



# APPENDICES

## 1. Permission Letter for Conducting Research



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI  
**UNIVERSITAS PENDIDIKAN GANESHA**

FAKULTAS BAHASA DAN SENI  
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
Telepon (0362) 21541 Fax. (0362) 27561  
Laman: fbs.undiksha.ac.id

Nomor : 1453/UN48.7.1/DT/2024

29 April 2024

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMK N 2 Singaraja  
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Gede Amerta Yasa
NIM	: 2012021062
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,  


Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd., M.Pd.  
NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

## 2. Proof of Conducting Research



### SURAT KETERANGAN

NO. B.10.000/910/SMKN2SGR/DIKPORA

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Kejuruan (SMK) Negeri 2 Singaraja Kabupaten Buleleng menerangkan :

N A M A : Gede Amerta Yasa  
N I M : 2012021062  
PROGRAM STUDI : Pendidikan Bahasa Inggris  
JURUSAN : Bahasa Asing  
UNIVERSITAS : Pendidikan Ganesha

Memang benar yang tersebut diatas telah melaksanakan Penelitian dengan judul “ Developing Infographics Of Cakeapp Based Teaching Speaking Ideas For Tourism Vocational High School English Teacher In 11<sup>th</sup> Grade At SMK Negeri 2 Singaraja “di SMK Negeri 2 Singaraja, dari tanggal 2 Mei s/d 20 Oktober 2024.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Bali, 24 Oktober 2024

Ditandatangani secara elektronik oleh :  
KEPALA SEKOLAH  
**Ni Ketut Wislani, S.Pd.,M.Si.**  
NIP. 19680609 199003 2 005



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh BSE



**3. ATP (Teaching Purposes) / Syllabus Kelas XI Perhotelan SMK Negeri 2 Singaraja**

ATP (TEACHING PURPOSES) BAHASA INGGRIS VOKASI (KELAS XI)

SMK NEGERI 2 SINGARAJA

TAHUN AJARAN GANJIL & GENAP 2023/2024

Grade	Major	No	Learning Objectives	Learning Topic
<b>XI</b>	<b>Hospitality</b>	1	<p>a. Students are able to greet the guest and taking reservations</p> <p>b. Students are able to address guest politely and professionally</p>	Customer service language
<b>XII</b>		2	<p>a. Students are able to mention different types of rooms and facilities (hotel and restaurant)</p> <p>b. Students are able to understand different types of rooms and facilities (hotel and restaurant)</p>	Hotel and Restaurant Vocabulary
		3	<p>a. Students are able to make phrases of check-in and check-out process</p> <p>b. Students are able to verifying reservation, personal information</p> <p>c. Students are able to understand to settling bills</p>	Check-in and Check-out Procedures (Reservations and Procedures)
		4	<p>a. Students are able to offer and taking guest orders</p>	Taking Order and Menu Language
		5	<p>a. Students are able to communicate guest orders and clarifying request</p>	Room Service Communication
		6	<p>a. Students are able to giving recommendation for local attraction, transportation and other services</p> <p>b. Students are able to assist or directing the guests to the local attraction, transportation and other</p>	Concierge Services

			services	
		7	<p>a. Students are able to deal with guests' complaints</p> <p>b. Students are able to showing apologize, offer solutions, and escalate concerns</p>	Dealing with Complaints and Offer Solutions
		8	<p>a. Students are able to answering phones call, taking messages, and making calls to guests or other departments politely, properly and professionally</p>	Telephone Etiquette
		9	<p>a. Students are able to understand cultural norms and etiquettes that are important in hospitality industry</p> <p>b. Students are able to address the guests and colleagues from different cultural backgrounds in appropriate ways</p>	Hospitality Etiquette
		10	<p>a. Students are able to giving safety instructions to guests properly</p> <p>b. Students are able to handling emergency situations and call for help</p>	Safety and Emergency Procedures
		11	<p>a. Students are able to understand planning, organizing, and executing events</p>	Event Planning Language (Events Management)
		12	<p>a. Students are able to make conversation and engaging small talk with guests and colleagues</p>	Small Talk and Networking
		13	<p>a. Students are able to write the professional emails, memos, and reports that are commonly required in hospitality industry</p>	Business Communication
		14	<p>a. Students are able to collaborate with colleagues, supervisors and other departments or teams effectively</p> <p>b. Students are able to giving and receiving instructions, provide updates to the teams</p>	Team Communication

		15	a. Students are able to understand the current trends in hospitality and industry knowledge	Hospitality Trends and Industry Knowledge
		16	a. Students are able to describe and introduce themselves b. Students are able to answer the interview's questions properly and professionally	Job Interview

Singaraja, 18 April 2024

Guru Vokasi,



Brenda Khanandi, S.Pd.



#### 4. Learning Materials (Topics, Sub-topic) in One Semester at SMK Negeri 2 Singaraja

##### 11<sup>TH</sup> and 12<sup>th</sup> Grade

Hospitality students require a focus on topics that are relevant to the hospitality industry and will help them communicate effectively with guests, colleagues, and supervisors.

1. **Customer Service Language: (INTRODUCTION)** This is a fundamental aspect of hospitality. Teach students how to greet guests, take reservations, handle inquiries, and address guest concerns politely and professionally.
2. **Hotel and Restaurant Vocabulary: (JOB DESCRIPTION)** Build a strong vocabulary foundation related to hotels and restaurants. Cover terms for different types of rooms, facilities, amenities, and areas within a hotel or restaurant.
3. **Check-In and Check-Out Procedures (RESERVATION & PROCEDURE):** Teach students the language and phrases used during check-in and check-out processes, including verifying reservations, confirming personal information, and settling bills.
4. **Taking Orders and Menu Language:** If your students are involved in restaurants, teach them how to take food and drink orders, provide recommendations, and discuss menu items with guests.

5. **Room Service Communication:** Cover language related to room service, including taking orders, clarifying requests, and providing delivery instructions.
6. **Concierge Services:** Teach vocabulary and phrases for assisting guests with recommendations for local attractions, transportation, and other services.
7. **Dealing with Complaints:** Provide practice in handling guest complaints or issues with professionalism and empathy. Teach students how to apologize, offer solutions, and escalate concerns if necessary.
8. **Telephone Etiquette:** Cover the language and communication skills needed when answering phones, taking messages, and making calls to guests or other departments.
9. **Hospitality Etiquette:** Teach cultural norms and etiquettes that are important in the hospitality industry, including appropriate ways to address guests and colleagues from different cultural backgrounds.
10. **Safety and Emergency Procedures:** Introduce language for communicating safety instructions to guests, as well as how to handle emergency situations and call for help.
11. **Event Planning Language:** If your students are involved in event management, teach them vocabulary and phrases for planning, organizing, and executing events.
12. **Small Talk and Networking:** Help students develop their conversational skills for engaging in small talk with guests and colleagues. This is important for building rapport and creating a welcoming atmosphere.
13. **Business Communication:** Cover skills such as writing professional emails, memos, and reports that are commonly required in the hospitality industry.
14. **Team Communication:** Provide practice in communicating with colleagues, supervisors, and other departments. Teach them how to give and receive instructions, collaborate effectively, and provide updates.
15. **Hospitality Trends and Industry Knowledge:** Introduce students to current trends in the hospitality industry and teach them how to discuss these topics confidently.
16. **JOB INTERVIEW:** Introduce students about basic interview's questions and how to answer it confidently.

Remember to make the lessons interactive with role-plays, real-world scenarios, and practical exercises. Tailor the content to your students' proficiency levels and their specific roles within the hospitality sector.

##### 5. Table Blueprint of Infographics (Checklist)

Topic	Learning Outcome	CakeApp Content	Teaching Speaking Ideas			
			T-V	E-P	S-D	L-P
Descriptor						
Customer Service	a). Students are able to greet the guest and	a). Videos of	✓	✓	✓	✓



Language	taking reservations b). Students are able to address guest politely and professionally	“making a hotel reservation” b). Videos of “Finding accommodation” c). Videos of “At the hotel”				
Hotel and Restaurant Vocabulary	a). Students are able to mention and understand different types of rooms and facilities (hotel and restaurant)	a). Videos of “30-second Travel English: At the restaurant” b). Videos of “Cooking vocabulary” c). Videos of “My stuff is missing!”	✓	✓	✓	✓
Check-in and Check-out Procedures (Reservation and Procedure)	a). Students are able to make phrases of check-in and check-out process b). Students are able to verifying reservation, personal information c). Students are able to understand to settling bills	a). Videos of “Travel English: Checking in & out of a hotel” b). Videos of “30-second Travel English: Hotel checkout”	✓	✓	✓	✓
Taking Orders and Menu Language	a). Students are able to offer and taking guest orders	a). Videos of “English in 15 seconds: Ordering food” b). Videos of “Ordering food at a restaurant” c). Videos of “English in 15 seconds: Taking out ingredients” d). Videos of “25 daily Expressions 3”	✓	✓	✓	✓
Dealing with Complaints	a). Students are able to deal with guests’ complaints b). Students are able to showing apologize, offer	a). Videos of “Raising a complaint at Restaurant” b). Videos of “Complaining at	✓	✓	✓	✓



	solutions, and escalate concerns	a restaurant “ c). Videos of “Dealing with complaints”				
Small Talk and Networking	a). Students are able to make conversation and engaging small talk with guests and colleagues	a). Videos of “Small talk: talking about work” b). Videos of “Small Talk: Talking about vacation” c). Videos of “Small Talk: Talking about hobbies	✓	✓	✓	✓
Job Interview	a). Students are able to describe and introduce their self b). Students are able to answer the interview’s questions properly and professionally	a). Videos of “Job Interview: making a self-introduction” b). Videos of “Job Interview: Talking about your strengths” c). Videos of “25 Daily Expressions 16” d). Quiz regarding to job interview (level 1 - 4)	✓	✓	✓	✓

Notes: In the teaching speaking ideas category, there are some terms of elements related that support the infographics such as, T-V (Tourism Vocabulary), E-P (Essential Phrases), S-D (Scenario Demonstration), L-P (Lesson Plan).

## 6. Table Observation on Teaching Speaking Results (Preliminary Research)

Class	OBSERVATION SHEET OF TEACHING SPEAKING		
	Pre-Activities	Main-Activities	Post-Activities
XI P1	At the beginning of the lesson, the teacher greets all students in the class. Then, the students pray together before the lesson	In the middle of the lesson, the teacher encourages students to think critically about the material to be taught by giving several	The teacher appoints several students to conclude the learning. The teacher gives feedback on student activity and emphasizes

	<p>begins. The teacher begins to check the students' attendance in the class. As a start, the teacher asks the students about "have you ever visited a hotel?". After that, the teacher asks the students to mention hotels that they know or have visited.</p>	<p>questions. Such as: (How can you differentiate Sunari Hotel and Britz Hotel?), (Can you guess what types of hotels are available in Bali?).</p> <p>Students answer the teacher's questions by giving opinions regarding Sunari Hotel and Britz Hotel. Then, the teacher gives students examples of pictures of hotels in Bali. After that, students listen and discuss the points in differentiating the hotels shown by the teacher. Then students are asked to mention the hotel facilities that have been mentioned.</p> <p>Students are asked to work in groups to find information related to hotel types, differences between hotels, and hotel facilities. All students in the group are asked to choose two different hotels to analyze and present. The teacher gives 30 minutes to prepare their group work results.</p> <p>After the group work results are ready, each group representative presents their work results. After that, the teacher and students begin to discuss together the types of hotels, differences between hotels, and hotel facilities. The teacher provides feedback on the students' presentations in a basic manner.</p>	<p>general material points in the learning process, such as amenities, types of hotel facilities and others.</p> <p>The teacher and students close the learning by praying together</p>
XI P3	<p>As a pre-activities, the teacher greets all students in the classroom. Then, the teacher invites students to pray together before starting the lesson.</p>	<p>The teacher guides students to be able to think critically about the material to be taught, by giving several questions. (How can you differentiate between food</p>	<p>The teacher asks some students to summarize the current learning in a few sentences. Then, the teacher gives feedback on student enthusiasm and emphasizes</p>

	<p>The teacher checks the students' attendance one by one in the class. Then, the teacher asks students about the food and drinks they have tasted. Students mention their favorite foods and drinks. Such as avocado juice, fried rice, grilled fish, and others.</p>	<p>and drink?), (What things can you use to know the difference of food and drink?), (Can you guess what specific point/ part in making certain food and drink?).</p> <p>The teacher gives students examples of pictures of common foods and drinks or those found in restaurants. After that, students are invited to listen and discuss points in differentiating the food and drinks. Then, the teacher asks students to mention the ingredients to make the menu in the picture (by writing questions on the board).</p> <p>The teacher also asks students about what tools are used to make the food and drinks. After students have the opportunity to answer the questions on the board, the teacher invites several students to explain how to make the food and drinks shown (in the picture) in front of their friends. Then students are taught to group the ingredients and cooking tools that are often used.</p> <p>The teacher also asks the differences between the ingredients and cooking tools specifically. Students explain 2 fairly familiar cooking tools and ingredients, namely salt and a frying pan, which have different functions. Then, the teacher and students together discuss the steps for making food and drinks simply. Then the teacher asks students to find the verbs/operational verbs</p>	<p>important points in the learning material. The teacher ensures student understanding by asking questions (is everything understood?, are there any questions?). After everything is felt to be understood by the students. The teacher asks students to close the learning by praying together.</p>
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		<p>used in the procedure for making the food and drinks. At the same time, students are also taught to analyze the verbs used in making a recipe. Such as, boiling, grilling, fry, steaming, and others.</p> <p>The teacher asks students to form groups of 7 people, and each group makes simple food or drinks by explaining the ingredients, tools and how to make them (ingredients and tools are provided by the teacher). The teacher gives 30 minutes to make the menu that has been chosen by each group. After the food or drink that is made is ready, each group presents the results of their work in class. The teacher provides feedback to students who have presented.</p>	
XI P4	<p>Learning activities begin with greetings from the teacher and students. Then the students pray together before the learning begins. Next, the teacher checks the attendance of students in class one by one.</p> <p>At that time, the teacher invites students to do ice breaking with applause and songs. This aims to train students to focus on learning. Showing a picture of a restaurant waiter and a guest at a hotel. After that, the teacher begins to ask about the students' experiences (have you ever ordered food at a restaurant?), some</p>	<p>The teacher explains the basic learning material related to taking orders and offering menus. In addition, the teacher also provides a video related to the dialogue between a restaurant waiter and a guest who is ordering food. Students watch the video together.</p> <p>After that, the teacher appoints 1 student to mention the things conveyed in the video. One of the students (Deni) mentions several expressions such as, "Are you ready to order?", "We have a special menu recommendation for you". The teacher explains examples of common expressions that are often used when ordering or taking</p>	<p>After the dialogue is finished, the group is given comments or impaneled back by the teacher regarding the presentation. Then, the teacher concludes the learning material at that time and tells the important points that must be noted by the students. Students can close the learning by praying together.</p>

	<p>students answer the question according to their experiences.</p>	<p>food orders, giving food recommendations. The teacher then gives students the task of forming several groups consisting of 4-5 members. Then they are assigned to create a conversation dialogue about taking orders and offering menus. During the process, students can look for examples of dialogues and modify the flow of the conversation. The teacher gives 45 minutes to discuss and create the dialogue.</p> <p>After finishing, 1 group is asked to present and demonstrate their group dialogue.</p>	
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Figure 8, Documentation of Conducting Observation 1



Figure 9, Documentation of Conducting Observation 2



Figure 10, Documentation of Conducting Observation 3

### 7. Table Results of Interviews

NO	QUESTION	Teacher's Response
1	Have you ever used digital learning media in the speaking learning process at SMK N 2 Singaraja? If "yes" mention what digital learning media are!	There are many digital learning media that I usually use, such as Quizizz, Google Form, Google Classroom, and YouTube.



2	Have you ever heard of or used CakeApp in class, especially in English (speaking) lessons?	Actually, I never heard about CakeApp, this is my first time know about it. However, I never use that kind of application in the classroom. Is it free? I saw that interesting, but I don't know about the features, and the content yet. So, then how do I used it?
3	Do you prefer using books or technology during the speaking learning process?	In the speaking classes, we don't commonly used books (KLS, Handbook, etc). We prefer to use integrated technology in the learning process. Even the speaking materials are so complex, we can send it through WhatsApp group. For example, the PDF file, Tasks, Contents of Learning like videos, Power Points and so on. Those things make us easier to provide the materials for them to learn effectively anytime. Moreover, the students tend to be bored to read the textbooks material or printed materials, they mostly like the to use technology in the learning process.
4	What are your strategies for teaching speaking in XI class?	For the strategies of teaching, honestly, I forget about the name of the strategy. But I usually teach the students based on the context or topic of learning such as front office, F&B service, and etc. Then, we (the teachers) guide the students by providing the videos like how the bell boy, front office, waiters work, how are the use of good language? (give them examples). Then, instruct the students to make some groups, discussing the topic or problems, and they have to practice it (doing role play or dialogue).
5	Are you able to operate technology or digital learning media well, especially in the speaking learning process at SMK N 2 Singaraja?	As the teachers, we have to be flexible whether we used technology or conventional learning during the lessons. We usually use technology at the beginning of the lesson, in order to stimulate the students. Of course, we must be creative to use the technology for better learning outcomes. Even if there are many obstacles in using the learning media or technology such as technical problems as well as the learning facilities.



6	Can you use digital learning media such as CakeApp to influence students' understanding of English material?	In my opinion, it has the potential for the students to learn English. Because, they interest in running the technology, such as watching videos, play appropriate games, quizzes, and other activities using the technology rather than conventional learning. They will be more excited when we used digital learning media with interesting features.
7	How do you encourage the development of EFL students' speaking skills and communicate with students during the speaking learning process?	The students' motivation still low, even though they are learning English in the tourism vocational high school. They got the major classes such as hospitality, culinary, beauty and etc. Somehow, they would fall challenged to solve the problems in the context of learning using technology. The teachers also applied bonus points, so that if the students were conveyed a lot of points, then they got an additional score or high grade. They obviously involve and be able to communicate or practice the speaking skills based on the instruction, guidance and the learning topic to get better learning performance.
8	What are challenges and difficulties did you experience during the speaking learning process (especially in grade 11, odd semester) at SMK N 2 Singaraja?	The first one is limited learning facilities in the classroom. The teachers have to be able in creating the effective learning activities with existing facilities. Then, limited opportunities and accommodations for students to practice speaking skills in the classroom, therefore they have to practice it more at home (the teacher can't accommodate the students with worksheets, or other print out assignments). There are some students who don't care about teachers' explanations, instructions, and guidance during the lesson. It doesn't matter, because the teacher just educates them and help them to learn. The challenge for the teacher is developing the learning method that can coverage the students' needs. Seriously, we're difficult to find out the appropriate learning materials and videos for learning topic in vocational lessons.
9	How do you overcome EFL students' learning problems especially during	For example, if there are students didn't understand the teacher's guidance or

	speaking lessons in the classroom?	instructions, the teacher may repeat once again. The teacher points out the important information that beneficial for the students. The teacher motivates them and makes sure that English is necessary for their future career. I always involve the students in the learning process such as asking questions, opinions, discussions and providing feedback on their learning performance.
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Figure 11, Documentation of Conducting Interviews

### 8. User's Review Sheet (Teacher's Review)

Aspects	descriptors	Comments
Content	Comprehensive and relevant teaching ideas; aligns well with vocational tourism students' needs; demonstrates effective use of the Cake app features for speaking skills.	All the products are related to the learning objectives which can be seen from effectiveness of the features. The use of Cake app supports learning activities that relevant to their needs and major likely in Tourism. Every design such as lesson plans, learning outcomes, scenarios and thumbnails of Cake app are comprehend with

		speaking skill which must be mastered by learners. Indeed, the selection of video contents suitable for eleven grades level.
Design	Visually engaging; well-organized layout; clear, readable font; effective use of images/icons that relate to the content.	Clear layout and interactive designs are pictured effectively for teachers. The use of appropriate images and several icons make the design easy to be understood. Meanwhile, there are some writing errors that the designer should pay attention.
Practicality	Provides actionable steps for teachers to implement; ideas are realistic and adaptable for various class sizes and levels.	All design provides clear instructions as a comprehensive guideline for teacher to implement in classroom. Through Cake app, it assists teachers in implementing creative and accessible learning process and encourages students' creativity.

Singaraja, November 7<sup>th</sup> 2024,

User of Products



Brenda Khanadi, S.Pd

## 9. Infographic Refinement Sheet

Evaluation	Before Refinement	After Refinement
Students' Learning Activities (in line with CakeApp content)	There are no follow up activities after students watched the videos with the topic "Customer Service Language" (in QR code file).	There are some follow up activities after the students watched the videos of CakeApp content in certain topic (in QR code file).
Infographics Design: Consistency of Lesson	In the infographic with the topic Customer Service	In the infographics design, the researcher revised the



		g). Contextually and actuality							✓	
		h). The completeness and quality of study aid materials							✓	
		i). Suitability of the learning material with learning objectives							✓	
		j). Depth of material							✓	
		k). Easy to understand							✓	
		l). Systematic, coherent and clear logic flow							✓	
		m). Clarity of descriptions, discussions and examples							✓	
		n). Consistency of evaluation with learning objectives							✓	
		o). The accuracy and consistency of the evaluation tool							✓	
		p). Providing feedback on evaluation results							✓	

**Notes:** 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good

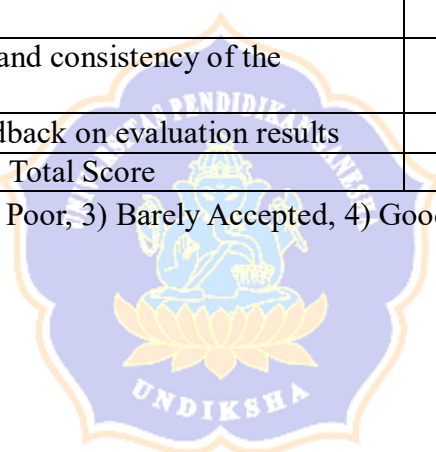
### 11. Table Content Expert Judgement Results (Judge 1)

Table Content Expert Evaluation Sheet was adapted from Findawati and Suprianto (2014)

No	Criteria	Score					Total
		1	2	3	4	5	
1	a). Clarity of learning objectives					✓	5
	b). The relevance of learning objectives with					✓	5

	curriculum						
	c). The scope and depth of learning objectives				√		4
	d). The appropriateness of using learning strategies				√		4
	e). Interactivity				√		4
	f). Provide learning motivation				√		4
	g). Contextually and actuality					√	5
	h). The completeness and quality of study aid materials					√	5
	i). Suitability of the learning material with learning objectives					√	5
	j). Depth of material					√	5
	k). Easy to understand					√	5
	l). Systematic, coherent and clear logic flow				√		4
	m). Clarity of descriptions, discussions and examples				√		4
	n). Consistency of evaluation with learning objectives					√	5
	o). The accuracy and consistency of the evaluation tool				√		4
	p). Providing feedback on evaluation results				√		4
	Total Score						72

**Notes:** 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good



## 12. Table Content Expert Judgement Results (Judge 2)

Table Content Expert Evaluation Sheet was adapted from Findawati and Suprianto (2014)

No	Criteria	Score					Total
		1	2	3	4	5	
1	a). Clarity of learning objectives					√	5
	b). The relevance of learning objectives with curriculum					√	5
	c). The scope and depth of learning objectives				√		4
	d). The appropriateness of using learning strategies					√	5
	e). Interactivity					√	5
	f). Provide learning motivation				√		4
	g). Contextually and actuality				√		4

	h). The completeness and quality of study aid materials				√	5
	i). Suitability of the learning material with learning objectives				√	5
	j). Depth of material			√		4
	k). Easy to understand				√	5
	l). Systematic, coherent and clear logic flow			√		4
	m). Clarity of descriptions, discussions and examples				√	5
	n). Consistency of evaluation with learning objectives			√		4
	o). The accuracy and consistency of the evaluation tool			√		4
	p). Providing feedback on evaluation results				√	5
	Total Score					73

**Notes:** 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good

**Expert 1,**



**Expert 2,**



**Prof. Dr. IGA. Lokita Purnamika Utami, S.Pd., M.Pd.**  
**NIP. 198304022006042001**

**Dewa Ayu Eka Agustini, S.Pd., M.S.**  
**NIP.198108142009122002**



### 11. Table Media Expert Judgement Validation

Table Media Expert Evaluation Sheet was adapted from Findawati and Suprianto (2014)

No	Name of Instrument	Criteria	Score					Total	Relevant	Irrelevant
			1	2	3	4	5			
1	Media Expert Evaluation sheet	a). Interactive Design							✓	
		b). Communicative media							✓	
		c). Design creativity							✓	
		d). The effectiveness of media use							✓	
		e). Can be maintained and managed easily							✓	
		f). Easy to use and operate							✓	
		g). Can be used in various existing hardware and software							✓	
		h). Appropriate selection of application or software or tool types for development							✓	

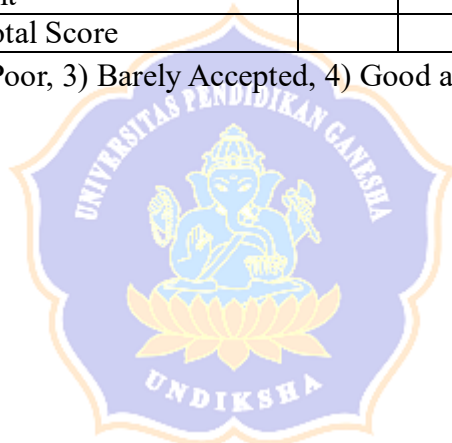
**Notes:** 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good

### 13. Table Media Expert Judgement Results (Judge 1)

Media Expert Evaluation Sheet was adapted from Findawati and Suprianto (2014)

No	Criteria	Score					Total
		1	2	3	4	5	
1	a). Interactive Design				√		4
	b). Communicative media				√		4
	c). Design creativity					√	5
	d). The effectiveness of media use					√	5
	e). Can be maintained and managed easily					√	5
	f). Easy to use and operate					√	5
	g). Can be used in various existing hardware and software					√	5
	h). Appropriate selection of application or software or tool types for development				√		5
Total Score							38

Notes: 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good



### 13. Table Media Expert Judgement Results (Judge 2)

Table Media Expert Evaluation Sheet was adapted from Findawati and Suprianto (2014)

No	Criteria	Score					Total
		1	2	3	4	5	
1	a). Interactive Design					√	5
	b). Communicative media					√	5
	c). Design creativity					√	5
	d). The effectiveness of media use					√	5
	e). Can be maintained and				√		4

managed easily							
f). Easy to use and operate					√		5
g). Can be used in various existing hardware and software				√			4
h). Appropriate selection of application or software or tool types for development					√		5
Total Score							38

**Notes:** 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good

**Expert 1,**



**Expert 2,**



**Prof. Dr. IGA. Lokita Purnamika Utami, S.Pd., M.Pd.** **Dewa Ayu Eka Agustini, S.Pd., M.S.**

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