199002282025211051

The Members:

Member I

Member II

Dra. Made Adi Andayani T, M.Ed.

NIP. 196303231989022001

Mutiara Bilqis, S.Pd., M.Pd.

NIP. 198805252019032016002

Acknowledgement by
The Dean of Faculty of Education,
University of Jember

Dr. Mohamad Na'im M.Pd.

NIP. 196603282000121001

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I believe that this thesis might have some weaknesses. Therefore, any constructive criticism or feedback will be greatly appreciated.

Jember, 15 May 2026

The writer,

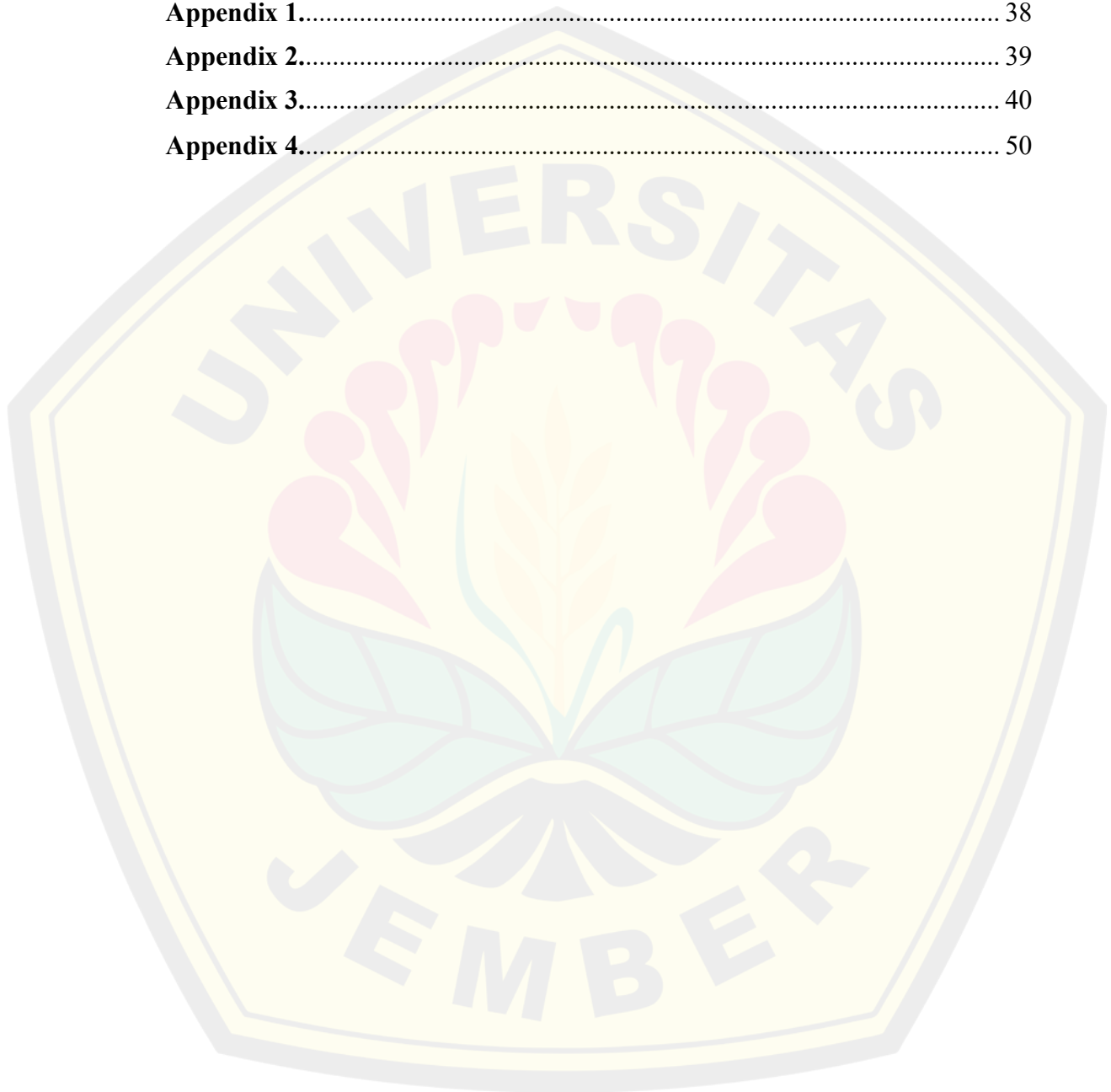
Echa Margaretha

200210401011

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CHAPTER 1. INTRODUCTION

This chapter explains some aspects related to the research problems. It consists of the research background, research question, research objective, and research contributions.

1.1. Research Background

Learning English requires not just grammar and vocabulary, but also pronunciation abilities. Pronunciation is an important aspect of speaking skills, as it affects how clearly and effortlessly a person communicates with their listener. Speaking is one of the skills that most students find challenging to learn. They struggle to pronounce words or sentences in English because they do not frequently practice speaking English. Gonzalez (2012), quoted in Chaniago (2022), claims that speaking is one of the most difficult language skills for students to master. A learner may have lots of vocabulary and good sentence structure, but if their pronunciation is poor, communication can be disturbed and might cause misunderstandings.

Additionally, English is not commonly used in students' conversations because it is not their first language. When they want to learn to talk, there are new words that the students must practice frequently. Practicing is more crucial than just studying books and theories when learning to speak English. According to Hamdani et al (2022), students should practice their speaking skills frequently. The more practice, the better they can speak English fluently. If the students do not exercise often, their lessons will be useless because they cannot figure out what is right and wrong.

Recently, with the advent of technology, students do not always have to study English during class hours at school. They can study independently on their smartphones using the internet, anytime, anywhere. Clarke et al. (2001) noted that the internet has increased significantly in the last few years. There are many fun, and not boring English learning applications, such as Duolingo, Elsa, HelloTalk, that the students can take advantage from. One of the applications is "Cake Application".

Cake application is an English learning tool from which students can learn how to interact more effectively and have more fun. Thus, this app is suitable for students to practice speaking, especially in pronunciation. They do not have to worry about making errors when practicing speaking because the app offers instant feedback. This app will instantly correct students' speech if they mispronounce a word. According to Octavianita et al (2022) stated that with the Cake Application, the students can focus more on improving their speaking ability. Nuraeni (2020) also states in the conclusion that one of the great and modern applications to utilize as supplemental material for speaking lessons is the Cake Application.

There are several studies on the use of the cake application. First, the study by Nurhaliza & Fakhurriana (2023) concluded that many students agreed that Cake successfully developed vocabulary knowledge at SMP 2 Ngadiluwih. Next, the study by Wahyuni et al (2022) found in their study that students are enthusiastic about learning vocabulary, and because of that, students' vocabulary ability improves. According to the findings of Hamdani & Puspitorini (2022), most students believe the cake application helps to improve their speaking skills. The studies by Ammirudin (2022) found that most students agreed that the Cake Application can be used to help students improve their English. The research by Anggreini, Musiman, & Pratiwi (2023) found that 78% of students agree that the cake application can improve English speaking skills, and at the same time, 85% of teachers believe the cake application can make the class more active in learning. The results by Hamdani & Puspitorini (2022) found that most students agreed to use the Cake application to improve their speaking skills. Cahyani (2024) discovered that the Cake application was highly helpful in enhancing student pronunciation at SMPN 23 Barru. Other than improving pronunciation, it enhanced students' motivation to study and their confidence. Another study, conducted by Rinata (2024), found that students agreed the Cake application could help them improve their pronunciation.

As a result, the researcher is interested in starting a study that focuses on students' perceptions of using the cake application for pronunciation. This

research has similarities with the previous studies. However, there are some differences. This research focuses more on students' perceptions after using the cake application, which could affect their pronunciation. For this reason, this research, entitled "Students' Perceptions of the Use of Cake Application on Students' Pronunciation," will be carried out by the researcher.

1.2. Research Question

The research question of this research is "What were the students' perceptions of using cake application on students' pronunciation?"

1.3. Research Objective

The purpose of this study is to explore students' perceptions of using cake application on students' pronunciation.

1.4. Research Contributions

The results of this research are expected to give empirical and practical contributions.

1.4.1. Empirical Contribution

This study provides an empirical contribution by presenting students' perceptions of using the cake application. The results of the study show that the speak feature with direct feedback can boost students' confidence and motivation to practice pronunciation, but the result is severely affected by support from society, and technical factors like the device and internet network.

1.4.2. Practical Contribution

This study contributes to teachers' understanding of how this application can motivate English teachers to use Cake Application as a medium in the learning process to make it more effective and practical. Teachers can utilize Cake Application as a learning support tool in the classroom or as a self-study assignment at home, by adjusting the material's difficulty level and providing guidance in the early stages to avoid student confusion. Cake Application is not only for improving pronunciation but also for improving vocabulary and listening skills.

CHAPTER 2. LITERATURE REVIEW

This chapter explains some aspects related to the research problems. It consists of the perception, the cake application, pronunciation, and previous research.

2.1. Perception

Perception, according to Siagian (1989), as cited in Soraya (2018), is the process by which a person organizes and interprets sensory experiences to create a certain meaning in the environment. Perception is the experience of objects, events, and relationships based on inferring and message interpretation. Every individual in daily life will receive stimulus in the form of information, events, objects, and others originating from their surroundings; each individual will give this stimulus meaning; the process of giving meaning is defined as perception. Everyone has different perspectives because each person has their own experiences.

This study is based on Robbins and Judge's (2017) perception theory, which defines perception as the process by which individuals interpret and arrange their sensory inputs to make sense of their surroundings. As a result, perception could mean that each individual understands something differently because each individual has different opinions and systems depending on their character and environment. In this case, the students' perspectives of Cake application are affected by their previous experiences, expectations, and desire to improve their English pronunciation.

According to Robbins and Judge (2017), there are three factors that can influence perception:

1. Perceiver Factors

Perception is strongly influenced by individual characteristics, such as attitudes, motives, interests, experiences, and expectations.

2. Target Factors

The characteristics of the observed object or person also influence perception. The target indicator aspects are as follows: novelty, motion, sound,

size, background, proximity, and similarity.

3. Situation Factors

The context of time, work settings, and social settings also has a significant influence.

2.2. Cake Application

One of the applications available for learning English is the Cake Application. This application can be downloaded from the App Store and also the Play Store for free. It has been downloaded more than 50 million times and has a rating of up to 4.9. This application can be viewed anytime, anywhere, and only needs an internet connection. There are four levels available for students to select so that they can choose their level of difficulty namely: basic, beginner, intermediate, and advanced. Additionally, a variety of subjects that are appropriate for students are provided by this application. The Cake Application was not subjected to a particular level of usage in this study. The purpose of this research was to explore students' perceptions of the Cake app's use in pronunciation learning, which helps students to access materials according to their individual abilities and experiences. However, the teacher initially recommended that junior high school students use the Beginner level, as it was ideal for their English skills. Participants can find the materials at the Beginner level to be more understandable and suitable for use in their daily lives due to the simple vocabulary, expressions, and pronunciation exercises.

The Cake Application teaches pronunciation of phrases and expressions by using videos and animations. This application wants the students to participate in an English conversation program that focuses on certain words and phrases. There is also a speech recognition program that evaluates the learner's pronunciation and provides feedback on the learner's work. Daily updates of short pronunciation practice clips are available, and they are categorized by knowledge level and conversational subjects. Its primary function is teaching English so that it is helpful for enhancing students' speaking abilities. If a pronunciation mistake happens, this application will evaluate the student's pronunciation instantly, allowing them to correct their mistake as soon as possible.

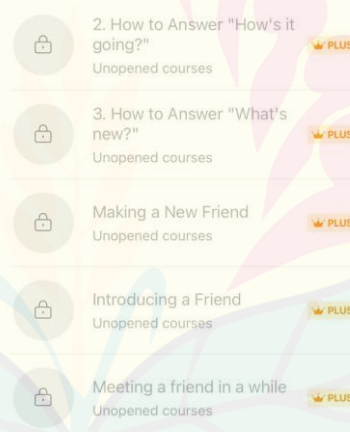
2.2.1. Advantages and Disadvantages of Cake Application

There are several advantages of using the Cake application:

1. The cake application can be used anytime and anywhere.
2. The cake application has a variety of content when students use this application.
3. Learning English becomes interesting and does not make students feel bored.

There are some disadvantages of using the Cake application:

1. Sometimes, some videos and topics cannot be opened because users have to upgrade to premium or cake plus.
2. Users must use an adequate device and a stable connection to be able to use the application comfortably.
3. To open a topic, users must upgrade to Cake Plus to be able to open it.



Picture 1. Example of a topic that must be subscribed to cake plus

2.3. Pronunciation

While learning English, pronunciation is an important factor that impacts the effectiveness of spoken communication. Good pronunciation helps the recipient to fully understand the message, meanwhile poor pronunciation may cause to confusion or even misunderstandings. This indicates that pronunciation is an important part of speaking skills (Gilakjani, 2012). Speaking is a skill that involves communicative skills, competence, pronunciation, intonation, grammar, and vocabulary (Natsir, 2016). In learning speaking skills, students learn the theory of speaking and the elements of speaking abilities, and practice them.

These include the following: vocabulary, grammar, fluency, and pronunciation. This study discussed pronunciation because the researcher wants to know students' perception of pronunciation after using one of the features in the Cake application.

Pronunciation is an important component of speaking. Speaking English with good pronunciation is not easy for students learning a foreign language, because of various factors, such as students are expected to be capable of controlling their intonation, word or sentence level stress, rhythm, and sounds, which consist of consonants and vowels. The problems will be different and vary for each student. According to Gan (2012), numerous difficulties that students might encounter include a lack of vocabulary, complicated grammar, incorrect intonation and pronunciation, and a lack of practice in speaking English, but the most common one is pronouncing English words.

This study focuses on pronunciation, specifically the sound aspect of words, because the Cake app motivates pronunciation practice and checks students' pronunciation accuracy. The sound aspect was chosen since many students still struggle to know the difference and pronounce English sounds that differ from those in Indonesian. Some children pronounce words like "think" and "three" as "ting" and "tri" because they don't know how to say them properly. Furthermore, the word "zoo" is frequently pronounced as "zo". As a result, this study focuses on how students practise and improve English word sounds using the Cake app's pronunciation feature.

Students keep having trouble pronouncing English words when reading or communicating because pronunciation in speaking skills is less learned at school. That is why pronunciation is not easy to learn. Other difficulties can also be caused by a lack of practice. Pronunciation mastery can assist people in fully understanding someone's speech. Correct pronunciation can be easily understood by people to reduce misunderstandings in communication.

The ability to speak English effectively and correctly is one of the skills that students have to acquire. Speaking English fluently as a foreign language learned by students is difficult, so many students still struggle with it. According

to Mulyadi et al. (2021), speaking is very difficult to learn for some foreign language learners. They are unfamiliar with communicating in English because they do not use English in their everyday conversations.

2.4. Previous Research

Several studies on students' perception of cake application have been conducted. Research entitled "Students' Perception on The Use of Cake Application as Digital Media for Learning English" by Ammirudin (2022) found that most students had a positive perception about using the Cake application as a digital media for learning English. The results showed that most students agreed that the Cake application gives benefits and contributions to learning English; therefore, the Cake application can be used to help students improve their English. Students enjoyed studying English and had a chance to increase their English whenever they wanted to.

Another research entitled "Students Perceptions of The Cake App as A Medium to Teach Vocabulary" was carried out by Wahyuni, Hidayat, & Nurdianti (2022) found almost all of the students revealed a good knowledge of the Cake Application, beginning with its characteristics, how to operate it, and the apparent effect, access to the cake application requires no payment because the application is free. Based on these findings, it is possible to assume that technology in education is important since it can improve student motivation and learning outcomes. In addition, the results of this study are students do not get bored since the cake application's features are interesting, so students are comfortable and interested in learning while using the cake application. Furthermore, students are motivated and enthusiastic about studying vocabulary, and as a result, students' vocabulary skill improves, affecting students' scores on tests.

Further research was conducted by Nurhaliza & Fakhurriana (2023) with title "Students Perception Towards the Use of Cake Application as a Medium to Increase Vocabulary Knowledge". The findings of the research it can conclude that most of the students strongly agree that Cake application give a good impact on the students. Using the cake application makes it easy for students to learn English, especially vocabulary, and students appreciate its simplicity and

efficiency. The result of the research is the Cake application which allows students to enrich their vocabulary. 76% of students strongly agree and 16% of students strongly agree with the following statement that by using the online cake application program, more than 60% of students agree that the online cake application program helps students remember words.

Next, the research by Anggreini, Musiman, & Pratiwi (2023), with the title “Teachers and Students Perception on the Use of Cake Application toward their Speaking Skill on Merdeka Belajar Era” found that 78% of students agree that the cake application can improve English speaking skills, at the same time 85% of teachers believe the cake application can make the class more active in learning. Almost all respondents felt that the cake application strategy for learning English was helpful for both teachers and students. Using the cake app can help students improve their speaking skills and help students feel excited when learning English. Using the cake application helps teachers to use technology-based learning in an era of independent learning. Think about the use of artificial intelligence-based technologies to improve language, voice, and proper pronunciation. The Cake application can also be applied for a long time to improve student learning development.

Based on findings from Hamdani & Puspitorini (2022), the researchers found that most students agreed on the use of the Cake application to improve their speaking skills. The students could utilize the application as good as possible for their speaking improvement. Students knew how to use the application with various features and materials on it. They could practice from the beginner to the advanced. Furthermore, the students agreed that they are able to practice speaking using Cake application as many times as they want with the record of their voice. Also, students agreed that they can enhance their confidence by practicing their speaking skills using Cake application independently.

According to Arif and Kleden's (2025) research, the Cake Application has proven to be a quite beneficial application for non-native English students looking to improve their pronunciation, giving an interesting and comprehensive approach to increasing pronunciation and overall language competency. This is because of

the application's features, which include gamification components, interactive videos, and quizzes, creating an immersive learning environment that can boost students' enthusiasm and interest. Students may study how to properly pronounce words by viewing videos.

As a result, the researcher is interested in starting a study that focuses on students' perceptions of using the Cake Application for pronunciation. Basically, research on students' perceptions of using Cake Applications has been studied in previous research, but previous research focused on vocabulary and speaking skills. Therefore, the topic that is the focus of this research is quite different because the researcher wants to know students' perceptions after using Cake Application on students' pronunciation. The researcher chose pronunciation because the researcher wants to know how students responded after using one of the features in the cake application that can correct the user's pronunciation.

CHAPTER 3. RESEARCH METHOD

This chapter explains the methods or the procedure of conducting the research. It consists of the research design, research context, research participants, data collection method, and data analysis method.

3.1. Research Design

This study used a qualitative design. Qualitative design are used to investigate and understand the meaning of the inside individuals or groups that describe a social or humanistic situation (Creswell, 2012). Qualitative research is identified by its purposes, which are concerned with knowing some aspects of social life, and its techniques, which (in general) create words rather than numbers as data for analysis (Hancock, 2001). That is why researcher used a qualitative design with a case study approach to find out about students' perspectives on one of the cake application's features, namely the speak feature. The researcher wants to know how the students pronounce words after using the speak feature. Using this method, the researcher wants to get deep and detailed descriptions of students' perspectives on their pronunciation. However, Cake Application can also be used to learn English as a tool for students to improve their English skills.

3.2. Research Context

This study focused on the pronunciation learning feature in Cake Application, which was picked since it helps students to learn English. The researcher investigated how this feature helped users improve their English pronunciation. This study explored how students perceive when using this feature, and whether it can help their pronunciation.

3.3. Research Participant

The researcher selected four ninth-grade students from a junior high school in Jember as participants. This school has four ninth-grade classes, and the researcher took four participants from one of the classes that has been learning using the Cake Application, particularly for pronunciation. Participants should be carefully chosen based on their ability to provide detailed information regarding the research topic (Creswell, 2012).

The participants were chosen by using purposive sampling. Which uses specific characteristics to make sure that participants have relevant experience. The characteristics include: (1) participants' use of the cake application as a medium for learning English; (2) participants' experience with the cake application's speak feature; (3) participants not only use the Cake Application at school; (4) the participants are ready and capable of sharing information during interviews. The researcher chose the four students based on the recommendation of the English teacher at the school, based on their grades in the learning process, namely, from the best grade, good, safe, to bad. Initially, the researcher identified five students who fit the research participant criteria, including four from class A and one from class B. However, after assessing the context and consistency of the learning experience, the researcher chose four students from class A as research subjects. This conclusion was taken since the four students came from the same learning environment, received similar learning supervision, and had prior experience with the Cake application in the same class setting. Furthermore, because the four students were better familiar with one another, they felt more comfortable and responsive to discussing their experiences and ideas during the interview. Thus, selecting participants from a single class is predicted to result in data that is more concentrated, consistent, and relevant to the research goals.

3.4. Data Collection Method

The researcher used interviews to collect data. According to Berg (2001), (cited in Wahyuni et al, 2022), interviewers are able and even encouraged to go deeper than the answers to questions that they have prepared and determined before. This study used semi-structured interviews to get deeper information on students' experiences. The goal is to find answers about students' perspectives on using Cake Application. The researcher asked the participants nine questions that had been prepared in the beginning, followed by questions that may be asked later during the interview, based on their answers to get deeper answers. Interview questions were made based on three perception factors according to Robbins and Judge (2017), namely: factors from the perceiver, factors from the target, and factors from the situation.

In this study, the researcher conducted online interviews using WhatsApp video calls. One of the teachers at the school gave the researcher the students' phone numbers, which the researcher got from a senior. To make sure each student felt more comfortable and undisturbed, these video calls were done one-by-one. The interview was performed in Indonesian, allowing participants to understand the questions and provide clear responses to the researcher. Before getting started, the researcher prepared an interview question, notes, and a recording device or smartphone to minimize data mistakes.

3.5 Data Analysis

This study analysed interview data using a deductive approach and thematic analysis. The deductive technique was chosen since the analysis was used by Robbins and Judge's (2017) theory of perception, which includes receiver factors, target factors, and situational factors. According to Braun and Clarke (2006), thematic analysis is a technique for identifying, analysing, and reporting patterns or themes in data. In this study, interview data were coded using these three perception factors, then analysed to discover apparent patterns and organise them into relevant themes. With thematic analysis, the researcher was able to explore deeply into students' perceptions and experiences of using the Cake application for pronunciation learning.

Six steps in Braun & Clarke's (2006) concept were explained below:

1. Familiarizing with data

In the first phase, the researcher needs to understand the data collected. First, the researcher checked that the list of questions were complete and correct. When finished, the researcher read and re-read the interview transcript, and also listened to the audio recording of the interview to make sure there were no errors during the data process. It was done to let the researcher get an in-depth understanding of all of the information

2. Generating initial code

In the second phase, the researcher selected which information (in the interview transcript) needed to be coded. To make it clear, each code

will be coloured with a different colour according to the theme, giving the researcher a better understanding of the meaning of each participant's response.

3. Searching for themes

In the third phase, the researcher checked to see if everything selected as a theme is available in the data, that the coded data matched with the theme, and also that the coded data correlated with the theme. Next, the researcher tried to find common themes and then it can be organized. This process helped to summarize the data.

4. Reviewing themes

In the next phase, the researcher tried to confirm that a theme is relevant and accurate with the data about the research issue. During this phase, the researcher additionally modified the theme to get a better understanding of the data to be analyzed. This step is used to check that the identified themes represent the perspectives stated by the participants.

5. Defining and naming themes

In the fifth phase, the researcher defined themes and subthemes to better understand their connection. While identifying themes, the researcher described what each theme represented and how it helped the researcher understand the information. After deciding about the themes, the researcher gave all of them a short and clear name.

6. Producing the report

In the last phase, the researcher described how the data were collected from the beginning to the conclusion, such as an interview transcript was written down systematically, then conducted thematic analysis, and how the analysis answered the research questions and summarized the important results.

CHAPTER 4. FINDINGS AND DISCUSSION

This chapter explains research findings and discussion. The findings section outlines the results of the thematic analysis, while the discussion focuses on each theme that emerged from the analysis.

4.1. Findings

This section presents the findings of a study on students' perceptions of the use of the Cake Application in pronunciation. Interviews with four junior high school students who used the Cake Application were conducted to collect research data. All data were analysed using Braun and Clarke's (2006) thematic analysis technique and used Robbins and Judge's (2017) perception theory, which claims that perception is influenced by three major factors: the perceiver factor, the target factor, and the situational factor. These three factors were used for identifying, categorising, and analysing data collected from participants. The themes and major themes are presented in the following table:

Factors	Themes	Sub-themes
Receiver	Student Motivation and Self-Confidence	- Self-confidence increases with repeated practice - Lack of confidence due to fear of mistakes - Motivation increases due to game-like factors and flexibility - Limited or decreased motivation
Target	Perceptions of Application Features and Appearance	- Attractive and user-friendly interface - Plain or confusing interface - The speak feature helps with pronunciation correction - Limited or ineffective speak feature
Situational	Environmental Support and Learning Situations	- Teacher support at the beginning of use - Independent learning after teacher guidance - Environmental support (parents, friends, internet) - Environmental constraints (signal, device, motivation)
	Technical Barriers to Application Use	- Internet constraints - Device or application constraints

Table 1. Factors, Themes, and Sub-Themes

4.1.1. Perceiver Factor

Receiver factors are factors that originate from the individual's perception of an object. In this study, receptor factors included students' attitudes, motives, interests, experiences, and expectations regarding the use of the Cake Application in pronunciation learning.

4.1.1.1. Attitude

According to the interview findings, most students had a positive perception of using the Cake Application for learning pronunciation. They found the application user-friendly, attractive, and provided with features that help with practicing English pronunciation. Students felt comfortable using the app as a learning tool because it was easy to access material and complete practice activities on their own.

This positive attitude was evident in Student A's statement, which revealed that he felt happy when he first used the Cake Application because of its attractive and easy-to-use interface. Student A stated, "Yes, I enjoyed it the first time I used it. It looks cute in pink, I like pink, and it's easy to use." (A, Interview, 1st October 2025). The statement shows that students' positive perceptions of the Cake Application are impacted by its appearance and usability. Students may find learning more enjoyable and feel more motivated to use the app for long periods of time.

Student D shared a similar opinion, saying that the Cake Application offers an interesting learning experience through conversational video clips that were relevant to daily life. He said, "When I first used it, I was happy and surprised to find so many engaging, real-life conversation videos." (D, Interview, 1st October 2025).

But not every student expressed the same level of enthusiasm. Student B said he thought the Cake Application was pretty nice, but she got confused by its many features and notifications. Based on these results, it can be indicated that students' perceptions of the Cake Application were generally positive since it was considered to be interactive, easy to use, and capable of helping with the process of learning pronunciation.

4.1.1.2. Motive

According to interviews, teacher guidance during learning activities was the main reason why students used the Cake Application. However, some students started to feel the need to study on their own at home after using the application. This means that the use of the Cake Application is motivated by a need to improve pronunciation rather than just by external factors.

Student A stated that her teacher's guidance was the reason he first used the Cake Application. But after using it on his own at home, she discovered that the program was useful for imitating English conversations. Student A said, "The first time I tried it was because of a teacher's instructions, and then I tried it myself at home. It turned out to be practical, relaxing, and I could imitate conversations." (A, Interview, 1st October 2025).

This was also expressed by Student D. He said that even though he was already aware of the Cake app, he started actively utilizing it after his teacher gave him advice. Additionally, he stated that he wanted to use the app's pronunciation checker tool to improve his English pronunciation. He stated, "I initially knew about this app but had never tried it. Then, with guidance from my teacher, I started studying on my own at home, wanting to improve my speaking skills and pronunciation." (D, Interview, 1st October 2025).

These results indicate that teacher guidance was an external factor that initially influenced students' motivations for using the Cake Application. However, after experiencing the application benefits, some students felt motivated to practice pronunciation independently to improve their English skills.

4.1.1.3. Interest

Students' interest in using the Cake Application to practice pronunciation varied significantly, according to the results of the interviews. The majority of students showed interest in using the Cake Application because they thought its features were interesting and made learning more fun. Students were motivated to practice on their own outside of class by providing a variety of conversation videos, pronunciation exercises, and an immediate feedback system.

This interest was evident in Student A's statement, who stated that using the Cake Application felt like playing a game because there were many features to try for independent learning. Additionally, one of the reasons she liked the app was its appealing appearance. She said, "Yes, it feels like playing a game because there are so many features to try for independent learning." (A, Interview, 1st October 2025).

However, not all students showed the same level of interest. Student C revealed that he preferred in-class learning because he was often distracted by other activities while studying at home. Despite this, he remained curious about how to learn using the app. He said, "I prefer studying in class, because at home, I am easily distracted by other activities such as games. But I was actually a little interested, just learning a little about how to use the app, being curious about it." (C, Interview, 1st October 2025).

Based on these findings, it can be concluded that most students showed a good level of interest in using the Cake Application due to its engaging and interactive features, although some still preferred in-person classroom learning.

4.1.1.4. Experience

Students' experiences using the Cake Application also influenced their perceptions of the app. Most students reported that the Cake Application provided a positive learning experience because it helped them identify pronunciation errors and correct them immediately.

Student A revealed that the Cake Application helped her determine whether her pronunciation was correct or needed improvement. The immediate feedback allowed her to see the results of her practice. Student A stated: "Yes, it helps me know what's wrong or right. If it's wrong, it gets red, so I have to correct it." (A, Interview, 1st October 2025). Student D expressed a similar sentiment: "It's really helpful. It lets me understand how to sound, how to speak, what intonation, and which words are stressed.." (D, Interview, 1st October 2025).

However, some students encountered challenges while using the app. Student C revealed that his voice was sometimes not detected by the application. "I feel like sometimes my voice isn't detected on the phone. I don't know why.

When it happens like that, it makes me reluctant to continue." (C, Interview, 1st October 2025).

Based on these findings, students' experiences using the Cake Application were generally positive, although there were still some technical obstacles that impacted their learning experience.

4.1.1.5. Expectation

According to the results of the interviews, students expressed hope that using the Cake Application will help them become more confident when speaking of English and improve their pronunciation. They became hopeful after realizing the benefits of utilizing the application.

Student C revealed that although he still felt a lack of confidence when speaking English, he hoped that using the Cake app would help him gradually begin communicating in English. Student C stated, "There was some hope that I at least could speak a little bit of English." (C, Interview, 1st October 2025). Meanwhile, Student D stated, "Yes, I feel more confident because there are immediate scores, so I know where I'm going wrong and what to do to improve my speaking." (D, Interview, 1st October 2025).

These statements indicate that students hope the Cake Application can be a tool that helps them improve their pronunciation skills and increase their confidence in speaking English.

According to interview findings, the recipient factors influencing students' perceptions of Application app use were mostly positive attitudes, motivation to improve pronunciation, interest in interactive features, learning experiences that facilitate pronunciation evaluation, and hopes for improving English speaking skills. However, some students encountered challenges such as a lack of interest in independent study, technical device problems, and a limited internet connection, influencing their opinions of the app.

4.1.2. Target Factor

Target factors are factors derived from the characteristics of the perceived object. In this study, target factors refer to the characteristics of the Cake Application that influence students' perceptions in pronunciation learning. These

characteristics include novelty, movement, sound, size, background, proximity, and similarity.

4.1.2.1. Novelty

According to the interview results, the Cake Application represented a new learning tool for several students. Some students stated that they had never used a technology-based pronunciation learning tool before. This new experience attracted their interest and curiosity about how to study with the Cake Application.

This was apparent in Student C's statement, in which he stated that he had never used a learning app previously and felt confused when he first used the Cake Application. "At first, I was confused because I didn't understand anything, because I'd never used an app to study." (C, Interview, 1st October 2025).

Meanwhile, Student D indicated that he became attracted to the Cake Application because it provided a different learning environment. He said, "When I first used it, I was happy and surprised to find so many engaging real-life conversation videos." (D, Interview, 1st October 2025).

According to these findings, the novelty of the Cake Application created a unique learning experience for students, affecting their perceptions of its use in pronunciation learning.

4.1.2.2. Motion

According to the interview results, the motion and visuals in the Cake Application were among the features that attracted students' interest. The use of video conversations, animations, and interactive displays made the learning experience more interesting than learning from a textbook.

Student D said he liked the video clips or films provided in the application since they made the topic more interesting to learn. "I also like the features, like clips from videos or films, some fill-in-the-blanks, and the topics are relevant to everyday life." (D, Interview, 1st October 2025).

Student A shared a similar opinion, stating that using the Cake Application seemed like playing a game due to the variety of interactive features to try out. "Yes, it feels like playing a game because there are many features to try for independent learning." (A, Interview, 1st October 2025).

The findings suggest that the Cake app's motion could increase students' interest during the learning process.

4.1.2.3. Sound

According to the interview findings, the sound in the Cake Application was one of the factors that affected students' perceptions of pronunciation learning. Many students said that the audio feature helped them learn how to pronounce English properly and practice the pronunciation.

Student D reported that the app's audio feature helped him understand English pronunciation and intonation. "It's quite useful. I can see how I sound, speak, with what intonation, and which words are stressed." (D, Interview, 1st October 2025).

Furthermore, Student A stated that the Cake app's audio evaluation tool helped him discover pronunciation problems. Students not only learn words, but also how to properly pronounce them. "Yes, it helps me know what's wrong and right." (A, Interview, 1st October 2025).

However, some pupils had issues with the audio. Student B complained that the audio in the app was often too fast, forcing repeated playback to be fully heard. According to the interview results, the audio feature in the Cake Application has a significant effect on students' pronunciation learning process.

4.1.2.4. Size

According to the interview results, the size in the context of this study is evident in the variety of features and materials available in the Cake Application. Some students said the Cake Application offered various types of materials and tasks, making it ideal for learning pronunciation in a variety of contexts.

Student D stated that the Cake Application provides many different kinds of learning topics that may be useful in everyday life. "The topics are also relevant to everyday life, so they're useful." (D, Interview, 1st October 2025).

Furthermore, Student A noted that numerous features can be explored individually, making the learning process more interesting. "There are many features that can be tried for independent learning." (A, Interview, 1st October 2025).

However, Student B found the app's numerous features and notifications to be a little confusing at times. Based on these data, it is possible to conclude that the Cake Application's wide variety of features and materials gives students a varied learning experience, even though this may be confusing for some.

4.1.2.5. Background

According to the interview results, students' experiences with learning technology affected their perceptions of the Cake Application. Some students were previously familiar with digital applications, making it easy to learn how to use the Cake Application, but others found it unfamiliar at first.

Student C expressed confusion because he had never used a learning app before. "Because I've never used an app to study." (C, Interview, 1st October 2025). Meanwhile, Student D stated that he was familiar with the Cake Application, but didn't actively use it. "I initially knew about this app, but I'd never tried it." (D, Interview, 1st October 2025). This helped him adjust faster than other students.

As a result, students' perceptions are significantly affected by their previous technological experience. These data suggest that students' previous experience with technology influences their adaptation to the Cake Application for pronunciation learning.

4.1.2.6. Proximity

According to the interview results, the proximity of the Cake app's material to everyday life made pronunciation learning easier for students to understand. The material presented in the form of everyday conversations became more relevant and applicable in daily interactions.

Student D mentioned that he liked the app's content since the topics presented were relevant to everyday life. "The topics are also relevant to everyday life." (D, Interview, 1st October 2025). This demonstrates how relevant material helps students' knowledge. Students have an easier time remembering and practicing English. Thus, the proximity of the item has a positive effect.

Furthermore, Student A believed that the Cake Application made it simpler to imitate English conversations directly. "It's practical, relaxed, and I can imitate

conversations." (D, Interview, 1st October 2025). This indicates that the material's proximity to real-world situations helps pronunciation practice. Students can put the information they have learned into practice right away. As a result, the material's proximity greatly improves the learning process.

4.1.2.7. Similarity

According to the interview results, many students compared the Cake Application to other learning apps they had heard of or used previously. These similarities make it easier for students to learn how to use the Cake Application, which includes features that are similar to other learning applications.

This is evident in Student A's statement: "The features are easy to use, similar to that app called Duolingo." (A, Interview, 1st October 2025). This statement shows that students found it simpler to adapt to the Cake Application because it is similar to other language learning applications. Furthermore, the similarities in learning elements helped students understand how to use the application. The similarity in features helps students to adapt more quickly to using the Cake Application to learn pronunciation.

According to the interview results, the target factors that affect students' perceptions of the Cake Application were novelty, movement, sound, size, background, proximity, and similarity. Most students liked the app's features, especially the sound, motion, and connection of the topic to everyday life. These characteristics made pronunciation learning more enjoyable, understandable, and effective in helping students increase their English pronunciation.

4.1.3. Situational Factor

Situational factors are factors of settings or conditions that affect how someone perceives an object. Situational factors in this study include conditions that encourage or impact students' use of the Cake Application to learn pronunciation. According to interviews, students' perceptions are affected by several situational factors, which include the social setting around them, the learning environment or work setting, and the context in which the app is used or time. These three factors impact how students use the Cake Application and the experiences they have while learning pronunciation.

4.1.3.1. Time

Time was one of the situational factors influencing students' use of the Cake Application. Based on their available time, students used the Cake Application at various times. After their teachers gave them instructions, most of the students utilised the application and continued to practise individually at home. Additionally, the frequency of app use varied according to the interests and free time of each student. This suggests that how much time available affects how long an app is used to learn pronunciation.

Student D stated that he practices his pronunciation three or four times a week using the Cake Application. Students can repeatedly practise pronunciation if they have enough time. He said he regularly used the application for studying independently at home. "I probably use it almost every day, but not really; that's too often, maybe 3, 4, or 5 times." (D, Interview, 1st October 2025).

Student C, on the other hand, stated that he used the app rarely because he is usually distracted by other things at home, making it difficult for him to use the application on a regular time. "At most once or twice a week, not often because there are always interruptions." (C, Interview, 1st October 2025).

These results indicate that time affects how regularly students utilise the Cake Application. Students have more opportunities to use apps to practise pronunciation if they have more time to study.

4.1.3.2. Work Setting

The work setting in this study was relevant to the facilities and situations that facilitate the use of the Cake Application, such as the device that was used and the quality of the internet connection, according to the interview results. According to some students, the application can be utilised efficiently if it is provided by a secure internet connection and suitable gadgets. These needs make it easier for students to use the app's features without experiencing serious problems.

Student A stated that because of her good internet connection, he rarely had trouble using the Cake Application. "If the network is strong, I hardly ever experience any problems. But it's been safe as long as I'm using it." (A, Interview,

1st October 2025). However, Students B and C had different experiences. Student B stated that the application sometimes took longer to load due to an unstable internet connection. "It's quite supportive, although the signal is often unstable, so I have to patiently wait for it to load." (B, Interview, 1st October 2025). Student C stated that the application sometimes failed to recognise his voice, which he thought might be caused by the condition of the phone he was using. "Sometimes I feel like my voice isn't detected on the phone. I don't know why, maybe because my phone isn't good enough." (C, Interview, 1st October 2025).

These results show that the quality of the internet connection and the condition of the device affect how successfully students use the Cake Application. Pronunciation learning using the app goes more smoothly with a better device and internet connection.

4.1.3.3. Social Setting

According to the interview results, social settings such as teachers, friends, and family have an important influence on increasing the use of the Cake Application. Friends help students learn about the app and motivate them to try it out. Furthermore, the support of parents or lack of support affects students' comfort level while learning with the app. This means that the social setting has a varied effect on application use.

Student B stated that his interest in using the Cake Application started not only from a teacher recommendation, but also from watching his friends utilise the app. This inspired him to try to use the app for learning at home. The effect of friends is one aspect that encourages students to use the app. "I saw my friends using it too, so I started studying at home too." (B, Interview, 1st October 2025).

In addition to friends, family support is also a factor influencing his use of the Cake Application. Student D stated that his parents gave him their trust when he used his phone for studying. He felt more motivated because so many of his friends used the application. "My friends use it too, so my parents trust me that I'm really studying." (D, Interview, 1st October 2025).

Meanwhile, Student C said that his parents had a lack of trust when he used his phone to study since they thought it was a game. Students find it less

convenient to utilise the app at home. Student C replied, "My parents don't usually trust me when I say I'm studying with my phone; they think I'm playing a game." (C, Interview, 1st October 2025).

It can be concluded that the social environment has both positive and negative influences on Cake Application use. Support from classmates, teachers, and parents raises kids' motivation to practice pronunciation more actively and independently. Conversely, a less supportive social environment will reduce students' motivation to use the app.

According to the analysis results, situational factors affecting students' perceptions of Cake Application use were time context, school setting, and social setting. These three conditions increase application use quality, learning comfort, and student willingness to practise pronunciation. In general, a supportive environment and sufficient study time help students have a more positive learning experience through the Cake Application.

4.2. Discussion

The discussion section discusses the results of the data analysis. The data analysis showed various types of student perceptions regarding the use of the Cake Application in pronunciation learning. To have a better understanding of these findings, the research results are presented in relation to Robbins and Judge's (2017) perception theory, along with related previous studies. The discussion focuses on factors that influence student perceptions regarding the use of the Cake App in pronunciation learning, namely receiver factors, target factors, and situational factors.

The results of the research show that receiver factors such as attitudes, motivations, interests, experiences, and expectations affect students' perceptions of using the Cake Application for pronunciation learning. In terms of attitude, most students stated positively because they found the Cake Application to be interesting, simple, and easy to use, and helpful in the pronunciation learning process. This finding correlates with the findings of Mareta et al. (2025), who discovered that students had a positive opinion of the Cake app because it was practical, simple to use, and enjoyable for English learning. In motive, students

initially used the application with the guidance of their teacher, but eventually became influenced to study independently and boost their speech skills. These findings align with Hamdani and Puspitorini's (2022) research, which discovered that students became motivated to use the Cake Application because it provided them to practise speaking independently and regularly based on their needs. In terms of interest, students expressed an interest in the various interactive aspects, which make learning more enjoyable. This finding is supported by the research of Dara and Erlita (2024), who stated that students enjoyed using the Cake Application because it was able to transform monotonous learning into more interesting experiences through the use of technology. In experience, students experienced new learning activities by using the app, which allowed them to practise pronunciation independently while receiving quick feedback. These findings align with the findings from Syafi'i and Daulay (2023), who discovered that students thought the Cake Application helped them improve their speaking skills and provided an enjoyable and engaging learning experience. In expectation, students believed that the Cake Application would help them enhance their pronunciation and English language skills. This finding correlates with the findings of Aisyah and Kembaren (2024), who discovered that students believed that the Cake Application was a tool to help them improve their speaking skills and learn English independently. Thus, every characteristic of the receiver factor contributed to students' positive perceptions of using the Cake Application for pronunciation learning.

The results of the study indicate that target factors, including novelty, motion, sound, size, background, proximity, and similarity, influence students' perceptions of the use of the Cake Application in pronunciation learning. In terms of novelty, students consider the Cake Application as a learning medium that offers something different because it differs from their traditional learning techniques. This finding is in line with Dara and Erlita's (2023) research, which found that students saw the Cake Application as an exciting and different learning medium than traditional learning, enhancing their interest in learning English. In terms of motion, students became attracted to a variety of conversation videos,

animations, and interactive features that made studying more interesting and less boring. These results are supported by the research of Arif and Kleden (2025), who showed that the video features and interactive activities in the Cake Application were able to increase student engagement in pronunciation learning. In terms of sound, students felt that the audio elements and pronunciation feedback helped them learn English pronunciation, intonation, and word stress better. This finding aligns with the findings of Hermawati et al. (2024), who discovered that using the Cake Application had a good impact on students' pronunciation skills because of the provided audio features and pronunciation exercises. In terms of size, students perceived the numerous features and materials available as providing opportunities for more flexible and independent learning. These findings align with Mareta et al.'s (2025) research, which found that the Cake app's numerous features help students learn English. Regarding background, students' experience using learning technology influenced their ease of adaptation to the Cake Application. Nurhaliza and Fakhurriana (2023) found that students' acceptance of app-based learning media is influenced by their knowledge and experience with digital technology. In terms of proximity, students found the materials easier to understand because the topics and conversations presented were relevant to everyday life. These findings are in line with the results of Sujana et al. (2024), who discovered that the use of contextual materials in the Cake Application assisted students in learning and practising pronunciation in real-life situations. In similarities, students expressed similarities to other language learning apps, making it easier for them to adapt to the available features. This finding is supported by research by Hamdani and Puspitorini (2022), which showed that ease of use and a familiar interface helped students adapt to the Cake Application more quickly. As a result, all of the characteristics in the target factors influence students' positive perceptions of using the Cake Application for pronunciation learning.

The results of the research show that situational factors such as time context, work setting, and social setting affect the students' perceptions of using the Cake Application for pronunciation learning. In terms of time, students utilise

the Cake Application at various times depending on their availability and free time. Students with more free time are able to utilise the app to practise pronunciation independently. This finding aligns with research by Hamdani and Puspitorini (2022), who found that the flexibility of using the Cake Application allows students to learn anytime, anywhere, according to their needs and available time. In terms of the work setting, the findings show that device conditions and internet connection network quality affected students' experiences with the Cake Application. Students who have a strong internet connection and suitable gadgets learn more smoothly than those who have technical problems. This finding is supported by Aisyah and Kembaren's (2025) research, which discovered that the effectiveness of utilising the Cake Application is influenced by the availability of electronic devices and internet connection, which encourages learning. Meanwhile, in the social setting, students are encouraged to utilise the Cake Application for pronunciation learning since they have support from teachers, classmates, and parents. Teacher assistance, the impact of friends who use the app, and parental support all contribute to inspiring students to study on their own. This finding aligns with research by Anggreini, Musiman, and Pratiwi (2023), which found that students and teachers positively perceived the use of the Cake app because it increased student interest, engagement, and comfort in English learning. Thus, situational factors play an important role in influencing students' perceptions because they are influenced not only by individuals and the app itself, but also by surrounding situations that facilitate pronunciation learning with the Cake Application.

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter contains conclusions and suggestions related to the research findings.

5.1. Conclusion

Based on the research results and discussion on students' perceptions of using the Cake app for pronunciation learning, it can be concluded that students tend to have a positive perception of the app. The application is believed to help students improve their English pronunciation by offering features such as pronunciation practice, instant feedback, native-speaker audio, and entertaining, understandable conversation videos.

According to the perceiver factor, students' positive perceptions were impacted by their attitudes, motives, interests, experiences, and expectations for using the Cake app. Most students had positive reviews since the app was easy to use, enjoyable, and allowed them to study independently. Furthermore, students were driven to improve their pronunciation and believed that the Cake app would help them speak English more effectively.

Based on the target factors, students' perceptions were impacted by Cake app components such as novelty, movement, sound, size, background, proximity, and similarity. The audio and video features, as well as the materials related to everyday life, made learning more engaging, interactive, and easy to understand. The diversity of available features also helped students practice pronunciation independently.

The use of the Cake app is also affected by situational factors such as time, work, and social settings. Availability of time for study, device and internet network conditions, and support from teachers, friends, and parents were factors that either supported or undermined the use of the app in the learning process. Overall, utilizing the Cake app is a great learning experience for helping students improve their English pronunciation.

Overall, the research results indicate that the Cake app makes a positive contribution to pronunciation learning for junior high school students. Students' positive impressions are created as a result of the combination of receiver, target,

and situational aspects that impact one another during the app usage process. The app's features, ease of use, and supportive learning environment help students feel more engaged, confident, and motivated to practice pronunciation independently.

5.2. Suggestions

Based on this research, the researchers offered recommendations based on the results about students' perceptions of using the Cake app for pronunciation.

5.2.1. For English Teachers

The researchers provide many recommendations based on their results about students' impressions of using the Cake app for pronunciation learning.

First, English teachers might consider using the Cake Application as a supporting learning tool both within and outside of the classroom, since it has been shown to help students practice pronunciation more easily, interactively, and engagingly. Teachers may also give more structured usage instructions and early advice to help students better understand the various features, resulting in a more successful and aligned learning experience.

5.2.2. For Students and Independent Learners

Second, students are expected to be more active and consistent in using the Cake Application as a supplemental learning tool outside of school hours. Students should use the app not only as assigned by the teacher, but also on their own to continuously develop their pronunciation. Furthermore, students are advised to use all available features, such as fill-in-the-blanks, listening to sounds, pronunciation practice, native-speaker audio, and video conversations, to maximize their learning and avoid relying solely on classroom instruction.

5.2.3. For Future Researchers

Third, future researchers should expand this study by increasing the number of participants or using different approaches, such as mixed methods or experiments, so that the findings may give a more comprehensive and in-depth view of the Cake app's application in English learning. Future researchers can also do quantitative analyses of other factors, such as the application's effectiveness on improving speaking and listening, allowing for further development of studies on the Cake Application.

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APPENDICES

Appendix 1.

RESEARCH MATRIX

TITTLE	RESEARCH QUESTION	DATA RESOURCE	RESEARCH METHOD
Students' perception of using the cake application on students' pronunciation	What are the students' perceptions of using the cake application on students' pronunciation?	Participants of the research: For students who have used the cake application for their pronunciation	1. Research Design: Qualitative Design 2. Data Collection Method: Semi-structured interview 3. Data Analysis Method: Thematic analysis (Braun & Clarke, 2006)

Appendix 2.

INTERVIEW GUIDE

No.	Pertanyaan	Questions
	Faktor Penerima	Perceiver Factor
1.	Apa alasan kamu menggunakan aplikasi Cake untuk belajar pengucapan bahasa Inggris?	Why did you use Cake Application to learn English pronunciation?
2.	Bagaimana perasaanmu saat pertama kali menggunakan aplikasi ini?	How did you feel when you first used the app?
3.	Apakah kamu merasa percaya diri saat belajar pronunciation melalui aplikasi ini? Mengapa?	Did you feel confident learning pronunciation through the app? Why?
4.	Apakah kamu merasa motivasi belajar meningkat setelah menggunakan aplikasi Cake?	Did you feel more motivated to learn after using the Cake Application?
	Faktor Target	Target Factor
5.	Bagaimana menurutmu tampilan dan fitur-fitur yang ada di aplikasi Cake?	What do you think of the appearance and features of the Cake Application?
6.	Apakah kamu merasa fitur pronunciation seperti 'speak' dapat membantu kamu memahami cara pengucapan yang benar? Mengapa?	Do you feel that pronunciation features like 'speak' can help you understand correct pronunciation? Why?
7.	Apakah kamu pernah mengalami kesulitan saat menggunakan fitur dalam aplikasi Cake?	Have you ever encountered any difficulties using the features in the Cake Application?
	Faktor Situasi	Situation Factor
8.	Apakah kamu belajar menggunakan aplikasi ini secara mandiri atau atas arahan guru?	Did you learn to use this app independently or with a teacher's guidance?
9.	Apakah lingkungan sekitar mendukung kamu untuk belajar melalui aplikasi (misalnya jaringan internet, bimbingan guru, atau teman)?	Does your environment support learning through the app (e.g., internet connection, teacher guidance, or friends)?

Appendix 3.**CODING RESULTS****Note:**

- Attitude
 - Motive
 - Interest
 - Experience
 - Expectation
- Novelty
 - Motion
 - Sound
 - Size
 - Background
- Proximity
 - Similarity
 - Time
 - Work setting
 - Social setting

Participant 1**Name : A****Interview Section : (October 1st, 2025)**

DATA	CODE
1. Pertama kali karna arahan dari guru, trus nyoba sendiri di rumah, ternyata praktis, santai, bisa menirukan percakapan.	Experience, Work Setting, Social Setting Attitude, Experience Sound, Interest
2. Ya senang pas pertama kali pake, tampilannya lucu warna pink, aku suka warna pink soalnya & mudah digunakan	Experience, Attitude Background, Novelty, Interest Proximity
3. Iya, bisa latihan berulang tanpa malu ataupun takut salah karna bisa dicoba lagi sampe bisa. Plus yang diucapin itu masih tergolong gampang dipelajari, ga susah	Attitude, Experience Expectation Motive, Interest, Expectation Attitude, Similarity, Experience
4. Iya, terasa seperti main game juga karna banyak fitur yang bisa dicoba buat belajar mandiri	Experience, Attitude, Novelty Novelty, Interest Expectation, Motive
5. Tampilannya sih menarik, trus fiturnya gampang dipakenya., mirip sama aplikasi itu apa namanya, Duolingo	Novelty, Background Experience, Similarity, Proximity Similarity, Experience

6. Iya membantu jadi bisa tahu salah atau benarnya. Kalo salah nanti jadi merah, jadi mau benerin lagi	Experience, Sound, Expectation Experience, Expectation, Interest
7. Kalo kesulitan sih hampir ga pernah, lancar-lancar aja kalo jaringanya bagus. Tapi selama aku pake sih aman aja. Aku pakenya tuh 3 sampe 4 kali seminggu, jadi bisa dibilang sering lah	Experience, Work Setting Experience, Attitude, Social Setting Experience, Time, Interest
8. Saya mulai belajar dengan guru saya dan ingin belajar secara mandiri menggunakan aplikasi. Saya juga menikmati belajar di rumah sambil menjelajahi berbagai aplikasi.	Social Setting, Interest, Motive, Expectation Work Setting, Attitude, Interest
9. Bagi saya, ini sangat mendukung, seperti memiliki akses internet yang baik, dan orang tua saya juga mendukung sejak saya belajar lebih sering.	Work Setting, Experience Social Setting, Interest, Expectation

Students' A perceptions of the Cake Application were influenced by three factors: receiver, target, and situation. In the receiver factor, students showed a positive attitude toward the app because they felt learning was more practical and enjoyable. Their motivation to learn independently and improve pronunciation through repeated practice also increased. Furthermore, students gained more confidence because they could practice without embarrassment or fear of making mistakes. In the target factor, students' perceptions were influenced by the app's attractive appearance, easy-to-use features, and the availability of immediate feedback on pronunciation. Similarities with other apps facilitated adaptation. Meanwhile, in the situational factor, teacher guidance, parental support, and adequate internet access were influenced, which supported regular use of the app at home.

Participant 2**Name : B****Interview Section : (October 1st, 2025)**

DATA	CODE
1. Awalnya sih karena arahan dari guru, trus aku lihat teman pake itu juga, jadi ikut-ikutan belajar di rumah juga	Social Setting Social Setting, Proximity, Similarity Motive, Experience, Work Setting
2. Menurutku si biasa saja aja, ga ada yang spesial, mungkin agak bingung dengan banyak fitur dan pemberitahuan.	Experience, Attitude Experience, Novelty, Size
3. Kalo percaya diri aku kadang ngerasa iya, kadang engga juga, itu tergantung kata. Kan setiap kalimat ada yang susah diucapin tuh	Experience, Attitude Similarity, Sound Experience, Sound
4. Ya sedikit meningkatlah belajarnya, karna beberapa kali belajar sendiri di rumah	Experience, Expectation Experience, Motive, Interest, Work Setting
5. Tampilannya bagus, tapi menurutku terlalu banyak pemberitahuan. Tapi fiturnya masih mudah dipake, engga yang susah banget	Background, Novelty Motion, Size, Experience Experience, Proximity,
6. Ya, ini membantu, tetapi terkadang suaranya terasa terlalu cepat, dan terkadang saya harus mengulangnya agar lebih jelas.	Experience, Attitude, Expectation Sound, Motion Experience, Sound,
7. Pas aku pake sih jarang ada kesulitannya ya, mungkin kalo sinyalnya jelek aja.	Experience, Attitude Social Setting
8. Awalnya ya dari guru,	Social Setting

trus beberapa kali nyoba belajar mandiri di rumah, paling 2 atau 3 kali seminggu	Motive, Interest, Experience, Work Setting Time
9. Ini cukup membantu, meskipun sinyalnya sering tidak stabil, jadi saya harus sabar menunggu hingga dimuat.	Experience, Attitude, Expectation Work Setting Experience, Social Setting

Student B's perception of the Cake Application was influenced by various receiver factors. Although students felt the application was helpful in learning pronunciation, their confidence had not fully improved as they still had difficulty pronouncing some words. The learning experience showed some improvement, although not significant. From the target factor, students considered the app's appearance good and its features easy to use, but the audio speed sometimes made it difficult, requiring repetition to better understand pronunciation. Regarding situational factors, teacher and peer support played a significant role in encouraging app use, while internet connection quality also influenced smooth use during learning.

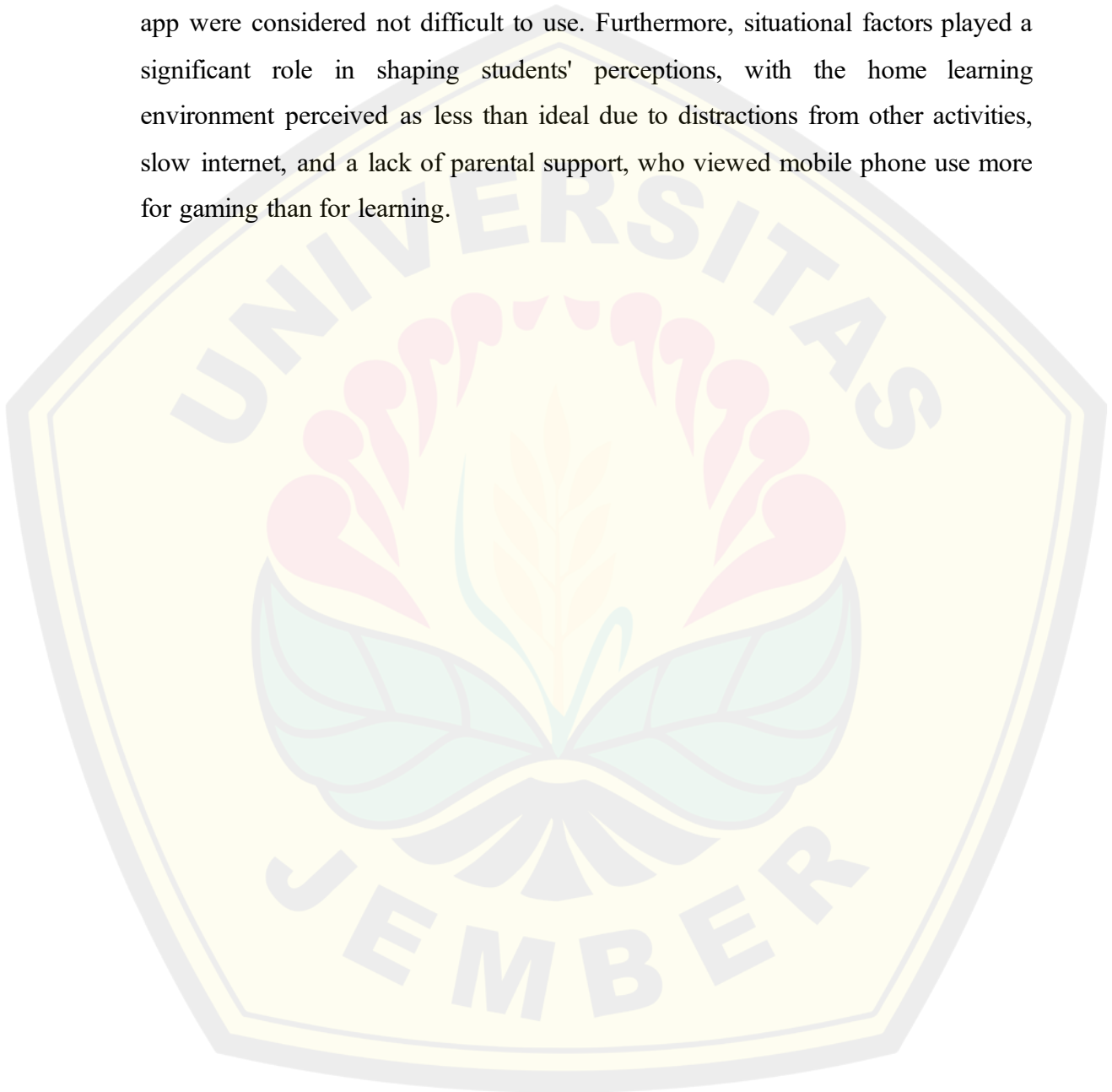
Participant 3**Name : C****Interview Section : (October 1st, 2025)**

DATA	CODE
1. Aku pake karna awalnya guru ngasih tau pakai aplikasi ini.	Social Setting, Experience, Motive
2. Awalnya sih bingung karna ga ngerti sama sekali, karna ga pernah pake aplikasi buat belajar soalnya. Tapi menurutku aplikasi ini ya gampang dipake, engga yang susah banget kayak harus lihat tutorial gitu	Attitude, Experience Experience Attitude, Experience, Proximity Proximity, Similarity
3. Saya merasa kurang percaya diri karena terus-menerus takut membuat kesalahan dan merasa pengucapan saya buruk. Namun, ada sedikit harapan bahwa setidaknya saya bisa berbicara sedikit bahasa Inggris.	Experience, Attitude Attitude, Expectation Experience Expectation, Motive, Interest
4. Tidak juga. Saya lebih suka belajar di kelas, karena di rumah, saya mudah teralihkan oleh aktivitas lain seperti bermain game. Tapi sebenarnya saya sedikit tertarik, hanya ingin belajar sedikit tentang cara menggunakan aplikasi ini, karena penasaran.	Experience, Attitude Work Setting Work Setting Interest, Motive Interest, Motive, Novelty, Proximity
5. Saya rasa cukup sederhana. Terkadang suaranya tidak jelas, tetapi jika saya memutarnya beberapa	Experience, Attitude Proximity Experience, Sound Experience, Sound, Motive

kali, saya bisa memahaminya. Dari segi fungsionalitas, mudah digunakan.	Experience, Proximity, Similarity
6. Menurutku biasa juga, kadang ga terlalu jelas juga suaranya itu bilang apa, kalo diulangi terus baru ngerti. Terus buat fitur-fiturnya ya ga ada yang susah sih pas dipake	Experience, Attitude, Sound Experience, Sound, Motive Experience, Attitude, Proximity, Imilarity
7. Terkadang saya merasa suara saya tidak terdeteksi di ponsel. Saya tidak tahu mengapa, mungkin karena ponsel saya tidak cukup bagus. Dan ketika itu terjadi, saya jadi enggan untuk melanjutkan.	Work Setting, Experience, Sound Work Setting, Experience Experience, Attitude, Social Setting
8. Aku pake kalo cuma diminta guru, belajar sendiri di rumah sih engga, ya kadang lah. Paling 1 atau 2 kali seminggu, ga sering ya karna ada aja gangguannya	Experience, Motive, Sosial Setting Experience, Attitude, Interest Time, Interest Social Setting
9. Saya tidak ingin belajar sendirian di rumah karena koneksi internet ponsel saya sering lambat. Ditambah lagi, orang tua saya biasanya tidak percaya ketika saya mengatakan saya belajar dengan ponsel; mereka mengira saya sedang bermain game.”	Work Setting, Experience Social Setting, Experience Social Setting, Experience, Attitude Social Setting, Experience

Student C's perception of the learning app was influenced by several factors. In the receiver factor, students' initial experiences indicated confusion, as they had never used the app before. This was accompanied by low confidence in

English pronunciation, where students feared making mistakes and perceived their abilities as inadequate. Nevertheless, they remained hopeful of improving their English speaking skills. In the target factor, students considered the app quite simple and easy to use, although the sometimes unclear sound quality forced them to repeat the audio several times to understand the material. The features in the app were considered not difficult to use. Furthermore, situational factors played a significant role in shaping students' perceptions, with the home learning environment perceived as less than ideal due to distractions from other activities, slow internet, and a lack of parental support, who viewed mobile phone use more for gaming than for learning.



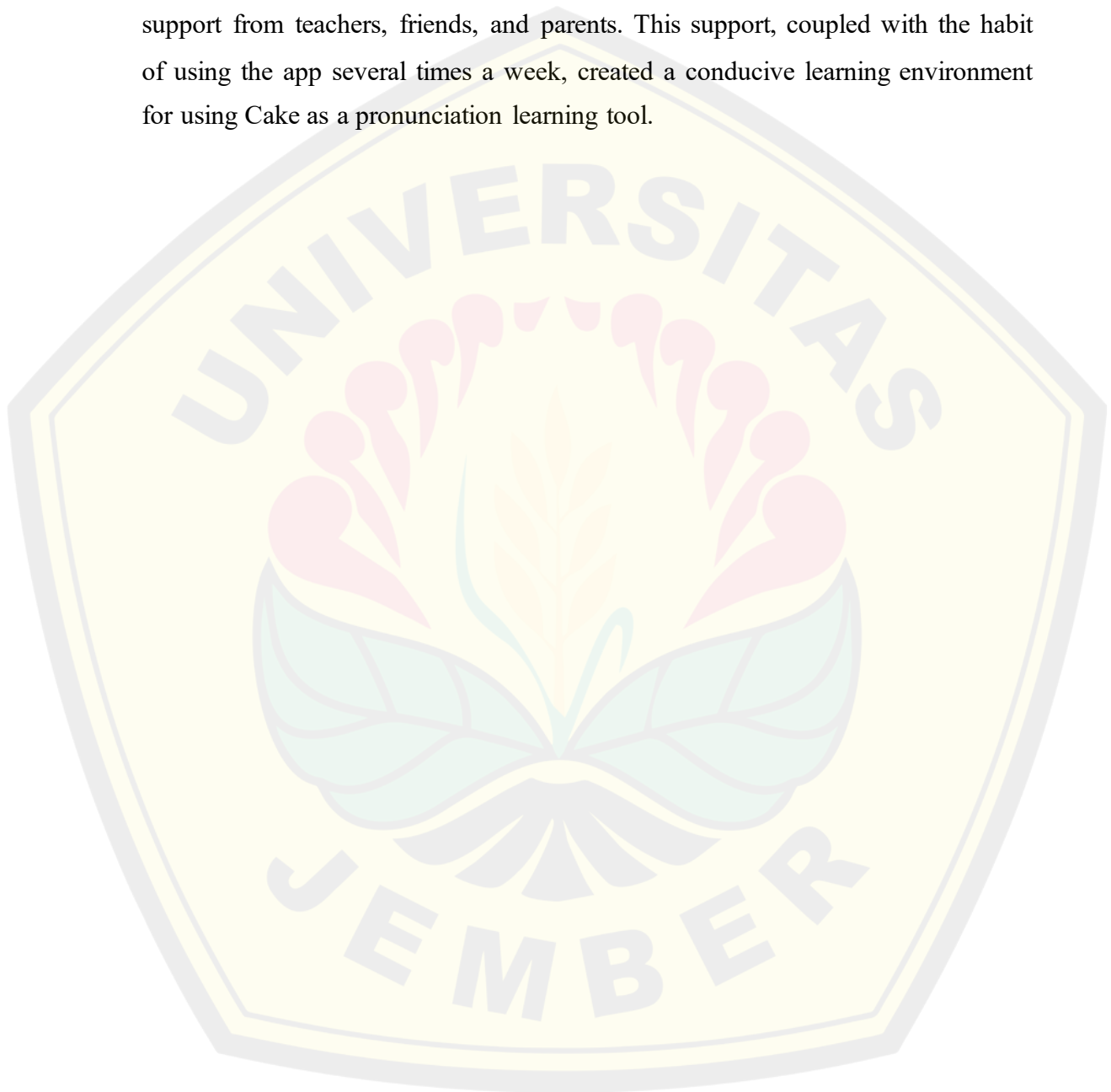
Participant 4**Name : D****Interview Section : (October 1st, 2025)**

DATA	CODE
1. Aku awalnya tau sendiri aplikasi ini tapi belum pernah nyoba, trus ada arahan dari guru, lalu di rumah belajar sendiri, mau memperbaiki cara ngomongnya atau pengucapan karna di aplikasi ini ada fitur ngecek pelafalan, bener atau tidaknya cara kita ngomong	Experience, Interest, Motive, Proximity Social Setting Experience, Motive, Work Setting Experience, Motive, Interest Experience, Novelty, Sound Experience, Sound, Expectation
2. Pas pertama kali pake ya seneng dan kaget ternyata banyak video percakapan nyata yang seru dan ada di kehidupan sehari-hari. Aku sih ngerasa lebih praktis daripada youtube, ga ada yang bisa ngorkesi kalo latihan ngomong di youtube, tapi kalo ini ada jadi enak	Experience, Attitude Experience, Interest, Novelty, Motion Proximity, Similarity Experience, Similarity Experience, Attitude, Sound, Expectation, Motive, Interest
3. Iya ngerasa lebih percaya diri, karena ada nilainya langsung, jadi tau mana yang salah, dan harus gimana supaya jadi bener ngomongnya,	Attitude, Expectation Novelty, Sound Sound, Attitude, Kebaruan Motive, Expectation, Experience
4. Iya jadi termotivasi, bisa belajar sendiri kapan aja,	Motive, Attitude Time, Motive Experience, Interest, Motif,

dan juga bisa belajar topik yang lain, bias nyoba fitur lainnya juga.	Novelty
5. Aku sih suka tampilannya, trus suka juga di fitunya karena ada potongan dari video atau film, ada yang ngisi bagian kosong, topik-topiknya juga ada di kehidupan sehari-hari jadi kepahe	Experience, Attitude, Background, Novelty Novelty, Motion, Proximity Motion, Novelty Experience, Proximity, Similarity
6. Sangat membantu, jadi bisa tahu suaranya gimana, cara ngomongnya gimana, intonasi dan kata mana yang ada tekananya.	Attitude, Expectation Experience, Motive Sound Experience, Sound
7. Selama aku pake waktu di rumah lancar aja sih, jarang ada masalah sepengalamanku apa ga pernah ya	Experience, Work Setting Experience, Attitude
8. Dari guru trus jadi sering belajar sendiri di rumah, seru soalnya. Mungkin aku pakenya hampir setiap hari, eh engga juga, keseringan itu mah, kayaknya sih 3 atau 4 atau 5 kali	Social Setting Work Setting, Motive Experience, Attitude Time, Experience
9. Iya sangat mendukung menurutku ya, soalnya teman-temanku juga pakai, orang tua percaya kalo aku belajar beneran trus juga jadi seneng karna hpnya ga cuma buat main game.	Social Setting, Interest, Motive, Proximity Social Setting, Experience Experience, Attitude

Student D's perceptions were influenced by three main factors: receiver, target, and situation. In the receiver factor, students showed high motivation to improve their English pronunciation and felt more confident after using the Cake

app. The experience of receiving immediate feedback on pronunciation helped students identify errors and motivate them to correct them. In the target factor, students positively evaluated the app's features and interface. Features such as pronunciation checks and live assessments were very helpful in pronunciation learning. Situational factors also played a significant role; students received good support from teachers, friends, and parents. This support, coupled with the habit of using the app several times a week, created a conducive learning environment for using Cake as a pronunciation learning tool.



Appendix 4.

INTERVIEW TRANSCRIPT

STUDENTS' PERCEPTION OF USING THE CAKE APPLICATION ON
STUDENTS' PRONUNCIATION

Participant : A
 Gender : Female
 Education Background : Junior high school student
 Interview Section : (October 1st, 2025)

No.	Pertanyaan	Jawaban siswa
	Faktor Penerima	
1.	Apa alasan kamu menggunakan aplikasi Cake?	Pertama kali karna arahan dari guru, trus nyoba sendiri di rumah, ternyata praktis, santai, bisa menirukan percakapan.
2.	Bagaimana perasaanmu saat pertama kali menggunakan aplikasi ini?	Ya senang pas pertama kali pake, tampilannya lucu warna pink, aku suka warna pink soalnya & mudah digunakan
3.	Apakah kamu merasa percaya diri belajar pronunciation dengan aplikasi ini?	Iya, bisa latihan berulang tanpa malu ataupun takut salah karna bisa dicoba lagi sampe bisa. Plus yang diucapin itu masih tergolong gampang dipelajari, ga susah
4.	Apakah motivasi belajarmu meningkat setelah menggunakan Cake?	Iya, terasa seperti main game juga karna banyak fitur yang bisa dicoba buat belajar mandiri
	Faktor Target	
5.	Bagaimana tampilan & fitur Cake menurutmu?	Tampalannya sih menarik, trus fiturnya gampang dipakenya., mirip sama aplikasi itu apa namanya, Duolingo
6.	Apakah fitur “speak” membantu?	Iya membantu jadi bisa tahu salah atau benarnya. Kalo salah nanti jadi merah, jadi mau benerin lagi
7.	Apakah kamu pernah mengalami kesulitan dengan fitur Cake?	Kalo kesulitan sih hampir ga pernah, lancar-lancar aja kalo jaringanya bagus. Tapi selama aku pake sih aman aja. Aku pakenya tuh 3 sampe 4 kali seminggu, jadi bisa dibilang sering lah
	Faktor Situasi	
8.	Apakah kamu belajar mandiri atau arahan guru?	Ya itu awalnya dari guru trus mau belajar sendiri pake aplikasinya, suka belajar di rumah juga, sambil nyoba yang lain
9.	Apakah lingkungan sekitar mendukung belajarmu dengan aplikasi ini?	Kalo aku iya mendukung, kayak internet lancar trus orang tua mendukung karna aku jadi lebih sering belajar.

INTERVIEW TRANSCRIPT

STUDENTS' PERCEPTION OF USING THE CAKE APPLICATION ON
STUDENTS' PRONUNCIATION

Participant : B
 Gender : Female
 Education Background : Junior high school student
 Interview Section : (October 1st, 2025)

No.	Pertanyaan	Jawaban siswa
	Faktor Penerima	
1.	Apa alasan kamu menggunakan aplikasi Cake?	Awalnya sih karena arahan dari guru, trus aku lihat teman pake itu juga, jadi ikut-ikutan belajar di rumah juga
2.	Bagaimana perasaanmu saat pertama kali menggunakan aplikasi ini?	Menurutku si biasa saja aja, ga ada yang spesial, mungkin agak bingung dengan banyak fitur dan pemberitahuan.
3.	Apakah kamu merasa percaya diri belajar pronunciation dengan aplikasi ini?	Kalo percaya diri aku kadang ngerasa iya, kadang engga juga, itu tergantung kata. Kan setiap kalimat ada yang susah diucapin tuh
4.	Apakah motivasi belajarmu meningkat setelah menggunakan Cake?	Ya sedikit meningkatlah belajarnya, karna beberapa kali belajar sendiri di rumah
	Faktor Target	
5.	Bagaimana tampilan & fitur Cake menurutmu?	Tampilannya bagus, tapi menurutku terlalu banyak pemberitahuan. Tapi fiturnya masih mudah dipake, engga yang susah banget
6.	Apakah fitur “speak” membantu?	Ya membantu, tapi menurutku kadang suaranya terlalu cepat, kadang harus ngulangi lagi biar lebih jelas
7.	Apakah kamu pernah mengalami kesulitan dengan fitur Cake?	Pas aku pake sih jarang ada kesulitannya ya, mungkin kalo sinyalnya jelek aja.
	Faktor Situasi	
8.	Apakah kamu belajar mandiri atau arahan guru?	Awalnya ya dari guru, trus beberapa kali nyoba belajar mandiri di rumah, paling 2 atau 3 kali seminggu
9.	Apakah lingkungan sekitar mendukung belajarmu dengan aplikasi ini?	Cukup mendukung sih, tapi sinyal kadang ga stabil, jadi kadang masih nunggu loadingnya itu

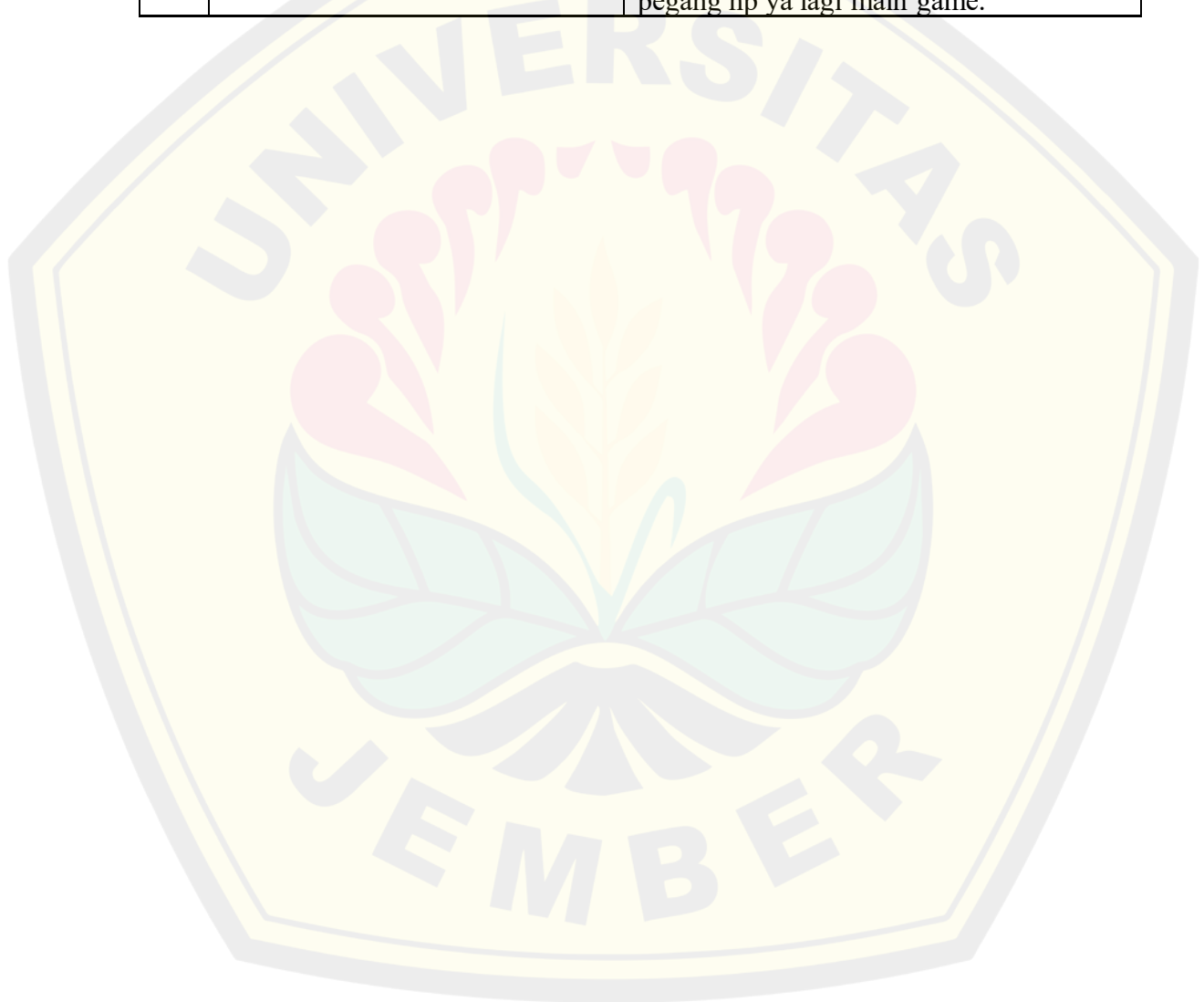
INTERVIEW TRANSCRIPT

STUDENTS' PERCEPTION OF USING THE CAKE APPLICATION ON
STUDENTS' PRONUNCIATION

Participant : C
 Gender : Male
 Education Background : Junior high school student
 Interview Section : (October 1st, 2025)

No.	Pertanyaan	Jawaban siswa
	Faktor Penerima	
1.	Apa alasan kamu menggunakan aplikasi Cake?	Aku pake karna awalnya guru ngasih tau pakai aplikasi ini.
2.	Bagaimana perasaanmu saat pertama kali menggunakan aplikasi ini?	Awalnya sih bingung karna ga ngerti sama sekali, karna ga pernah pake aplikasi buat belajar soalnya. Tapi menurutku aplikasi ini ya gampang dipake, engga yang susah banget kayak harus lihat tutorial gitu
3.	Apakah kamu merasa percaya diri belajar pronunciation dengan aplikasi ini?	Ga pede, soalnya aku masih takut salah trus merasa suara jelek jadi ngerasa kurang percaya diri. Tapi ya ada harapan lah dikit biar aku bisa ngomong inggris dikit-dikit
4.	Apakah motivasi belajarmu meningkat setelah menggunakan Cake?	Tidak terlalu, aku lebih suka belajar di kelas, kalo dirumah jadi gampang keganggu main yang lain kayak game gitu. Tapi sebenarnya sedikit tertarik, dikit banget belajar pake aplikasi itu gimana, kepo gimana gitu
	Faktor Target	
5.	Bagaimana tampilan & fitur Cake menurutmu?	Menurutku tampilannya biasa saja. Kadang suaranya itu kurang jelas, kapi kalo aku ngulangi beberapa kali ya bisa ngerti. Kalo dari segi fungsi sih, ya gampang dipake
6.	Apakah fitur “speak” membantu?	Menurutku biasa juga, kadang ga terlalu jelas juga suaranya itu bilang apa, kalo diulangi terus baru ngerti. Terus buat fitur-fiturnya ya ga ada yang susah sih pas dipake
7.	Apakah kamu pernah mengalami kesulitan dengan fitur Cake?	Aku ngerasa kadang suaraku ga kedeteksi di hpnya, gatau karna apa, apa karna

		hpku kurang bagus ya. Trus kalo udah kayak gitu ya bikin males lanjutannya
	Faktor Situasi	
8.	Apakah kamu belajar mandiri atau arahan guru?	Aku pake kalo cuma diminta guru, belajar sendiri di rumah sih engga, ya kadang lah. Paling 1 atau 2 kali seminggu, ga sering ya karna ada aja gangguannya
9.	Apakah lingkungan sekitar mendukung belajarmu dengan aplikasi ini?	Kalo aku sinyal sama hpnya sering lemot, jadi malas belajar sendiri di rumah. Ditambah kadang ortu itu ga percaya kalo lagi belajar pake hp, mikirnya kalo pegang hp ya lagi main game.



INTERVIEW TRANSCRIPT

STUDENTS' PERCEPTION OF USING THE CAKE APPLICATION ON
STUDENTS' PRONUNCIATION

Participant : D
 Gender : Male
 Education Background : Junior high school student
 Interview Section : (October 1st, 2025)

No.	Pertanyaan	Jawaban siswa
	Faktor Penerima	
1.	Apa alasan kamu menggunakan aplikasi Cake?	Aku awalnya tau sendiri aplikasi ini tapi belum pernah nyoba, trus ada arahan dari guru, lalu di rumah belajar sendiri, mau memperbaiki cara ngomongnya atau pengucapan karna di aplikasi ini ada fitur ngecek pelafalan, bener atau tidaknya cara kita ngomong
2.	Bagaimana perasaanmu saat pertama kali menggunakan aplikasi ini?	Pas pertama kali pake ya senang dan kaget ternyata banyak video percakapan nyata yang seru dan ada di kehidupan sehari-hari. Aku sih ngerasa lebih praktis daripada youtube, ga ada yang bisa ngorkesi kalo latihan ngomong di youtube, tapi kalo ini ada jadi enak
3.	Apakah kamu merasa percaya diri belajar pronunciation dengan aplikasi ini?	Iya ngerasa lebih percaya diri, karena ada nilainya langsung, jadi tau mana yang salah, dan harus gimana supaya jadi bener ngomongnya,
4.	Apakah motivasi belajarmu meningkat setelah menggunakan Cake?	Iya jadi termotivasi, bisa belajar sendiri kapan aja, dan juga bisa belajar topik yang lain, bias nyoba fitur lainnya juga.
	Faktor Target	
5.	Bagaimana tampilan & fitur Cake menurutmu?	Aku sih suka tampilannya, trus suka juga di fitunya karena ada potongan dari video atau film, ada yang ngisi bagian kosong, topik-topiknya juga ada di kehidupan sehari-hari jadi kepahe
6.	Apakah fitur "speak" membantu?	Sangat membantu, jadi bisa tahu suaranya gimana, cara ngomongnya gimana, intonasi dan kata mana yang ada tekananya.
7.	Apakah kamu pernah mengalami kesulitan dengan fitur Cake?	Selama aku pake waktu di rumah lancar aja sih, jarang ada masalah

		sepengalamanku apa ga pernah ya
	Faktor Situasi	
8.	Apakah kamu belajar mandiri atau arahan guru?	Dari guru trus jadi sering belajar sendiri di rumah, seru soalnya. Mungkin aku pakenya hampir setiap hari, eh engga juga, keseringan itu mah, kayaknya sih 3 atau 4 atau 5 kali
9.	Apakah lingkungan sekitar mendukung belajarmu dengan aplikasi ini?	Iya sangat mendukung menurutku ya, soalnya teman-temanku juga pakai, orang tua percaya kalo aku belajar beneran trus juga jadi seneng karna hpnya ga cuma buat main game.

