The Utilization of the Cake App in Learning Vocabulary in An Islamic Higher Education

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Abstract: This article examines the usefulness of the Cake App in students' English vocabulary learning. A mixed-methods approach was used to collect data regarding 121 respondents, and questionnaires and interviews were used accordingly, which aimed to evaluate the effectiveness of the Cake App in improving English vocabulary. The findings suggest that the Cake app is a potential tool for vocabulary development since many users reported having enjoyable experiences and making considerable vocabulary increases. The interview findings indicate that users exhibit increased confidence in using new terminology after consistent practice with the interactive aspects of the Cake program. The use of repetition-based learning techniques and contextualization in the films enhanced users' retention of newly acquired vocabulary. Conversely, other limitations were identified, including the lack of a structured curriculum and the significance of video resources. Several users also experienced technical difficulties, including reliance on a steady internet connection. The study results suggest that while the Cake App has the potential to contribute to vocabulary development, more improvements are necessary to maximize its effectiveness as a tool for language learning. The interviews showed that the majority of users deemed the word repetition and speaking practice elements beneficial, improving their comprehension and confidence in using new language. Several users stated that the app assisted them with academic assignments and daily conversations. Nonetheless, there are several challenges were also recognized. Some users saw the app's information as occasionally monotonous particularly owing to the extensive materials provided without a defined learning framework. Moreover, technological limitations pose a significant barrier, particularly for those with limited internet usage or unreliable connections. Several participants said that they are prone to forgetting the stuff they have learned if it is not promptly documented. Consequently, the implementation of an automated note-taking tool or offline mode might enhance the app's efficacy for users seeking to optimize their learning results. These enhancements would not only optimize the Cake App's effectiveness but also position it as a more comprehensive and structured tool for digital language learning.

Keywords: AI tool, audio-visual learning, vocabulary improvement

INTRODUCTION

Technology progresses faster than an individual life can be conceived. Artificial intelligence or more precisely (AI, artificial intelligence) is one of them. AI Technology was started in 1900 by John Mc Carthy (Father of AI) with the name of AI Technology back in 1956. Technology is an important thing in education, it can be found that technology can enhance teaching and learning by introducing several innovative tools that increase and promote accessibility to optimize the efficiency and effectiveness of the teaching and learning process. Technology has a crucial role in education, since it enhances instruction and education via the introduction of new tools that improve accessibility, hence making the educational process more efficient and successful. Technology enables many learning modalities, including virtual instruction and educational programs that accommodate various learning styles (Lira & De Souza, 2024).

Advancements in information and communication technology have altered individuals' perceptions and management of time in solving challenges during work (Kurnia, 2022). Educators must innovate in pedagogy since such improvements make the educational process more significant. A teacher must engage in innovative thinking in education (Kurnia, 2022). Educators must innovate in teaching, as such innovations make the learning process more meaningful. As they say, a teacher has to think out of the box in learning. There will be more meaning in learning with learning innovation. To be a teacher, one must also have the willingness and skills to innovate learning. Teachers will gain deeper knowledge and broader perspectives on new teaching methods, techniques, and student approaches enhancing their qualifications and competencies (Aulia, 2023).

In this era of technological advancement, many people utilize technology as a tool to facilitate their work, one of which is in the field of education, especially English (Ariawan, 2024; Juniardi et al., 2023; Suhandra & Ariawan, 2023). Educators in this era are required to be able to master technology considering the way students learn is no longer traditional. This traditional way of learning is characterized by an authoritative approach that emphasizes the teacher's position as the primary source of information. The current approach to education is too focused on teachers, resulting in learners being unable to apply knowledge or complete tasks without explicit instructor direction (Ariawan et al., 2024; Suhandra & Ariawan, 2023). In the classroom, students often perceive their teachers as authoritative figures with whom they have an emotional and caring relationship that can influence

their learning experience. The lack of this relationship can hinder cognitive development (Hargreaves et al., 2018).

Although there are many benefits to AI, it does not mean that there are no problems with its use. One of them is the excessive and indiscriminate use of AI. This raises concerns about the adverse impact on users' social and emotional capabilities. Overdoing digital devices can result in social isolation and reduce face-to-face interactions, which are crucial for building communication, collaboration, and problem-solving skills (Silva & Teixeira, 2020). Artificial intelligence is one technology extensively used by many enterprises, from small to big, including Amazon, Netflix, Flipkart, and YouTube, to enhance their systems and processes, increase income, and facilitate informed decision-making. Automated devices and autonomous vehicles exemplify the use of artificial intelligence. During development, ethical challenges emerge that must be resolved to achieve an appropriate balance between artificial intelligence, commercial ethics, and humanity. The primary goal of artificial intelligence development is to benefit society rather than oppose it (Rahardja, 2022).

In the ever-growing sphere of language learning, applications are attracting learners around the world with their innovative approach and engaging content, namely the Cake app. A revolutionary platform that has changed the way we learn and master new languages. Cake app is one of the effective and simple applications that will help users offer an interesting medium to improve their speaking skills. The application offers multiple features designed to assist students in enhancing their speaking, writing, listening, and vocabulary abilities. Consequently, students' classroom gamification experiences are substantial, since they ignite interest and prompt quick excitement reflecting the students' desire to acquire knowledge (Mee et al., 2024). This application uses a gamification approach that aims to increase user motivation, engagement, and participation in the learning process. Gamification has been linked to higher motivation levels among students, particularly in elementary education, where game elements like challenges and rewards foster engagement. Studies indicate that gamified learning environments result in greater student participation. For instance, classroom observations revealed higher engagement levels in lessons utilizing gamification techniques (Sappaile et al., 2024).

There are several features that users may use to enhance their educational experience. One of the intriguing functions provided is Speaking. This tool allows users to enhance their speaking skills using interactive audio resources. Utilizing audio in education has been shown to improve student interaction and involvement in the educational process. Techniques like the audio-lingual teaching approach underscore the significance of engagement and repetitive practice, enhancing speaking abilities and fostering more student motivation (Manda & Hermansyah, 2022). The Conversation of the Day feature offers a daily educational experience via distinct dialogues. Individual discourse is a technique for learners to enhance their speaking proficiency (Nova et al., 2022). Through frequent practice, individuals may enhance their lexicon while reinforcing their remembrance. This aligns with the results of Arakawa et al.,(2024), who created the VocabEncounter system, using NLP technology to integrate vocabulary that is unfamiliar into everyday life contexts. This daily exercise aids users in comprehending new vocabulary while also enhancing their familiarity with syntax and the structure of sentences.

An additional important feature is the capability to Save phrases and Words, enabling users to save and repeat selected phrases or words. Regular practice enhances the capacity to retain terminology and use it in everyday situations. Even basic exercises like conversing in front of a mirror may instill confidence in individuals while speaking a foreign language. The Quizzes feature enhances the process of learning experience by including diverse listening activities, key sentence practice, and review quizzes. Users may concentrate on certain elements like as pronunciation, vocabulary, or grammar. This method enables users to take an interest throughout learning as well as occasionally assess their accomplishments. The Self-record tool enables users to capture their voice while articulating phrase by sentence. By reviewing the recordings and juxtaposing it with the original audio, users may rectify pronunciation inaccuracies. The function may provide evaluations and identify particular mistakes requiring correction, enabling users to practice until optimal results are attained. The Listening function provides educational resources via engaging YouTube videos. These videos enhance users' hearing abilities while offering visual guidance that facilitates comprehension. By using digital media in many facets of English instruction, instructors may provide students with the essential abilities to proficiently navigate the intricacies of language learning cultivating assurance and pragmatism in real-world scenarios (Devi et al., 2024).

A multitude of pertinent research has investigated the correlation between technology advancements and student progress in the study of English, particularly via digital media, largely employing video strategies (Devi et al., 2024). Users could easily understand content from the visual information supplied, even with minimal words (Maya et al., 2023). Cake, due to its creative features, is a useful tool for learners to attain their learning of language objectives. Engaging conversations and tailored learning enhance the educational experience, making it more stimulating and inspiring. The extent of usage categories vocabulary, since some terms occur more often in reading and listening contexts than others (Aziz et al., 2024). By engaging in consistent practice and using accessible tools, individuals may improve their communication abilities. Cake, due to its creative features, is a useful tool for learners to attain their learning of language objectives. Engaging conversations and tailored learning enhance the educational experience, making it more stimulating and inspiring. By engaging in consistent practice and using accessible tools, individuals may improve their communication abilities comprehensively.

Technology-enhanced language learning (TELL) includes several ideas and methodologies. Technology-supported cooperative language education has garnered attention, with research highlighting different frameworks of theory, forms of technology, and advantages (Su & Zou, 2022). Blended learning has shown beneficial benefits in learning foreign language outcomes, especially in vocabulary development (Jia, 2019). The assemble theory provides a paradigm for analyzing the complexity, subjectivity, and temporality, of TELL classes (Matthews, 2019). Some scholars contend that prevailing ideas in TELL study findings may constrain educators' instructional options and advocate for 'detrimental theories' to interrogate uncritical assumptions about technology's role in education (Lee & Lee, 2020).

Recent studies underscore the transformational impact of technology in English language instruction. Digital devices such as board games, smartphone apps, and online platforms are augmenting pupils' linguistic abilities and participation (Jamalova, 2024). Virtual reality, augmented reality, and audio-visual software are transforming language instruction by providing deep immersion (P & Akkara, 2024). These tools promote collaborative instruction, departing from conventional based on lecture approaches (Govardhini, 2023). They facilitate several facets of language learning, which include vocabulary enhancement, auditory understanding, and general communicative abilities (Sundaresan, 2023). Nonetheless, the successful incorporation of technology necessitates that educators participate in professional development and digital literacy training (P & Akkara, 2024). Although technology provides many advantages, several schools have difficulties stemming from an insufficient number of technical instruments (Sundaresan, 2023). Careful integration of technology may foster accessible and interactive educational settings that provide learners with vital language skills for the digital era (P & Akkara, 2024).

Recent research has examined the efficacy of the Cake app implementation for improving English vocabulary and speaking abilities. Numerous researchers discovered that the Cake app significantly enhanced learners' language proficiency (Nikmah, 2023; Wilson & Sutrisno, 2022). The application's efficacy was shown by pre-test analyses, revealing enhanced vocabulary scores (Nikmah, 2023). The Cake app significantly enhanced students' enthusiasm to acquire English vocabulary, with more than 80% of those participating demonstrating progress in two-cycle trials (Tawali & Kamarudin, 2022). This application provides several features, such as short films and conversation practice, which learners deem entertaining and conducive to learning (Fitri et al., 2021). These data demonstrate that the Cake application is an effective tool for improving language skills, particularly in vocabulary as well as speaking, while simultaneously augmenting student enthusiasm and engagement in language acquisition.

The Cake app is a mobile-assisted language learning usage that has proven its effectiveness in improving English vocabulary and speaking skills. Research demonstrates that it increases engagement among learners and offers instant feedback so that learning is more pleasurable and successful (Ali, 2023). Research indicates that the application may markedly enhance students' language proficiency, functioning as a substitute for conventional educational approaches (Nurhaliza & Fakhurriana, 2023). Quantitative research proved the application's efficacy in enhancing vocabulary knowledge, as students exhibited significant enhancement in post-test scores relative to pre-test findings (Nikmah, 2023). The integration of the Cake app in English classes has been illustrated to enhance motivation among learners and provide accessible features for language acquisition. Nonetheless, obstacles such as restricted educational scope and technological difficulties, including internet access and device constraints, have been observed (Kristanti et al., 2024). The Cake app seems to serve as an effective resource for improving vocabulary acquisition and speaking proficiency in English teaching.

Cake creates wonderful films that improve word recall. Cake uses short videos to interest users with realistic daily scenarios or trendy trends to customize language learning.

You may choose from broad to in-depth topics to determine your study. The daily expression clips hub provides an almost infinite supply of new words for your word library. Cake offers interactive tasks and quizzes to enhance learning. Best of all, these features are accessible. Cake's prominent users let users ask questions and share learning experiences. Cake's teaching material is great, but its framework is lacking. A formal course framework is lacking, thus users must schedule and choose their study. Users frequently get lost about what to learn since it contains plenty of video and topic knowledge. A simple search makes it hard to discover more about a particular work. Cake also relies heavily on video, which may not work for readers or listeners. Most of the material is presented in an informal way suitable for social interaction while not for learning formal or academic language.

RESEARCH METHOD

This current research used a mixed-methods research strategy, combining quantitative and qualitative techniques to thoroughly evaluate the efficacy of the Cake app in enhancing English language acquisition. The data-collecting approach employs two primary methodologies: structured surveys and comprehensive interviews. A series of standardized questionnaires was developed as the principal tool for gathering quantitative data, concentrating on many aspects of language acquisition, including vocabulary development and speaking competency. Questionnaires were administered to 121 individuals who are English language learners using the app, allowing researchers to collect quantifiable data and discern trends, patterns, and correlations about user experiences.

To augment the comprehension of the quantitative results, comprehensive interviews were performed with a chosen subset of participants according to their questionnaire replies, guaranteeing a varied spectrum of experiences. Interviews sought to elucidate individual user perspectives of the Cake app, clarifying particular questionnaire replies and examining its merits and flaws in more depth. The quantitative findings were evaluated through statistical approaches to reveal noteworthy patterns, while the qualitative data from the interviews underwent a thematic investigation to discern essential themes and insights. Through the integration of different methodologies, the study provides an objective evaluation of the Cake app's efficacy as a language-learning instrument, hence improving the reliability of the results and offering a thorough perspective on participant's experience in education.

RESULT AND DISCUSSION

The findings of the investigation indicate that the distribution of participants is rather extensive, although there are a few categories that are dominant in the current situation. From the perspective of gender, the majority of respondents are females, which accounts for around 80 people or 66.1% of the total participants. On the other hand, the number of people who responded is just 41, which is equivalent to 33.9%. The results of this research indicate that a greater quantity of individuals participated in the research that was conducted. The occurrence of this phenomenon may be ascribed to several variables, including the characteristics of the population as a whole or the degree to which individuals are more willing to participate in relevant surveys.

The majority of respondents, 57.9%, include individuals aged 18 and 20 years old, according to the survey. This group is comprised of individuals between the ages of 21 and 23, which accounts for around 42.1% of the total population. Without a single respondent are located at 26 years old. The majority of respondents are located in the susceptible age, which often involves the presentation of new students or students who are already in the process of transitioning to a new school in the high region. The information presented here provides a context for research that is pertinent to the generation of young people who are still in the early stages of their academic and professional development.

Additionally, for each semester, a distribution that enlightens is provided. The majority of respondents were from the fifth semester, with a total of 71 individuals, with a response rate of 58.7%. As a result of this, the majority of respondents have already arrived at their respective starting points for their studies, which means that they have the opportunity to acquire knowledge that is more in-depth concerning the issues that are discussed in the research. During the first semester, there were a total of 27 respondents, which is tantamount to 22.3% of the overall individuals. However, during the third semester, there were only six respondents, which is 4.9% of the total population. According to the results of the seventh and ninth semesters, the number of respondents was rather low, with around 15 individuals (12.4%) and 2 individuals (1.7%). During this period, the focus is placed on students from the first grade up to the senior students, with the younger students making the least amount of contributions.

College-origin respondents also provided respondents a representation of the dominant group from UIN Mataram, which consisted of 56 individuals, which is equivalent to 46.3% of the total. University Mataram is responsible for the representation of 37 individuals (30.6%), while the remaining 28 individuals (23.1%) are derived from other universities. Dominations UIN Mataram has expressed their belief that this research has the potential to focus more on the population in the surrounding university environment, although several other educational institutions are similar.

Based on the statistics shown here, it may be inferred that the predominant number of responses are young adults between the ages of 18 and 20 years old, currently enrolled in the fifth semester, and hailing from the University of Mataram. At this point, I would want to make it clear that the research may have a focus on the undergraduate program at the university in question, namely the University of Mataram. The imbalance in the distribution of gender and university is important and should be taken into consideration during analysis. This is to ensure that the results of the study are not biased and are still relevant if the findings are intended to be generalized to a population of students that is more extensive.

As a result of the majority of respondents being located in the first phase of education to the tenth phase, the insight that was received had a significant capacity to present the perspectives and experiences of the students throughout the transitional and developmental phases of education. This is a significant contribution for those individuals who have a better understanding of the topic of research that is pertinent to the people of the world and the educational path that they are pursuing.

Table 1. Respondents' Demography

Gender	F	P
Female	80	66.1%
Male	41	33.9%
Age		
18-20	70	57.9%
21-23	51	42.1%
24-26	0	0%
Semester		
1	27	22.3%
3	6	4.9%
5	71	58.7%
7	15	12.4%
9	2	1.7%
University		
UIN Mataram	56	46.3%
Universitas Mataram	37	30.6%
Other Universities	28	23.1%

Depending on the demographic results, the data indicates that most respondents are neutral regarding how often they use this application, namely 42.1%, which indicates that there is unrealized potential to increase the frequency of use. As many as 19.8% agreed and 10.7% strongly agreed. This shows that some users have been quite active in utilizing the features offered by the application. However, it should be noted that there are still 12.4% of respondents who disagree, and 15% of respondents who strongly disagree with their frequency of use, indicating a group of users who are less interested or have not found significant benefits from this application.

As a result of using the application, 42.1% of respondents believed that it helped them extend their vocabulary, and 11.6% of them strongly agreed. There were 29% of respondents who had a neutral opinion, whereas just 10.7% of respondents objected and 6.6% of respondents strongly disagreed. Although some respondents believed the advantages of this application were not very large, the majority of respondents acknowledged that it was beneficial in terms of enhancing vocabulary.

The application was able to aid improve spelling, according to 38.8% of respondents, with 17.4% of those respondents strongly agreeing with this statement. The percentage of those who strongly disagreed was just 5.8%, while 9.9% disapproved and 28.1% were indifferent. The application's capabilities, which include pronunciation and word repetition, are successful in improving spelling, as shown by these percentages; nevertheless, not all respondents saw the same benefit from using the application.

The majority of respondents (43%) agreed that the vocabulary material provided by the Cake app was relevant to their needs, and 14% strongly agreed. Meanwhile, 26.4% chose neutral, and only 14% disagreed. Only 2.5% strongly disagreed. These percentages reflect that the application can provide materials that meet the needs of the majority of students, supporting their learning process more specifically.

It was agreed upon by a total of 42.1% of respondents, with 19.8% of those respondents strongly agreeing that the interactive components inside the application made the procedure of mastering vocabulary more enjoyable. Whereas 23.1% of respondents were different, 10.7% disagreed and 4.1% strongly disagreed with the statement. A more dynamic and interesting educational experience was provided by the

game component of the application, which turned out as the application's primary selling point.

According to the result, 38% of respondents agreed, and 16.5% strongly agreed that the application facilitated their comprehension of English material. Nonetheless, 28% selected indifferent, 13.2% expressed disagreement and 4.1% strongly disagreed. This indicates that the application is notably efficient in enhancing learners reading abilities, yet there is potential for further improvement.

The overall number of respondents who agreed with this statement was 40.5%, with 13.2% of them strongly agreeing that they felt growth in vocabulary learning since applying the program. 32.2% of respondents selected neutral, 9.1% disagreed, and 5% strongly disagreed with the statement. The fact that the most of participants believe that the application aids enhance vocabulary development is an indication that the application is successful in the fundamental areas of studying languages.

The data shows that 38.8% of respondents agreed, and 12.4% strongly agreed that the application facilitated long-term retention of new language. Conversely, 32.2% selected neutral, 10.7% expressed disagreement, and 5.8% strongly disagreed. This indicates that the application's repeat or repeat function is very successful. By repeating, users will find it easier to remember and memorize the materials provided.

At this point, the data shows that 38.8% of respondents agreed, while 24.8% strongly agreed to suggest this application to friends. Simultaneously, 24% selected neutral, 9.9% expressed disagreement, and just 2.5% strongly opposed. This elevated degree of endorsement signifies comprehensive customer contentment with the application, suggesting that the features and advantages provided effectively fulfill the requirements of the most.

Table 2. Students' Perception

Statements	Students' Respondent				
	SD	D	N	A	SA
I often use the Cake app.	15%	12.4%	42.1%	19.8%	10.7%
The Cake app really helps me expand my English vocabulary.	6.6%	10.7%	29%	42.1%	11.6%
Cake app can help me improve my spelling.	5.8%	9,9%	28.1%	38.8%	17.4%
The vocabulary materials provided by Cake app are relevant to my needs as a student.	2.5%	14%	26.4%	43%	14%
The game features in the Cake app make the vocabulary learning process more fun.	4.1%	10.7%	23.1%	42.1%	19.8%
The Cake app has improved my ability to understand English text.	4.1%	13.2%	28%	38%	16.5%
I feel that I have made progress in my vocabulary acquisition since using the Cake app.	5%	9.1%	32.2%	40.5%	13.2%
The Cake app helps me remember new vocabulary for a long time.	5.8%	10.7%	32.2%	38.8%	12.4%
I would recommend the Cake app to others.	2.5%	9.9%	24%	38.8%	24.8%

The result data shows that most respondents (58.5%) learned about the Cake app from friends, making Friends the main source of information. Social media was the second largest source of information with 33.3%, while family 5%, advertisements 12.2%, and lecturers 2.4% contributed relatively little. This data emphasizes the role of friends as key influencers in introducing the application reflecting the power

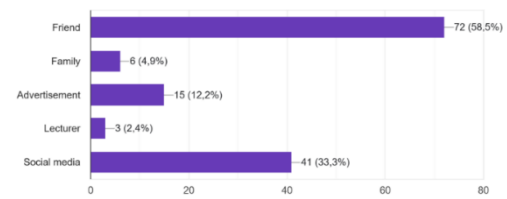of word-of-mouth recommendations in information dissemination.

Figure 1: Access of Cake App

Based on the data, most responders make frequent, even almost daily use of the application. The Cake app has become a preferred tool for several individuals to acquire English, particularly in enhancing their vocabulary skills. According to the findings from interviews among 10 participants, most of them use this program consistently, almost daily. This use demonstrates that the Cake app has successfully captured users' interest due to its simplicity and efficacy. Participants said that the application is user-friendly, facilitating a steady and engaging acquisition of vocabulary. Nonetheless, some responders used the application seldom, owing to other obligations related to academic study.

> R5: *"I learn word by word from the Cake app almost every single day."*
> R6: *"I would like to share my positive experience with the Cake app. It has been an invaluable tool in supporting my studies."*
> R7: *"I utilize it frequently because I have a great deal of other college assignments."*

The results show that most participants revealed that the Cake app helped them learn English, especially in expanding their vocabulary. While using the Cake app, respondents also reported a considerable improvement in their vocabulary and realized that there was an improvement since using the Cake app. In terms of improving users' ability to remember new terms, the repetition function provided by the application was often found to be very helpful. Participating in this interactive learning process has a favorable effect on language comprehension and acquisition.

> R1: *"Since I started using this application, I have noticed that my vocabulary acquisition has improved."*
> R3: *"Yes, I felt a significant improvement in my vocabulary acquisition."*
> R5: *"Yes, very, because we learn to repeat, pronounce, and read every word."*

In addition, the majority of respondents said that they would want to promote the Cake app to some other people. As a result of the great degree of happiness they had with the application, they concluded that it may provide comparable advantages to different users. The majority of people believe that the application is not just useful but also efficient in terms of assisting with their process of mastering English.

> R3: *"Yes, I would recommend the Cake app to others because this interactive app provides a lot of fun learning."*
> R6: *"This app has been proven to be effective and efficient in assisting the learning process, so I believe it will provide the same benefits for them. I highly recommend*

the Cake app for anyone looking to improve their English skills."
R10: *"I would recommend this app because this app is very worth it to learn with its system that is easy to understand and more comfortable for us to learn with this app."*

On the other hand, every encounter with the app is not without its challenges. Some participants experienced difficulties, stemming from both internal and external reasons. One of them is limited access to the internet. In addition, users may face internal obstacles in the form of a lack of desire or motivation to learn, which is one of the internal reasons as well.

R2: *"As far as using the app, so far so good, it's just the connection that's slow."*
R3: *"The challenge is only if you're lazy to study, but if it's getting too much, I don't finish the quiz."*
R10: *"The challenge is if there is no quota hehe"*

Depending on the results of this study, the Cake app was quite effective in improving their vocabulary. This research shows that the Cake app significantly contributes to vocabulary development and English language learning. A notable portion of respondents (42.1%) recognized the app's role in enhancing their vocabulary, while 43% considered its vocabulary resources suitable for their academic needs. Key features such as gamified elements, daily conversation exercises, and the self-recording tool were highlighted as effective in boosting user engagement and motivation. Nonetheless, some participants pointed out drawbacks, including the absence of a structured curriculum and an overreliance on video content, which might not suit every learning preference.

The findings are consistent with earlier studies, such as those by Nikmah (2023) and Tawali & Kamarudin (2022), which showed that the Cake app improved vocabulary mastery and motivated learners. Likewise, Kristanti et al. (2024) emphasized the application's gamified features as a crucial factor in maintaining learner interest. However, contrary to Wilson & Sutrisno (2022), who suggested that the app could replace conventional teaching methods, this study highlights that Cake functions better as a complementary tool due to its lack of academic structure.

The results align with the gamification principles of Sappaile et al. (2024), which emphasize how game-like features can enhance learning motivation. Additionally, the app supports the Audio-Lingual Method by Manda & Hermansyah (2022) by providing repetitive and engaging practices to improve speaking skills. However, the Cake app's unstructured and informal approach stands in contrast to the Assemble Theory of Matthews (2019), which emphasizes the need for systematic integration of technology in learning. Moreover, while the app enhances accessibility and user engagement, concerns from Silva & Teixeira (2020) about the risks of over-relying on technology underline its limitations in fostering well-rounded language proficiency, especially in academic or formal learning settings. It is suggested that the utilization of AI in English language learning is pivotal (Nova et al., 2022). The present research contributes to deliver the stressing finding on this App for vocabulary enhancement.

CONCLUSION

This research examines the Cake application, a language acquisition tool aimed at enhancing English vocabulary and speaking proficiency. The application employs gamified elements, including The Conversation of The Day, Speaking, Save Phrases and Words, Quizzes, Self-Record, and Listening features to foster an interesting educational experience. Users indicate the advantages of vocabulary enhancement, pronunciation, and understanding, though limitations include disorganized material and reliance on online connectivity. Survey findings indicate that the majority of users are students, with 42.1% acknowledging the application's efficacy in enhancing vocabulary. Individual endorsements, particularly from friends, significantly influence its acceptance. Despite the application's popularity, issues include motivation maintenance, insufficient support for formal language acquisition, and a focus on video material, which hinders its overall utility.

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