

UNDERGRADUATE THESIS

**IMPLEMENTATION OF CAKE APPLICATION TO INCREASE
ENGLISH VOCABULARY MASTERY IN SEVENTH GRADE STUDENTS**



NURUL SYAFITRI

H0121312

Consultants :

- 1. Nur Husnil Khatimah, S.Pd., M.Pd.**
- 2. Hustiana, S.Pd., M.Pd.**

**This undergraduate thesis is written and submitted to fulfill part of The
requirements to obtain a Bachelor of Education degree**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS SULAWESI BARAT**

2025

APPROVAL SHEET

**IMPLEMENTATION OF CAKE APPLICATION TO INCREASE ENGLISH
VOCABULARY MASTERY IN SEVENTH GRADE STUDENTS**

NURUL SYAFITRI

H0121312

Has successfully defended the thesis in front of the Examiner Team of Faculty of
Teacher Training and Education on: 16 October 2025

Chair of the Examiner	: Prof. Dr. H. Ruslan, M.Pd.	(.....)
Secretary of Exam Committee	: Rahmatullah Syaripuddin, S.Pd., M.Pd.	(.....)
Supervisor I	: Nur Husnil Khatimah, S.Pd., M.Pd.	(.....)
Supervisor II	: Hustiana, S.Pd., M.Pd.	(.....)
Examiner I	: Ahmad Junaedi, S.Pd., M.Pd.	(.....)
Examiner II	: Amrang, S.Pd., M.Pd.	(.....)

Majene, 16 October 2025

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF SULAWESI BARAT

Dean,

Prof. Dr. H. Ruslan, M.Pd
NIP. 196312311990031028

STATEMENT OF WORK ORIGINALITY

The one who is filed below:

Student's Name : Nurul Syafitri
Nim : H0121312
Study Program : English Education

I hereby affirm that this thesis is my own original work, completed independently, and has not been submitted previously to meet the requirements of a bachelor's degree at any other university or institution. I also confirm that, to the best of my understanding, every source of ideas, data, and contributions from other authors has been properly cited and included in the references.

If, in the future, this work is proven to contain any form of plagiarism, I willingly accept and am prepared to face any academic sanctions in accordance with the applicable regulations.

Majene, 16 October 2025

Signed by



Nurul Syafitri

H0121312

ABSTRAK

NURUL SYAFITRI: Implementasi Aplikasi Cake untuk Meningkatkan Penguasaan Kosakata Bahasa Inggris Pada Siswa Kelas VII. **Skripsi Majene: Program study Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan aplikasi Cake dalam meningkatkan penguasaan kosakata siswa kelas VII di SMPN 1 Tinambung. Penelitian ini menggunakan metode kuantitatif dengan desain kuasi eksperimen. Subjek dalam penelitian ini adalah siswa kelas VII SMPN 1 Tinambung tahun ajaran 2024/2025. Jumlah sampel sebanyak 30 siswa yang dibagi menjadi dua kelompok, yaitu 15 siswa pada kelas eksperimen dan 15 siswa pada kelas kontrol. Pemilihan sampel dilakukan secara acak. Instrumen yang digunakan dalam pengumpulan data adalah pre-test, post-test, dan kuesioner. Berdasarkan hasil analisis data, diperoleh bahwa penggunaan aplikasi Cake memberikan peningkatan terhadap penguasaan kosakata siswa, meskipun peningkatan tersebut tidak terjadi secara signifikan pada seluruh siswa. Hal ini terlihat dari rata-rata skor pre-test pada kelas eksperimen sebesar 32,67 yang meningkat menjadi 68,67 pada post-test. Rata-rata skor N-Gain sebesar 53,49% menunjukkan peningkatan dalam kategori sedang. Hasil Independent Sample T-Test menunjukkan nilai signifikansi (2-tailed) sebesar $0,042 < 0,05$, yang menandakan terdapat perbedaan hasil belajar antara kelas eksperimen dan kelas kontrol, namun peningkatan tersebut belum merata pada semua siswa. Selain itu, hasil angket menunjukkan bahwa siswa memberikan respon yang cukup positif terhadap penggunaan aplikasi Cake, dengan skor persepsi sebesar 73% yang dikategorikan positif. Siswa merasa aplikasi ini membantu mereka dalam memperkaya kosakata, meningkatkan fokus belajar, serta menumbuhkan kepercayaan diri dalam menggunakan kosakata baru. Dengan demikian, dapat disimpulkan bahwa aplikasi Cake memberikan peningkatan yang moderat terhadap penguasaan kosakata siswa dan berpotensi mendukung proses pembelajaran bahasa Inggris. Namun, efektivitasnya belum sepenuhnya optimal karena peningkatan yang terjadi hanya signifikan pada sebagian siswa.

Kata Kunci : *Penguasaan Kosakata, Aplikasi Cake*

ABSTRACT

NURUL SYAFITRI: The Implementation of Cake Application to Improve English Vocabulary Mastery of Seventh Grade Students. **Undergraduate Thesis. Majene: English Education Study Program, Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

This study aims to determine the effectiveness of using the Cake application in improving the vocabulary mastery of seventh grade students at SMPN 1 Tinambung. This research employed a quantitative method with a quasi experimental design. The subjects of this study were seventh grade students of SMPN 1 Tinambung in the academic year 2024/2025. The total sample consisted of 30 students, divided into two groups: 15 students in the experimental class and 15 students in the control class. The sampling was conducted randomly. The instruments used in data collection were a pre-test, post-test, and a questionnaire. Based on the results of data analysis, it was found that the use of the Cake application led to an improvement in students' vocabulary mastery, although the increase was not significant for all students. This was shown by the average pre-test score of 32.67, which increased to 68.67 in the post-test. The average N-Gain score of 53.49% indicated an improvement in the moderate category. The results of the Independent Sample T-Test showed a significance value (2-tailed) of $0.042 < 0.05$, indicating a difference in learning outcomes between the experimental and control classes, although the improvement was not consistent among all students. In addition, the results of the questionnaire showed that students gave a fairly positive response to the use of the Cake application, with a perception score of 73%, which was categorized as positive. Students felt that the application helped them enrich their vocabulary, stay more focused during learning, and gain greater confidence in using new words. Thus, it can be concluded that the Cake application provided a moderate improvement in students' vocabulary mastery and has the potential to support the English learning process. However, its effectiveness was not fully optimal, as the improvement occurred significantly only among some students.

Keywords: *Vocabulary Mastery, Cake Application.*

CHAPTER I

INTRODUCTION

A. Background

English is an international language that is not only used for communication between countries but also plays an important role in exploring, deepening, and developing knowledge. This is because most scientific literature, journals, and books come from abroad, making English proficiency a key to accessing global information more broadly and deeply.

When discussing learning English, learners often emphasize the importance of enhancing their vocabulary through the acquisition of words. Vocabulary, along with grammar and pronunciation, constitutes a crucial element for mastering a language. It serves as fundamental knowledge, playing a vital role in learners' ability to communicate effectively and comprehend the language. Without a solid grasp of vocabulary, effective communication becomes challenging and understanding is compromised.

According to Linse in Inayatul (2013) "Vocabulary is the collection of words that an individual knows". This statement can be interpreted as that Vocabulary is a collection of words that everyone knows. Fajriyah in Inayatul (2013) explained that vocabulary is one English components that have an important role in reading comprehension and express all ideas in written or spoken form. Students can obtain vocabulary from the dictionary, glossary at the back of the book English and others. Vocabulary will always be inside students' minds if students always use it and will disappear if students don't use it. Because there are many lists of words, ways of learning it is important to make students master vocabulary. Teachers must choose the right way of teaching, especially in elementary schools. Besides that, How to memorize vocabulary for students is the most difficult thing, especially for student elementary school. But we can make training so said. They can still use what they have been given. If one child feels they can do it master a certain group of words, then we can give him that group of words new.

However, when the researcher conducted an observation during the teaching assistance session, researcher found that many students still lacked of vocabulary in junior high school students at SMPN 1 Tinambung. Several factors can be

indicators of students' lack of vocabulary. First, teaching methods that are less interactive or do not emphasize vocabulary development. Additionally, some students may lack interest in the material presented and find English learning confusing due to traditional teaching methods. This challenge highlights the importance of creative teaching strategies to effectively improve students' vocabulary knowledge

Often found in large numbers of students who cannot speak, understand the content of the reading and writing in English is because they lack a treasury or even not know what vocabulary they should say and use (Syamsiarna Nappy 2014). Without mastering adequate vocabulary, students will not only have difficulty communicating, they may even be unable to communicate (Nurlaila Amalia 2018)

The integration of technology, particularly mobile phones, has revolutionized education, particularly in the realm of language learning such as English vocabulary acquisition. Teachers must adapt to this digital era by enhancing their competence in utilizing information technology and communication tools. Mobile phones, with their plethora of applications, offer a dynamic platform for creative and engaging learning experiences. The utilization of applications like Cake app can significantly enhance students' interest and proficiency in English vocabulary. Embracing such technological tools not only improves learning outcomes but also fosters motivation and deeper understanding of the subject matter. Therefore, incorporating mobile technology into educational programs stands as a pivotal strategy in enhancing the effectiveness and efficiency of the learning process.

One way to overcome the problem of lack of English vocabulary is to use the Cake app. The Cake app offers a user-friendly platform accessible to anyone with internet connectivity to enhance their English skills. Users can tailor their learning experience based on their proficiency level and explore various vocabulary topics such as comedy, TV shows, animations, conversations, grammar tutorials, news, and dialogues.

An innovative feature allows users to practice pronunciation and receive feedback on accuracy. Additionally, users have the flexibility to review vocabulary at their convenience, thereby improving their reading, speaking, writing, and

vocabulary skills. Scholars Iheduru-Anderson (2020), Quiroz et al. (2021), and Syalwa (2020) have underscored the positive impact and ease of use of the Cake app in advancing English language proficiency.

Previous research has shown an improvement in vocabulary test scores and student engagement when using the Cake application. Specifically, the implementation of Cake emerged as a key factor in enhancing the effectiveness of vocabulary learning. However, the uniqueness of this study lies in its focus on the application of Cake within the specific context of English language learning, an aspect that has not been fully explored in previous research. Therefore, researchers may consider employing additional evaluation methods such as questionnaires, classroom observations, or ongoing formative assessments to gain a deeper understanding of the impact of the Cake application on seventh-grade students' English vocabulary mastery. By utilizing the Cake application, researchers can provide real and varied contexts for vocabulary learning, which may not always be available in conventional teaching methods.

Based on the explanation above, the writer is inspired to carry out the research entitled “Implementation Cake Application to Increase English Vocabulary Mastery in Seventh Grade Students”. The researcher hopes that it can be the one of solution in learning vocabulary to the students.

B. Problem Identification

Based on the background above that has been described, the researcher have identified the problems that arise:

1. Lack of Vocabulary Mastery Among Students
2. Limited Utilization of Technology in Vocabulary Learning

C. Problem Limitation and Formulation

Based on the background and identification of the problem that was mentioned in relation on the title “the implementation of the cake application to increase English vocabulary mastery in a seventh grade students”. The research question, namely:

1. Can the Cake Application increase vocabulary mastery at seventh-grade students of SMPN 1 Tinambung?
2. What is students’ perception toward the implementation of the Cake Application in vocabulary learning?

D. Research Objective

The objective of the research are:

1. To find out whether the Cake Application increase vocabulary at seventh-grade students of SMPN 1 Tinambung.
2. To know the students’ perceptions towards the use of the Cake Application in increase their vocabulary.

E. Research Benefits

The result of this study are expected to be useful theoretically and practically.

1) Theoretically

This research will add to the body of knowledge in the field of language learning, particularly in the context of using mobile applications like Cake for improving vocabulary mastery.

2) Practically

The study will help identify effective strategies and practices for improving English vocabulary mastery among seventh-grade students, particularly at SMPN 1 Tinambung.

a. Student

The students gained a better understanding of English vocabulary.

b. Teacher

The teachers were equipped with new, research-backed methods to improve vocabulary instruction by incorporating mobile technology into their teaching practices.

c. Researcher

This study provided a foundation for future research on the use of mobile applications for language learning, especially in terms of vocabulary acquisition.

CHAPTER II

LITERATURE REVIEW

This chapter was divided into four main sections, those are Previous Related Studies, Theoretical Framework, Conceptual Framework and Hypothesis.

A. Previous Related Studies

This research problem regarding the effectiveness of teaching vocabulary by using Cake Application and has been widely researched by researchers. The findings related to the findings are:

The first research was conducted by (Utama, 2022) “The Use of Cake Application to Improve Students’ Vocabulary”. The Cake application serves as an online platform accessible via smartphones for English language learning. In the research conducted, this application was found to facilitate the enhancement of various English skills including reading, listening, writing, speaking, and vocabulary. The findings indicated a notable increase in vocabulary mastery among students who utilized the Cake application compared to their proficiency before usage. Hence, it can be inferred that the Cake application is an effective tool for aiding students in enhancing their vocabulary skills.

The Second research was conducted by (Tambunan et al., 2023) “The Effectiveness of Cake Application Toward Students’ Vocabulary Mastery at Eleventh Grade Students of Sman 8 Jambi City”. The utilization of the Cake application has shown to enhance students' mastery of vocabulary. This is evident from the post-test outcomes of students within the experimental group, which demonstrate an improvement in vocabulary due to the application's usage. The Cake application is particularly engaging as it allows users to select their preferred genre or theme for study. Given the foregoing explanation, it is apparent that the Cake application is highly effective in bolstering students' vocabulary mastery. Its effectiveness is notable among eleventh-grade students at SMAN 8 Jambi City.

The Third research was conducted by (Nurhaliza & Fakhurriana, 2023) “Students’ Perception Towards the Use Of “Cake Application” As A Medium to Increase Vocabulary Knowledge”. The Cake application offers simplicity and efficiency, making it accessible to any language learner. Utilizing the web version of Cake makes English learning, particularly vocabulary acquisition,

straightforward for students who appreciate its user-friendly nature. Based on the gathered data, it can be concluded that a majority of students strongly agree that the Cake application has a positive impact on their learning.

The data indicates that many students hold favorable perceptions of the Cake application. The research yielded several findings, including that the Cake app is helpful, useful, and features interesting elements. It was also found to be easy to navigate and accessible as it is a free application. These positive perceptions were identified through the research. However, the research also uncovered negative perceptions notably that some students found the Cake application challenging to use. They reported difficulties with utilizing the microphone and encountered limitations with streaks or hearts within the application.

The fourth research was conducted by (Putri et al., 2023) “A Systematic Review on Cake Application for Students” Learning Motivation and Vocabulary Mastery”. The Cake Application, despite being primarily focused on speaking-based learning, has demonstrated its ability to enhance students' vocabulary knowledge. This is attributed to its success in improving students' speaking skills, which consequently leads to an increase in their mastery of vocabulary. Additionally, the Cake Application offers both academic and non-academic vocabulary, which proves beneficial in enhancing students' proficiency in learning English as a second language. For teenagers at the secondary learning level who are inclined towards technology, the Cake Application serves as an effective learning tool by providing audio-visual media. Integrating videos and audio features, this application enhances students' enjoyment and engagement in the learning process. As a result, students feel motivated and energized to initiate their learning journey, which positively impacts their language acquisition, including the development of new vocabulary.

Based on the previous related studies above, the research conducted on the Cake application consistently highlights its effectiveness in enhancing students' vocabulary mastery and overall language learning experience across various educational settings and grade levels. The application's user-friendly interface, coupled with its engaging features, has led to notable improvements in students' vocabulary proficiency. Moreover, students' positive perceptions of the Cake application underscore its value as a supportive learning tool. Its ability to cater to

diverse learning preferences and integrate audio-visual media further enhances students' motivation and engagement, ultimately contributing to greater language acquisition and the development of new vocabulary. Overall, the collective findings affirm the Cake application's significant role in facilitating language learning, making it a valuable resource for educators and students alike seeking to improve English language skills efficiently and effectively.

In this research, there are differences between previous research and the research that will be conducted. The project to be research, the previous studies were conducted in Senior High School while this research was conducted in Junior High School. The research design in previous studies uses pre-experimental while this research uses quasi-experimental. Previous research used the Cake Application to improve various language skills (vocabulary, speaking, reading, listening, writing). The researcher can be more specific by analyzing certain aspects of vocabulary, such as the improvement of daily vocabulary mastery.

B. Theoretical Framework

1. English Vocabulary

a. Definition of Vocabulary

According to Barcroft, Sunderman & Schmitt, 2011, p.571, as cited in Lessard-Clouston (2013). However, vocabulary also includes lexical chunks which are phrases made up of two or more words. Thus, vocabulary refers to words of a language that includes single lexical items as well as phrases or chunks of words that convey a particular meaning, just like individual words. This shows that learning a second language cannot be done without learning its vocabulary as lexical knowledge is important and a fundamental component of communicative language proficiency (Beglar & Nation, 2013).

While (Hassan & Abubakr, 2015)Vocabulary is considered to be a significant part of a language, especially in the process of learning a foreign language because the more vocabulary one knows the more capacities s/he has for uttering the phrases, clauses and sentences.

Beside (Muddin, 2018) vocabulary is essential for language proficiency as it significantly influences a learner's speaking, listening, reading, and writing skills.

The ability to acquire new words is crucial, and learners can enhance this by engaging in various language learning activities, including listening to radio, interacting with native speakers, using the language in diverse contexts, reading, and watching television.

Based on the definition above the opinions assert that mastering vocabulary is crucial in second language learning. Vocabulary encompasses not only individual words but also phrases or groups of words that aid in conveying specific meanings. Lexical understanding is a fundamental component of communicative language proficiency. The broader one's vocabulary, the better their ability to form sentences and comprehend the language.

b. The Important Of Vocabulary

The importance of vocabulary is shown in listening, reading, writing and speaking. One who has lack of vocabulary would have problem in identifying word for meaning. He or she must have vocabulary for communicating his or her needs in interaction with other people in the world. That is why, vocabulary is regarded as the basic tool to improve our English. Language learners have 95% coverage figure and need to know 2000-3000 word families for adequate listening comprehension (Van Zeeland & Schmitt, 2013).

1) Vocabulary as the Basis for Communication

This viewpoint is emphasized by Jamalipour and Farahani (2012), who highlight vocabulary as the primary tool for communication. The words individuals use to express their thoughts, emotions, and opinions are a tangible reflection of the human mind. In linguistic terms, vocabulary holds greater significance and immediacy compared to grammatical structures. Sullivan and Alba (2010) underscore the importance by stating that while grammar contributes to conveying meaning, vocabulary is indispensable, asserting that without it, communication is impossible.

2) Vocabulary as the Reflection of Social Reality

Certainly, language is regarded as a tool for social interaction, and Richards (2001, p. 161) proposed four key reasons to support this perspective. These reasons

include: (1) language functions as a system for expressing meaning; (2) the primary purpose of language is to facilitate interaction and communication; (3) the structure of language mirrors its functional and communicative applications; and (4) the fundamental units of language extend beyond grammatical and structural aspects, encompassing categories of functional and communicative meaning illustrated in discourse.

3) Vocabulary as an Academic Ability Predictor

Moreover, the size and understanding of vocabulary knowledge are more likely to predict the academic ability. Though different effects and research designs vary, they are still in the same direction supporting the vocabulary usefulness. Taken for example, Roche and Harrington's (2013) finding showed that vocabulary was associated with both academic writing and GPA (or Grade Point Average). Similarly, vocabulary knowledge has been viewed as the prior ability that had to be mastered to increase the other language abilities.

c. The Type of Vocabulary

1) Receptive Vocabulary vs. Productive Vocabulary

The receptive vocabulary is defined as the vocabulary type a reader encounters during reading and listening. They are the words which the readers and listeners use to comprehend given messages. Such vocabularies are strongly related to receptive the language skills. Supported by Stuart (2008) and Susanto (2017), they are the words recognized by the students during reading process. In a broader sense, Laufer and Goldstein (2004) posited that receptive vocabulary was associated with the listening and reading. In contrast, the productive vocabulary refers to the set of words used to produce the messages. Two basic skills naturally make use of the productive vocabularies are speaking and writing. In short, they are termed as they are to correspond to the productive skills of language.

2) Active Vocabulary vs. Passive Vocabulary

Concerning word frequency, vocabulary is often categorized into active and passive vocabularies. The active vocabulary comprises words comprehensively

understood and readily used by speakers and writers. These are words effortlessly recalled and employed in speech and writing situations. Laufer (1998), in his study, further subdivided active vocabulary into controlled active and free active. On the other hand, the passive vocabulary consists of words not entirely understood, leading to infrequent usage in writing and speaking. In essence, the passive vocabulary serves as a prerequisite for the active vocabulary. This process is optional, considering varying abilities and the diverse comprehensibility levels of words, which need to be acquired before mastering the active vocabulary.

d. Theory of Vocabulary According to Authors

1) Provide some contexts in which the word can be used.

Some evidence suggests the need to design diverse and varied instructional contexts for each word. One source is Curtis's findings (Curtis et al., 1987) mentioned above. Another study is the classic research by Werner and Kaplan (Werner and Kaplan, 1952), which shows that students often incorporate contextual features into their developing understanding of a foreign word. We found that, as former teachers, this series of findings reminds us of students' tendency to adhere to the context in which a word was first introduced. Therefore, in the teaching we develop, various contexts are a crucial foundation.

2) Introducing words through everyday connected explanations, not dictionary definitions.

As we developed instructions for our initial learning sessions, we found dictionary definitions to be sufficient in introducing the meanings of words to middle school students. We began crafting our own informal ways to explain these meanings, believing they would be clearer and more beneficial. This marked the inception of our concept of student-friendly explanations. We became acquainted with research indicating that definitions are not effective for students (Miller and Gildea, 1985) and conducted research to systematically develop our ideas about explanatory definitions (McKeown, 1993).

According to Paul Nation (2017) Vocabulary learning requires two basic conditions – repetition (quantity of meetings with words) and good quality mental processing

of the meetings Other factors also affect vocabulary learning. For example, learners may differ greatly in their motivation to engage in learning, and words may differ greatly in their learning burden. However, without quantity and quality of processing, learning cannot occur.

The greater the number of repetitions, the more likely learning is to occur. The deeper and more thoughtful the quality of processing, the more likely learning is to occur. Quantity of input and vocabulary repetition can also be increased by re-reading texts that have been read before and listening to texts that have been read or listened to before.

e. Kinds of Vocabulary

According to Thornbury (2002) there are six forms of vocabulary:

1. Word Classes

In the grammatical system, words are divided into sets called word classes according to their form, function, and meaning.

There are eight different categories of word classes: determiners, pronouns, verbs, adverbs, adjectives, and nouns.

a) Noun

Celce-Murcia & Larsen-Freeman (2014): Nouns are words that refer people, places, things, or ideas. They serve as the subject or object of a sentence and are often accompanied by determiners such as articles (a, an, the) or possessives (my, their).

Swan (2015): A noun is a word used to identify people, places, things, or concepts. Nouns can be concrete (e.g., cat, chair) or abstract (e.g., happiness, idea).

Based on the previous related studies above, a noun is a word that represents a person, place, thing, or idea. It can be something you can see or touch, like a cat or a table, or something abstract, like love or freedom.

b) Pronoun

Biber et al. (2018): Pronouns are words that stand in for nouns or noun phrases. They avoid repetition of the noun and typically agree with the noun in terms of number, gender, and person.

Swan (2015): Pronouns replace nouns to avoid repetition and make sentences more concise. Common examples include personal pronouns (I, you, he) and possessive pronouns (mine, yours, his).

Based on the previous related studies above, a pronoun is a word used in place of a noun or noun phrase to avoid repetition. Examples include words like I, you, he, she, or it, which stand for people or things mentioned earlier.

c) Verb

Celce-Murcia & Larsen-Freeman (2014): Verbs are words that express actions, events, or states of being. Verbs are the core of predicate construction and carry grammatical information such as tense, aspect, and mood.

Swan (2015): A verb is a word that describes what someone or something does (action), is (state), or becomes (event). They are essential in forming a complete thought or sentence.

Based on the previous related studies above, a verb is a word that expresses an action, event, or state of being. It tells what someone or something does, what happens, or what condition something is in.

d) Adverb

Adverbs are used to explain or provide additional information about verbs, adjectives, or even the adverb itself. For example: clearly, kindly, quickly, early, inside, never, often, usually, etc.

e) Adjectives

An adjective is a term that is used to characterize a person or thing. For example: ugly, handsome, smart, kind, pink, calm, quite.

f) Preposition

A preposition is a word or set of words used before a noun or pronoun to indicate place, position, time, or method. For example:

on the desk, in the house, at home. g) Conjunction The word conjunction is used to connect clauses or sentences, as well as to coordinate words within the same clause; and, if, but. For example: Dio and Desi are close friends.

g) Determiner

Determiners are word or groups of words that are placed in front of a noun to limit the meaning of the noun. For example: these grapes are sweet, Minho is her stepbrother, his wife is out of the country.

h) Conjunction

Conjunction is a word used to connect two or more words, phrases, clauses, or sentences in a sentence to form a complete and meaningful unity.

i) Exclamation

Exclamation is a word or short sentence used to express strong emotions or feelings such as excitement, surprise, anger, or pain.

2. Word Families

The word family consists of the root word added with inflection and the most common word derivatives. There are many types of word families:

a) Suffixes

This word element. For instance, -ment for punishment, -ship for internship, and -ness for sadness.

b) Prefixes

Prefix is a letter or group of letters that is placed at the beginning of a word or root to modify the meaning of the word. For example: dis- + like: dislike, extra- + ordinary: extraordinary, miss- + understanding: misunderstanding.

3. Word Formation

Word formation is the process of merging, cutting, summarizing, and borrowing from existing words to generate new words with a different form from the original. There are numerous ways to form words.

a. Compound

Compounds are words that consist of two or more words that form a new word which generally has a different meaning from the original word. For example: snow + ball: snowball, cross + walk: crosswalk, sun + flower: sunflower.

c) Blending

Blending is the act of creating new words by combining two or more existing words to create a single new term. Example: emotion + icon: emoticon, stay + vacation: staycation, situation + comedy: sitcom, etc.

d) Conversion

The term "conversion" refers to a shift in the function of a word. For instance, I always Google everything. (Google is a noun that has been turned into a verb).

e) Clipping

Clipping is a word formation process by cutting or shortening the word without changing the meaning of the word. For example: electronic mail: email, photograph: photo, laboratory: lab, telephone: phone.

4. Multi Words

Units Multi-word units are lexical units made up of two or more words that combine to form a new notion. Multi-word units are divided into two categories.

a) Phrasal Verbs: give up, look after, set off, throw on.

b) Idioms: Idioms are a series of words whose meaning cannot be interpreted literally, but represents a certain expression that is implied in it. For example: "Break a leg" Literally means to break a leg. But the saying "Break a leg" means good luck in something you want to do.

5. Collocation

Collocation is a term formed by the combination of two or more words. For example: commit suicide (Not undertake suicide), lions roar.

6. Word Meaning

a) According to the Romanian linguist Bulgar (2000) synonyms are words with nearly identical meanings that can be used interchangeably in a given context without altering its meaning.

Synonym is a term or word that has the same meaning as another. For example: hungry = starving, big huge, cold = freezing.

Based on the previous related studies above, synonyms are words that share similar or identical meanings and can replace each other in certain contexts without changing the overall meaning of a sentence.

b) Antonyms are words with opposite meanings. A key characteristic of antonyms is that their semantic relationship occurs in a one-to-one ratio, meaning each word has only one direct opposite. This differs from synonyms, where a single word can have multiple equivalents.

An antonym is a term or word with two opposite meanings. For example: night = day, pull = push, left = right, short = long, big = small.

c) Homonyms: Words that have the same spelling and pronunciation as other words but have different meanings, such as to, too, and two. Examples of homonyms: meet and meat, aloud and allowed.

From the previous description, it is clear that there are numerous types of word classes and vocabulary that must be mastered. As a result, the more vocabulary students know, the easier it is for them to understand types of the vocabulary.

2. Technology in Teaching English

According to Sakti et al., (2023) Information technology offers teachers an extensive array of multimedia resources, software, applications, and devices to create more dynamic and interactive lessons. While traditional English lessons based on lectures can be effective to some extent, they do not cater to every learning

style. By incorporating interactive elements, English teachers can engage a wider range of students and foster a more lively and involved classroom environment.

One significant advancement in information technology is digital ink, which simplifies tasks for both faculty and students. Instead of recording grades and assignments in a paper-based grade book, teachers can now update and manage this information online. Similarly, libraries that use digital databases instead of traditional card catalogs allow students to access resources from any location with an Internet connection. Staff members can also quickly retrieve and share transcripts and other records through a digital filing system, saving both time and paper.

As modern tools like tablet computers, laptops, and projectors become increasingly prevalent in English lessons, it becomes essential for educators, students, and parents to understand the role of information technology in today's English learning environment. Emerging technologies are not only subjects of study but can also be integrated into various lessons, enriching the learning experience and preparing students to enter a global workforce. Information and communication technology also paves the way for enhanced distance learning opportunities, giving learners in underprivileged areas the same educational access as those in more fortunate settings. Since this technology enables information to be accessed from almost any location using mobile devices or laptops, courses can become more flexible. Individuals with busy schedules who might otherwise lack the chance to pursue further education can choose to enroll in online courses and complete their assignments at their convenience. Interactive audio and video tools facilitate real-time communication during English lessons, using both phones and computers. Technologies such as Voice over Internet Protocol (VoIP) allow voices to be transmitted via an Internet connection. Additionally, multimedia presentations can be delivered to a dispersed audience, with interactive question-and-answer sessions happening in real time.

3. Cake Application

The researcher has been an active user of the Cake application since senior high school, starting from the year 2020 until now. The researcher initially discovered the app as a fun and interactive way to improve English skills. Over time, the researcher found its features such as short video clips, daily expressions, and pronunciation practice very helpful and easy to follow. Using Cake regularly has helped the researcher build vocabulary, understand native speakers better, and gain more confidence in using English in daily conversations. The researcher's consistent use of this application over the years has made it a valuable tool in the personal language learning journey.

a. Definition of Cake Application

According to Fitria et al. (2021:120) assert that the "Cake English Learning Application" offers a beneficial and enjoyable approach to learning the English language. The application provides users with access to English learning materials through regularly updated videos, short dialogues, and conversations. Users also have the option to play videos at a slower speed, facilitating better comprehension and retention of vocabulary. This feature enhances users' engagement and enjoyment of the learning process, making it more enjoyable and stimulating.

While (Yang, 2006). The Cake application stands out among the free language learning platforms available, offering accessibility through both apps and websites. It's a free English learning application compatible with Android and iOS devices. Described as a tool for English learning, the Cake application offers various features aimed at enhancing language skills. Developed by Playlist Corporation under the Education category, it includes enticing elements like video conversations with subtitles and opportunities for speaking practice with native speakers.

Beside Tiamanda (2022). The Cake Application is designed for English learning and is available for download on the PlayStore for Android users and the AppleStore for iOS users. Within the application, users have access to English learning materials in the form of pre-existing videos.

In summary, the Cake English Learning Application has been praised by multiple researchers for its effectiveness and user-friendly approach to language learning. Fitria et al. (2021:120) emphasize its beneficial and enjoyable features, including regularly updated videos, dialogues, and conversations, as well as the option to play videos at a slower speed for better comprehension

D. Sastria (2022) highlights its accessibility through both apps and websites, its compatibility with various devices, and its enticing elements such as video conversations with subtitles and opportunities for speaking practice with native speakers. Additionally, Tiamanda (2022) underscores its availability for both Android and iOS users, providing access to pre-existing English learning materials. Together, these insights underscore the Cake Application's significance as a valuable resource for English language learners, offering engaging and effective tools for language acquisition.

b. Procedure of Cake Application

In this application, individuals have the opportunity to learn authentic English through video content. Updated daily, users can engage with enjoyable, brief English conversation videos, facilitating rapid language acquisition, all at no cost (Siregar & Ed, 2020).

1. Users can access real English expressions sourced from YouTube, consolidating similar phrases for efficient learning in one location, requiring only a few minutes of daily commitment to enhance their English proficiency.
2. The application also provides speaking practice sessions designed to simulate conversations with native speakers, featuring blank subtitles for users to complete and word meanings for reference.
3. Additionally, users can utilize AI speech recognition to assess their pronunciation by recording their voice and receiving immediate feedback, enhancing their language skills.

4. Notably, the Cake application is entirely free to use, devoid of intrusive advertisement.

The Cake application presents itself as one of the diverse platforms available for expanding vocabulary. Originating from South Korea, this recently popular Android mobile app, titled the Cake Application, is provided by the Playlist Corporation and occupies a modest 7.3 MB in size. Despite its introduction in 2018, the primary aim of this software is to assist users in enhancing their speaking skills. With the increasing popularity of online language learning, the Cake Application has gained significant traction. (Tambunan et al., 2023)

c. Basic Feature of Cake Application

The fundamental features within the Cake application serve as the initial guide for users to navigate and comprehend the application's functionality. (Tambunan et al., 2023)

There are 4 features in using the cake application:

1. Initially, to utilize this application, logging in is required, which can be done through either a Facebook or Google account.
2. It's worth noting that there is also an option for guest mode, eliminating the need for logging in. However, it's important to recognize that in guest mode, only free episodes (oral practice materials) are accessible.
3. Prior to utilizing the Cake Application, the first step entails downloading it from the Play Store. Once the application is downloaded,
4. Upon successful login, users will be directed to the application's homepage, featuring various sections including the start menu, search, chat, library, and profile. Additionally, located in the upper right corner, there is a bell icon indicating notifications.

c. Advantage and Disadvantage of Cake Application.

The Cake application offers both advantages and disadvantages as a medium for English learning. Some of its benefits, as identified by Mataniari (2019), include:

1. Ease of use and innovative approach to learning English.
2. Accessibility through smartphone-based application, allowing for learning at any time and place.
3. Diverse content and free access to the application.
4. Engaging English learning experience that prevents boredom.

There are some of the disadvantages of using Cake application as a medium for learning English:

1. Following the trial period, users are required to pay a monthly subscription fee to access the content.
2. Occasionally, certain videos may remain inaccessible unless users subscribe to the service.
3. Adequate devices and stable internet connection are necessary for comfortable use of the application.

d. The ways of using the Cake Application

First of all open the Cake Application, on the application display with appear language provided, please select the English to be learned. Complete the data, such as name, e-mail and create password.

Figure 2.1 Steps of Using Cake Application

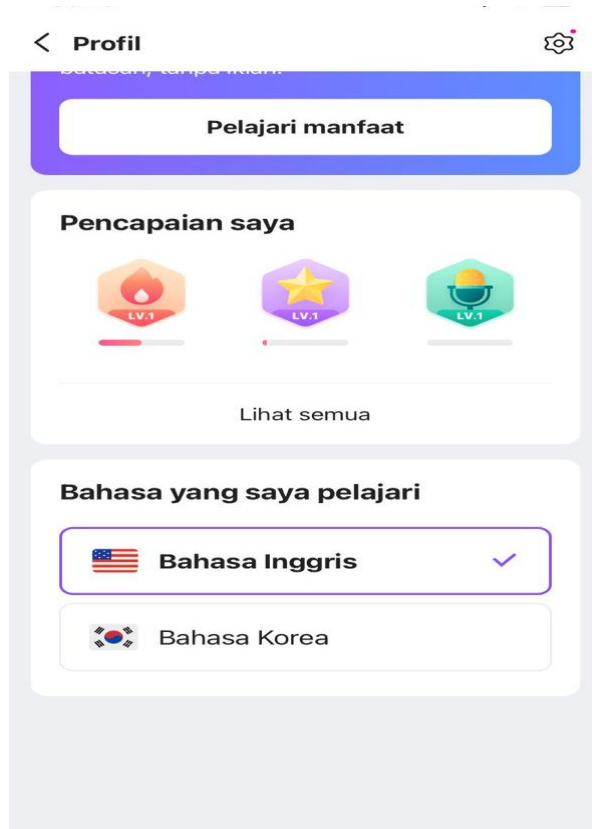


Figure 2.1 profile of cake app

Source: Personal Screenshot (2025)

There are several features of the Cake Application, namely:

1. Video Mode

Watch and learn from over 20.000 entertaining clips where native speakers use everyday expressions. It's learning without the pressure!

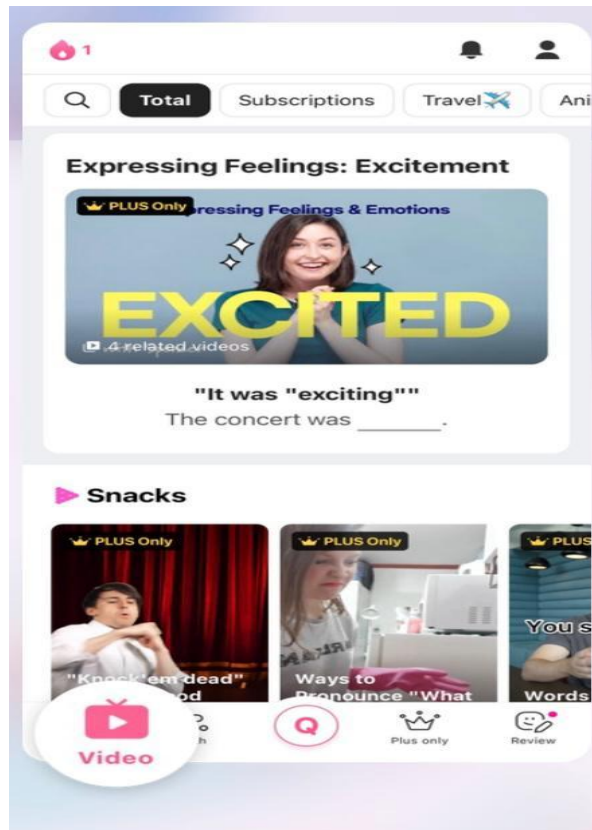


Figure 2.2 video mode of cake app

Source: Personal Screenshot (2025)

2. Path Mode

Choose the topic and level of choice and learn step by step in the right way.



*Figure 2.3 path mode of cake app
Source: Personal Screenshot (2025)*

3. Quiz Mode

Quizzes are designed to be as fun as a game with detailed explanation

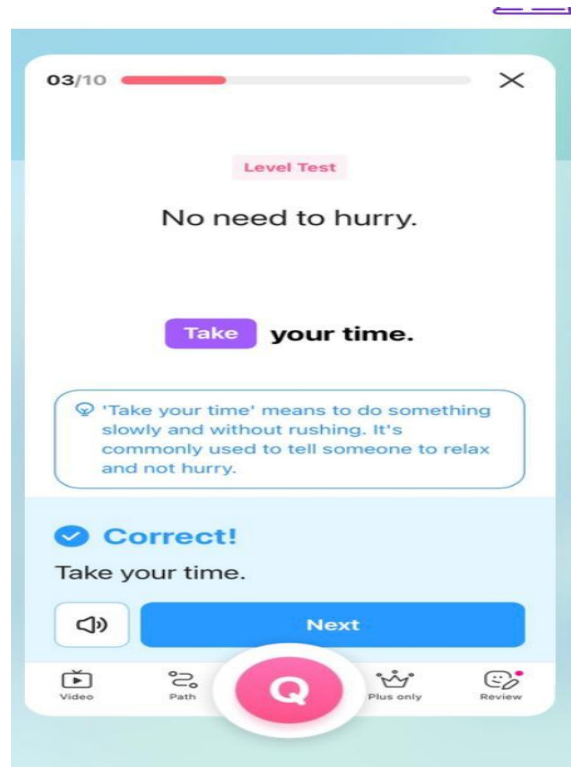


Figure 2.4 quiz mode of cake app

Source: Personal Screenshots (2025)

4. AI Tutor (new)

The new feature of the Cake Application is AI which can learn directly with Summer, which is the name of the English tutor.



Figure 2.5 AI tutor of cake app

Source: Personal Screenshots (2025)

4. Theory of Perception

A. Definition of Perception

The term "perception" is derived from the Latin words "percepto" and "percipio," referring to the process of organizing, identifying, and interpreting sensory information to understand and make sense of the surrounding environment.

In psychology, perception is closely tied to signals and the nervous system. These signals are generated by physical and chemical stimuli affecting the sensory organs. Although perception relies on intricate functions of the nervous system, it often appears effortless and operates outside the conscious awareness of the individual being evaluated. Simply put, perception is the way a person interprets or views someone or something through their personal perspective. In a broader sense, perception encompasses how individuals perceive or assess things based on their unique viewpoints and judgments.

B. The Concept of Perception Theory

Perception theory provides insights into how we process information from our surrounding environment. In psychology, there are two main approaches to perception theory:

a. Bottom-Up Theory

1. This theory explains that perception begins with raw sensory input received by the senses. The data is then processed step by step through different levels until it forms meaningful perception in our consciousness.
2. The process starts from environmental stimuli and progresses towards understanding and interpretation.

b. Top-Down Theory

1. This theory suggests that our perception is influenced by prior knowledge, experiences, expectations, and context. In other words, existing information is used to interpret and understand sensory input.
2. The process starts in the brain and moves towards the senses.

C. The Implementation of Perception Theory

The implementation of perception theory begins with a real-world object, referred to as the distal stimulus or distal object. This stimulus activates the human sensory organs through physical processes such as light or sound. The application of perception theory covers various aspects of human life, including:

a. Implementation Through Sight

Sight is the most dominant human sense. Observing an object allows the observer to apply perception theory based on what is seen. Sight gathers visual information, which is then processed by the brain, creating a perception of the object. Generally, visual observation is often the initial trigger for forming perception when someone focuses on a specific object.

b. Implementation Through Hearing

Hearing involves perceiving sounds through air vibrations. When individuals hear something related to a specific object, they apply perception theory based on auditory input. Sounds are processed by the brain, enabling individuals to understand and evaluate the sound's source. This highlights the importance of hearing in perception theory, as one can form perceptions of an object even without seeing it, based solely on hearing.

c. Implementation Through Speech

Perception in speech involves the interpretation and understanding of spoken words. Studies on perception aim to uncover how humans process and comprehend speech sounds and use that understanding in verbal communication. If spoken

language is understood and interpreted, it signifies the successful application of perception theory.

The connection between perception theory and facial observation is well-known. Simply observing a person's face or expression can reveal their emotions or intentions. For instance, emotions such as anger, happiness, or disappointment can be interpreted through perception theory.

Nonetheless, not all communities embrace the concepts of perception theory. Some argue that individual perceptions of objects are not always accurate or aligned with reality. They view perception as subjective and prone to error.

D. Indicator of Perception

According to Robbin, as cited by Miftah Thoha (2007), the indicators of perception can be categorized into two types:

1. **Reception:** The process of reception serves as an indicator of perception in physiological life, where the senses function to capture external stimuli.
2. **Evaluation:** The external stimuli captured by the senses are then evaluated by the individual.

Meanwhile, according to Walgito (2010), the indicators of perception are as follows:

1. **Absorption of stimuli or objects from outside the individual:** Stimuli or objects are absorbed or received by the senses, including vision, hearing, touch, smell, and taste, either independently or together. From this sensory absorption or reception, impressions, responses, or perceptions are formed in the brain.
2. **Understanding or comprehension:** After impressions or responses are formed in the brain, they are organized, classified, compared, and interpreted, resulting in understanding or comprehension.

3. **Assessment or evaluation:** Once understanding or comprehension is formed, the individual evaluates. They compare the newly acquired understanding or comprehension with the criteria or norms they subjectively hold.

From these perspectives, it can be concluded that the indicators of perception are absorbing, understanding, and evaluating.

C. Conceptual Framework

The conceptual framework identifying in the research given below:

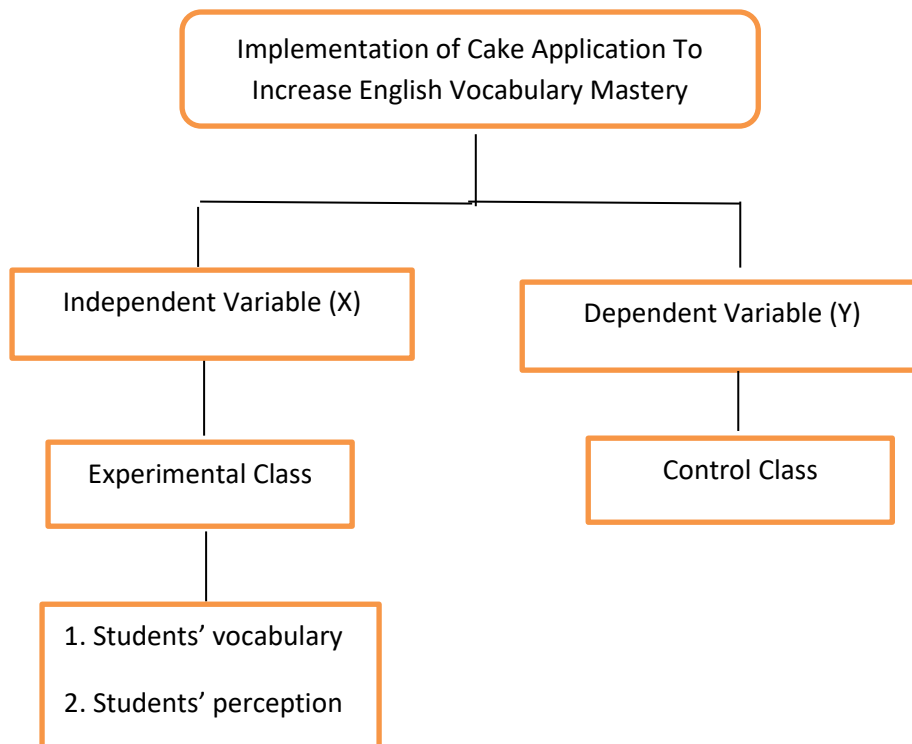


Figure 2.6 Conceptual Framework

Based on the framework above, the researcher chose this title because the Cake application is known as an interactive and easily accessible platform for learning English, offering a more engaging learning experience. The main goal of this research is to measure how effective the use of the Cake application is in improving English vocabulary mastery. This title is relevant to the development of

educational technology, where learning applications like Cake are becoming innovative tools in language learning.

The independent variable in this study is the Cake application, which serves as the primary learning tool. This application includes various features such as interactive exercises, contextual materials, collaborative challenges, and adaptive approaches that allow users to learn independently. The Cake application is considered a factor that can influence learning outcomes, as it provides an engaging and flexible learning environment that supports vocabulary acquisition.

On the other hand, the dependent variable in this research is English vocabulary mastery, which is the result of the learning process. The improvement in vocabulary mastery can be measured through tests or evaluations that compare learners' abilities before and after using the Cake application. By assessing vocabulary gains, the study aims to determine the effectiveness of the application as a learning tool. Furthermore, the research also investigates students' perceptions of the Cake application, exploring how learners feel about its usability, effectiveness, and impact on their learning experience.

This research also involves a control group and an experimental group to assess the effectiveness of the Cake application. The control group consists of students who learn English vocabulary using traditional methods without the aid of the Cake application. This group serves as a comparison to evaluate the application's effectiveness. Meanwhile, the experimental group consists of students who learn English vocabulary using the Cake application as the primary learning tool. This group is used to measure the direct impact of the application on vocabulary mastery.

In this research, the researcher aims to prove that the Cake application can be one of the effective learning tools to enhance students' English vocabulary mastery, while also examining students' perceptions of the application's role in their language learning journey.

D. Hypothesis

As per Binoy (2019), a hypothesis represents a concise declaration of one's anticipated outcomes. It serves as the initial or provisional interpretation of a researcher regarding the expected results of an inquiry. Essentially, it constitutes an informed speculation about a plausible relationship between multiple phenomena and variables.

Researchers are provided with the following hypotheses for this investigation:

1. Alternative Hypothesis (H_a): Using Cake can improve students' vocabulary. Acceptance of the alternative hypothesis entails rejection of the null hypothesis.
2. Null Hypothesis (H_0): Using Cake does not improve students' vocabulary. Acceptance of the null hypothesis implies rejection of the alternative hypothesis.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research on the use of the Cake application to improve students' vocabulary mastery at SMPN 1 Tinambung, the findings show that the application had a slight positive effect. The experimental class showed an increase from 32.67 (pre-test) to 68.67 (post-test), while the control class rose from 26.67 to 54.33. The Independent Sample T-Test showed a significance value of $0.042 < 0.05$, meaning there was a difference between the two classes, but not all students improved significantly. The N-Gain score also indicated better progress in the experimental class (53.49%) compared to the control (41.18%). From the questionnaire results, students gave positive responses toward the use of the Cake application, with perception scores between 53% and 88%, mostly in the positive and very positive categories. Thus, it can be concluded that the Cake application helps improve vocabulary learning, although the improvement is moderate.

B. Suggestion

1. English Teachers

Teachers are encouraged to use the Cake application as a supporting tool in vocabulary learning. Its interactive features can help students stay focused and confident, but teachers should also provide guidance and practice to connect digital learning with real-life use.

2. Students

Students should use the Cake application regularly to expand their vocabulary and confidence in communication. Combining independent practice on the app with classroom participation will maximize learning outcomes.

3. Future Researchers

Future researchers should ensure a stable internet connection and plan the research schedule carefully to avoid interruptions such as national holidays. Good time and technical preparation will make the study run more effectively and efficiently.

BIBLIOGRAPHY

- Akhmedov, N. (2020). The Impact of Vocabulary Knowledge on EFL Listening and Reading Comprehension. *ArXiv, i(2020006)*, 2019–2020.
- Ananda muhamad tri utama. (2022). *The Use of Cake Application to Improve Students' Vocabulary*. 9, 356–363.
- Birch, B. M. (2021). Vocabulary acquisition. In English L2 Reading. <https://doi.org/10.4324/9781410614933-15>
- Creswell, J. W. (2012). Planning, Conducting, And Evaluating. Quantitative And Qualitative Research, 59–78.
- Egbert, J., Larsson, T., & Biber, D. (2020). Doing linguistics with a corpus (Vol. 8089). <https://doi.org/10.1017/9781108888790>
- Harmon, J. M. (1998). Constructing Word Meanings : *Journal of Literacy Research*, 30, 561–599.
- Hassan, Z. M., & Abubakr, S. N. (2015). English vocabulary learning strategies by EFL learners at University of Sulaimani: A case study. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(3), 23–29. www.arcjournals.org
- Kostadinovska-Stojchevska, B. (2018). The semantic aspect of the acquisition of synonyms, homonyms, and antonyms in the teaching process of English as a foreign language. *European Journal of Foreign Language Teaching*, 3, 29. <https://doi.org/10.5281/zenodo.1216500>
- Lantolf, J., Thorne, S. L., & Poehner, M. (2015). Sociocultural theory and second language learning. In B. Van Patten & J. Williams (Eds.), *Theories in second language acquisition* (pp. 207–226). <https://www.researchgate.net/publication>
- Malhotra, N. K. (2014). Chapter 5 Questionnaire Design and Scale Development What Is a Questionnaire? Why Is a Questionnaire Important? What Information Is Needed? How Should Individual Questions Be Framed? *Article*, 176–202.
- Mataniari, R., Willison, J., Hasibuan, M. H. E., Sulistiyo, U., & Dewi, F. (2020). Portraying students' critical thinking skills through research skill development (RSD) framework: A case of a biology course in an

Indonesian university. *Journal of Turkish Science Education*, 17(2), 302–314. <https://doi.org/10.36681/tused.2020.28>

Nation, P. (2024). Re-thinking the principles of (vocabulary) learning and their applications. *Languages*, 9(5). <https://doi.org/10.3390/languages9050160>

Nezha, R. (2014). *Utilization of Interactive Learning Media Using Technology in Facing Challenges to Increase Student Capture*. 1–203

Nikmalva Minla Dunkah, Z. (2023). Effectiveness of Cake application on students' vocabulary mastery. *Journal of English Teaching and Linguistics Studies (JETLi)*, 5(2), 56–63. <https://doi.org/10.55215/jetli.v5i2.8081>

Nurhaliza, S., & Fakhurriana, R. (2023). Students' perception towards the use of "Cake application" as a medium to increase vocabulary knowledge. *Indonesian Journal of Multidisciplinary Educational Research*, 1(2), 107–122. <https://doi.org/10.30762/ijomer.v1i2.1375>

Putri, S. A. M. D. U., Ratminingsih, N. M., & Santosa, M. H. (2023). A systematic review on Cake application for students' learning motivation and vocabulary mastery. *Journal of English Development*, 3(2), 139–153. <https://doi.org/10.25217/jed.v3i01.3533>

Repos. (2016). *Faktor Terjadinya Persepsi*. 01, 1–23.

Richards, K. (2009). Trends in qualitative research in language teaching since 2000. *Language Teaching*, 42(3). <https://doi.org/10.1017/S0261444808005612>

Roche, T., & Harrington, M. (2013). *V- Recognition vocabulary knowledge as a predictor*. 1–13.

Špiranec, I. (2015). *The Importance of Specialized Knowledge in the Meaning Construction of Noun-Noun Compounds*. *September*, 212–221.

Stone, L. (2019). Teaching vocabulary. In *Reading for Life*. <https://doi.org/10.4324/9780429490767-27>

Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif dan R&D*. Alfabeta. <https://www.academia.edu/118903676>

Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal KATA*, 1(2), 182. <https://doi.org/10.22216/jk.v1i2.2136>

Tambunan, M., Munawwaroh, K., & Aisyah, S. (2023). The effectiveness of Cake application toward students' vocabulary mastery at eleventh grade students of SMA N 8 Jambi City. *JELT: Journal of English Language Teaching*, 7(2). <https://doi.org/10.33087/jelt.v7i2.152>