

**AN UNDERGRADUATE THESIS**

**THE EFFECTIVENESS OF USING CAKE APPLICATION ON  
STUDENT ENGLISH LISTENING SKILLS AT MTs N 1 EAST  
LAMPUNG**

**By:  
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**ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHER PROGRAM  
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1447 H/2025 M**

**THE EFFECTIVENESS OF USING CAKE APPLICATION ON STUDENT  
ENGLISH LISTENING SKILL AT MTs N 1 EAST LAMPUNG**

Presented as a partial fulfillment of the Requirements for the Degree of Sarjana  
pendidikan (S.Pd) in English Education Study Program

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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

*Wassalamu'alaikumWr.Wb.*

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APPLICATION ON STUDENT ENGLISH LISTENING  
SKILLS AT MTs N 1 EAST LAMPUNG

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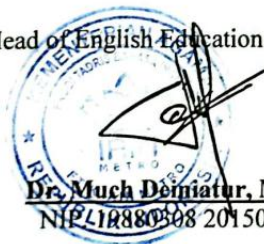
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be  
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*Wassalamu'alaikum Wr. Wb*


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**RATIFICATION PAGE**

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An undergraduate thesis entitled: THE EFFECTIVENESS OF USING CAKE APPLICATION ON STUDENT ENGLISH LISTENING SKILLS AT MTs N 1 EAST LAMPUNG, Written by Dara Tryantini, student number: 2101051006, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 25<sup>th</sup>, 2025 at 10.00- 12.00 a.m.

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# **THE EFFECTIVENESS OF USING CAKE APPLICATION ON STUDENT ENGLISH LISTENING SKILL AT MTs N 1 EAST LAMPUNG**

## **ABSTRACT**

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**DARA TRYANTINI**

The main objective of this research is to determine the effectiveness of using the Cake application on students' English listening skills at MTs N 1 East Lampung. Where by using the Cake application students can improve their listening skills more easily and enjoyably with various features that are easily accessible. This study uses a type of quantitative method with a quasi-experiment design involving two classes as samples, namely class A consisting of 31 students as an experimental class and class E consisting of 31 students as a control class. In this sampling, researcher used cluster random sampling technique. To collect research data, researcher used tests (pre-test and post-test) observation and documentation. Data analysis was carried out using the independent sample t-test using SPSS version 25.

The results showed that Sig.2 tailed was 0.00. Obviously if the probability or Sig. > 0.05, then the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It can be concluded that there is a positive and significant effect of using the Cake Application on students' English listening skills at MTs N 1 Lampung Timur.

***Keywords:*** *Quantitative Research, Cake application, Listening Skill*

**EFEKTIVITAS PENGGUNAAN APLIKASI CAKE TERHADAP  
KEMAMPUAN MENYIMAK BAHASA INGGRIS SISWA DI  
MTs N 1 LAMPUNG TIMUR**

**ABSTRAK**

**Oleh:**

**DARA TRYANTINI**

Tujuan utama dari penelitian ini adalah untuk mengetahui efektivitas penggunaan aplikasi kue terhadap keterampilan menyimak bahasa Inggris siswa di MTs N 1 Lampung Timur. dimana dengan menggunakan aplikasi Cake siswa dapat meningkatkan keterampilan mendengar lebih mudah dan menyenangkan dengan berbagai fitur yang mudah diakses didalamnya. Disamping Penelitian ini menggunakan jenis metode kuantitatif dengan desain quasi-eksperiment yang melibatkan dua kelas sebagai sampel yaitu kelas A terdiri dari 31 siswi sebagai eksperimen class dan kelas E terdiri dari 31 siswi sebagai control class. Dalam pengambilan sampel ini, peneliti menggunakan teknik cluster random sampling. Untuk mengumpulkan data penelitian, peneliti menggunakan test (pre-test dan post-test) pengamatan dan dokumentasi. Analisis data dilakukan dengan menggunakan uji independent sample t-test menggunakan SPSS versi 25.

Hasil penelitian menunjukkan bahwa Sig.2 tailed adalah 0.00. Jelas jika probabilitas atau Sig. > 0.05, maka hipotesis alternative (Ha) diterima dan hipotesis nol (Ho) ditolak.. Hal ini dapat disimpulkan bahwa terdapat pengaruh positif dan signifikan penggunaan Aplikasi Cake terhadap keterampilan mendengarkan bahasa inggris siswa di MTs N 1 Lampung Timur.

***Keywords:*** *Quantitative Research, Cake application, Listening Skill*



## STATEMENT OF RESEARCH ORIGINALITY

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The Researcher,



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## MOTTO

لُكَاطِمِينَ الْغَيْظَ وَالْعَافِينَ عَنِ النَّاسِ وَ

And those who restrain their anger and forgive (mistakes) of others

- QS. Ali Imran: 134

## **DEDICATION PAGE**

This Undergraduate Thesis is dedicated to:

1. Thank God for the presence of Allah SWT who has strengthened me until now, to continue fighting and reaching the future. Even though it is not easy to go through this process, nothing is impossible by trying and praying
2. My parents, Mr. Damin as my father and Mrs. Sri Ngatin as my mother. Thank you for all your efforts to fulfill my needs, accompany me from childhood to adulthood, always praying for the best and giving so much love that can never be repaid.
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The successful completion of this thesis was made possible through the assistance and guidance of many. In light of this, the researcher would like to express sincere appreciation to all those who contributed along the way:

1. Prof. Dr. Ida Umami, M.Pd., Kons, as the Rector of IAIN Metro Lampung.
2. Dr. Siti Annisah, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deniatur, M.Pd.B.I, as the chief of the English Education Department of IAIN Metro Lampung.
4. My supervisor Dr. Ahmad Subhan Roza, M.Pd who have provided valuable guidance, direction, and input in the writing of this thesis.
5. All lecturers of the English Education Study Program of IAIN Metro Lampung who has given their thoughts and shared their experiences with the researcher.

6. The Headmaster, Teachers, and Staff of MTs N 1 East Lampung, who have permitted the researcher to conduct the research in this school.

The researcher apologizes for all the mistakes that she has made in writing and finishing this thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully, this thesis can be useful.

Metro, 20 Juni 2025

The researcher



DARA TRYANTINI  
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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

For many nations, English is an active worldwide language, and it is the second language spoken in Indonesia. If most Indonesians learn English, it will be easier for them to communicate in other English-speaking nations. English proficiency is one of the requirements for making Indonesia a developed nation. Elementary, junior high, and college-level education have been providing English language instruction to children. Indicates the significance of English.

Skills in English include speaking, writing, listening, and reading. A combination of receptive skills that demand further information is included in reading and listening skills. Speaking and writing abilities are coupled to create productive skills, namely the ability to compare acquired information. It follows that there is a close relationship between the four skills.<sup>1</sup>

Arguably one of the least significant abilities in school education is listening skills, despite its importance in interpersonal relationships and communication. Teachers typically hold the view that similar to breathing, listening skills develop naturally over time. However, similar to reading skills, listening skills can only be enhanced by practice and dedication.

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<sup>1</sup>Syamsul Rizal, *Reading Skill: Teori Dan Praktik Pengukurannya* (Yogyakarta, 2018).

Effective message reception depends on having good listening skills, which are a language modality. It involves both paying skills including listening. It takes an open mind to try and see things from the other person's point of a great deal of focus and energy. To truly understand another person, we must set aside our ideas and goals, put ourselves in their position, and make an effort to see the world from their perspective. To educate the children of the country and to assist realize the direction so that educational goals can be realized more effectively and efficiently, it is necessary to consistently work toward improving the quality of education. The accomplishment of educational objectives that are attained and learning is crucial and influential. It should be remembered, therefore, that the process of teaching and learning is a human exchange full of uncertainty between teachers and students.

In addition, based on the results of a pre-survey conducted on Thursday, November 22<sup>th</sup> 2024, at the school, the researcher obtained some information regarding the challenges that would be faced by the author after interviewing the teacher. Some students have little difficulty in listening skills, as they are limited in listening learning, students have difficulty understanding the accent or pace of native speakers, students have difficulty remembering the vocabulary they have listened to in English learning, student' limited vocabulary can affect their listening skill, Limited learning media is one of the obstacles. Students need more interactive and relevant listening exercises. In the pre-survey process, the researcher obtained information on the value data of English assignments related to listening skill obtained from the English teacher, while the explanation of the pre-survey results is illustrated in the

following table:

**Table 1.**  
Data pra-survey in listening skill at seventh grade  
of MTs N 1 East Lampung

No	Grade	Frequency	Percentage	Criteria
1	$\geq 75$	10	33%	Complete
2	$< 75$	21	67%	Incomplete
Total		31	100%	

*Source: Students' listening scores given by English teacher at seventh  
Grade of MTs N 1 East Lampung*

Based on the data above, there are 31 students in grade VII of MTs N 1 East Lampung. The Minimum Passing Score (MPS) for English lesson at the school is 75. In other words, 31 students will not pass the exam if the score is below 75. In addition, there are no students who get a value of 86-100 score, there are only 10 students who get 76-80 score, this data shows that students' listening score in grade are still low. Consequently, students' listening skill must be improved.

If given specific and clear learning objectives, students have a high propensity to successfully master English. In addition, students' dependence on teachers is crucial in terms of their English language development. Therefore, it is recommended that educators create a friendly learning environment for students based on their individual needs, allow them to explore, and show appreciation for their work regardless of how little progress is made in class.

Therefore, teachers must also know the background of their students to

choose learning materials or activities that best suit the needs of their students and optimize learning in the classroom. Nowadays, in the era of globalization, the development of digital technology is very fast.. Technology plays an important role in human life itself as time goes by and the pace of improvement of the technological era enters a period of continuous development and becomes one of the human needs.<sup>2</sup>

On the other hand, the rapid development of global science and information has raised expectations for all Indonesians, including students, that they should be proficient in English to participate in English discourse and understand the topics being discussed. The diversity of countries makes it necessary for today's youth, or millennials, to understand and learn English for themselves.<sup>3</sup>

Technology provides a wide range of applications that can be used to support educational needs. This is especially true for EFL teachers, who must be more strategic in their instruction to ensure that students, who are often learning English for the first time, understand what they are being taught. If students feel that the learning strategies they have been using are repetitive and dull, this program can also offer them new perspectives, knowledge, and learning materials. This can make students motivated to learn, especially when it comes to learning English. Cake is one of the most well-known learning programs, particularly for listening skill instruction. The Cake Application is

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<sup>2</sup> S. Widoyono. (2019). Development Of Nationalism For The Young Geberation In The Era Of Globalization, *Journal Populika*, 2021, 7, <https://doi.org/10.37631/Populika.V7i1.24>

<sup>3</sup> Susi Widyawati, "The Role Of Indonesia Language As A Defender Of Science In The Globalization Era," 2019, <https://repository.iainpare.ac.id/id/eprint/4281/>.



an English language learning tool that helps enhance speaking, writing, listening, and reading abilities in the language.

The researcher is interested in studying how using cake applications can enhance English language proficiency, as indicated by the reason given above. As such, the research project will be named “The Effectiveness Of Using Application On Student English Listening Skills At MTs N 1 East Lampung.

## **B. Identification of the problem**

The researcher determined the following issues with this study based on the background information:

1. Student listening skills are still low.
2. Students have limited vocabulary.
3. Students have limited learning media.
4. Students have difficulty understanding the accent or pace of native speakers.
5. Students have difficulty remembering the vocabulary they have listened to.

## **C. Problem Limitation**

Based on the identification of problems, the researcher focuses and limits the problem to the effectiveness of using the cake application on the English listening skills of seventh-grade students at MTs N 1 Lampung Timur.

## **D. Problem Formulation**

From the problem limitation, this problem formulation as follows: Is there any

positive and significant effectiveness of using cake application on students' English listening skills at MTs N 1 East Lampung?

### **E. Objective of the study**

The objective of the research is to find out the effectiveness of cake application on the English listening skill of seventh grade student at MTs N 1 Lampung Timur.

#### **The benefit of the study**

There are three kinds of practical benefit in this research namely:

- a. For the teachers, the result of this study can be used as a reference in teaching listening skill using cake application.
- b. For the researchers, the result of this study can be used to increase knowledge and references about further studies regarding the use of cake application technology in education.
- c. For the students, the result of this study can help them to practice listening skill by using the cake application.

### **F. Prior Research**

Some earlier research on the usage of cake applications for learning English. The cake application is a good contemporary tool for learning English, particularly for speaking. According to the first source Mita Agustin, Rini Lindawati, and Deni Mustopa. Entitled The Effectiveness of Utilizing Cake Application in Speaking Ability of 10<sup>th</sup> Students at Pgri Soko. This research was conducted in 2023. This research uses quantitative methods. The results of this study state that the cake application has a significant effect on

the speaking ability of students in the tenth grade of Smk Pgri Soko.<sup>4</sup>

Following the previous research above, the similarity between this research and previous research is that it uses quantitative methods. The difference is that this research focuses on listening skills, while previous research focuses on speaking ability. In addition, the research location is also different, the previous research was conducted at Smk PGRI Soko, while this research will be conducted at MTs N 1 East Lampung.

In addition, the second previous research was conducted by Zulva Minla Nikma and Ika Rakhmawati with the title "Effectiveness of cake application on student English vocabulary master. Which was conducted in 2023. This study aims to determine the Effectiveness of cake application on student English vocabulary master. This research uses quantitative methods with a pre-experimental design with a one-group design. The researcher only took the 8th-semester research sample of 19 students. The results of this study can be concluded that the use of cake has an effect on student English vocabulary learning as evidenced by the paired sample hypothesis test. The result obtained is 0.003. In the paired t-sample test rule, if the significance is smaller than 0.05 then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. Based on the results of the study, it can be concluded that the use of the Cake application affects students' English vocabulary learning.<sup>5</sup>

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<sup>4</sup> Mita Agustin, Rini Lindawati, And Deni Mustopa, "The Effectiveness Of Utilizing Cake Application In Speaking Ability Of 10th Students At Smk Pgri Sooko," *Prosiding Seminar Nasional Pendidikan Fakultas Keguruan Dan Ilmu Pendidikan Unim*, 2022, 285–92.

<sup>5</sup> Zulva Minla Dunka Nikmah, "Effectiveness Of Cake Application On Student's Vocabulary Mastery," *Journal Of English Teaching And Linguistics Studies (Jet Li)* 5, No. 2 (2023): 56–63, <https://doi.org/10.55215/Jetli.V5i2.8081>.

In the second previous study, this study has similarities with the second previous study. Both studies use cake and quantitative methods. The difference between this research and the second previous research is that this research will be focused on students in schools, especially MTs N 1 East Lampung while the second previous research focused on 8<sup>th</sup>-semester students of Bhinneka Pgri University.

In addition, the third previous research was conducted by Desanti Putri, Djunaidi and Vernandes Uzer. With the title "the use of cake application to improve listening ability of the tenth grade students of State Senior High School 2 of Tungkal Jaya. This research was conducted in the 2021/2022 academic year. This study is to determine whether there is a significant ability for students who are taught to listen using cake application grade X students. The sample consisted of students taken from class X MIA I and X MIA 3 using purposive sampling. Quasi-experiment design with Nanequivalent control group pretest and post-test design was used in this study. Then the calculation results of the fit test 1 of 2.322 are greater than the critical value of 1 table 1.71. The null hypothesis (Ho) is rejected, while the alternative hypothesis (Ha) is accepted. This means that there is a significant effect on the listening skills of students taught using the Tungkal Jaya cake application and students who are not taught using the Tungkal Jaya cake application.<sup>6</sup>

In this study, there are similarities between this study and the three

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<sup>6</sup> Desanti Putri, Djunaidi Djunaidi, And Yus Vernandes Uzer, "The Effects Of Using Cake Application To Improve Listening Ability Of The Tenth Grade Students Of State Senior High School 2 Of Tungkal Jaya," *Esteem Journal Of English Education Study Programme* 6, No. 1 (2023): 87–93, <https://doi.org/10.31851/esteem.v6i1.10219>.

previous studies, both of which use cake application media. However, there are some differences between these two studies. The first difference is the location of the previous research and this research is different. The second difference is the population between this study and previous studies.

Based on the three previous studies mentioned above, the researcher concluded that the novelty of this study is the effect of cake application on students' listening skills. This cake application provides opportunities for students to practice improving their listening skills. Furthermore, this study uses quantitative methods with experimental groups and control groups to determine the effectiveness of using cake application on student English listening skills at MTs N 1 East Lampung.

## CHAPTER II

### REVIEW RELATED LITERATURE

#### A. The Concept of Listening

This chapter explains the theories related to the research discussion. There are several theories including discussing the definition of listening skills, listening techniques and steps, types of listening, listening skill challenges, the definition of media, the benefits of using media, the definition of cake applications, the advantages and disadvantages of cake applications, cake application operation steps, frameworks and hypotheses.

##### 1. Definition of Listening

Listening skills involve more than just hearing; they include understanding, evaluating, and appropriately responding to the information received orally. Listening skills are abilities that can be obtained through practice and experience that a person has to receive interpret and understand any information obtained. Through communication, or even listening to videos on YouTube and other online audio-visual media. Listening skill aims to capture information presented with sound. Therefore it requires focus and concentration in listening skills. Listening is the most difficult skill for some people to learn among other areas of aptitude, because many English accents come from different countries. According to Qaila et al, listening is one of the most crucial language skills to learn because it is engaged in everything we do in our daily lives.<sup>7</sup> And

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<sup>7</sup> Qaila Zulhairah Gultom, Putri Utari, And Wiki Tedi Rahmawati, "The Importance And Difficulties Of Listening Skill: A Description," *Excellence: Journal Of English And English*

according to Ömer Kutlu A and Aslihan Erman Aslanoğlu Listening is a complex activity that requires more awareness, intellect, attention, and memory.<sup>8</sup> Furthermore, listening is a basic talent that all humans possess when talking.

According to Ibid, quoting Kristanti Ayuanita and Hafid Efendi, listening is the process of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and comprehend the meaning of communication conveyed by the speaker via speech or spoken language. In other words, listening implies a greater level of comprehension and attention to obtain information.<sup>9</sup> Podcasts and vodcasts have become popular resources for lengthy listening practice to enhance listening abilities because of the development of mobile technology, the abundance of aural input available on the Internet, and the ease of access to online platforms.<sup>10</sup> In addition, Extensive listening practice outside of the classroom can help improve listening abilities.

## 2. Listening Techniques and Steps

Listening skills can be taught and learned in a variety of ways, including watching movies, audio, podcasts, and music, as well as using

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*Education* 3, No. 1 (2023): 28–31, <https://doi.org/10.47662/Ejee.V3i1.584>.

<sup>8</sup> Ömer Kutlu A And Aslihan Erman Aslanoğlu B, “World Conference On Educational Sciences Factors Affecting The Listening Skill,” 2019, <https://doi.org/10.1016/J.Sbspro.2009.01.354>.

<sup>9</sup> Kristanti Ayuanita And Moh. Hafid Effendy, *Model Pembelajaran Menyimak Kritis Dengan Media*, 2024.

<sup>10</sup> Talip Gönülal, “Improving Listening Skills With Extensive Listening Using Podcasts And Vodcasts,” *International Journal Of Contemporary Educational Research* 7, No. 1 (2020): 311–20.

existing technological devices such as a TV, Android, laptop, and radio. The goal is to provide a breakthrough that will facilitate the teaching and learning process. This is similar to Mulyadi D and Mutmainah's opinion that one of the listening approaches is to watch an English-language movie with subtitles, which has been shown to have an impact on pupils and help them understand the meaning of listening.<sup>11</sup>

Furthermore, mechanisms are put in place to assist both student listening. The steps to listen are as follows:

- a) Attendance
- b) Begin with the easiest content and work your way up to more complex topics.
- c) Slow down the audio or video
- d) Make notes on only the most important points
- e) Find a partner or make one (group)

These strategies and procedures are interconnected by the technology and media employed. According to Ully and Nugraheni, to improve the quality of education in Indonesia, the Ministry of Education and Culture developed the "independent learning" program, which is the direction of future learning.<sup>12</sup> Furthermore, Ariputri concludes that the development of mobile device technology is aimed at making the learning

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<sup>11</sup> Dodi Mulyadi And Yulia Mutmainnah, "Using English Language Films With English Subtitles To Improve Listening Skills," *The 2nd University Research Colloquium*, 2020, 141, <https://media.neliti.com/media/publications/176452-id-penggunaan-film-berbahasa-inggris-dengan.pdf>.

<sup>12</sup> Ciek Sandrasyifa Ully And Nursiwi Nugraheni, "Teknologi Berperan Penting Dalam Pendidikan Lanjutan Khususnya Di Sekolah Dasar," *Jurnal Penelitian Pendidikan Indonesia* 1, No. 3 (2024): 133–41.



process easier by allowing students to use gadgets as a medium for running programs related to listening skills.<sup>13</sup>

As a result, technology can be used to apply listening techniques and stages. The use of applications as mobile-based learning media for listening skills is focused on research.

### **3. Listening Skill Challenges**

Students, as well as educators and teachers, continue to be concerned about their listening abilities. According to Muhayyo Umarova, one of the hearing issues is a lack of language competence.<sup>14</sup> External elements such as noise from the surroundings (vehicle noise and other sounds) can also be distracting. A lack of vocabulary proficiency and understanding presents a barrier. Lack of confidence. Anxiety arises when one does not understand what they have heard. Also, consider the speed and fiction of audio-electronic devices. Students must be able to overcome difficulties when participating in listening exercises. As a result, this listening talent is difficult and complex, including both internal and external elements.

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<sup>13</sup> Galuh Puspita Ariputri, "Pengembangan Aplikasi Android Untuk Mendukung Pembelajaran Listening Bahasa Inggris Kelas Xi Sma" (Universitas Negeri Semarang, 2015).

<sup>14</sup> Muhayyo Umarova, "Multidiscipline Proceedings Of Digital Fashion Conference," *Multidiscipline Proceedings Of Digital Fashion Conference* 2022, No. April (2022): 8–11.

#### 4. Type of listening

Raju recommends the following types of listening:<sup>15</sup>

##### a. Critical Listening.

Critical listening exercises require listeners to evaluate, appraise, and create views about what they read. As a result, listeners must be able to assess, compare, or convey signals to existing rules, norms, principles, organizations, information, and other relevant things to a conclusion. The message's implied meaning is clear to the listener. He resolves to discover the reality of the speech by considering the pros and disadvantages before pronouncing it good or terrible, worthy or unworthy. This is also known as interpretative, evaluative, or judgmental listening. In this process, the listener must do two things: listen and understand, both of which must occur concurrently and successfully.

##### b. Informational Listening

Listening to information is something that almost everyone does. Every day, everyone listens to information: family members, employees at a company, and students at an educational institution. The primary goal of this form of listening is to learn, get instructions, etc. Information listening plays an important part in workplace communication.

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<sup>15</sup> Ch.P. Raju, "Types Of Listening Skills : Barriers And Tips To Overcome Them," *International Journal Of Advanced Multidisciplinary Scientific Research (Ijamsr)* Issn:2581-4281 1, No. 2 (2018): 41–45.

c. Discriminative Listening

Discriminative listening is the first step in the human listening process, beginning when a man is an infant. During infancy, men begin to discern between noises, from human voices to animal voices, and by paying attention to the sounds, they can tell the difference. During this procedure, man is unable to read the essence of the voice correctly. Men can become aware of human emotions by listening to and hearing noises.

d. Biased Listening

In this sort of listening, the listener enters with a preconceived notion and hears and comprehends how he thinks rather than what the speaker says. The listener comes expecting what the speaker is going to say and does not pay attention to what the speaker actually says, but strangely, the listener understands something (what he expected) from the speaker's words rather than what the speaker really says. This is the result of the listener's preoccupations or preconceptions. The listener does not pay attention to the words said; instead, he understands what he expects to hear or what the speaker will say. The listeners in this category appear to be stereotyped.

e. Sympathetic Listening

During sympathetic listening, the listener expresses sympathy for the speaker's hardships and/or happiness.

f. Empathetic Listening

Empathetic listening goes beyond sympathetic listening, in which the listener treats the speaker's feelings as if they were his own. In terms of physical sensations and emotions produced by the loudspeaker system, the listener replaces the speaker with himself. Instead of just listening, the listener feels the speaker's sentiments and emotions. Empathic hearing requires greater sensitivity than sympathetic listening.

g. Comprehensive listening

Comprehensive listening follows discriminative hearing when man begins to understand the meanings of words and messages. The effectiveness of spoken words or messages varies from person to person. Postures and gestures play an important role in understanding language and/or messages. Thus, by this point, man had established not just the meanings of words and linguistic abilities, but also the meanings of nonverbal clues. The term comprehension listener can also refer to content listening, informed listening, or entire hearing.

This chapter has described seven types of listening activities that should be understood. These seven types are considered beneficial for language learning and acquisition, and some combinations of these types are regarded as the most suitable for specific learning situations. Based on this, the most appropriate type of listening skill to develop is comprehensive listening. This type of listening focuses on understanding meaning, vocabulary, and context, which directly

relates to students' difficulties in recognizing native accents, remembering words, and understanding messages in English audio materials.

## **B. Teaching Media**

### **1. Definition of Media**

News, advertising, entertainment, publications, and teaching are all examples of multi-media roles that transfer information. So multimedia can be used to offer learning in the classroom or alone. Multimedia is a type of media that mixes various forms of media, including text, images, audio, video, and animation. The term (multimedia) derives from the words (plural) and (media). Multiple is derived from the Latin word for many or different. While the term media derives from the Latin word (medium), it refers to an intermediate or something used to communicate, deliver, and display information. Used for expressing or conveying messages to the general public or audience. Multimedia is defined as a system that uses computerized communication, integration, modification, representation, and storage but is not time-dependent.<sup>16</sup>

According to Amelia et al., some teachers still do not grasp how vital it is to use appropriate learning media so that students do not find learning monotonous and dull.<sup>17</sup> As a result, learning media can be understood as a tool for both teachers and students to understand and master subject matter appropriately and efficiently. Learning media in the

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<sup>16</sup> Munir, *Multimedia Konsep Dan Aplikasi Dalam Pendidikan*, Alfabeta, Vol. 58, 2021.

<sup>17</sup> Amelia Putri Wulandari Et Al., "Pentingnya Media Pembelajaran Dalam Proses Belajar Mengajar," *Journal On Education* 5, No. 2 (2023): 3928–36, <https://doi.org/10.31004/joe.v5i2.1074>.

classroom as a tool for teachers to enable online and blended learning. The goal is to give instructional materials. And attempting to develop students' abilities in the teaching and learning process, which occurs following the material provided to students by the teacher through a medium.

## **2. The Advantages of Using Media in Learning**

According to Shoffa et al, the following are the advantages of employing media in learning:<sup>18</sup>

### **a. Facilitates understanding**

Learning media allows students to understand what they learn in a more visual and real way.

### **b. Increase student involvement**

Using engaging and interactive media can increase student participation in the learning process.

### **c. Avoid wasting time**

The correct learning resources can provide concept explanations quickly.

### **d. Encourages students to learn independently.**

Outside of the classroom learning media can assist students with independent learning outside of the classroom.

### **e. Assessing and monitoring**

Learning media can also be used to assess student comprehension through tests, quizzes, and progress tracking.

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<sup>18</sup> Shoffan Shoffa Et Al., *Perkembangan Media Pembelajaran Di Perguruan Tinggi*, 2021.

### 3. Language Learning With Mobile Technology

MALL (Mobile Assisted Language Learning) refers to mobile devices or smartphone technology. Bruton.J argues that the main advantage of the MALL is that students can design their learning framework in terms of time, and location.<sup>19</sup> In other words, the availability of mobile applications gives numerous benefits and conveniences, as well as aids in the development of students' speaking skills. In other words, the availability of mobile applications gives numerous benefits and conveniences, as well as aids in the development of students' speaking skills. Furthermore, Chinnery.G believes that educational tools or mobile devices can be employed for language learning.<sup>20</sup> Xianyun Wang et al. also argue about the practical consequences of creating an efficient MALL environment by skillfully combining the convenience of advanced learning technologies with highly focused learning content.<sup>21</sup> Mobile applications are simple to use and may be accessed from anywhere as long as the signal is strong.

## C. Cake Application

### 1. Definition of Cake Application

Cake is not a cookery application. Rather, the cake application is an English learning tool that allows students to enhance their learning

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<sup>19</sup> Jack Burston, "Mobile-Assisted Language Learning: A Selected Annotated Bibliography Of Implementation Studies 1994-2012," *Language, Learning And Technology* 17, No. 3 (2013): 157–225.

<sup>20</sup> George M Chinnery, "Going To The Mall : Mobile Assisted Language Learning," *Language Learning & Technology* 10, No. 1 (2006): 9–16, [Http://Www.Lit.Msu.Edu/Vol10num1/Pdf/Emerging.Pdf](http://www.lit.msu.edu/Vol10num1/Pdf/Emerging.Pdf).

<sup>21</sup> Xianyun Wang, Afendi Bin Hamat, And Ng Lay Shi, "Designing A Pedagogical Framework For Mobile-Assisted Language Learning," *Heliyon* 10, No. 7 (2024): E28102, [Https://Doi.Org/10.1016/J.Heliyon.2024.E28102](https://doi.org/10.1016/j.heliyon.2024.E28102).

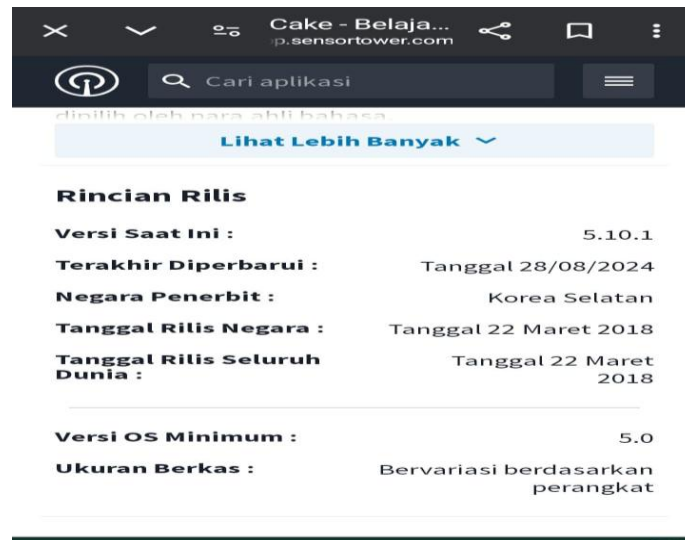
activities in a variety of ways. In addition, the Cake application is one of the English learning applications that helps students boost their English learning activities. Includes learning tools that cover all four English skills: speaking, writing, listening, and reading.

As a result, the cake application can be utilized at all stages of education, beginning with elementary school and continuing through college. The language used in the cake application can be tailored to the user's native language. Furthermore, the information in the program is highly different and may be organized based on your English ability. Aldilla and Deasy's research findings demonstrate the effectiveness of the cake application in boosting kids' listening skills.<sup>22</sup> The cake program can be used anywhere, at any time, to pass idle time by learning other languages, specifically listening abilities. Since 2018, the playlist corporation from South Korea has launched this program, which is utilized by 100 million individuals worldwide. This program is available for free download on cellphones for both iOS and Android users. The cake application currently has a 4.9-star rating in the Google Play Store and a content rating of 3. This program includes text, movie footage (video) in numerous categories, and podcasts that engage users' attention as a simulation for improving listening abilities. Furthermore, there are incomplete sentence quizzes that require you to complete the sentence while viewing and listening to the video. In addition, there are subtitles on the video.

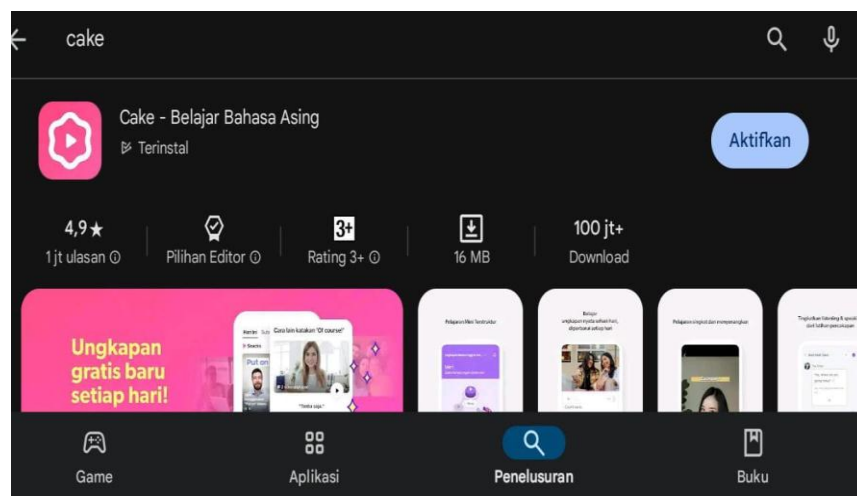
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<sup>22</sup> Aldilla Rozias Eka Putri And Deasy Yunita Siregar, "Enhancing English Listening Skills: A Case Study Of The Cake Application In Student Learning," *Eduvest-Journal Of Universal Studies* 4, No. 4 (2024): 1767–79, [Http://Eduvest.Greenvest.Co.Id](http://Eduvest.Greenvest.Co.Id).





**Figure 2. 1**  
**Cake Application Release Details**



**Figure 2. 2**  
**The Initial Appearance of The Application Cake**

## 2. Advantages and Disadvantages Of Cake Application

### a. Advantages

Simple to use: You may use the Cake program at any moment to fill your free time while learning English, and it's a great way for those of you

who wish to get better at the language. Additionally, contemporary features: are in line with the fast-advancing technological period of today. Impact the cake application's development. All of its features are engaging and up-to-date. By showcasing audio recordings, animated films, and podcasts produced by native speakers and featuring subtitles. Offers a wide variety of contextual practice questions. In addition, some words go along with the narration or dialogue. To improve hearing and pronunciation, there are also audio questions. Furthermore, individuals who use the cake for the first time within a week can subscribe for free by making use of the free trial function.

b. Disadvantages

Make sure the smartphone being used can adjust the cake application because it can only be used on smartphones and cannot be accessed through a laptop, PC, or the internet. The cake app is not available for free; consequently, users need to create an account to use it. They can create an account by logging in using their login, password, or smartphone device. In conclusion, the cake application is an online program that users must have access to (an internet connection) to utilize. Users must also guarantee that their smartphone is always connected to the internet and receiving a signal.

### **3. Procedures For Using The Cake Application**

- a. Get the Cake app for free from the App Store (PlayStore).
- b. You can register by your Google account or by entering your username and password to log in.
- c. Next, choose the language you want to learn after selecting the user's

home tongue.

- d. Look for possibilities for topics (content) that are appropriate for the use skill level, such as selecting a topic related to listening skills.
- e. Listen to the selected video relating to the topic of listening skills
- f. After watching the video, take a practice quiz to assess your progress or achievement.

## **D. Theoretical Framework and Paradigm**

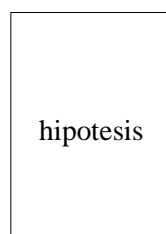
### **1. Framework**

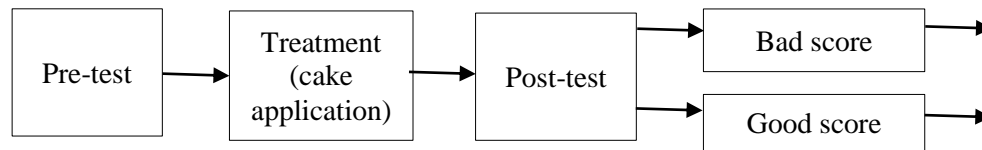
There are two variables in this research. The first variable is the independent variable (X) which is cake application and the second variable is the dependent variable (Y) which is listening ability. This section consists of media, methods and uses many strategies to achieve educational goals. This shows that learning ability is very important, and students benefit from practicing learning every day. cake is described as a modern, and easily accessible application. cake allows students to learn anywhere and anytime they want, which helps them improve their understanding and critical thinking skills. Based on this statement, the researcher assumes that the use of cake application is effective on students' listening skills.

### **2. Paradigm**

Based on the theoretical framework above, the researcher describes the paradigm as follows:

**Figure 2. 2**  
**The Paradigm of Research**





Referring to the paradigm above, it can be seen that if the pre-test test gets a bad score results. Then given treatment using cake application and the results of the student's post-test good score, there is a positive and significant effectiveness of using cake application on student English listening skills. Conversely, if the pre-test result is a good score and the post-test is a bad score, there is no positive and significant effectiveness of using cake application on student English listening skills.

## E. Hypothesis

Jhon argues about quantitative hypotheses, defined as predictions that researchers make about the expected relationships between variables, and hypothesis testing using statistical procedures where researchers conclude the population.<sup>23</sup>

### 1. Theoretical Hypothesis

#### a. Null hypothesis (Ho)

There is no positive and significant effectiveness of using cake apps on students' English listening skills at MTs N 1 East Lampung.

#### b. Alternative hypothesis (Ha)

There is a positive and significant effectiveness of using cake apps on students' English listening skills at MTs N 1 East Lampung.

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<sup>23</sup> John W. Creswell, "Research Design Qualitative, Quantitative, And Mixed Method Approaches Third Edition," In *The United States Of America*, 2019, 132, <https://doi.org/10.4324/9781003411505-2>.

## 2. Hypothesis test

- a. If ( $F \text{ count} > F \text{ table}$ ), then ( $H_0$ ) is rejected, and ( $H_1$ ) is accepted.
- b. If ( $F \text{ count} < F \text{ table}$ ), then ( $H_0$ ) is accepted, and ( $H_1$ ) is rejected.
  - Significant level:  $\alpha = 0,05$
  - Statistical Test: using SPSS

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Researchers use specific research designs in conducting their investigations. Donal Ary et al. explained three categories of experimental designs, namely pre-experimental, true experimental, and quasi-experimental.<sup>24</sup> In this study employs a quasi-experimental research design. A quasi-experimental design is an experimental approach that does not involve random assignment of participants but still includes the grouping of subjects for comparison purposes.

This research was conducted to determine the effectiveness of using the cake application on students' listening skills. By collecting data and measuring it using computers or mathematical statistics, a quantitative approach is used to study phenomena methodically. The assumption is that researchers can build valid and reliable research in data collection and analysis to answer research questions or test quantitative research hypotheses, according to Yusawinur et al.<sup>25</sup>

This study focuses on the significance of two variables, namely the independent variable (X) and the dependent variable (Y), which is used to determine the relationship between the two variables. This study includes two variables, namely the application of cake learning, as an independent variable

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<sup>24</sup> Donal Ary, *Introduction To Research In Educational* ((Usa: Wadsworth. Cengage Learning), 2010).

<sup>25</sup> Yusawinur Barella Et Al., "Quantitative Methods In Scientific Research," *Jurnal Pendidikan Sosiologi Dan Humaniora* 15, No. 1 (2024): 281, <https://doi.org/10.26418/J-Psh.V15i1.71528>.

(X) to determine whether the application affects the dependent variable (Y), namely listening skills. this research was conducted at MTs N 1 LAMPUNG TIMUR. In this study, 62 students from class VII A and VII E in the academic year 2024-2025 were studied.

## **B. Operational Definitions of Variables**

Operational definition of this research variable as follows:

### **1. Independent Variable**

Independent variable was the major variable which hoped to investigate. independent variables are the variables chosen to be measured by the researcher. The independent variable in this research is the cake application as variable x.

### **2. Dependent variable**

Dependent variable was a kind of variable that depends on the independent variable; they were the outcomes or results of influence of the independent variable. The independent variable in this research is the listening skill as variable Y.

## **C. Population, Sample, and Sample Technique**

### **1. Population**

The most important aspect of this research is the population. Population is the entire topic or subject that is the focus of the research. Populations can consist of individuals, objects, or other natural entities. This study involved seventh-grade students of MTs N 1 Lampung Timur. Consists

of nine classes with a total of 302 students.

## **2. Samples**

A sample is a part of the population that is used as a source of data. However, Sample refers to a smaller proportion selected by the researcher for investigation and analysis. The sample of this study used two groups: experimental and control. the experimental group consisted of 31 students who used the cake application, and the control group consisted of 31 students who did not receive the treatment.

## **3. Sampling Technique**

Sampling is obtained through sampling techniques. In his research, researchers used cluster random sampling. because Cluster random sampling is a sampling technique where the population is divided into several groups (clusters), and then several groups are randomly selected to become research samples. therefore class VII A as the experimental class and class VII E as the control class.

## **D. Data Collecting Technique**

Researchers utilize data-gathering techniques as part of a systematic data collection procedure. The data collected will later be analyzed to strengthen the credibility of the research results.<sup>26</sup> Some data collection techniques that are often used in research include:

### **1. Pre-Test and Post-Test**

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<sup>26</sup> Ardiansyah, Risnita, And M. Syahrani Jailani, "Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif Dan Kuantitatif," *Ihsan : Jurnal Pendidikan Islam* 1, No. 2 (2023): 1–9, <https://doi.org/10.61104/Ihsan.V1i2.57>.



- a. A pre-test was administered before the students received any instruction or treatment. This test was conducted to measure the students' understanding of listening skills. The pre-test was given to both the experimental class and the control class. The test required students to write answers to complete blanks in a text. In this case, the researcher instructed the students to listen to a native speaker's voice and complete ten fill-in-the-blank questions based on the text titled "*My Family at Home*."
- b. The post-test was conducted as a form of evaluation to measure students' ability or understanding of the material that has been explained after being given treatment in this study. In addition, the post-test is carried out to obtain the final value or final competence possessed by students on learning outcomes. The post-test questions given are the same as the questions given during the pre-test, where the tests given require written answers to complete the blanks in the text. In this case, the researcher will instruct students to listen to the voice of native speakers. In the end, the researcher refers to the final results of the test by finding the difference between the pre-test and post-test scores in the control class that was not given the treatment and the experimental class that was given the treatment using the Cake application.

## **2. Observation**

Observation is the activity of observing or reviewing an object or process carefully and directly at the research location. Observation is

carried out to obtain the information needed, understand knowledge about a phenomenon, prove the truth of a research design, and obtain detailed information about MTs N 1 Lampung Timur school.

### **3. Documentation**

Documentation can help researchers to describe field conditions and add clarity to the research. Documents that can be used in research include photos, videos, and others.

- a. Documentation of the condition of teachers, Education Personnel and Students.
- b. The researcher used documentation to collect detailed information about the listening skills of MTs N 1 Lampung Timur students obtained from the English teacher.

### **E. Research Instrument**

The instruments used in this study are the use of cake applications and practice questions, in this study using supporting tools such as speakers, cellphones, books and stationery. practice questions given in the form of written answers where students are asked to complete the overlapping parts of the dialog by playing the native speaker audio that has been provided by the researcher. The questions given by the researcher adjusted the characteristics of students at the seventh grade level. So, all pre-test and post-test questions have the same level and number based on the same level of difficulty. However, the pre-test instrument is different from the post-test instrument. Each question is worth 10 points, so if students answer all questions correctly,

they will get a score of 100.

## **F. Data Analisis Technique**

To investigate whether there is a significant effect of using cake application as an interactive learning media to improve students' Listening skill in English. The researcher will use sample T-Test through SPSS to analyze the pre-test and post-test data. Normality test is needed to know whether the data is normally distributed or not. After the normality test, the homogeneity test is needed to find out whether the data is homogeneous or not, then proceed to test the hypothesis.

### **1. Normality test**

The purpose of this normality test is, to determine whether the data comes from a normally distributed population or not. The data selected for this normality test are pre-test and post-test data. Uji normalitas Shapiro-wilk.

- a. Significant level:  $\alpha = 0,05$
- b. Statistical Test : using SPSS
- c. Testing criteria : if the calculated sig value  $> \alpha$  then  $H_0$  is accepted

### **2. Homogeneity**

The homogeneity test is a test conducted to test whether the variance of student ability data when doing the pre-test is the same as the post-test or not. This homogeneity test can be seen from the results of the experimental class and control class.

- a. Significant level:  $\alpha = 0.05$

- b. Statistical Test : Using SPSS
- c. Testing criteria: if the calculated sig value  $> \alpha$  then  $H_0$  is accepted

### **3. Hypothesis test**

Based on the previous explanation that the normality and homogeneity the researcher used a t-test by independent t-test for the hypothetical test.

- a. Signifikan level:  $\alpha = 0,05$
- b. Statistical test : Using SPSS
- c. Testing criteria : if the calculated sig value  $> \alpha$  then  $H_0$  is rejected.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISSCUSSION**

#### **A. Research Result**

##### **1. Description of research location**

###### **a. The Location of Mts N 1 Lampung Timur**

MTs Negeri 1 East Lampung is located at Jl. KH Dewantara 38B, Bandarrejo Village, Batanghari Subdistrict, East Lampung Regency, Lampung Province. This school is accredited with an A rating (excellent). MTs Negeri 1 East Lampung offers various extracurricular and academic activities. These include scouting, Red Cross Youth (PMR), Islamic Spirituality Club (Rohis), marching band, Taekwondo, badminton, English Club, and many others. In addition, other extracurricular activities such as futsal, volleyball, and pencak silat are also available. These extracurricular programs aim to support the development of students' interests and talents.

###### **b. Vision and Mission of MTs N 1 Lampung Timur**

###### **1) Vision**

The realisation of a madrasa that excels in academic and non-academic fields based on faith and piety and has an environmental perspective.

###### **2) Mission**

The mission of MTs N 1 Lampung Timur are as follows :

- a) To conduct learning and guidance in a structured, effective, and efficient manner.

- b) To enhance the professionalism of teachers and staff.
- c) To improve the quality and quantity of facilities and infrastructure.
- d) To foster a sense of pride among teachers, staff, and students towards MTsN 1 Lampung Timur.
- e) To nurture students' steady faith and commitment to worship.
- f) To shape students with Islamic values and behavior.
- g) To build students' confidence to behave in a disciplined, honest, and noble manner, in line with the cultural values of the nation.
- h) To develop and promote a strong commitment to environmental stewardship.

**c. Students Data MTs N 1 Lampung Timur**

In the 2024/2025 academic year, MTs N 1 Lampung Timur has a total of 303 student registrations. Among them, 164 are female students and 139 are male students. The table below shows the distribution of students in grade 7 at MTs N 1 Lampung Timur :

**Table 4.1**

The total students of MTs N 1 Lampung Timur in Academic Year 2024/2025

No	Number of Class			Totals
	7	8	9	
1	303	283	277	863

## 2. Description of research data

### a. The Students Pre-Test Result of VII A

The researcher conducted a pre-test on Monday, 10<sup>th</sup> February, 2025. This was done to find out students' knowledge about English Listening skills without the CAKE application. The experimental class pre-test results for the students are as follows:

**Table 4. 2**  
The Pre-Test of Experimental Class of the students' Listening skill

No	Name of Students	Score
1	A	50
2	ANF	50
3	AVBNH	55
4	ANH	55
5	ACD	55
6	AK	60
7	AAA	50
8	AK	60
9	CAAD	55
10	DNN	55
11	FA	55
12	FAR	75
13	HNC	50
14	KPAZ	70
15	KSM	75
16	LWR	70
17	LRN	65
18	MFMAT	65
19	MFH	50
20	MARS	70
21	MMAF	60
22	MGA	60
23	NZ	70
24	NJN	70
25	OZ	60
26	RDMP	50
27	SAP	50
28	SAS	50

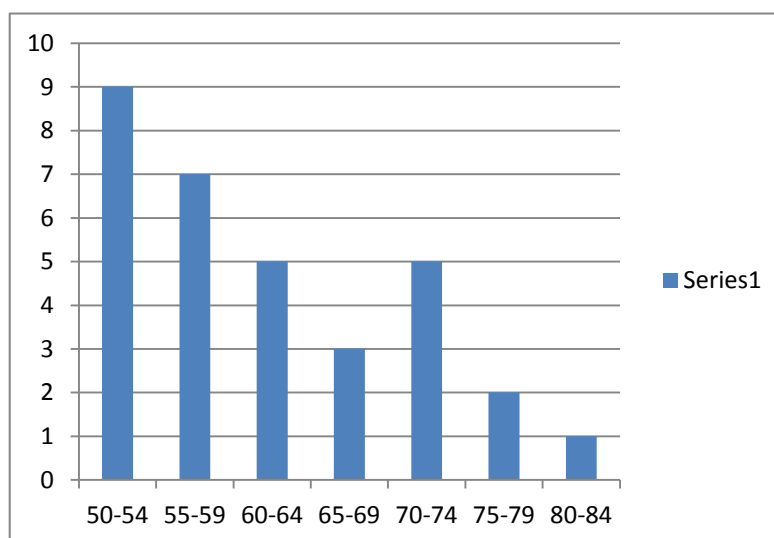
29	TXA	65
30	TNC	80
31	YH	55
	Total	1860
	Average of the students' score	60

This pre-test was attended by 31 students. The highest score was 75 and the lowest score was 50 with a total score of 1860 and an average of 60. The following is the data on the experimental class pre-test results :

**Table 4. 3**  
The Pretest Result of Experimental Class

No	Score	frequency	Percentage %
1	$\geq 75$	3 students	10%
2	$< 75$	28 students	90%
	Total	31 students	100%

**Figure 4. 2**  
Diagram of Pre-Test Experimental Class Results



Based on the frequency distribution graph above, the results of student scores on the pre-test (experimental class) show that 9 students



scored between 50-54, 7 students scored between 55-59, 5 students scored between 60-64. In addition, 3 students scored between 65-69, 5 student score between 70-74, 2 students scored between 75-79, and only 1 students scored between 80-84. The results of the data show that student achievement in the pre-test (experimental class) is less than satisfactory.

**b. The Students Pre-test Result of VII E**

The pre-test was conducted on Monday, 10<sup>th</sup> February, 2025. Researchers conducted a pre-test to measure students' listening skills before giving a post-test. The results of the pre-test score can be identified as follows:

**Table 4. 4**  
The Pre-Test of Control Class of the students' Listening skill

No	Name of Students	Score
1	ABH	40
2	APA	40
3	ASW	40
4	APSI	40
5	AA	40
6	ADN	50
7	AAAAN	50
8	AFF	45
9	AAA	45
10	APA	45
11	BI	45
12	CFPD	55
13	DNK	55
14	ERS	60
15	FIRR	65
16	GIK	65
17	HAS	65
18	HF	65
19	HAP	45
20	IPDP	45
21	KFL	50
22	KH	50
23	SFM	60
24	MZDP	60
25	MZP	55
26	MA	50
27	MHAT	40
28	MHA	40
29	NNA	40
30	NZI	40
31	RER	50
	Total	1535
	Average of the students' score	49,51

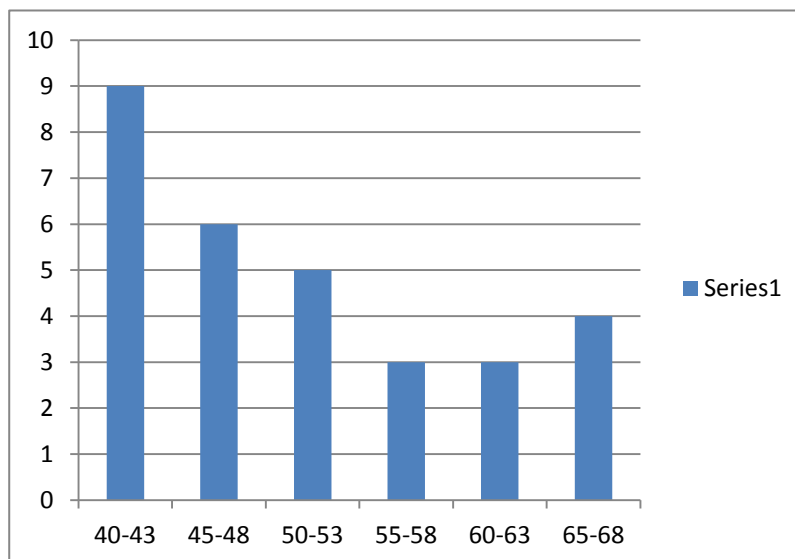
This pre-test was attended by 31 students. The highest score was 65 and the lowest score was 40 with a total score of 1535 and an average

of 49,51. The following is the data on the experimental class pre-test results :

**Table 4. 5**  
The Pretest Result of Experimental Class

No	Score	frequency	Percentage %
1	$\geq 75$	0 students	0%
2	$< 75$	31 students	100%
	Total	31 students	100%

**Figure 4. 3**  
Diagram of Pre-Test Control Class Result



Based on the frequency distribution graph above, the results of student scores on the pre-test (control class) show that 9 students scored between 40-43, 6 students scored between 45-48, 5 students scored between 50-53. In addition, 3 students scored between 55-58, 3 student score between 60-63, and only 4 students scored between 65-68. The results of the data show that student achievement in the pre-test (control class) is less than satisfactory.

#### c. The Students Post-Test Result of VII A

After the researchers conducted the pre-test, on Monday, 10<sup>th</sup> March, 2025. The researcher distributed the post-test. Before the researcher gave the post-test, the researcher asked students to study with a cake application with a listening theme. In addition, researchers gave a post-test to compare students' listening skills before and after treatment. The results of the post-test of experimental class students can be identified as follows:

**Table 4. 6**  
The Post-Test of Experimental Class of the students' Listening skill

No	Name of Students	Score
1	A	50
2	ANF	50
3	AVBNH	75
4	ANH	80
5	ACD	70
6	AK	85
7	AAA	55
8	AK	60
9	CAAD	60
10	DNN	65
11	FA	70
12	FAR	70
13	HNC	70
14	KPAZ	70
15	KSM	80
16	LWR	85
17	LRN	60
18	MFMAT	60
19	MFH	75
20	MARS	75
21	MMAF	75
22	MGA	75
23	NZ	75
24	NJN	90
25	OZ	80
26	RDMP	80
27	SAP	75
28	SAS	80
29	TXA	80
30	TNC	90

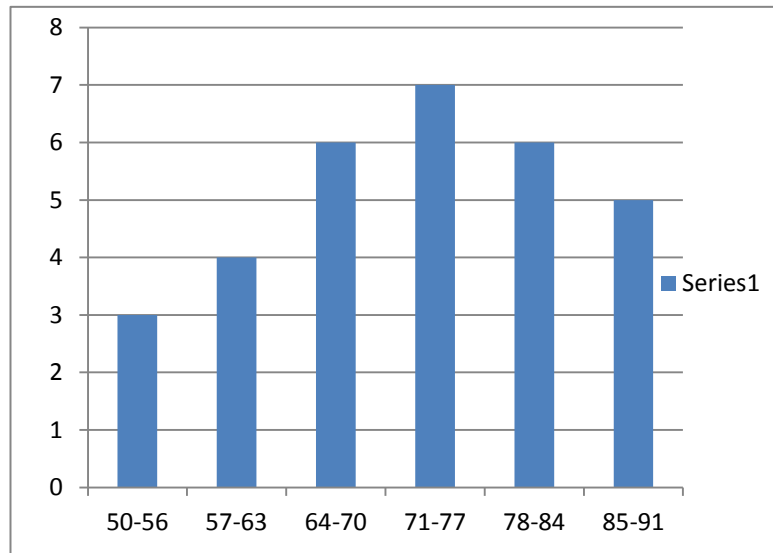
31	YH	85
	Total	2250
	Average of the students' score	72,58

This pre-test was attended by 31 students. The highest score was 90 and the lowest score was 50 with a total score of 2250 and an average of 72,58. The following is the data on the experimental class pre-test results :

**Table 4. 7**  
The pre - test result of control class

No	Score	frequency	Percentage %
1	$\geq 75$	17 students	55%
2	$< 75$	15 students	45%
	Total	31 students	100%

**Figure 4. 4**  
Diagram of Post-Test Experimental Class Result



Based on the frequency distribution graph above, the results of student scores on the post-test (cexperimental class) show that 3 students scored between 50-56, 4 students scored between 57-63, 6 students scored between 64-70. In addition, 7 students scored between 71-77, 6 student score between 78-84, and only 5 students scored between 85-91. The results of the data show that student achievement in the pre-test (control class) is less than satisfactory.

**d. The Student Post-Test Result of VII E**

The post-test was conducted on Monday, 10<sup>th</sup> March, 2025. The post-test scores can be identified as follows:

**Table 4. 8**

The Post-Test of Control Class of the students' Listening

No	Name of Students	Score
1	ABH	30
2	APA	30
3	ASW	40
4	APSI	40
5	AA	40
6	AND	40
7	AAAAN	50
8	AFF	45
9	AAA	40
10	APA	75
11	BI	50
12	CFPD	50
13	DNK	65
14	ERS	55
15	FIRR	55
16	GIK	50
17	HAS	50
18	HF	50
19	HAP	50
20	IPDP	50
21	KFL	60
22	KH	60
23	SFM	60
24	MZDP	75
25	MZP	60
26	MA	60
27	MHAT	60
28	MHA	65
29	NNA	65
30	NZI	70
31	RER	65
	Total	1655
	Average of the students' score	53,38

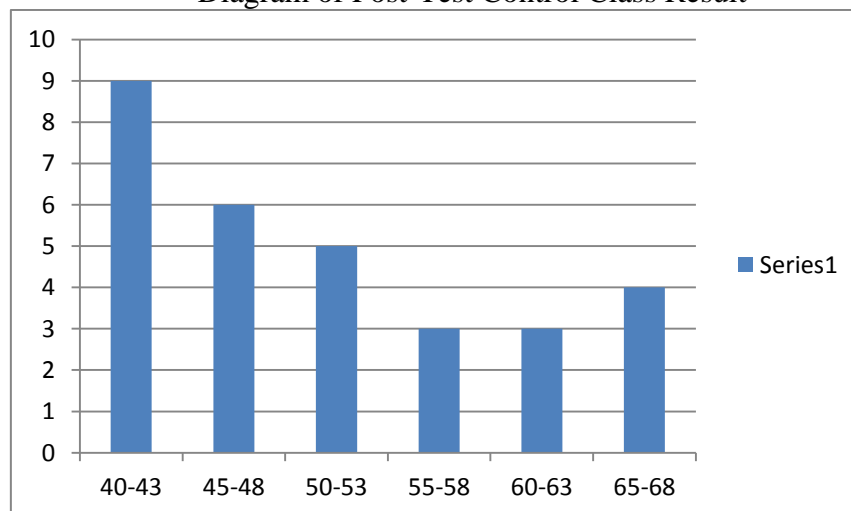
This pre-test was attended by 31 students. The highest score was 75 and the lowest score was 30 with a total score of 1655 and an average

of 53,38. The following is the data on the experimental class pre-test results :

**Table 4. 9**  
The post-test result of experimental class

No	Score	frequency	Percentage %
1	$\geq 75$	2 students	6%
2	$< 75$	29 students	94%
	Total	31 students	100%

**Figure 4. 5**  
Diagram of Post-Test Control Class Result



Based on the frequency distribution graph above, the results of student scores on the post-test (control class) show that 9 students scored between 40-43, 6 students scored between 45-48, 5 students scored between 50-53. In addition, 3 students scored between 55-58, 3 student score between 60-63, and only 4 students scored between 65-68. The results of the data show that student achievement in the pre-test (control class) is less than satisfactory.

### 3. Hypothesis Testing

#### a. Normality test



In this study, a normality test was carried out to determine whether there was the data obtained is normally distributed or not. In this study, the normality test carried out was the Liliefors normality test with the data being normally distributed. The following table displays the results of the normality test:

**Table 4. 10**  
**The Normality Test Result**

	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Listening	Experimental	.169	31	.024	.943	31	.099
	Control	.132	31	.181	.959	31	.274

Lilliefors Significance Correction

Based on the results of the table regarding the test of normality it is known that in the *Kolmogorov-Smirnov* in the experimental class data obtained sig. 0,024, for class control obtained 0,181. In the *Saphiro-Wilk* test for experimental class data obtained 0,099 and for control class data got 0,274. Test results *the normality* of the experimental data and the control data significance value is more than 0.05. Hence, the data from this research is all distributed normal.

#### **b. Homogeneity Test**

After analyzing the normality of the data, the research continued with calculate homogeneity analysis. This homogeneity analysis is statistical in nature, with the name of the population being calculated having to be homogeneous, so that the measurement results are valid and accurate. The following table displays the results of the Homogeneity test:

**Table 4. 11**  
**The homogeneity Test Result**

		Levene Statistic	df1	df2	Sig.
Listenin g	Based on Mean	.381	1	60	.540
	Based on Median	.470	1	60	.496
	Based on Median and with adjusted df	.470	1	59.891	.496
	Based on trimmed mean	.415	1	60	.522

Based on result of homogeneity test, it can be seen that significant value based on mean was .540. The standard value is  $\alpha = > 0.05$ . It means that the variance of the data is homogenous.

### **c. Independent sample t-test**

The next final step for researchers is analyzing the data, namely carry out a hypothesis test or independent sample test to find out whether there is a significant increase between the class that was treated using the Cake application and the class that was not treated. The SPSS results of the Independent Sample T-test are as Follows:

**Table 4. 2**  
**Independent sample t-test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Listening	Equal variances assumed	.381	.540	6.687	60	.000	19.194	2.870	13.452	24.935
	Equal variances not assumed			6.687	59.537	.000	19.194	2.870	13.451	24.936

The results of the Independent Sample t-Test show that the significance value is  $0.00 < 0.05$ . This indicates that there is a significant difference in the listening scores between the students who used the Cake application (experimental class) and those who did not (control class). Therefore, it can be concluded that the use of the Cake application is effective in improving students' English listening skills at MTs N 1 East Lampung.

## **B. Discussion**

### **1. The Result of Pre-Test and Post-Test**

The purpose of conducting the pre-test and post-test was to measure the effectiveness of the Cake application in enhancing students' listening skills. The results indicated a significant difference in students' performance between the experimental and control classes. In the pre-test, both classes showed low average scores. The experimental class had an average score of 60, while the control class had an even lower average score of 49.51.

After the treatment using the Cake application, the post-test scores in the experimental class significantly improved to an average of 72.58. In contrast, the control class only showed a slight increase to 53.38. This result indicates that the students in the experimental group benefited more from the learning process. The engaging and authentic input provided by the Cake application contributed to the improvement in their listening comprehension.

## **2. The Result of Hypothetical Test**

The hypothesis testing in this study was conducted using the Independent Sample t-Test to determine whether the difference in students' listening skills between the experimental and control classes was statistically significant. The results showed that the Sig. (2-tailed) value was 0.000, which is lower than 0.05, indicating a statistically significant difference in the listening scores of the two classes. Therefore, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. This means that there is a positive and significant effect of using the Cake application on students' English listening skills.

Based on the results of research conducted by Hardiyanti, in her research entitled "The effectiveness of Cake application for student's listening comprehension in MTsN 2 Malang" it can be concluded that the use of Cake application is effective in improving students' English listening skills. The study, which used a Quasi-Experimental design using pre-test and post-test,

showed a significant difference in students' scores before and after treatment in the experimental class. Statistical test using T-Test: Two-sample assuming equal variances shows that the t-value (-1.726) is smaller than the t-table (2.682), which means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. Therefore, the Cake app is considered practical and recommended as a learning medium to improve students' English listening skills.<sup>27</sup>

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<sup>27</sup>Elysa Hardiyanti, “*The Effectiveness Of Cake Application For Students Listening Comprehension In Mtsn 2 Malang*” (Maulana Malik Ibrahim State Islamic University Malang Faculty Education Department, 2023).

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. Conclusion

Based on the research result, this research shows that the Cake Application is effective in helping students improve their listening skills in english. Initially, class VII A students obtained low scores on the pre-test, where only 3 student (10)% met the criteria, while 28 students (90%) received a failing score. However, after using the Cake Application and utilizing its video and audio features, students' listening skill improved. Based on data Post-test 17 students or 55% achieved the criteria and 15 students or 45% got a score fail in the post-test.

The result of independent sample t-test obtained sig. (2-tailed) of 0.000, which is below  $\alpha = 0.05$ . So, it means that the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_o$ ) is rejected. Therefore, the researcher concluded that Cake application is effective in Listening Skill at MTs N 1 East Lampung. Besides, students will also easily understand how native speakers speak just by listening to each sentence spoken

#### B. Suggestion

Based on the result of data analysis and conclusions of this research, the researcher also gives some suggestions for some elements related to this research, those are:

1. For the students

It is they can enhance their listening abilities through features such as conversations with native speakers, conversation simulations, and learning materials presented in audio and visual formats. These features provide opportunities to practice understanding English in a more interactive and practical way, thus improving their skills in comprehending conversations and audio content in English.

2. For the teachers

It is English teachers should develop new methods or engaging learning applications for teaching listening skills. This approach can help students enjoy the learning experience while remaining focused on the material. Additionally, the researcher recommends that teachers use baking apps to assist in teaching listening to students.

3. For other researchers

It is important to discover new teaching methods or strategies to implement their research in ways that surpass previous

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# APPENDICES

### MODUL AJAR BAHASA INGGRIS

No.	Komponen	Deskripsi/ Keterangan
1.	<b>Informasi Umum Perangkat Ajar</b>	
	Nama Penyusun Nama Institusi Tahun Pelajaran Jenjang Sekolah Kelas Alokasi waktu	Dara Tryantini MTs Negeri 1 Lampung Timur 2024/ 2025 Madrasa Tsanawiyah VII (Tujuh) 1 x 45 menit (2 kali pertemuan)
2.	<b>Tujuan Pembelajaran</b>	
	Capaian Pembelajaran (CP)	Pada akhir fase D, peserta didik mengenal kosakata dasar tentang aplikasi (misalnya ; download, install, login). Peserta didik dapat memahami kalimat sederhana tentang penggunaan aplikasi. Peserta didik mengidentifikasi suara dan intonasi dalam percakapan sederhana. peserta didik menerapkan kosakata dan kalimat dalam situasi nyata, dan memahami percakapan tentang topik terkait (seperti ; music dan podcast)
	Elemen/ Domain CP	Listening - speaking
	Tujuan Pembelajaran	<ul style="list-style-type: none"> <li>➤ Siswa dapat memahami instruksi dan percakapan dasar dalam bahasa inggris.</li> <li>➤ Siswa dapat mengidentifikasi kata-kata kunci dalam percakapan.</li> <li>➤ Siswa dapat meningkatkan listening skill dalam bahasa inggris.</li> </ul>

	Essential Questions	Beberapa pertanyaan pemantik: 1. <i>What do you use to practice listening skill?</i> 2. <i>What do you know about cake application?</i>
<b>3.</b>	<b>Profil Pelajar Pancasila</b>	
	Profil pelajar pancasila yang berkaitan	1. Mandiri. 2. Bernalar kritis dan kreatif.
<b>3.</b>	<b>Materi Ajar, Alat, dan Bahan</b>	
	Materi dan sumber pembelajaran	<b>Materi/ tema:</b> <ul style="list-style-type: none"> <li>➤ <i>Percakapan dasar (greeting, perkenalan, dan instruksi)</i></li> <li>➤ <i>Kosakata sehari-hari (makanan, minuman, dan aktifitas)</i></li> <li>➤ <i>Struktur kalimat sederhana</i></li> </ul> <b>Sumber Belajar:</b> <ul style="list-style-type: none"> <li>➤ Aplikasi Cake</li> <li>➤ Buku pelajaran bahasa inggris kelas 7</li> <li>➤ Sumber online (video, podcast, dll).</li> </ul>
	Fasilitas	<ul style="list-style-type: none"> <li>➤ Laptop, handphone</li> <li>➤ Speaker</li> <li>➤ Papan tulis, spidol dan penghapus</li> <li>➤ LKPD</li> </ul>
<b>4.</b>	<b>Model Pembelajaran dan Strategi Pembelajaran</b>	
	Model Pembelajaran yang digunakan	<ul style="list-style-type: none"> <li>➤ Ceramah</li> <li>➤ Tanya jawab</li> </ul>

		➤ Diskusi
<b>5.</b>	<b>Alur Kegiatan Pembelajaran</b>	
	<b>Pendahuluan</b>	
	1) Guru memberikan salam pembuka dan meminta salah satu siswa (dengan komunikasi bahasa target= Inggris) untuk memimpin do'a dalam memulai pembelajaran 2) Mengkondisikan kelas untuk memulai pembelajaran. 3) Guru menanyakan kabar peserta didik dan memeriksa kehadiran 4) <i>Ice breaking</i> 5) Guru menyampaikan tujuan yang ingin dicapai dalam proses pembelajaran	
	<b>Inti</b>	
	➤ Guru memberikan pertanyaan-pertanyaan pemantik yang membantu peserta didik menghubungkan informasi dengan <i>background knowledge</i> mereka. Berikut beberapa pertanyaan: ➤ <i>What do you use to practice listening skill?</i> ➤ <i>What do you know about cake application?</i>  ➤ Guru menjelaskan definisi, fungsi, dan manfaat menggunakan aplikasi cake. ➤ Guru memberikan instruksi dasar tentang cara menggunakan aplikasi. ➤ Siswa mendengarkan percakapan dasar melalui aplikasi cake. ➤ Guru memberikan siswa latihan listening. ➤ Siswa harus menjawab pertanyaan tentang percakapan yang didengarnya. ➤ Guru menginstruksi siswa untuk berdiskusi tentang topic yang terkait dengan percakapan. ➤ Guru mendorong siswa untuk menggunakan kosakata dan struktur kalimat yang telah dipelajari.	
	<b>Penutup</b>	
	1) Menyimpulkan poin-poin penting dari hal-hal yang dipelajari kegiatan pembelajaran yang telah dilakukan. 2) Melakukan tanya jawab untuk mengevaluasi kegiatan yang telah berlangsung	

	3) Menutup pembelajaran dengan membaca do'a.	
<b>6.</b>	<b>Asesmen</b>	
	Target penilaian	Individu (penilaian hasil tes listening)
	Jenis asesmen	Performa dan diagnosis kognitif (LKPD terlampir)

Mengetahui  
English Teacher

Novi Diana Mandawasa, S.Ag  
NIP. 197411232006042019

Metro, 6 January 2024  
Researcher

Dara Tryantini  
NPM. 2101051006

Mengetahui

Kepala sekolah



Udin, S.Ag., M.Pd.I

NPM. 21051519960310011

**Soal pre-test**

Name :

Class :

My family at home

My (1)\_\_\_\_\_ lives in a small house. It's simple but pretty. It has a large (2)\_\_\_\_\_, I like to work in the garden but my (3)\_\_\_\_\_ hates to work in the garden. She prefers to read. She (4)\_\_\_\_\_ in the morning, in the afternoon and at night. I gif all of the vegetables to mom and dad. The like to cook in our small kitchen. I Eat any (5)\_\_\_\_\_ but my sister east only a few. My family always (6)\_\_\_\_\_ and dinner together. We talk . We laugh. Then my sister washes the dishes. At night dad likes to Listen (7)\_\_\_\_\_. Mom works on the (8) \_\_\_\_\_. I watch television. And my sister reads. Soon we (9)\_\_\_\_\_. My parents to go bed late but my sister and i go to bed early. I'm ready go to sleep but my sister wants (10)\_\_\_\_\_.

**To keep reading, Garden, Sister, Family, Camputer, vegetable,  
Read, Go to bed, to music, breakfast,**

**Soal post-test (Daily Life)**

Name :

Class :

Hi, I'm Grace. (1)\_\_\_\_\_ starts early. Well, I'm a morning person. I wake up at 5:30 a.m. and take a moment to meditate. (2)\_\_\_\_\_ helps me start the day with a calm mind. Then, I go to the bathroom, brush my teeth, and Take a shower. After that, I get dressed in my favorite clothes, preferring to wear something comfortable. Then, I go to the dining room to (3)\_\_\_\_\_. When I get there, I always find my mom preparing breakfast for us in the kitchen. My parents and I have breakfast together, with fresh orange juice as my favorite drink.

After (4)\_\_\_\_\_, I check my timetable and get ready for school. I take the metro to school. The metro is very crowded in the morning. At school, we have different classes like science, math, and history. (5)\_\_\_\_\_ is my favorite subject because it helps me learn about the past and understand how things have changed over time. We have five periods of history a week.

At lunchtime, I (6)\_\_\_\_\_ with my friends at the school's cafeteria. We talk and laugh, and sometimes we share our food. In the (7)\_\_\_\_\_, I continue with my classes. When school is over, I go home. Once I arrive, if teachers have given us homework, I do it first as I want to finish early. Dinner is (8)\_\_\_\_\_. Mom always surprises Dad and me with a dessert at dinner. My favorite dessert is cheesecake. After dinner, I relax for a bit, either playing games or reading a book. I usually go to bed early, around 9 p.m. I change into my pajamas, brush (9)\_\_\_\_\_ and then get into bed and turn off the lights. I fall asleep quickly. However, I sometimes stay up late on weekends to watch my (10)\_\_\_\_\_.

**Favorite movies, My day, My teeth, Meditation, At 7 p.m, Afternoon,  
Have breakfast, Eat, History, Breakfast,**



## THE RESULT OF PRE-TEST

### Soal pre-test

Name : Muzacky gran A.

Class : VII-A.

### My family at home

My (1)\_\_\_\_\_ lives in a small house. It's simple but pretty. It has a large (2)\_\_\_\_\_, I like to work in the garden but my (3)\_\_\_\_\_ hates to work in the garden. She prefers to read. She (4)\_\_\_\_\_ in the morning, in the afternoon and at night. I gif all of the vegetables to mom and dad. The like to cook in our small kitchen. I Eat any (5)\_\_\_\_\_ but my sister east only a few. My family always (6)\_\_\_\_\_ and dinner together. We talk . We laugh. Then my sister washes the dishes. At night dad likes to Listen (7)\_\_\_\_\_. Mom works on the (8) \_\_\_\_\_. I watch television. And my sister reads. Soon we (9)\_\_\_\_\_. My parents to go bed late but my sister and i go to bed early. I'm ready go to sleep but my sister wants (10)\_\_\_\_\_.

10.	2	3	1	8
To keep reading,	Garden,	Sister,	Family,	Camputer,
5.	4	9	7	6
vegetable,	Read,	Go to bed,	to music,	breakfast,

## Soal post-test (Daily Life)

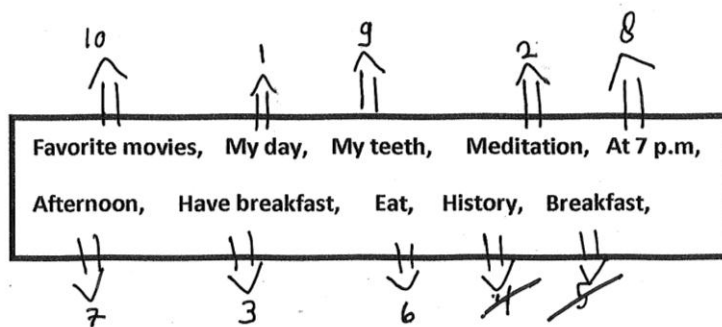
Name : FIKRI AINUR RASIDI

Class : VII[A]

Hi, I'm Grace. (1) my day starts early. Well, I'm a morning person. I wake up at 5:30 a.m. and take a moment to meditate. (2) Meditation helps me start the day with a calm mind. Then, I go to the bathroom, brush my teeth, and Take a shower. After that, I get dressed in my favorite clothes, preferring to wear something comfortable. Then, I go to the dining room to (3) \_\_\_\_\_. When I get there, I always find my mom preparing breakfast for us in the kitchen. My parents and I have breakfast together, with fresh orange juice as my favorite drink.

After (4) \_\_\_\_\_, I check my timetable and get ready for school. I take the metro to school. The metro is very crowded in the morning. At school, we have different classes like science, math, and history. (5) \_\_\_\_\_ is my favorite subject because it helps me learn about the past and understand how things have changed over time. We have five periods of history a week.

At lunchtime, I (6) \_\_\_\_\_ with my friends at the school's cafeteria. We talk and laugh, and sometimes we share our food. In the (7) \_\_\_\_\_, I continue with my classes. When school is over, I go home. Once I arrive, if teachers have given us homework, I do it first as I want to finish early. Dinner is (8) \_\_\_\_\_. Mom always surprises Dad and me with a dessert at dinner. My favorite dessert is cheesecake. After dinner, I relax for a bit, either playing games or reading a book. I usually go to bed early, around 9 p.m. I change into my pajamas, brush (9) \_\_\_\_\_ and then get into bed and turn off the lights. I fall asleep quickly. However, I sometimes stay up late on weekends to watch my (10) Favorite movies.



B = 8

## Soal pre-test

Name : Zaky Oivan Prasetyo

Class : TE

## My family at home

My (1) family lives in a small house. It's simple but pretty. It has a large (2) Garden. I like to work in the garden but my (3) Sister hates to work in the garden. She prefers to read. She (4) reading in the morning, in the afternoon and at night. I give all of the vegetables to mom and dad. They like to cook in our small kitchen. I eat any (5) vegetables but my sister eats only a few. My family always (6) has and dinner together. We talk. We laugh. Then my sister washes the dishes. At night dad likes to listen (7) to music. Mom works on the (8) computer. I watch television. And my sister reads. Soon we (9) go to bed. My parents go to bed late but my sister and I go to bed early. I'm ready to go to sleep but my sister wants (10) to keep reading.

To keep reading, Garden, Sister, Family, Computer,  
vegetable, Read, Go to bed, to music, breakfast,

## Soal post-test (Daily Life)

Name : human azmi syauqi

Class : VIII

Hi, I'm Grace. (1) Meditation starts early. Well, I'm a morning person. I wake up at 5:30 a.m. and take a moment to meditate. (2) My day helps me start the day with a calm mind. Then, I go to the bathroom, brush my teeth, and take a shower. After that, I get dressed in my favorite clothes, preferring to wear something comfortable. Then, I go to the dining room to (3) Have breakfast. When I get there, I always find my mom preparing breakfast for us in the kitchen. My parents and I have breakfast together, with fresh orange juice as my favorite drink.

After (4) Breakfast I check my timetable and get ready for school. I take the metro to school. The metro is very crowded in the morning. At school, we have different classes like science, math, and history. (5) Art is my favorite subject because it helps me learn about the past and understand how things have changed over time. We have five periods of history a week.

At lunchtime, (6) History with my friends at the school's cafeteria. We talk and laugh, and sometimes we share our food. In the (7) Afternoon, I continue with my classes. When school is over, I go home. Once I arrive, if teachers have given us homework, I do it first as I want to finish early. Dinner is (8) At 7 p.m. Mom always surprises Dad and me with a dessert at dinner. My favorite dessert is cheesecake. After dinner, I relax for a bit, either playing games or reading a book. I usually go to bed early, around 9 p.m. I change into my pajamas, brush (9) my teeth, and then get into bed and turn off the lights. I fall asleep quickly. However, I sometimes stay up late on weekends to watch my (10) favorite movies.

Favorite movies, My day, My teeth, Meditation, At 7 p.m,  
Afternoon, Have breakfast, Eat, History, Breakfast,

B = 6

### The Documentation of Research Photos

#### ▪ Pre – Test



#### ▪ Treatment



#### ▪ Post – Test





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Nomor : 5708/In.28.1/J/TL.00/12/2024  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Ahmad Subhan Roza (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **DARA TRYANTINI**  
NPM : 2101051006  
Semester : 7 (Tujuh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE EFFECTIVENESS OF USING CAKE APPLICATION ON STUDENT ENGLISH LISTENING SKILL AT MTS N 1 EAST LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Desember 2024  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP 19880308 201503 1 006



2/5/2025

IZIN RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B-472/In.28/D.1/TL.00/01/2025  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MTs N 1 LAMPUNG  
TIMUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0471/In.28/D.1/TL.01/01/2025, tanggal 30 Januari 2025 atas nama saudara:

Nama : **DARA TRYANTINI**  
NPM : 2101051006  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA MTs N 1 LAMPUNG TIMUR bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs N 1 LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING CAKE APPLICATION ON STUDENT ENGLISH LISTENING SKILL AT MTS N 1 EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 30 Januari 2025  
Wakil Dekan Akademik dan  
Kelembagaan,



NIP

2/5/2025

SURAT TUGAS



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## SURAT TUGAS

Nomor: B-0471/In.28/D.1/TL.01/01/2025

Wakil Dekan Akademik dan Kelembagaan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **DARA TRYANTINI**  
NPM : 2101051006  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTs N 1 LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF USING CAKE APPLICATION ON STUDENT ENGLISH LISTENING SKILL AT MTS N 1 EAST LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 30 Januari 2025

Mengetahui,  
Pejabat Setempat



*Ag. M. Pd. I*  
4196031001

Wakil Dekan Akademik dan Kelembagaan,



NIP





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR  
MADRASAH TSANAWIYAH NEGERI 1 LAMPUNG TIMUR**

Jln. Ki. Hajar Dewantara 38 B.Banjarrejo Kec. Batanghari Lampung Timur Kode Pos 34181  
Email: [mtsnmetro@gmail.com](mailto:mtsnmetro@gmail.com) Website <https://www.mtsn1lampungtimur.com>

**SURAT IZIN RESEARCH**

Nomor: B.116/MTs.08.01/PP.005/02/2025

Menindak lanjuti surat dari Institut Agama Islam Negeri Metro, Falkutas Tarbiyah dan Ilmu Keguruan Nomor : B-472/In.28/D.1/TL.00/01/2025 tanggal 30 Januari 2025 tentang **Izin Research**, dengan ini Kepala Madrasah Tsanawiyah Negeri (MTsN) 1 Lampung Timur memberikan izin kepada :

Nama : **DARA TRYANTINI**

NPM : 2101051006

Jurusan : Tadris Bahasa Inggris

Untuk melaksanakan izin Research di MTsN 1 Lampung Timur dengan judul **"THE EFFECTIVENESS OF USING CAKE APPLICATION ON STUDENT ENGLISH LISTENING SKILL AT MTs N 1 EAST LAMPUNG"**.

Demikian Surat Izin Research ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.



Batanghari, 06 Februari 2025

Kepada



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

**NPP: 1807062F0000001**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507, Faks (0725) 47296, Website: [digilib.metrouniv.ac.id](http://digilib.metrouniv.ac.id), [perpustakaan@metrouniv.ac.id](mailto:perpustakaan@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-365/In.28/S/U.1/OT.01/06/2025**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : DARA TRYANTINI  
NPM : 2101051006  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051006.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 Juni 2025  
Kepala Perpustakaan,  
  
Aan Galroni, S.I.Pust.  
NIP.19920428 201903 1 009



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Telepon (0725) 41507, Faksimili (0725) 47296, Website [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id), e-mail [tarbiyah.ian@metrouniv.ac.id](mailto:tarbiyah.ian@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Dara Tryantini  
NPM : 2101051006  
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.  
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 03 Juni 2025

Ketua Program Studi TBI

  
Dr. Much Deiniatur, M.Pd.B.I.  
NIP. 198803082015031006

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## CURRICULUM VITAE



Dara Tryantini, researcher was born in Jaya Guna, East Lampung, Lampung on July 17, 2003. She is the third daughter of three children, from Mr. Damin and Mrs. Sri Ngatin. She lives in Block F 1, Jaya Guna, East Lampung. She attended kindergarten at TK PGRI Jaya Guna in 2007 and finished in 2009, then the researcher entered elementary school at SDN Jaya Guna in 2009 and finished in 2015, then entered junior high school at SMP N 2 Marga Tiga in 2015 and finished in 2018. After that, the researcher pursued upper secondary education at SMK Muhammadiyah 1 Marga Tiga in 2018 and finished in 2021. After that, the researcher continued his education at the State Islamic Institute (IAIN) Metro, Faculty of Tarbiyah and Teaching Sciences, Department of English Education (TBI) S1 in 2021 to obtain a bachelor's degree.