REFERENCES

Abugohar, M. A., Yunus, K., & Rashid, R. A. (2019). Smartphone applications as a teaching technique for enhancing tertiary learners' speaking skills: Perceptions and practices. *International Journal of Emerging Technologies in Learning*, *14*(9), 74–92. https://doi.org/10.3991/ijet.v14i09.10375

Adolph, K. E., & Kretch, K. S. (2015). Gibson's theory of perceptual learning. In *International Encyclopedia of the Social & Behavioral Sciences: Second Edition* (pp. 127–134). Elsevier Inc. https://doi.org/10.1016/B978-0-08-097086-8.23096-1

Ahmadi, M. R. (2018). The use of technology in english language learning: a literature review. *International Journal of Research in English Education (IJREE)*, *3*, 115–125.

Ahn, T. youn, & Lee, S. M. (2016). User experience of a mobile speaking application with automatic speech recognition for efl learning. *British Journal of Educational Technology*, *47*(4), 778–786. https://doi.org/10.1111/bjet.12354

Alavinia, P. (2013). On the viability of vocabulary learning enhancement through the implementation of mall: The case of iranian efl learners. *Journal of Language Teaching and Research*, *4*(2), 412–426. https://doi.org/10.4304/jltr.4.2.412-426

Alemi, M., Sarab, M. R. A., & Lari, Z. (2012). Successful learning of academic word list via MALL: Mobile assisted language learning. *International Education Studies*, *5*(6), 99–109. https://doi.org/10.5539/ies.v5n6p99

AlOkaily, R. (2021). Benefits and barriers of online speaking practice: A case study in the United Arab Emirates. *Studies in Technology Enhanced Learning*, *1*(2). https://doi.org/10.21428/8c225f6e.cf3e7823

Alzahrani, H. (2015). Examining the effectiveness of utilizing mobile technology in vocabulary development for language learners. *Arab World English Journal*, *6*(3), 108–119.

Alzatma, A. A. (2020). *Using mobile apps to improve english speaking skills of efl students at the islamic university of gaza* [University of Gaza]. https://doi.org/10.13140/RG.2.2.13775.10408

Aminatun, D., & Oktaviani, L. (2019). Memrise: Promoting students' autonomous learning skill through language learning application. *Metathesis: Journal of English Language, Literature, and Teaching*, *3*(2), 214. https://doi.org/10.31002/metathesis.v3i2.1982

Ananda, R. M. (2019). Improving students' speaking skill through cake – learn english for free app. *Academia Education*, *1*(1), 1–10.

Blanco, R. M. M., & Cera, L. P. F. (2019). *Using the duolingo app to enhance*

student self-regulation: a case study of an a1 group developing self-monitoring strategy through mobile learning. Universidad del Norte.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101.

Brown, H. D. (2007). Principles of Language Learning and Teaching. In *Pearson Education, Inc* (Vol. 57, Issue 3). https://doi.org/10.2307/414380

Carnia, F. (2015). *The effectiveness of using guessing game for teaching procedure text in speaking (an experimental research at second grade students of smk muhammadiyah 1 purwokerto in academic year 2014/2015)*. Universitas Muhammadiyah Purwokerto.

Creswell, J. W. (2013). *Research Design Qualitative, Quantitative, and Mixed Method Approaches* (V. Knight, J. Young, & K. Kosojelak (eds.); 4th ed.). SAGE Publications, Inc.

Daniel, M. B. C. (2020). *Cake - learn english app and the english language vocabulary*. Universidad Técnica De Ambato Facultad.

Darmawati, D. (2018). Improving speaking skill through mobile-assisted language learning (MALL). *Jurnal Teknologi Sistem Informasi Dan Aplikasi*, *1*(1), 24. https://doi.org/10.32493/jtsi.v1i1.1949

Desvianto, S. (2013). Studi fenomenologi: proses pembentukan persepsi mantan pasien depresi di rumah pemulihan soteria. *Jurnal E-Komunikasi Program Studi Ilmu Komunikasi Universitas Kristen Petra, Surabaya*, *1*(3), 104–114.

Domingo, M. G., & Garganté, A. B. (2016). Exploring the use of educational technology in primary education: Teachers' perception of mobile technology learning impacts and applications' use in the classroom. *Computers in Human Behavior*, *56*, 21–28. https://doi.org/10.1016/j.chb.2015.11.023

Efron, R. (1969). What is perception? *Proceedings of the Boston Colloquium for the Philosophy of Science*, 137–173. https://doi.org/10.4324/9780203771006-15

Elias, T. (2011). Universal instructional design principles for mobile learning. *International Review of Research in Open and Distance Learning*, *12*, 2.

Esfandiari, M., & Gawhary, M. W. (2019). Is technology paving the way for autonomous learning? *World Journal of English Language*, *9*(2), 64. https://doi.org/10.5430/wjel.v9n2p64

Fatoni, Arifiati, N., Nurkhayati, E., Nurdiawati, E., Pamungkas, G., Fidziah, Adha, S., Purwanto, A., Julyanto, O., & Azizi, E. (2020). University students online learning system during covid-19 pandemic: Advantages , constraints and solutions. *A Multifaceted Review Journal in the Field of Pharmacy*, *11*(7), 570–576.

Fisher, M., & Baird, D. E. (2006). Making mLearning work: Utilizing mobile

technology for active exploration, collaboration, assessment, and reflection in higher education. *Journal of Educational Technology Systems*, *35*(1), 3–30. https://doi.org/10.2190/4t10-rx04-113n-8858

Fitria, A., Dwimaulidiyanti, A., & Sapitri, S. N. M. (2021). The implementation of cake application in learning english. *Proceedings International Conference on Education*, 118–123.

Garcia-Ponce, E. E., & Tagg, C. (2020). Role of EFL teachers' beliefs in speaking practice: The case of a mexican university. *System*, *95*, 102376. https://doi.org/10.1016/j.system.2020.102376

Gowa, P., & Zia, M. (2012). Improving the students' speaking accuracy through "LSE 9.0 software version." *English Education Department Journal*, *2*(1), 20–38. https://media.neliti.com/media/publications/224478-improving-the-students-speaking-accuracy-56c25509.pdf

Gromik, N. A. (2012). Cell phone video recording feature as a language learning tool: A case study. *Computers and Education*, *58*(1), 223–230. https://doi.org/10.1016/j.compedu.2011.06.013

Halimah, Helmie, J., & Susilawati, N. (2018). Orai application to promote autonomous learning to english learner. *International Journal of Emerging Technologies in Learning*, *7*(2), 110–117.

Hamzaoğlu, H., & Koçoğlu, Z. (2016). The application of podcasting as an instructional tool to improve Turkish EFL learners' speaking anxiety. *Educational Media International*, *53*(4), 313–326. https://doi.org/10.1080/09523987.2016.1254889

Heigham, J., & Croker, R. A. (2009). *Qualitative research in appliead linguistics a practical introduction*. PALGRAVE MACMILLAN. https://doi.org/10.1057/9780230239517

Hwang, W. Y., Huang, Y. M., Shadiev, R., Wu, S. Y., & Chen, S. L. (2014). Effects of using mobile devices on English listening diversity and speaking for EFL elementary students. *Australasian Journal of Educational Technology*, *30*(5), 503–516. https://doi.org/10.14742/ajet.237

Hwang, W. Y., Shih, T. K., Ma, Z. H., Shadiev, R., & Chen, S. Y. (2016). Evaluating listening and speaking skills in a mobile game-based learning environment with situational contexts. *Computer Assisted Language Learning*, *29*(4), 639–657. https://doi.org/10.1080/09588221.2015.1016438

Jarrín, X., & Kim, C. (2019). Improving speaking skill using the speaking practice tool spacedeck. *Espirales Revista Multidisciplinaria de Investigación*, *3*(30), 0–3. https://doi.org/10.31876/er.v3i30.619

Je, S. A. (2015). The role of idioms in english language learning. *Коммуникативные Аспекты Языка и Культуры: Сборник Материалов XV Международной Научно-Практической Конференции Студентов и*

Молодых Ученых, *3*, 50–51.

Kim, D., Ruecker, D., & Kim, D. J. (2017). Mobile assisted language learning experiences. *International Journal of Mobile and Blended Learning*, *9*(1), 49–66. https://doi.org/10.4018/IJMBL.2017010104

Kim, S. (2014). Developing autonomous learning for oral proficiency using digital storytelling. *Language Learning and Technology*, *18*(2), 20–35.

Kukulska-Hulme, A., Lee, H., & Norris, L. (2017). Mobile Learning Revolution: Implications for Language Pedagogy. In C. A. Chapelle & S. Sauro (Eds.), *The Handbook of Technology and Second Language Teaching and Learning* (pp. 217–233). John Wiley & Sons, Inc. https://books.google.com.my/books?hl=en&lr=&id=Eg8rDwAAQBAJ&oi=f nd&pg=PA217&dq=mobile+learning+apps&ots=lMJ8IpSyyj&sig=I6jDBZ2 BkzB8u_-Ke1-1e-wCvR8&redir_esc=y#v=onepage&q=mobile learning apps&f=false

Kukulska-Hulme, A. (2020). Mobile-assisted language learning. *The Encyclopedia of Applied Linguistics*, 1–9. https://doi.org/10.1002/9781405198431.wbeal0768.pub2

Machmud, K., & Abdulah, R. (2017). Using smartphone-integrated model of teaching to overcome students' speaking anxiety in learning english as a foreign language. *Journal of Arts and Humanities*, *6*(9), 01. https://doi.org/10.18533/journal.v6i9.1249

Mcdonald, S. M. (2011). *Perception: A Concept Analysis* (Issue May). The University of Texas at Tyler.

Mehdipour, Y., & Zerehkafi, H. (2013). Mobile learning for education: Benefits and challenges. *International Journal of Computational Engineering Research*, *3*(6), 93–101.

Miangah, T. M. (2012). Mobile-assisted language learning. *International Journal of Distributed and Parallel Systems*, *3*(1), 309–319. https://doi.org/10.5121/ijdps.2012.3126

Nayyaf, A., Almarshadi, B., Alenazi, S. R., Bin Bidin, A., Abdulkarim, A. B., Bin, K., & Nasir, M. (2019). *The application of m-Learning in improving speaking skills*. *August 2019*, 1–16. https://doi.org/10.5281/zenodo.3372503

Nisha, P. R. (2020). Use of technology resources to enhance efl speaking skills in bangladesh: exploring learner perceptions. *Journal of ELT and Education*, *03*(December), 27–33. http://www.academia.edu/download/63070349/JEE-31___2-5.pdf

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, *16*(1), 1–13. https://doi.org/10.1177/1609406917733847

Nurjannah, S. (2020). *Hello english application as supporting device in english*. Institute of Islamic Studies Ponogoro.

Peters, K., & Halcomb, E. (2015). Interviews in qualitative research. *Nurse Researcher*, *22*(4), 6–7. https://doi.org/10.7748/nr.22.4.6.s2

Pop, A., Adriana, E., & David, D. (2011). EFL speaking communication with asynchronous voice tools for adult students. *Procedia - Social and Behavioral Sciences*, *15*, 1199–1203. https://doi.org/10.1016/j.sbspro.2011.03.262

Pulungan, A. P., & Siregar, M. (2020). Developing cake app as digital media for teaching speaking in junior high school. *Journal of State University of Medan*, *9*. https://jurnal.unimed.ac.id/2012/index.php/ellu/article/view/24461

Putra, M. A. M., Susanti, N. K. R., & Santosa, M. H. (2018). Investigation of the effect of orai smartphone-based application on speaking competency for adult learners. *International Conference on English Across Culture*, *42*(35), 341–348. https://doi.org/10.1002/jctb.5000423502

Riadil, I. G. (2019). The efl learner's perspectives about accuracy, fluency, and complexity in daily routines. *Journal of Research on Applied Linguistics, Language, and Language Teaching*, *2*(2), 160–166.

Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice* (J. C. Richdards & W. A. Renandya (eds.)). Cambridge Univeristy Press.

Rinanda, D., Suparno, S., & Tarjana, S. S. (2019). Students' perceptions towards using mobile application in learning speaking. *ELS Journal on Interdisciplinary Studies on Humanities*, *2*(4), 499–514. https://doi.org/10.34050/els-jish.v2i4.8232

Saripudin, T., Kurniawati, N., & Maolida, E. H. (2020). The implementation of orai application in teaching speaking to senior high school students. *Journal of English Pedagogy, Linguistics, Literature, and Teaching*, *8*(1), 1–15. https://jurnal.unsur.ac.id/jeopallt%0A

Senowarsito, Ardini, S. N., Suwandi, & AB. Prabowo, K. (2020). Persepsi mahasiswa terhadap pembelajaran pronunciation menggunakan english pronunciation application. *Seminar Nasional Hasil Penelitian (Snhp) Lembaga Penelitian Dan Pengabdian Kepada Masyarakat Universitas Pgri Semarang*, 607–614.

Shamsi, A. F., Altaha, S., & Gilanlioglu, I. (2019). The role of m-learning in decreasing speaking anxiety for efl learners. *International Journal of Linguistics, Literature and Translation (IJLLT)*, *2*(1), 1–7. https://doi.org/10.32996/ijllt.2019.2.1.34

Soler Costa, R., & Han, T. (2017). The effect of using a mobile application on efl learners' beliefs about language learning (BALL). *International Journal of*

Developmental and Educational Psychology. Revista INFAD de Psicología., *2*(1), 229. https://doi.org/10.17060/ijodaep.2017.n1.v2.935

Stošić, L. (2015). The importance of educational technology in teaching. *International Journal of Cognitive Research in Science, Engineering and Education*, *3*(1), 111–114. https://doi.org/10.23947/2334-8496-2015-3-1-111-114

Styfanyshyn, I., & Kalymon, Y. (2020). Online practice for speaking english. *Репрезентація Освітніх Досягнень, Мас-Медіа Та Роль Філології У Сучасній Системі Наук (1St. Ed)*, 124–132. https://doi.org/10.36074/rodmmrfssn.ed-1.12

Sun, Z., Lin, C. H., You, J., Shen, H. jiao, Qi, S., & Luo, L. (2017). Improving the english-speaking skills of young learners through mobile social networking. *Computer Assisted Language Learning*, *30*(3–4), 304–324. https://doi.org/10.1080/09588221.2017.1308384

Suparmi. (2015). *Innovative Solutions to New Challenges in English Language Education: Aligning National Outcomes to Global Standards* (M. K. Kabilan, S. Sivapalan, & C. K. Man (eds.)). August Publishing Sdm. Bhd.

Suryani, A. S. M., Nurinsani, C., Purnama, G. I., Hakim, I. L., & Nisa, L. K. (2021). The implementation of cake application for speaking english in online learning. *Proceedings International Conference on Education*, 118–123.

Tabuenca, B., Kalz, M., Drachsler, H., & Specht, M. (2015). Time will tell: The role of mobile learning analytics in self-regulated learning. *Computers and Education*, *89*, 53–74. https://doi.org/10.1016/j.compedu.2015.08.004

Tseng, S. (2019). The impact of video and written feedback on student preferences of English speaking practice. *Language Learning & Technology*, *23*(2), 145–158.

Wan Azli, W. U. A., Shah, P. M., & Mohamad, M. (2018). Perception on the usage of mobile assisted language learning (mall) in english as a second language (esl) learning among vocational college students. *Creative Education*, *09*(01), 84–98. https://doi.org/10.4236/ce.2018.91008

Wang, M., Shen, R., Novak, D., & Pan, X. (2009). The impact of mobile learning on students' learning behaviours and performance: Report from a large blended classroom. *British Journal of Educational Technology*, *40*(4), 673–695. https://doi.org/10.1111/j.1467-8535.2008.00846.x

Xiaoyu, H. (2018). A Study of Cake English App - One of Children ' s Picture Books Reading Apps in Improving Primary School Students ' English Speaking. *CSCanada Studies in Literature and Language*, *17*(2), 104–108. https://doi.org/10.3968/10554

Yalçın, Ö., & İnceçay, V. (2014). Foreign language speaking anxiety: The case of

spontaneous speaking activities. *Procedia - Social and Behavioral Sciences*, *116*, 2620–2624. https://doi.org/10.1016/j.sbspro.2014.01.623

Yanthi, W. (2020). The use of cake application in teaching speaking to senior high school's students. *The 2nd Bogor English Student Teacher (BEST) CONFERENCE 2020*, 165–170.

Yin, R. K. (2014). *Case study research design and methods* (R. K. Yin (ed.); 5th ed.). SAGE Publications, Inc.

Yuanita, S. (2019). *The Implementation of Hello English Application As English Learning Media To Teach Speaking Skill in Tourism Major At the Tenth Grade Students At Smk Negeri 1 Karanganyar S*. Universitas Muhammadiyah Surakarta.