

The Implementation of the Mobile-Assisted Language Learning (MALL) Cake Application in Supporting EFL Students' Speaking Practice

(Implementasi Aplikasi Cake Berbasis Mobile-Assisted Language Learning (MALL) dalam Mendukung Praktik Berbicara Siswa EFL)

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ABSTRACT

This study investigated the implementation of the Mobile-Assisted Language Learning (MALL) Cake application in supporting EFL students' speaking practice at Al Ikhlas Islamic Boarding School Ujung Bone. An explanatory sequential mixed-methods design was used. Quantitative data were collected through a questionnaire administered to 35 tenth-grade students who had used the Cake application, followed by semi-structured interviews with seven selected participants. The findings indicate that students perceived the application as a useful tool for speaking practice because it increased motivation and self-confidence, reduced speaking anxiety, and encouraged positive attitudes toward technology-assisted language learning. Students also valued its engaging materials, interactive speaking activities, pronunciation feedback, and flexible access, which supported more frequent practice beyond the classroom. The study concludes that the Cake application can serve as a complementary MALL tool for supporting speaking practice in EFL contexts by promoting motivation, confidence, and active engagement. However, the findings represent students' perceptions rather than objectively measured improvements in speaking performance.

Keywords:

Cake application; EFL students; Mobile-Assisted Language Learning (MALL); speaking practice.

ABSTRAK

Penelitian ini mengkaji implementasi aplikasi Cake berbasis Mobile-Assisted Language Learning (MALL) dalam mendukung praktik berbicara siswa EFL di Pondok Pesantren Al Ikhlas Ujung Bone. Penelitian menggunakan mixed methods dengan desain explanatory sequential. Data kuantitatif diperoleh melalui kuesioner terhadap 35 siswa kelas X yang telah menggunakan aplikasi Cake, kemudian diperoleh melalui wawancara semi-terstruktur dengan tujuh peserta terpilih. Hasil penelitian menunjukkan bahwa siswa memandang aplikasi tersebut sebagai media yang bermanfaat karena meningkatkan motivasi dan kepercayaan diri, mengurangi kecemasan berbicara, serta membentuk sikap positif terhadap pembelajaran bahasa berbasis teknologi. Siswa juga menghargai materi yang menarik, aktivitas berbicara interaktif, umpan balik pelafalan, dan akses yang fleksibel sehingga mendorong latihan lebih sering di luar kelas. Penelitian menyimpulkan bahwa aplikasi Cake dapat digunakan sebagai media pelengkap MALL untuk mendukung praktik berbicara melalui peningkatan motivasi, kepercayaan diri, dan keterlibatan aktif. Namun, temuan mencerminkan persepsi siswa, bukan peningkatan kemampuan berbicara yang diukur secara objektif.

Kata kunci:

Aplikasi Cake; Mobile-Assisted Language Learning (MALL); praktik berbicara; siswa EFL.

Introduction

Speaking is widely recognized as one of the most essential yet challenging skills in English as a Foreign Language (EFL) learning. Unlike reading and writing, speaking requires learners to produce language spontaneously, negotiate meaning in real time, and interact effectively with others (Richards, 2008). Many EFL learners experience difficulties in oral communication related to limited vocabulary, pronunciation, grammatical

accuracy, and confidence, while speaking anxiety can further constrain oral participation (Richards, 2008; Horwitz et al., 1986). These challenges can be particularly salient in contexts where learners have limited opportunities to use English beyond the classroom.

EFL learners may have limited opportunities for authentic oral communication and may experience speaking anxiety and low self-confidence. These conditions can restrict active participation in speaking activities and reduce willingness to communicate (Horwitz et al., 1986). Consequently, instructional approaches are needed that provide supportive environments for regular speaking practice and communicative engagement.

The rapid advancement of mobile technology has created new opportunities for language learning through Mobile-Assisted Language Learning (MALL). MALL refers to the use of mobile devices and applications to facilitate language learning across times and locations (Kukulska-Hulme & Shield, 2008). Mobile applications can provide flexible and interactive learning experiences, while research on mobile learning and MALL has documented opportunities related to learning outcomes, learner autonomy, self-regulation, and engagement (Burston, 2015; Crompton & Burke, 2018; Kohnke, 2020; Stockwell & Wang, 2024; Viberg et al., 2020).

Among the various Mobile-Assisted Language Learning (MALL) applications available for English language learning, the Cake application has been explored as a tool for supporting EFL students' speaking practice. The application provides features such as speech recognition, pronunciation feedback, speaking exercises, and video-based learning materials that enable learners to practice more independently. Previous research has reported favorable learner experiences and perceived usefulness of Cake-supported speaking practice (Abdullah Kamal & Al-Smadi, 2023; Paramita et al., 2022). More broadly, MALL research emphasizes the importance of matching mobile tasks with learners, contexts, and opportunities for sustained language practice (Stockwell & Hubbard, 2013; Viberg et al., 2020). Therefore, the Cake application represents one MALL platform that may support students' speaking practice in EFL contexts.

Despite the growing body of research on Mobile-Assisted Language Learning (MALL), studies on the implementation of the Cake application among EFL students in Indonesian Islamic boarding schools remain limited. In particular, little is known about students' perceptions of how the application supports speaking practice, especially in relation to intrinsic motivation, extrinsic motivation, speaking anxiety, self-confidence, and attitudes toward technology-assisted language learning. Therefore, this study investigates students' perceptions of the implementation of the Cake application in supporting speaking practice at Al Ikhlas Islamic Boarding School Ujung Bone.

Al Ikhlas Islamic Boarding School Ujung Bone provides an appropriate context for this study because students have limited opportunities to practice English outside the classroom despite the school's commitment to promoting communicative competence. The increasing availability of smartphones also creates opportunities to explore how MALL applications support students' speaking practice in this context.

This study is informed by three complementary perspectives. Mobile-Assisted Language Learning (MALL) provides the foundation for understanding how mobile applications support flexible and self-directed language learning beyond the classroom (Kukulska-Hulme & Shield, 2008). Constructivist Learning Theory (Vygotsky, 1978) explains how repeated practice and feedback facilitate active learning, while Communicative Competence Theory (Canale & Swain, 1980) highlights the importance of meaningful speaking practice in language learning. Together, these perspectives provide the conceptual basis for examining students' perceptions of the Cake application in relation to motivation, speaking anxiety, self-confidence, and attitudes toward speaking practice. Guided by these theoretical perspectives, the present study investigates students' perceptions of the implementation of the Cake application through five dimensions: intrinsic motivation, extrinsic motivation, speaking anxiety, self-confidence, and attitudes toward the application.

Therefore, this study aims to investigate students' perceptions of the implementation of the Mobile-Assisted Language Learning (MALL) Cake application in supporting speaking practice at Al Ikhlas Islamic Boarding School Ujung Bone.

Methods

This study employed a mixed-methods approach using an explanatory sequential design. According to Creswell and Plano Clark (2018), this design involves collecting and analyzing quantitative data first, followed by qualitative data to explain the quantitative findings. In this study, questionnaire responses were analyzed to identify students with different response patterns across five dimensions: intrinsic motivation, extrinsic motivation, speaking anxiety, self-confidence, and attitudes toward the Cake application. Based on these findings, seven students were purposively selected for semi-structured interviews to provide deeper explanations of their questionnaire responses. The interview questions were developed from the quantitative findings, focusing on aspects that required further clarification. Finally, the qualitative findings were integrated with the quantitative results during the interpretation stage to provide a comprehensive understanding of students' perceptions of the implementation of the Cake application in supporting speaking practice.

Prior to this study, students at Al Ikhlas Islamic Boarding School Ujung Bone had limited opportunities to practice speaking English, which often resulted in low self-confidence and speaking anxiety. To provide additional opportunities for speaking practice, the Cake application was introduced as a supplementary learning tool. Students used the application for approximately eight weeks, with two learning sessions per week, each lasting

approximately 30–45 minutes. The learning activities included pronunciation practice, speech recognition exercises, video-based speaking activities, and independent speaking practice both during and outside classroom sessions. Following this implementation period, students completed a questionnaire, and seven participants were interviewed to explore their perceptions of how the application supported their speaking practice, motivation, self-confidence, speaking anxiety, and attitudes toward technology-assisted language learning. Since the study did not employ a pre-test and post-test design, the findings reflect students' perceived experiences rather than actual improvements in speaking performance.

The study was conducted at Al Ikhlas Islamic Boarding School Ujung Bone, South Sulawesi, Indonesia. Data were collected from April to May 2025 during the second semester of the 2024/2025 academic year. The participants consisted of 35 tenth-grade students who had participated in English learning activities using the Cake application and had access to smartphones for learning. A purposive sampling technique was employed. The inclusion criteria were: (1) being enrolled in the tenth grade, (2) having access to a smartphone, and (3) having participated in English learning activities using the Cake application. For the qualitative phase, seven students (five males and two females) were selected using maximum variation sampling based on different patterns of questionnaire responses. To ensure confidentiality, the interview participants were assigned anonymous codes (S1–S7), which were used throughout the reporting of the qualitative findings.

Two instruments were used to collect the data: a questionnaire and semi-structured interviews. The questionnaire consisted of 20 items distributed across five dimensions: intrinsic motivation (Items 1–4), extrinsic motivation (Items 5–8), self-confidence (Items 9–12), speaking anxiety (Items 13–16), and attitudes toward the Cake application (Items 17–20). Responses were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire items were developed with reference to literature on mobile-assisted language learning, technology acceptance, speaking anxiety, motivation, and technology-supported language learning (Davis, 1989; Horwitz et al., 1986; Ryan & Deci, 2020; Stockwell & Hubbard, 2013). Before data collection, the questionnaire was reviewed by two experts in English Language Teaching and Educational Technology to assess content relevance, clarity, and appropriateness, and revisions were made based on their feedback. Semi-structured interviews consisted of five open-ended questions with follow-up probes exploring students' experiences related to motivation, confidence, speaking anxiety, speaking practice, and perceptions of the Cake application.

The questionnaire underwent expert validation prior to data collection. However, the internal consistency of the instrument was not statistically examined using Cronbach's Alpha. Therefore, the absence of reliability statistics should be considered one of the limitations of the present study.

Semi-structured interviews were conducted to obtain more detailed explanations of students' experiences using the Cake application. The interview protocol focused on students' perceptions of motivation, confidence, speaking anxiety, speaking practice experiences, and the strengths and limitations of the application. Interviews were conducted in Indonesian to ensure that participants could express their opinions clearly and accurately.

The study was conducted in two sequential phases. In the quantitative phase, questionnaires were administered after students had completed the implementation of the Cake application in their English learning activities. The responses from all 35 participants were analyzed using descriptive statistics. In the qualitative phase, seven participants (S1–S7) were purposively selected based on different response patterns identified in the questionnaire results. Each interview lasted approximately 20–30 minutes, was conducted with participants' informed consent, audio-recorded, and transcribed verbatim for analysis.

Quantitative data were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation, to describe students' perceptions across the five dimensions investigated. The quantitative findings informed the selection of participants for the qualitative phase. Qualitative data were analyzed using thematic analysis following Braun and Clarke (2021), including data familiarization, initial coding, theme generation, theme review, theme definition, and report writing. The qualitative findings were then used to elaborate and explain the quantitative results, providing a more comprehensive understanding of students' perceptions of the implementation of the Cake application in supporting speaking practice.

To enhance the trustworthiness of the qualitative findings, member checking and peer debriefing were employed. During member checking, interview summaries were shared with participants (S1–S7) to confirm that the interpretations accurately reflected their experiences. Peer debriefing was conducted through discussions with fellow researchers to review the coding process and interpretation of the qualitative data. Feedback obtained during these procedures was incorporated where appropriate to strengthen the credibility of the findings.

Participation in the study was voluntary. All participants were informed about the purpose of the research and provided informed consent before data collection. Confidentiality and anonymity were maintained by using participant codes (S1–S7) instead of real names, and all data were used solely for academic purposes.

Results

This study investigated students' perceptions of the implementation of the Mobile-Assisted Language Learning (MALL) Cake application in supporting English speaking practice at MAS Al-Ikhlas Ujung Bone. The findings are presented using an explanatory sequential mixed-methods approach. First, the quantitative results obtained from questionnaires completed by 35 students are reported across five dimensions: intrinsic motivation, extrinsic motivation, self-confidence, speaking anxiety, and attitudes toward the Cake application. These findings

are then elaborated through qualitative data from semi-structured interviews with seven selected participants to provide deeper explanations of students' perceptions and experiences in using the Cake application for speaking practice.

Intrinsic Motivation

The first dimension examined students' intrinsic motivation toward the implementation of the Cake application. Four questionnaire items were used to assess students' interest, comfort, and satisfaction in using the application for speaking practice.

Table 1. Students' Intrinsic Motivation toward the Cake Application

No	Statement	Scale					Total
		SD	D	N	A	SA	
1.	The MALL Cake application is easy to use for speaking practice.	0 (0%)	0 (0%)	5 (14.3%)	17 (48.6%)	13 (37.1%)	35 (100%)
2.	The MALL Cake application is suitable for improving my speaking skills.	0 (0%)	1 (2.9%)	3 (8.6%)	24 (68.6%)	7 (20%)	35 (100%)
3.	The MALL Cake application makes me comfortable when practicing speaking.	0 (0%)	0 (0%)	5 (14.3%)	17 (48.6%)	13 (37.1%)	35 (100%)
4.	The MALL Cake application has useful features for supporting my speaking skills.	0 (0%)	0 (0%)	8 (22.9%)	19 (54.3%)	8 (22.9%)	35 (100%)

Table 1 indicates generally positive perceptions of the Cake application in relation to intrinsic motivation. Most respondents selected Agree or Strongly Agree for the four statements, suggesting that they viewed the application as easy to use, comfortable for speaking practice, and equipped with useful learning features. The strongest positive response concerned the application's suitability for supporting speaking practice. Overall, the pattern suggests favorable perceptions of the application as a tool that encouraged engagement in speaking activities.

The interview findings supported these quantitative results. Participant S2 explained:

"I like using the Cake application because it is easy to operate, and I can repeat the speaking exercises until I feel more confident with my pronunciation." (S2)

Similarly, Participant S5 stated:

"The videos and speaking exercises make learning more enjoyable than using only textbooks, so I practice English more often." (S5)

These qualitative findings reinforce students' positive perceptions of the Cake application as a supportive tool for independent speaking practice.

Extrinsic Motivation

The second dimension examined students' extrinsic motivation in using the Cake application.

Table 2. Students' Extrinsic Motivation toward the Cake Application

No	Statement	Scale					Total
		SD	D	N	A	SA	
1.	I am interested in exploring the MALL Cake application.	0 (0%)	2 (5.7%)	11 (31.4%)	17 (48.6%)	5 (14.3%)	35 (100%)
2.	The features are suitable for improving my speaking skills.	1 (2.9%)	4 (11.4%)	12 (34.3%)	15 (42.9%)	3 (8.6%)	35 (100%)
3.	I am proud to use the MALL Cake application.	0 (0%)	3 (8.6%)	8 (22.9%)	22 (62.9%)	2 (5.7%)	35 (100%)
4.	Using the MALL Cake application has negative effects.	10 (28.6%)	15 (42.9%)	5 (14.2%)	3 (8.6%)	2 (5.7%)	35 (100%)

Table 2 indicates generally favorable perceptions related to extrinsic motivation. Most respondents expressed interest in exploring the Cake application and responded positively to its features and use as a learning tool. For the reverse-worded statement that using the application has negative effects, most students selected Disagree or Strongly Disagree. Taken together, the response pattern suggests that students generally viewed the application as providing external encouragement for continued speaking practice.

The interview data further support these findings. Participant S1 stated:

"The application motivates me because I can see my progress after completing each lesson." (S1)

Participant S4 added:

"The learning activities are interesting, so I feel encouraged to continue practicing English outside the classroom." (S4)

Together, these findings indicate that students perceived the Cake application as providing external support that encouraged regular speaking practice.

Students' Self-Confidence

Table 3 presents the findings regarding students' self-confidence.

Table 3. Students' Self-Confidence

No	Statement	Scale					Total
		SD	D	N	A	SA	
1.	I feel confident when using the MALL Cake application.	1 (2.9%)	1 (2.9%)	6 (17.1%)	20 (57.1%)	7 (20%)	35 (100%)
2.	I believe daily use of the MALL Cake application can improve my speaking.	1 (2.9%)	1 (2.9%)	8 (22.9%)	20 (57.1%)	5 (14.3%)	35 (100%)
3.	The MALL Cake application helps build my courage to speak.	2 (5.7%)	2 (5.7%)	9 (25.7%)	16 (45.7%)	6 (17.1%)	35 (100%)
4.	I do not feel confident speaking after using the MALL Cake application.	14 (40%)	13 (37.1%)	6 (17.1%)	1 (2.9%)	1 (2.9%)	35 (100%)

Table 3 shows generally favorable perceptions of self-confidence. Most respondents selected Agree or Strongly Agree for the positively worded statements concerning confidence, regular practice, and courage to speak. Consistent with this pattern, most respondents disagreed with the reverse-worded statement that they did not feel confident speaking after using the application. These responses indicate that students generally perceived Cake-supported practice as helpful for building confidence, although the study did not objectively measure changes in speaking performance.

The interview data further supported these findings. Participant S7 explained:

"The pronunciation feedback helps me know whether my pronunciation is correct, so I become more confident when practicing English." (S7)

Participant S2 also stated:

"I can practice many times before speaking in class, so I feel more confident." (S2)

These qualitative findings reinforce students' positive perceptions that the Cake application supported their confidence during speaking practice.

Speaking Anxiety

Table 4 presents the findings related to students' speaking anxiety.

Table 4. Students' Speaking Anxiety

No	Statement	Scale					Total
		SD	D	N	A	SA	
1.	MALL cake application makes me easy to speak in front of my class.	1 (2.9%)	2 (5.7%)	6 (17.1%)	20 (57.1%)	6 (17.1%)	35 (100%)
2.	I feel confident to speak English in front of people.	3 (8.5%)	1 (2.9%)	5 (14.2%)	21 (69%)	5 (14.3%)	35 (100%)
3.	I worry about my speaking after using MALL cake application.	15 (42.9%)	9 (25.7%)	5 (14.2%)	4 (11.4%)	2 (5.7%)	35 (100%)
4.	I feel nervous to speak after using MALL cake application.	13 (37.1%)	15 (42.8%)	2 (5.7%)	3 (8.5%)	5 (14.3%)	35 (100%)

The speaking-anxiety dimension was intended to examine students' comfort and worry during speaking practice. Interview participants described the Cake application as a less threatening environment in which they could repeat exercises and practice without speaking immediately in front of the whole class. These qualitative responses suggest that students perceived the application as supporting more comfortable speaking practice. Quantitative interpretation of this dimension should be confirmed against the final speaking-anxiety item table.

The interview findings supported these quantitative results. Participant S3 stated:

"I am not afraid of making mistakes because I can repeat the exercises until I pronounce the words correctly." (S3)

Similarly, Participant S6 commented:

"Practicing with the Cake application feels more comfortable because I do not have to speak in front of the whole class." (S6)

These findings indicate that students perceived the Cake application as creating a supportive atmosphere for speaking practice.

Students' Attitudes toward the Cake Application

Table 5 presents students' attitudes toward the implementation of the Cake application.

Table 5. Students' Attitudes toward the Cake Application

No	Statement	Scale					Total
		SD	D	N	A	SA	
1.	The MALL Cake application helps me practice speaking effectively.	3 (8.5%)	2 (5.7%)	6 (17.1%)	18 (51.4%)	6 (17.1%)	35 (100%)
2.	The MALL Cake application provides useful feedback for improving my speaking skills.	3 (8.5%)	1 (2.9%)	7 (20%)	19 (54.2%)	5 (14.3%)	35 (100%)
3.	I would recommend the MALL Cake application to my friends.	2 (5.7%)	3 (8.5%)	9 (25.7%)	16 (45.7%)	5 (14.2%)	35 (100%)
4.	The MALL Cake application does not make learning comfortable and flexible.	15 (42.8%)	13 (37.1%)	3 (8.5%)	3 (8.5%)	1 (2.9%)	35 (100%)

Table 5 indicates generally positive attitudes toward the implementation of the Cake application. Most respondents agreed with the positively worded statements concerning speaking practice, feedback, and recommending the application. For the reverse-worded statement that the application does not make learning comfortable and flexible, most respondents disagreed or strongly disagreed. Overall, the response pattern indicates favorable attitudes toward the application and interest in its continued use for speaking practice.

The interview findings were consistent with these quantitative results. Participant S5 stated:

"I would like to continue using the Cake application because I can practice English anytime and anywhere." (S5)

Similarly, Participant S1 explained:

"The application makes speaking practice more interesting, so I hope our teacher continues using it in class." (S1)

Overall, these findings indicate that students held positive attitudes toward the Cake application and perceived it as a useful Mobile-Assisted Language Learning (MALL) tool for supporting speaking practice.

Discussion

The findings of this study indicate that EFL students at MAS Al-Ikhlas Ujung Bone held positive perceptions of the implementation of the Mobile-Assisted Language Learning (MALL) Cake application. Positive responses were reflected across five dimensions: intrinsic motivation, extrinsic motivation, self-confidence, speaking anxiety, and attitudes toward the application. These findings suggest that students perceived the Cake application as a useful tool for supporting speaking practice both inside and outside the classroom.

Regarding intrinsic motivation, the results showed that students considered the Cake application easy to use, comfortable for speaking practice, and beneficial for supporting practice. This pattern is consistent with MALL literature emphasizing flexible access, learner autonomy, and expanded learning opportunities through mobile technologies (Stockwell & Hubbard, 2013; Stockwell & Wang, 2024; Viberg et al., 2020). The interactive features available in the application, such as short speaking exercises, video-based lessons, and pronunciation practice, may contribute to students' willingness to engage in learning activities voluntarily. When students perceive learning activities as enjoyable and relevant, they may be more willing to sustain practice.

The findings also revealed positive levels of extrinsic motivation. Many students expressed interest in exploring the application further and felt proud of using it as a learning tool. This finding suggests that the application provides external incentives that encourage students to participate in speaking activities. Features such as progress tracking, achievement indicators, and instant feedback may function as motivational factors that reinforce students' learning behavior. According to Self-Determination Theory, external support and positive reinforcement can enhance students' engagement when they perceive learning activities as meaningful and rewarding (Ryan & Deci, 2020). Therefore, students perceived the Cake application as providing both technological and motivational support for speaking practice.

Another important finding concerns students' self-confidence in speaking English. The majority of participants reported feeling more confident when using the application and perceived that repeated speaking practice supported their oral communication practice. This interpretation is broadly consistent with prior research on learner experiences and the use of the Cake application for speaking practice (Abdullah Kamal & Al-Smadi, 2023; Paramita et al., 2022). The application's speech-recognition and pronunciation-practice features allow students to repeat speaking activities without the immediate pressure of whole-class performance, which may help learners monitor their practice and build confidence.

The findings related to speaking anxiety also deserve attention. Interview participants described feeling more comfortable when they could practice at their own pace, repeat speaking tasks, and make mistakes without immediate public evaluation. Speaking anxiety has long been recognized as a barrier to oral communication among language learners (Horwitz et al., 1986). In the present study, the qualitative findings suggest that students perceived Cake-supported practice as providing a more private and supportive environment. Because the study did not employ a pre-test/post-test design, these findings should not be interpreted as evidence of a measured

reduction in speaking anxiety over time.

Furthermore, students demonstrated positive attitudes toward the Cake application. They perceived the application as supporting speaking practice through useful feedback and flexible learning opportunities. Positive attitudes toward educational technology are important because learners' acceptance of technology often influences their willingness to continue using it for learning purposes (Davis, 1989). The findings indicate that students perceived the Cake application not only as a technological tool but also as a practical resource that supports their language-learning needs. Its accessibility through smartphones further strengthens its usefulness, particularly in contexts where opportunities for authentic English communication are limited.

The findings of this study support the theoretical foundations of Mobile-Assisted Language Learning (MALL), which emphasize flexibility, accessibility, learner autonomy, and continuous learning opportunities beyond traditional classroom settings (Kukulska-Hulme & Shield, 2008). They also align with Constructivist Learning Theory, which views learning as an active process in which learners construct knowledge through interaction and experience (Vygotsky, 1978). Students perceived that the Cake application encouraged them to engage more actively in speaking practice, receive immediate feedback, and regulate their own learning process.

Overall, the findings indicate that students held positive perceptions of the implementation of the Cake application in supporting English speaking practice. Participants perceived the application as useful for motivation, self-confidence, comfortable speaking practice, and positive attitudes toward technology-assisted language learning. These findings suggest that the Cake application may serve as a complementary Mobile-Assisted Language Learning (MALL) tool for speaking practice in EFL contexts, particularly where opportunities for authentic English communication are limited. However, the conclusions concern students' perceptions and self-reported experiences rather than objectively measured improvements in speaking ability.

Conclusion

This study investigated students' perceptions of the implementation of the Mobile-Assisted Language Learning (MALL) Cake application in supporting speaking practice at MAS Al-Ikhlas Ujung Bone. The findings indicate that students generally perceived the Cake application positively. Positive perceptions were reflected across the dimensions of intrinsic motivation, extrinsic motivation, self-confidence, speaking anxiety, and attitudes toward the application. Students also perceived that the application's interactive features, pronunciation feedback, and flexible access supported their speaking practice by encouraging more frequent engagement in English-speaking activities.

These findings suggest that the Cake application has the potential to serve as a useful complementary Mobile-Assisted Language Learning (MALL) tool for supporting speaking practice in EFL contexts, particularly in Islamic boarding schools where opportunities for authentic English communication may be limited. The study also provides practical implications for English teachers and educational institutions by highlighting the perceived usefulness of integrating mobile-assisted language learning into speaking instruction to encourage students' motivation, confidence, and active participation in speaking practice.

However, the findings should be interpreted in light of the study's limitations. The conclusions are based on students' self-reported perceptions collected through questionnaires and interviews rather than objective assessments of speaking performance. Therefore, the present study does not provide evidence that the Cake application improves students' speaking ability. Future research is recommended to employ experimental or quasi-experimental designs using pre-test and post-test speaking assessments with larger and more diverse samples to examine the effectiveness of the Cake application in improving actual speaking performance.

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Research Ethics Statement

All participants were informed about the purpose of the study and provided informed consent. Participation was voluntary, identities were anonymized, and the data were used solely for academic purposes.

Conflict of Interest Statement

The authors declare that there are no conflicts of interest regarding the publication of this article. The authors are not affiliated with any organization that may benefit from the results of this study, and none of the researchers currently serve or have previously served on the editorial board of J-IbM.

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