

A Systematic Review on Cake Application for Students' Learning Motivation and Vocabulary Mastery

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Abstract

Indonesian secondary school students need help in gaining new languages. Indonesian students find learning English as a new language is difficult due to the need for English vocabulary. By looking at that problem, the Indonesian Ministry of Education emphasizes integrating technology into the learning process. The integration of technology, especially mobile applications, suits with K-13 and Merdeka curriculum. In this way, teenagers like implementing new technology in their learning process. The integration of the Cake application is one of the mobile applications to implement in language classrooms due to its benefits. Therefore, this study is a systematic literature review to find the integration of MALL, especially the Cake Application, in improving students' learning motivation and vocabulary mastery. Around 19 out of 74 studies were selected by using the PRISMA model to support this study. The results show that Cake Application can facilitate students in gaining new vocabulary and increasing their learning motivation. Therefore, the Cake application is the new suggestion for teachers to access students' vocabulary needs.

Keywords: *Cake Application, Mobile-Assisted Language Learning, Motivation, Vocabulary Mastery*

1. INTRODUCTION

The use of technology changed since the hit of Covid-19. Technology has been extensively developed after the revolution of 4.0 and supports part of someone's life. One of the effects is using technology to support language learning (Hasan et al., 2022; Paramita et al., 2022). Using technology, students may increase their knowledge and experience by gathering much information about language learning (Hasan et al., 2022). The benefits of utilizing technology for language learning are not only to improve specific language skills but also to their sub-skill related to the primary skill. Mursyidin et al. (2022) emphasized that technology can develop students' ability to learn new languages, especially English. On the other side, technology also affects students' motivation to learn. Many studies found that technology makes learning more accessible (Ally, 2019; Miangah & Nezarat, 2012; Par, 2022). Those studies also found that integrating technology in language teaching gives teachers and students an excellent chance to enhance learning quality and learning media.

Mobile-assisted language learning (MALL) is a kind of technology. MALL is defined as technology in personal devices (Godwin, 2011). MALL is more oriented on the word mobile, which means easy to bring as a pocket size (Godwin, 2011). Another definition appears that MALL is closely related to

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CALL or computer-assisted language learning (Zhang & Zou, 2020; Zou & Yan, 2014). They see MALL as the more straightforward form of CALL. The benefits of integrating MALL into language learning have been explored by many studies (Apoko et al., 2023; Azli et al., 2018; Katemba, 2021). The results of those studies are in line with an early study conducted by Zhang and Zou (2020) which found that MALL makes students learn automatically, and independently and helps them develop their language skills based on their needs. Therefore, MALL is one of the technology forms which easier to carry and provides some benefits for language teaching.

Many studies mention that MALL is giving lots of benefits to language teaching. However, a study by Persson and Nouri (2018) proved that only some MALL can help with language learning. The criticism of this makes teachers need to explore more about MALL. This study found that most MALL only focuses on one or two skills, such as reading, listening, writing, and speaking. The problem appeared when a few studies wanted to explore the following sub-skill. This problem can be seen in ESL/EFL students. The related study on vocabulary (Baa, 2022; Puspitasari, 2016; Redjeki & Muhajir, 2022; Silalahi, 2019) found that some teenagers in their learning period of second education need help to recognize and understand several vocabularies. This study is supported by the PISA data, which shows that Indonesian students have low proficiency in foreign languages. Therefore, it is needed an appropriate MALL to access students' vocabulary.

One of the MALL is Cake Application. Many studies discussed the benefits of utilizing this application in language learning (Dewita & Mariana, 2022; Faridi et al., 2022; Gusti et al., 2022; Nibucha & Lakehal, 2021; Tawali & Kamarudin, 2022). Those studies discuss the effects of the Cake Application on students' speaking skills. The study's result on using Cake Application could significantly affect students speaking skills (Suganda, 2022). As well as its benefits on speaking skills, Cake Application also engages students in learning languages. Numerous studies mention that speaking relates to vocabulary (Franscy, 2016; Putri & Refnaldi, 2020; Simbuka et al., 2020). Due to the relationship between speaking and vocabulary mastery, this systematic study wants to explore the use of the Cake Application for students' learning motivation and vocabulary mastery.

Based on the explanation above, many studies discuss using Cake Application on speaking skills. The newest library research also found Cake Application's use in speaking skills (Octavianita et al., 2022). Octavianita et al. (2022) suggested that further research is needed to explore other benefits of utilizing the Cake Application. Research already shares the positive and negative aspects of the Cake Application in teaching and learning (Momeni, 2022) Momeni's study explores the Cake Application and its benefits for language skills, but not at the sub-skill. However, more knowledge is needed to explore using the Cake Application for students' learning motivation and

vocabulary mastery. Therefore, based on the gap found in those studies, this study wants to fill the gap by conducting a literature review. Through a systematic literature review, researchers provide information on how this part of MALL benefits students, especially in comprehending and gaining new vocabulary and increasing their motivation in learning. This study will present and analyze several related studies from 2018 to 2023. The researchers tried to find information on using MALL through Cake Application as the basic knowledge to teach vocabulary to students and teachers, especially at the secondary level as teenagers. Therefore, this research wants to provide information on the Cake application in vocabulary and learning motivation through a systematic review.

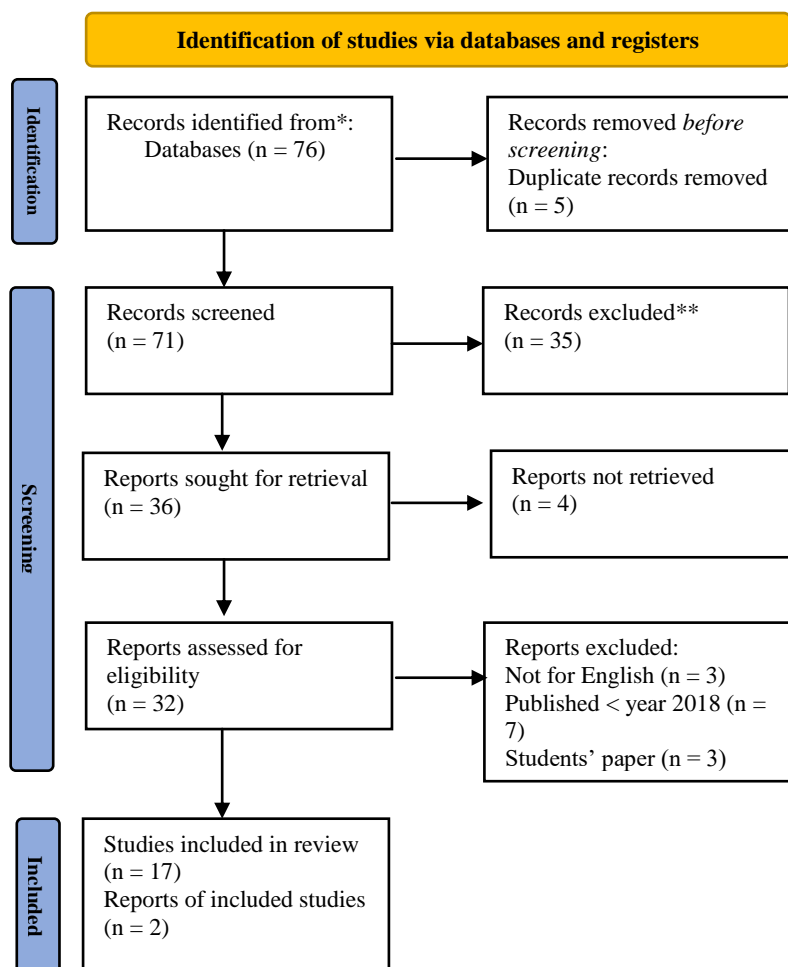
2. RESEARCH METHODOLOGY

This study was a systematic literature review (SLR). This type of study is used to define, evaluate, and interpret the findings of related studies to reach the goal of the present study. The data and information on this study were gathered from journals and articles published from 2012-2023. In this study, the researchers began with searching related papers by using the keywords 'vocabulary,' 'teaching vocabulary,' 'technology,' 'MALL for teaching vocabulary,' 'Cake Application,' 'Cake Application for speaking,' 'Indonesia's vocabulary problems,' 'strategies on learning vocabulary,' and 'Indonesia's English proficiencies.' All the sources of this study were collected and selected. That action aims to determine whether the sources are suitable for this present study.

The method is the PRISMA method. The Preferred Reporting Item for Systematic and Meta-Analytic (PRISMA) is used to select, review, and summarize based on the objectives, year of publication, instrument, method, and results for further research. The inclusion of this study includes 1) research on the use of MALL for vocabulary mastery, 2) the use of Cake Application in teaching speaking, 3) the use scientific approach including qualitative, quantitative, or both, 4) for teaching the English language, 5) ESL and EFL context, and 6) published between 2018-2023. Contrarily, the exclusion criteria include: 1) MALL is not used to teach listening, 3) the research does not follow a scientific approach, 4) for teaching other languages except English, 5) not for ESL/EFL context, and 6) published under the year of 2018.

The articles were gathered from e-journals as the primary online database. Around 74 studies were gathered after using the PRISMA model. Around 19 studies were selected and chosen based on the inclusion criteria. The data shows in Figure 01.

Figure 01. The PRISMA Model



3. RESULT AND DISCUSSION

The articles chosen talked about using MALL in vocabulary mastery and learning motivation. Several studies on using the Cake Application on speaking skills related to enriching students' vocabulary mastery were specified. The previous studies provided information on using Cake Application in High Schools and upper level as English Specific Purposed learning media. The studies used the following criteria: first, qualitatively, to explore students' perception of using Cake Application and other MALL to enhance their motivation in learning new languages. Second, explore students' perception of using MALL and Cake Application toward their vocabulary mastery. Third, all of the studies presented that Cake Application and other similar MALL (e.g. Duolingo, VoiceThread, and Memrise, etc.) could give benefits for students' vocabulary mastery and learning motivation. Table 1 will present more details toward this explanation.

Table 01. The Overview of Related Studies

No.	Author(s)	Location	Kind of MALL	Findings
1	Elaish et al. (2019)	Arab	VocabGame	A mobile application was successful in increasing Arab students' motivation and their vocabulary size
2	Nafa (2020)	Samarinda, Indonesia	Cake Application, Discord, YouTube, and U-dictionary	MALL is give benefits for students vocabulary based on native speaker and increasing their motivation
3	Cabrera-Solano et al. (2020)	Ecuador	Mobile device	MALL can motivate, engage students' participation, and promote to be an active learner.
4	Aprilani and Suryaman (2021)	Indonesia	Quizlet	MALL is recommended in teaching vocabulary and makes them enthusiastic to learn English.
5	Fitria et al. (2021)	Indonesia	Cake Application	The feature on Cake Application supports students' pronunciation and vocabulary
6	Katempa (2021)	Bandung, Indonesia	SMS	Improve students' vocabulary and their learning can be flexible to be accessed anywhere
7	Kholis and Iryanti, (2021)	Yogyakarta, Indonesia	Padlet and VoiceThread	Using MALL is giving benefits for sub-skill to gather basic vocabulary knowledge on related ESP topics.
8	Bacca-Acosta and Avila-Garzon (2021)	Bongota, Columbia	Mobile-based assessment system	MALL demonstrated have a positive impact in students' learning outcomes and motivation
9	Hapipah et al. (2021)	Jambi, Indonesia	Cake Application	Features in Cake Application give students opportunity to collect new vocabulary (academic and informal)
10	Khuong and Ngoc	Danang, Vietnam	Quizlet	Quizlet greatly impact students' learning ability in

No.	Author(s)	Location	Kind of MALL	Findings
	(2021)			gaining vocabulary
11	Suryani et al. (2021)	Majalengka, Indonesia	Cake Application	Increasing students' motivation and willingness to learn English.
12	Chaniago (2022)	Belawan, Indonesia	Cake Application	Cake application effected the students' speaking ability and increasing their satisfaction and motivation.
13	Losi (2022)	Medan, Indonesia	Altissia	The use of Altissia could significantly affect their motivation and speaking skills (quantitative), as well as vocabulary knowledge (qualitatively)
14	Octavianita et al. (2022)	Indonesia	Cake Application	Cake application is successful to take students' motivation in learning English
15	Oktaviani et al. (2022)	Bekasi, Indonesia	Cake Application	The Cake Application is able to improve students' speaking skill. It also increase pronunciation, intonation, and grammar.
16	Paramita et al. (2022)	Indonesia	Cake Application	The Cake Application impacted students' speaking skill and provide them with real word situation for using vocabulary.
17	Rahman (2022)	Bogor, Indonesia	Memrise	Provides students' enjoyable learning experience. Therefore, make them more motivated in learning vocabulary
18	Redjeki and Muhajir (2022)	Bogor, Indonesia	Cake Application	Cake Application promotes students to learn independently. It provides features for speaking skill and speaking components like vocabulary, grammar, and pronunciation.
19	Apoko et al. (2023)	Indonesia	Duolingo	Duolingo could improve students' vocabulary mastery and can be used easily by the ESL students. Duolingo also promotes

No.	Author(s)	Location	Kind of MALL	Findings
				students' learning motivation and willingness to practice their English

General Overview of The Cake Application

According to Dewita and Mariana (2022) Cake Application is available in Appstore and Playstore. This application provides learning a second language, one of which is English. Cake application is a free app (Redjeki & Muhajir, 2022). They add that this application was released on March 22, 2018. In addition, Momeni (2022) adds that Cake Application holds a rank score of about 4.6 stars. Based on several related studies, the Cake application is a student-learning-friendly app (Dewita & Mariana, 2022; Paramita et al., 2022; Redjeki & Muhajir, 2022; Wilson & Sutrisno, 2022). It is because Cake Application simulates conversation models with native speakers. Momeni (2022) emphasized that the Cake application assisted students in learning the target language through audio, videos, and network service. Therefore, it can be concluded that Cake Application is part of mobile-assisted language learning and stimulates users with real-world conversation.

Cake Application is a mobile app for learning English through videos. This MALL will display short-trimmed videos or films in English (Dewita & Mariana, 2022) and stimulates a real interaction from the native speakers. Redjeki and Muhajir (2022) added that this application has features like guessing the correct answer. Moreover, this application serves as a recording feature (Suryani et al., 2021). They add that the recording feature is a blessing for users to listen and re-listen to their recording while re-creating the conversation. The users also get direct feedback since this application uses a speech recognition device (Suryani et al., 2021). Furthermore, the Cake Application assists many vocabularies and its meaning and definition. It can be seen from the provided transcript during the video playback. The transcript will underline several essential words or expressions.

Cake Application as MALL encourages students' learning motivation

There is much investigation on using MALL in students' learning motivation. Tarazi and Arafat (2021) emphasized that technology's role in enhancing students' learning motivation is dramatically affected, especially the mobile one. The study found that mobile applications can successfully improve students' learning motivation and English skills. Similarly, a qualitative study by Losi (2022) found that MALL in the form of Altissa can significantly

improve EFL students' learning motivation, interest, listening skills, and vocabulary. Losi's study uses a questionnaire to assess the students as participants. Elaish et al. (2019) conducted a study on developing a mobile-assisted language learning application called VocabGame to explore the significant effect of students' motivation and learning motivation. This study was held in an Arab primary school with a quasi-experimental research design. The study reveals that the students enjoyed learning vocabulary using mobile applications, which also impacted their learning motivation.

A bunch of studies above are successful in proving that the integration of mobile-assisted language learning can increase students' learning motivation and vocabulary. This research supports a study by Nigora & Sabina (2021) which stated that by upgrading teaching methods and utilizing technology, teenagers could stimulate their learning commitment. The consolidation of using the Cake Application as one of mobile-assisted language learning to students may affect their learning outcomes. Since the Cake Application stimulates students by giving interacting with native speakers. All activities on Cake Application should be done in intensive time to get better learning outcomes. The activities of introducing new words, spelling, and using new words in a sentence, both orally and written, are helpful. The students also feel satisfied since it is packed with technology, and the instruction would be more delightful.

Cake Application Improves Students' Vocabulary Mastery

Based on the data above (see Table 1), gaining a new language through Cake Application is beneficial, especially in improving students' vocabulary. Since Cake Application is a part of mobile-assisted learning, especially for gaining a second language, it is not impossible to use this application in teaching and learning. Several studies explore the utilization of mobile-assisted language learning (MALL) for improving vocabulary. Those malls are similar to Cake Applications. The study from Katemba (2021) found that students' performance in learning vocabulary through MALL is better than those who do not. This study is adopted quantitative experimental study in rural schools. Research also conducted at the tertiary level by Apoko et al. (2023) showed that Duolingo successfully improves students' learning motivation and vocabulary mastery. A depth study was also conducted to gain information about using MALL as the EE (Extramural English), which found that gaining vocabulary knowledge can be convenient (Warnby, 2023).

AlQarni et al. (2020) conducted a study on the use of mobile-assisted language learning in the form of WhatsApp and Youtube to offer students the opportunity to learn a new language vocabulary. Khuong and Ngoc, (2021) conducted a mixed-method study in Vietnam using mobile-assisted language learning called Quizlet to enhance ESL and EFL learner vocabulary learning. Like Khuong and Ngoc's study, Apriliana (2018) investigated the students' perception of learning English vocabulary through Quizlet. The study reveals that the students liked to learn new vocabulary through MALL because it made them more enthusiastic and fun. A qualitative study from Momeni (2022) found that students loved to learn vocabulary through Cake Application. It is because this application is based on an audio-visual learning platform. Besides they learn with vocabulary, it also can increase students' pronunciation and learning motivation with long-term memory retention.

4. CONCLUSION

Learning vocabulary can be facilitated using mobile-assisted language learning. One of the MALL is Cake Application. This application is speaking-based learning, but it can improve student vocabulary knowledge. It is because this application can successfully increase students' speaking skills, and due to that, their vocabulary mastery is also increased. The Cake Application also facilitates students with both academic and non-academic vocabulary. This vocabulary is beneficial to increase students' ability to learn English as a second language.

A teenager in a secondary learning level who likes to learn with technology, this application provides them with audio-visual media. Cake Application is integrated learning media using videos and audio features to make students enjoy learning with this app. Students feel energized and engaged in their learning motivation. They will be willing to start their learning process and impact their ability in a new language, such as generating new vocabulary.

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AUTHOR CONTRIBUTION STATEMENT

The authors confirm their contribution to this manuscript by directing and preparing the manuscript. RM and MH; gathering references. SA. All authors reviewed the results and approved the final version of this manuscript.

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