

## **STUDENTS' PERCEPTIONS OF CAKAP APPLICATION AS A TOOL FOR LEARNING ENGLISH SPEAKING SKILLS**

**Siti Qomariyah<sup>1</sup>, Abdul Aziz Wahab<sup>2</sup>, Achmad Kholili<sup>3</sup>**

<sup>1</sup>Universitas Islam Zainul Hasan Genggong

\*Email : qomariyahsiti153@gmail.com

<sup>2</sup>Universitas Islam Zainul Hasan Genggong

Email : abdazizwahab65@gmail.com

<sup>3</sup>Universitas Islam Zainul Hasan Genggong

Email : achmadkholili93@gmail.com

### **ABSTRACT**

*The effective teaching of English speaking skills requires proficient tools that aid students in exploring vocabulary, forming sentences, and engaging in dialogue. The Cakap application, an educational technology startup from Indonesia, offers a platform focused on two-way online education. This research aims to evaluate student perceptions of using the Cakap application as a tool to enhance English speaking abilities, specifically among students at Arrofi'iyah Semampir Probolinggo High School. The study employed a case study method involving students from SMAI Ar-Rofi'iyah in Semampir Village, Kraksaan District, Probolinggo Regency. Data collection methods included observation and, in-depth interviews. The findings indicate that students have a positive perception of the Cakap application, recognizing its potential to improve their English speaking skills. Based on these results, it is recommended that SMAI Ar-Rofi'iyah integrate the Cakap application into their curriculum to make learning more engaging and effective in enhancing students' English speaking proficiency.*

Keyword : *Speaking English, Cakap application, Learning English*

### **INTRODUCTION**

Education is a universal process in human life, pervasive across time and place. It serves to civilize individuals by imparting knowledge and skills, thereby fostering personal growth. Its significance for national advancement is underscored in Islamic teachings. English proficiency, especially fluency, is a coveted goal for learners worldwide. Speaking skills are particularly prized among English as a Foreign Language (EFL) learners in Indonesia. English, alongside Bahasa Indonesia, holds critical importance across social, cultural, economic, political, and educational domains in contemporary Indonesia. English proficiency is essential for Indonesian students, especially at the senior high school level and beyond, enabling competitiveness in higher education and professional arenas in this digital age. Despite the availability of digital applications for enhancing English skills, challenges hinder

optimal skill development across the four language competencies: reading, writing, listening, and speaking (Chaer, 2003:45-46; Tarigan, 2008). In Indonesia, education spans primary, secondary, and tertiary levels, comprising elementary and junior or senior high school (Hafid, et al., 2014:184). The adoption of the Cambridge curriculum, particularly in English education, is a pivotal effort to enhance educational quality. Globally, over 10,000 schools across 160 countries have embraced this curriculum, with the Cambridge Primary serving as its foundational level. Implemented in 90 countries and over 950 schools worldwide, including 192 in Indonesia, this curriculum underscores Jakarta's 84 schools, East Java's 34, and West Java's 17 (CNN Indonesia, 2016). According to Eaton (2010:35), in the year 2000, there were approximately one billion students studying English, but over the following decade, this number doubled. This data reflects a significant increase in English language learning, reaching its peak in 2010.

Language learning encompasses both receptive (listening, reading) and productive (speaking, writing) skills, crucial for effective communication (Chaer, 2003; Tarigan, 2008). Language serves as a vital tool for accurate and clear information exchange in societal interactions (Adolf Hualai, 2017; Gorys Keraf, 1994). Educators play a crucial role in facilitating language acquisition, particularly in elementary education, where effective approaches are pivotal. The globalized context emphasizes English proficiency as a competitive advantage in the free market (Handayani, 2016:103). The EF English Proficiency Index (EF EPI) highlights global variations in English proficiency, influencing educational strategies worldwide. Overcoming student reluctance in foreign language learning involves innovative teaching methods, such as gamification, to engage students effectively. In teaching English speaking skills, applications like Cakap offer interactive platforms for vocabulary exploration, sentence formation, and dialogue practice (Aisyah, et al., 2014). Cakap, recognized as Indonesia's leading interactive learning app in 2019 with over 3 million users, facilitates online education and vocational skill enhancement through its Upskill program.

There are three previous studies on the use of applications in English language learning. The first study by Ravindran et al. (2022) examined the use of social media to enhance EFL speaking skills during the pandemic. Based on this research, it was found that social media is beneficial in developing speaking skills, with an emphasis on considering students' cultural backgrounds. The advantages of this study include its relevance to current conditions, the use of a modern approach through social media, a focus on students' cultural backgrounds, and empirical data providing concrete evidence of the method's effectiveness. However, this study

also has drawbacks such as limited generalizability of results, the complexity of measuring speaking skill improvement, sample limitations, and potential technology bias.

The second study by Gonulal (2020) focused on the use of mobile applications to improve EFL students' speaking skills. The results of this study showed that mobile applications provide an interactive and flexible learning environment, significantly enhancing students' speaking abilities. The benefits include the flexibility and interactivity of mobile applications, allowing students to learn anytime and anywhere. The use of mobile applications has been proven to significantly improve EFL students' speaking skills. Additionally, mobile applications are easily accessible to students, enabling more consistent and sustainable learning. This study also integrates modern technology into learning, making it relevant to current educational needs. However, this study also has some limitations. If the sample size is limited, the results may not be generalizable to a broader population. Dependence on technology can be problematic if students do not have adequate access to devices or the internet. Learning through mobile applications may offer fewer opportunities for direct face-to-face interaction, which is crucial in developing speaking skills. Moreover, the quality of the mobile applications used can vary, affecting overall student learning outcomes.

Thirdly, the study by König et al. (2020) focused on analyzing the use of digital platforms to facilitate EFL learning during school closures due to COVID-19. The results indicated that digital platforms play a crucial role in maintaining language learning continuity and enhancing speaking skills. Digital platforms are essential in ensuring the continuity of language learning, allowing students to continue their education even when schools are closed. The use of digital platforms has proven effective in improving EFL students' speaking skills, providing more frequent practice and feedback opportunities. Additionally, digital platforms enable students to access learning materials anytime and anywhere, offering greater flexibility in the learning process. This study demonstrates how modern technology can be effectively integrated into learning, making it relevant to current and future educational needs. However, this study also reveals several drawbacks. Dependence on technology can be an issue if students do not have access to adequate devices or a stable internet connection, which can hinder the learning process. Learning through digital platforms may offer fewer opportunities for direct face-to-face interaction, which is important in developing speaking skills and other social aspects. Moreover, the quality of the digital platforms used can vary, affecting students' learning outcomes. Inadequate platforms may not provide an optimal learning experience. The readiness and ability of teachers and students to use digital platforms

also pose challenges. A lack of training and familiarity with technology can reduce the effectiveness of learning.

Previous research has provided insights into the utilization of technology in English language learning. A commonality in these studies is their explanation of how technology is used in the learning process to enhance students' English language skills. However, these studies generally focus on the use of technology in the form of platforms and social media. Given the identified gaps, this research aims to investigate student perceptions regarding the use of the Cakap application as an aid in speaking English, specifically among students at Arrofi'iyah Semampir Probolinggo High School.

## **METHOD**

This study employed a qualitative research approach to investigate the perceptions of SMAI Ar-Rofi'iyah students regarding the use of the Cakap application in English speaking instruction. The data was obtained from five students based on several criteria. First, students who have used the Cakap application 6 to 10 times. Second, they have varied levels of English proficiency, ranging from beginner to advanced, to obtain diverse perspectives on the use of the Cakap application. Third, they show interest or inclination towards using technology in the learning process, particularly to enhance English speaking skills. Lastly, and most importantly, they voluntarily agreed to participate in this study. Participants were recruited based on their academic performance, such as recommendations from teachers or classmates, categorized as low, medium, and high achievers. They were selected to gather varied, deeper, and more detailed information. This selection method ensures that the participants represent a diverse range of experiences and perspectives, enhancing the credibility and generalizability of the findings.

Data collection techniques in qualitative research can be conducted through observation, interviews, and documentation (Emzir, 2010). Data collected from this study includes primary and secondary data. Primary data collection is done through interviews using interview guides, while secondary data collection is obtained through direct observation. In the data collection, this research use interview guide. The technique of interview was semi-structured interview. Longhurst (2003) stated that A semi-structured interview is a verbal exchange in which one person, the interviewer, uses questions to elicit information from another person. The semi-structured interview was conducted because of its flexibility. This type of interview gives the interviewer freedom to explain their thoughts and guide the participants into certain interests and skills that they believe participants have. The questions of the interview were

developed based TPACK approach (Thinzarkyaw, 2020). The list of questions can be seen in Table 1

**Table 1: Interview Guide**

---

Question
1. Are you familiar with technology in English teaching?
2. What has been your experience using the Cakap app to learn English speaking?
3. How do you rate the effectiveness of using the Cakap app to improve your English speaking skills?
4. In your assessment, how well do the features offered by the Cakap application contribute to improving English speaking proficiency?
5. In your assessment, what are the key benefits of using the Cakap app over traditional English learning methods?

---

To analyze the interview data, this study used the thematic analysis method. This method is highly effective when a study intends to thoroughly dissect their qualitative data to discover patterns within a phenomenon and explain the extent to which a phenomenon occurs through the researcher's lens. This approach focuses on uncovering themes and patterns within the data, following a four-step process: collecting data, transcription, re-reading, analysis, and data interpretation (Evans, 2017). Those six steps which included as follows: first, the researcher listened and transcribed the audio entirely in order to familiarize himself with the data. Secondly, the researcher started to organize and identify the relevant data or something interesting related to the aim of the study. Third, the researcher analyzed the theme from the data highlighted in the previous step. In this step, the researcher looked over the data that had been coded for each theme to make sure whether they composed an appropriate theme. In the fifth phase, the researcher figures out the essence of what component or theme of the data is about. In the last phase, the researcher created a report on the findings of this research.

## **FINDINGS**

After analyzing the data, several themes have been identified. The first theme was familiarity of technology in language teaching. As the learners said:

*I know a little about technology in English language teaching.  
I have repeatedly heard about Mobile Assisted Language Learning. (T1)*

*Some online teaching platforms that I am aware of are Duolingo  
and Artificial Intelligence (AI). (T3)*

*I am familiar with several applications that I use in my micro-teaching practices, such as Kahoot, Quizizz, and Google Translate. (T5)*

Based on the responses above, it is evident that students are already familiar with various tools and platforms for English language learning technology in the classroom. They are aware of learning platforms like Kahoot, Quizizz, Duolingo, and Google Translate. They also mentioned that they are currently implementing platforms supported by mobile devices. Technological proficiency is crucial for teachers in today's era of digital transformation (König et al., 2020). The second theme that emerged from the interview results is the experience of using the Cakap application as a tool for English speaking learning.

*I found that this application provides a wide range of relevant and engaging learning materials. (T2)*

*It can be easily and quickly accessed through my mobile device. (T4)*

*My experience using the Cakap application for learning English speaking has been very positive, especially due to the wide variety of features it offers. (T5)*

In conclusion, the students responses indicate a highly positive experience with using the Cakap application as a tool for learning English speaking. According to Muflihah (2020), the implementation of digital platforms as an alternative for speaking learning in the classroom suggests that the use of such media can help improve students' speaking skills while providing an understanding of the use of information and technology. According to Kristiani (2021), digital platforms with a unique appearance can also be used as learning tools because they have attractive features such as avatars, themes, memes, and music that not only entertain students but also provide more opportunities for reading and understanding the meaning. The effectiveness of using the Cakap app to increase students' speaking abilities, the learners said:

*I would rate the effectiveness of using the Cakap app to improve my English speaking skills quite high. (T3)*

*The feature of live classes with tutors and the opportunity to practice speaking with recorded feedback have been particularly beneficial in building my confidence and fluency. (T4)*

*The app provides diverse and engaging learning materials, such as interactive lessons and speaking exercises, which have*

*significantly contributed to enhancing my speaking proficiency. (T5)*

In conclusion, the features offered by the Cakap application can effectively enhance their English speaking skills. This is because the Cakap application has live class features with tutors and the opportunity to practice speaking with recorded feedback, which are highly beneficial in building confidence and fluency. The use of the application has a positive impact on students because they feel helped and facilitated in accessing and learning it individually, and it can improve their listening skills in terms of understanding words, sentences, and pronunciation (Gonulal, 2020; Rahmawati & Sianturi, 2021; Syahria et al., 2021). The features offered by the Cakap application contribute to improving English speaking proficiency, the students said:

*The contribution of the features offered by the Cakap application in enhancing English language proficiency can be assessed as substantial. (T1)*

*The features offered by this application have the potential to effectively assist users in enhancing their English language skills. (T2)*

*While the offered features are highly beneficial for users, potential challenges arise when an internet connection is unavailable or when the device is insufficient, hindering access to features like live classes with tutors or speaking practice. (T4)*

In conclusion, the contribution of the features offered by the Cakap application in enhancing English language proficiency can be assessed as highly significant. The utilization of digital learning platforms within instruction can provide positive contributions as this application provides students with the opportunity to respond to what they watch (Hamad et al., 2019). The key benefits of using the Cakap app over traditional English learning methods, the students said:

*Cakap app stands out for its Flexible Access convenience. (T2)*

*This application presents learning materials in a more engaging and interactive manner, incorporating videos, games, and quizzes, which can make the learning process more enjoyable and effective. (T3)*

*The Cakap application provides a curriculum tailored to individual proficiency levels and needs, enabling users to learn at their own pace and focus on areas requiring improvement. (T4)*

In conclusion, utilizing the Cakap application can deliver a more effective, flexible, and engaging learning experience compared to traditional English language learning methods. By offering flexible access, the Cakap app ensures that learners can study at their convenience, fitting their education into their busy schedules. Its engaging and interactive content, which includes videos, games, and quizzes, makes the learning process more enjoyable and effective. Additionally, the Cakap application's tailored curriculum addresses individual proficiency levels and specific needs, allowing users to learn at their own pace and focus on areas requiring improvement. This personalized approach not only enhances learning outcomes but also increases student motivation and engagement. Therefore, integrating the Cakap application into English language instruction can significantly improve students' speaking skills and overall language proficiency.

## **DISCUSSION**

In discussing the findings from the analysis of student responses regarding the use of the Cakap application for English speaking learning, several themes emerge that highlight both the benefits and challenges of integrating digital platforms in language education. Firstly, students demonstrate a strong familiarity with various technology tools and platforms for English language learning, such as Kahoot, Quizizz, Duolingo, and Google Translate. This familiarity underscores their exposure to and utilization of digital resources to enhance their language skills, reflecting the importance of technological proficiency in contemporary education (König et al., 2020).

Secondly, the experience of using the Cakap application specifically for English speaking practice receives overwhelmingly positive feedback. Students appreciate the wide range of relevant and engaging learning materials offered by the app, which are easily accessible via mobile devices. Features like live classes with tutors and opportunities for speaking practice with recorded feedback are highlighted as particularly beneficial for improving confidence and fluency in English speaking. This positive reception aligns with research indicating that digital platforms can effectively enhance speaking skills by providing interactive and personalized learning experiences (Muflihah, 2020; Kristiani, 2021). Moreover, the students note that the Cakap application's features contribute significantly to their English language proficiency. They emphasize the app's role in offering diverse learning materials and interactive lessons that cater to different proficiency levels and learning styles. However, challenges such as dependency on internet connectivity and device limitations can hinder access to features like live classes, impacting the overall effectiveness of the

application in some contexts (Gonulal, 2020; Rahmawati & Sianturi, 2021; Syahria et al., 2021).

Lastly, compared to traditional methods, students perceive the Cakap application as more flexible, engaging, and effective in delivering English language instruction. Its curriculum customization, interactive features like videos and quizzes, and ability to learn at one's own pace are cited as key advantages over conventional classroom approaches. This highlights the potential of digital learning platforms like Cakap to revolutionize language education by making learning more accessible, interactive, and tailored to individual needs (Hamad et al., 2019). In conclusion, while the Cakap application demonstrates significant potential in enhancing English speaking skills among students, addressing technological challenges and ensuring equitable access to its features remain critical for maximizing its educational impact. Future research and implementation efforts should focus on leveraging digital platforms effectively to support diverse learning environments and student needs in language education.

## **CONCLUSION AND SUGGESTION**

This study reveals that SMAI Ar-Rofi'iyah students respond positively to the Cakap application for English speaking practice, appreciating its user-friendly features and engaging design. While the application enhances students' motivation and perceived ability to improve their English speaking skills, challenges such as internet connectivity issues persist. Based on these findings, it is recommended that educators integrate digital tools like Cakap into their English language curriculum to boost student engagement and speaking proficiency. However, this integration should be accompanied by efforts to address technological barriers, including improving internet infrastructure and ensuring equitable access to devices. Educational tool developers should focus on creating user-friendly applications with diverse learning materials, live interaction features, and offline capabilities to accommodate various learning environments. Additionally, policymakers should support this digital transition by investing in infrastructure, allocating resources for educational technology, and providing comprehensive training for educators. By implementing these recommendations, stakeholders can collectively enhance the quality and accessibility of English language education, better preparing students for a globally connected world.

## **REFERENCES**

Adolf, H. (2017). "Perjanjian Batal karena Bahasa". *Kompas*,

- Authar, N., & Muflihah, T. (2020, April). Students' vlog: speaking application. *Journal of Physics: Conference Series* (Vol. 1516, No. 1, p. 012040). IOP Publishing.
- Darwis, D. (2011). Orientasi dan Pendekatan Belajar Berbahasa Inggris. *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya*, 1(1), 1-11.
- Eaton, S. E. (2010). *Global Trends in Language Learning in the Twenty-First Century*. Calgary, Canada: Onate Press. <https://files.eric.ed.gov/fulltext/ED510276.pdf>
- Evans, C., & Lewis, J. (2018). Analysing semi-structured interviews using thematic analysis: Exploring voluntary civic participation among adults. *SAGE Research Methods Cases*.
- Emzir. (2010). *Metodologi Penelitian Pendidikan: Kuantitatif dan Kualitatif*. Jakarta: Rajawali Pers.
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International journal of qualitative methods*, 5(1), 80-92.
- Gonulal, T. (2020). Improving listening skills with extensive listening using podcasts and vodcasts. *International Journal of Contemporary Educational Research*, 7(1), 311-320.
- Hafid, A., & dkk. (2014). *Konsep Dasar Ilmu Pendidikan*. Bandung: Alfabeta.
- Hamad, M. M., Metwally, A. A., & Alfaruque, S. Y. (2019). The Impact of Using YouTubes and Audio Tracks Imitation YATI on Improving Speaking Skills of EFL Learners. *English Language Teaching*, 12(6), 191-198.
- Handayani, S. (2016). Pentingnya kemampuan berbahasa Inggris sebagai dalam menyongsong ASEAN Community 2015. *Jurnal Profesi Pendidik*, 3(1), 102-106.
- Hasan, M., & dkk. (2021). *Landasan pendidikan*. Jakarta: Tahta Media Group.
- Holloway, I., & Todres, L. (2003). The status of method: flexibility, consistency and coherence. *Qualitative research*, 3(3), 345-357.
- Keraf, G. (1994). *Komposisi*. Ende: Nusa Indah.
- König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. *European journal of teacher education*, 43(4), 608-622.
- Pradnyadewi, D. A. M., & Kristiani, P. E. (2021). The use of quizizz in improving students' reading skill. *The Art of Teaching English as a Foreign Language*, 2(1), 1-6.
- Pujiastuti, A. U., Mizan, S., & Agustin, I. (2018). Analisis Kemampuan Bahasa Produktif Dan Reseptif Pada Siswa Tuna Rungu Di Sdn Inklusi Kecamatan Montong Kabupaten Tuban. *Prosiding SNasPPM*, 3(1), 44-47.
- Rahmawati, I., & Sianturi, Y. P. B. (2021). Audio Podcast-based learning media in improving students' listening comprehension and pronunciation. *Journal of Research in Business, Economics, and Education*, 3(5), 133-139.

- Syahria, N., Rifai, I., Andanty, F. D., & Nabhan, S. (2021). Pemanfaatan Teknologi di Era New Normal Untuk Pembelajaran Speaking dan Listening bagi Guru-Guru SMA/SMK Kota Surabaya. *Jurnal Penamas Adi Buana*, 5(01), 28-35.
- Tarigan, H. G. (2008). *Menulis sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.
- Thinzarkyaw, W. (2019). The practice of technological pedagogical content knowledge of teacher educators in education colleges in Myanmar. *Contemporary Educational Technology*, 11(2), 159-176.
- Yulianik, A., & Haq, M. S. (2019). Faktor-Faktor yang Mempengaruhi Pelaksanaan Kurikulum Cambridge pada 3 Sekolah Dasar di Kabupaten Tulungagung. *Jurnal Inspirasi Manajemen Pendidikan*, 6(3), 1-8.
- Zulkifli, N. A. (2014). Meningkatkan kemampuan bahasa inggris siswa dengan menggunakan running dictation melalui materi agama di sd it al-fittiyah pekanbaru. *Kutubkhanah*, 17(2), 175-197.