



## Appendix 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 : 1909/UN48.7.1/DT/2024

21 Mei 2024

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMKN 1 Singaraja  
di Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ketut Aya Sasmita
NIM	: 2112021074
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024
Judul	: Developing Infographic Of Teaching Speaking Ideas By Using CakeApp For Tourism Vocational High School Teacher at SMKN 1 Singaraja

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. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

## Appendix 2 Proof of Conducting Research



### SURAT KETERANGAN

Nomor: B.10.400.7.22.1/1315/SMKN1SGR/DIKPORA

Yang bertanda tangan di bawah ini Kepala SMK Negeri 1 Singaraja, Kabupaten Buleleng, Provinsi Bali, menerangkan bahwa:

Nama : Ketut Aya Sasmita  
NIM : 2112021074  
Fakultas : Bahasa Dan Seni  
Program Studi : Pendidikan Bahasa Inggris  
Perguruan Tinggi : Universitas Pendidikan Ganesha  
Jenjang : S1  
Tahun Akademik : 2024/2025

Memang benar atas nama di atas telah melakukan Penelitian dan Pengambilan Data untuk keperluan Skripsi di SMK Negeri 1 Singaraja. Pada 28 s.d 29 Mei 2024 dengan judul **"Developing Infographics Of CakeApp Based Teaching Speaking Ideas For Tourism Vocational High School Teacher At SMKN 1 Singaraja"**. Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Dikeluarkan di Singaraja  
Pada tanggal 20 Desember 2024  
Kepala Sekolah



Drs. I Made Darwis Wibawa, MM  
NIP. 19641218 199103 1 007

**Appendix 3 ATP (Teaching Purposes) / Syllabus Kelas XII Perhotelan SMK Negeri 1 Singaraja**

BAHASA INGGRIS  
SMKN 1 SINGARAJA

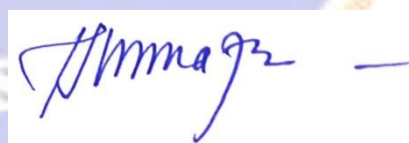
TAHUN AJARAN GANJIL & GENAP 2024/2025

No.	Grade	Major	Teaching Purposes	Learning Topic
1.	XII	Usaha Layanan Pariwisata	<ol style="list-style-type: none"> <li>1. Students can verbally explain the flight reservation process to customers.</li> <li>2. Students are able to convey important flight-related information, such as the flight number, schedule, and baggage policy, clearly.</li> <li>3. Students are able to answer customer questions or requests related to reservations and ticketing, and provide satisfactory solutions in challenging situations.</li> </ol>	Tour Planning
2.			<ol style="list-style-type: none"> <li>1. Students can verbally explain the flight reservation process to customers.</li> <li>2. Students are able to convey important flight-related information, such as the flight number, schedule, and baggage policy, clearly.</li> <li>3. Students are able to answer customer questions or requests related to reservations and ticketing, and provide satisfactory solutions in challenging situations.</li> </ol>	Airline Reservation and Ticketing
3.			<ol style="list-style-type: none"> <li>1. Students can discuss digital marketing strategies with clients.</li> </ol>	Digital Marketing

			2. Students can interact with customers/clients on social media.	
4.			1. Students can communicate with related parties, such as vendors, service providers, and event participants, when conducting negotiations. 2. Students are able to communicate with clients regarding the project.	MICE (Meetings, Incentives, Conferences, Exhibitions)
5.			1. Students are able to handle ground handling service situations, such as check-in, boarding, and baggage handling processes in accordance with applicable standards. 2. Students are able to conduct formal conversations related to the ground handling process.	Ground Handling

Singaraja, 22 Juli 2024

Guru Mata Pelajaran



Gede Sukerama, S.Pd, M.Pd.

NIP. 19730303 199802 1 004



## Appendix 4 Learning Materials (Topics, Sub-topic) in One Semester at SMK Negeri 1 Singaraja

### MATERI

#### BAHASA INGGRIS

##### Fase F (Kelas XI dan XII)

Materi Bahasa Inggris yang dibutuhkan siswa program keahlian usaha layanan pariwisata sangatlah penting untuk menunjang kompetensi mereka dalam berkomunikasi dengan wisatawan mancanegara. Berikut adalah rangkuman materi yang relevan dengan bidang keahlian yang Anda sebutkan:

#### 1. Tour Planning

- a. **Kosa kata:** Itinerary, anggaran, booking, transportasi, akomodasi, aktivitas, asuransi, dan lain-lain.
- b. **Frasa dan kalimat:** Membuat proposal, merancang rencana perjalanan, menjelaskan pemilihan destinasi wisata, negosiasi, konfirmasi, dan membuat laporan.
- c. **Keterampilan:** Perencanaan, manajemen waktu, pemecahan masalah, dan kemampuan bernegosiasi.

#### 2. Airline Reservation and Ticketing

- a. **Kosa kata:** Penerbangan, kelas, bagasi, tarif, pemesanan, pembatalan, perubahan, dan lain-lain.
- b. **Frasa dan kalimat:** Melakukan pemesanan, memberikan informasi, mengkonfirmasi, dan menangani keluhan.
- c. **Keterampilan:** Penggunaan sistem komputer reservasi, pelayanan pelanggan, dan kemampuan berhitung.

#### 3. Digital Marketing

- a. **Kosa kata:** Media sosial, SEO, PPC, email marketing, content marketing, analisis data, dan lain-lain.
- b. **Frasa dan kalimat:** Membuat konten promosi, berinteraksi dengan pelanggan di media sosial, menganalisis data, dan membuat laporan.
- c. **Keterampilan:** Pemasaran online, desain grafis, penulisan kreatif, dan analisis data

#### 4. MICE (Meetings, Incentives, Conferences, Exhibitions)

- a. **Kosa kata:** Konferensi, pameran, insentif, acara, peserta, vendor, venue, dan lain-lain.
- b. **Frasa dan kalimat:** Mengelola acara, berkomunikasi dengan klien, vendor, dan peserta, membuat laporan acara.
- c. **Keterampilan:** Manajemen proyek, koordinasi, negosiasi, dan komunikasi lintas budaya.

#### 5. Ground Handling

- a. **Kosa kata:** Penerbangan, pesawat, penumpang, bagasi, kargo, bea cukai, imigrasi, dan lain-lain.
- b. **Frasa dan kalimat:** Memberikan bantuan kepada penumpang, mengkoordinasikan kegiatan di bandara, dan menangani masalah yang timbul.
- c. **Keterampilan:** Pelayanan pelanggan, komunikasi yang efektif, dan kemampuan bekerja dalam tim.

### Kompetensi Bahasa Inggris yang Dibutuhkan

- a. **Listening:** Memahami instruksi, percakapan, dan presentasi dalam bahasa Inggris.
- b. **Speaking:** Berkomunikasi dengan jelas dan efektif dalam berbagai situasi.
- c. **Reading:** Memahami teks terkait pariwisata, seperti brosur, panduan, dan kontrak.
- d. **Writing:** Membuat laporan, email, dan dokumen lainnya dalam bahasa Inggris.

### Appendix 5 The Interview Guides

No.	Question
1.	What curriculum is used in SMKN 1 Singaraja, especially in grade 12?
2.	How do you usually teach English speaking skills in the tourism class?
3.	How do you usually design speaking activities in English learning in class?
4.	What methods and media do you use most often in learning to speak?
5.	Do you provide teaching materials or learning references to practice students' speaking skills so that they can learn independently at home?
6.	What are the main challenges you face when teaching speaking skills?
7.	How is the motivation of students in participating in speaking activities in your class?
8.	How do you deal with students who are reluctant or not brave enough to practice speaking skills during class?
9.	How often do you use apps or digital tools in teaching?
10.	Have you ever used CakeApp in your teaching? If so, how was your experience?
11.	What do you think are the biggest challenges in teaching speaking skills to tourism students?
12.	What lessons do you think can improve the effectiveness of teaching speaking skills?

## Appendix 6 The Result of the Interview

No.	Question	Answer
1.	What curriculum is used in SMKN 1 Singaraja, especially in grade 12?	At SMKN 1 Singaraja, the curriculum used is the Merdeka curriculum.
2.	How do you usually teach English speaking skills in the tourism class?	In teaching speaking, we usually use a direct approach to students; we give students the opportunity to speak directly in class, and if they are found to be lacking in speaking, then the student is given more time in speaking practice in class and given input related to the shortcomings of the student.
3.	How do you usually design speaking activities in English learning in class?	As an English teacher, I usually design speaking activities in class. When teaching speaking, I focus on the students, by giving the students a lot of speaking practice and paying more attention to the students who rarely speak to practice speaking by asking students about their opinions regarding certain materials.
4.	What methods and media do you use most often in learning to speak?	The media used is still simple traditional teaching, namely speaking directly with students; if speaking skills are used, of course students speak in front, using simulation or roleplay. Not using technology because students know better in the use of technology: if students cannot read English properly and correctly or their pronunciations are not good, it means that students cannot use technological advances. Nowadays, learning English can use YouTube; students can learn it using it, but the problem is that it is not used properly. still use YouTube only in learning. not too often in its use in class.
5.	Do you provide teaching materials or learning references to practice students' speaking skills so that they can learn independently at home?	For references, they can search for themselves using existing technology because students must be familiar with the use of technology. I only give assignments to students so that students want to learn more at home and search directly for the material needed on Google or others. So that students also get learning at home and learn independently at home.




6.	What are the main challenges you face when teaching speaking skills?	Students who are reluctant to speak or express opinions in class, let alone use English in class, using Indonesian alone, students are reluctant to express opinions, answer questions, etc. Students are more silent and just listen in class.
7.	How is the motivation of students in participating in speaking activities in your class?	Students here tend to be passive in class, not many students actively ask questions, express opinions or answer questions. Most students do not dare to ask questions if they are not forced to.
8.	How do you deal with students who are reluctant or not brave enough to practice speaking skills during class?	By seducing students to want to speak in class and by approaching students by talking directly, it will be beneficial for students. His thinking must be improved so that he wants to speak in class, trying to force students to want to speak in class. There is no need for various kinds of media; we ourselves are used as an example for students. Students also feel less confident in speaking English because of their lack of ability, so we must help these students by providing motivation and others.
9.	How often do you use apps or digital tools in teaching?	Not so often in using digital applications or tools, only a few times using YouTube in learning. More often, use traditional learning by approaching students. Do speaking exercises for students. There we ask students.
10.	Have you ever used CakeApp in your teaching? If so, how was your experience?	Never, I'm not familiar with the CakeApp application.
11.	What do you think are the biggest challenges in teaching speaking skills to tourism students?	The biggest problem is students who do not want to speak in class. More students are just silent in class and afraid to speak in class. So the biggest challenge is for students to want to express their opinions and actively speak in class.
12.	What lessons do you think can improve the effectiveness of teaching speaking skills?	Everyone has a different way of teaching, and every teacher teaches with different arts. In teaching, I use TBL (task-based learning), which is giving students tasks to do, such as finding information about culture, and then they will later present it like a guide who explains about the culture in Bali. We give students the opportunity to search using cellphones by looking for articles related to Balinese culture.

## Appendix 7 Blueprint of the infographics

No.	Material/ Topic	Learning Outcome	The CakeApp Content	The Speaking Ideas			
				Essential vocabularies	Essential phrases	Scenario Demonstration	Lesson Plan (Teaching Activities)
1.	Tour Planning	<ol style="list-style-type: none"> <li>Students can verbally explain the flight reservation process to customers.</li> <li>Students are able to convey important flight-related information, such as the flight number, schedule, and baggage policy, clearly.</li> </ol>	<ol style="list-style-type: none"> <li>Another word for reserving .</li> <li>Small talk : talking about vacation.</li> <li>Finding accommodation.</li> <li>cake training travel expressions #4</li> <li>useful expression : traveling</li> </ol>	<ul style="list-style-type: none"> <li>bookin g</li> <li>accom modati on</li> <li>vacatio n</li> <li>Tourist destinat ion</li> <li>Destina tion</li> <li>Trip</li> <li>Accom modati on</li> <li>Arrival</li> <li>Depart ure</li> <li>Transp ortation</li> <li>Itinerar y</li> </ul>	<ul style="list-style-type: none"> <li>I'm booking our accommodation for the following night.</li> <li>Where do you want to go on vacation ?</li> <li>How long were you there for?</li> <li>How much is it per night?</li> <li>Is breakfast included ?</li> </ul>	<p><b>Scenario: Planning a Customized Tour for a Family Vacation</b></p> <p><b>Tour Planner (TP):</b> Good morning, Ms. Nadia. Thank you for choosing our agency to help plan your family vacation. How can I assist you today?</p> <p><b>Client (C):</b> Good morning! My family and I are looking to plan a two-week vacation in Bali. We'd like a mix of adventure, relaxation, and some cultural experiences. Can you help with that?</p> <p><b>TP:</b> Absolutely! Bali is a fantastic</p>	<p>Pre-Activities</p> <ul style="list-style-type: none"> <li>The teacher gives greetings and asks the class leader to lead the learners to pray before the lesson.</li> <li>The teacher checks the learners' attendance.</li> <li>The teacher asks about learners' learning readiness.</li> </ul>

		<p>3. Students are able to answer customer questions or requests related to reservations and ticketing, and provide satisfactory solutions in challenging situations.</p>		<ul style="list-style-type: none"> <li>• How much is it per night?</li> <li>• What destinations would you like to visit?</li> <li>• How long would you like your trip to be?</li> <li>• Is there a specific budget you want to stick to?</li> <li>• Do you have an airport shuttle?</li> <li>• Do you have a return ticket?</li> <li>• Yes, here my</li> </ul>	<p>destination for that combination. Do you already have specific places or activities in mind, or would you like some recommendations?</p> <p><b>C:</b> We have a few ideas. We definitely want to visit Ubud for the culture and rice terraces, and we've heard good things about the beaches in Seminyak. We'd also love to do some water sports and maybe visit a traditional Balinese village. What do you recommend?</p> <p><b>TP:</b> That sounds like a wonderful plan. I suggest we split your itinerary into different regions of Bali to make the most of your time. We could start in Ubud for the cultural</p>	<ul style="list-style-type: none"> <li>• Teacher conveys the consistency of the class agreement.</li> <li>• Teacher invites students to do ice-breaking.</li> <li>• Teacher explains and introduces today's topic: "Tour Planning."</li> <li>• The teacher explains the things to be learned and the objectives to be achieved.</li> </ul>
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					<p>intinerar y.</p> <ul style="list-style-type: none"> <li>• Could we have a landscape picture?</li> <li>• Could we get the whole view in the background?</li> <li>• Can I help you with anything?</li> <li>• Can I get a tax refund?</li> <li>• We can arrange a customized itinerary based on your preferences.</li> </ul>	<p>experiences, then head to Seminyak for beach time and water sports. We can also arrange a visit to a traditional village, where you can see local crafts and rituals. Does that sound good?</p> <p><b>C:</b> Yes, that sounds perfect. We're a family of four—two adults and two teenagers. Do you have any recommendations for activities that would keep everyone engaged?</p> <p><b>TP:</b> For sure! In Ubud, you can explore the rice terraces, visit the Monkey Forest, and take a cycling tour through the countryside. For your teenagers, I'd recommend some exciting water sports like parasailing or jet</p>	<p><b>WHILST ACTIVITY:</b></p> <p>Tourism Vocabulary &amp; Essential Phrases</p> <p>Presentation</p> <ul style="list-style-type: none"> <li>• The teacher introduces vocabulary and essential phrases related to "Tour Planning."</li> <li>• The teacher uses cakeapp to review and reinforce the terms. (Keyword search: Saya memesan akomoda</li> </ul>
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				 <ul style="list-style-type: none"> <li>• Do you need travel insurance?</li> </ul>	<p>skiing in Nusa Dua. If they're into adventure, we can also arrange a white-water rafting trip on the Ayung River.</p> <p><b>C:</b> That sounds fantastic! What about relaxation? We'd also like to have some downtime during the trip.</p> <p><b>TP:</b> For relaxation, I recommend staying in a luxury resort in Seminyak with access to the beach. You can enjoy spa treatments, yoga sessions, or simply relax by the pool. We can also arrange a day trip to some quieter beaches like Padang Padang or Jimbaran, where you can have a peaceful day with your family.</p>	<p>si kami untuk malam berikutnya, etc.).</p> <ul style="list-style-type: none"> <li>• The teacher plays the video on cakeapp and students watch and listen while practicing pronunciation through the video.</li> <li>• The teacher encourages students to use the cakeapp to practice pronunciation and listening comprehension.</li> </ul>
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					<p><b>C:</b> That's exactly what we're looking for. How about dining options? We'd like to try some local Balinese cuisine, but also have access to other types of food for the kids.</p> <p><b>TP:</b> In Ubud and Seminyak, there are plenty of dining options. We can arrange for you to experience an authentic Balinese cooking class where you'll learn how to prepare traditional dishes like Nasi Goreng and Satay. For your family, there are also international restaurants offering Italian, Japanese, and Western cuisine, so everyone will have options.</p> <p><b>C:</b> A cooking class sounds like a great</p>	<p>nsion for the terms in the cakeapp.</p> <p>Practice scenario (role play)</p> <p>Introduction of the scenario:</p> <ul style="list-style-type: none"> <li>Teacher divides students into pairs and assigns roles (Tour Planner dan Client).</li> <li>The teacher provides an existing script, or can give the students to create their own dialog based on</li> </ul>
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					<p>idea! Is there anything special we should know about traveling in Bali?</p> <p><b>TP:</b> One thing to keep in mind is that Bali has a tropical climate, so it's important to pack lightweight, breathable clothing. Also, depending on when you plan to travel, we can help you avoid peak tourist seasons or heavy rains. I'd also recommend bringing insect repellent for the outdoor activities. We'll provide a full guide with tips and suggestions before your trip.</p> <p><b>C:</b> That's very helpful. We're thinking of traveling in mid-December. Is that a good time?</p> <p><b>TP:</b> Mid-December is a popular time</p>	<p>the vocabulary and expressions learned.</p> <ul style="list-style-type: none"> <li>• The teacher gives the students time to do the exercise with their partner.</li> <li>• Teacher asks students to use cakeapp to listen and repeat the dialog, to improve their fluency and accuracy (optional)</li> </ul> <p>Role playing:</p>
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					<p>because of the holidays, so it can get quite busy. However, if we book your accommodations and activities early, you'll be able to enjoy the best spots without any issues. It's also a great time for festive events and celebrations in Bali.</p> <p><b>C:</b> Great! Let's proceed with mid-December then. What's the next step?</p> <p><b>TP:</b> I'll go ahead and draft a detailed itinerary based on everything we've discussed. I'll include hotel recommendations, activity details, and estimated costs. Once you review and approve it, we can start making bookings for flights,</p>	<ul style="list-style-type: none"> <li>Students do the role-play together with a partner, focusing on a more natural or spontaneous conversation.</li> <li>The teacher encourages students' creativity and adaptability in handling different situations.</li> </ul> <p>Feedback session:</p> <ul style="list-style-type: none"> <li>After the role-play, the teacher invites</li> </ul>
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					<p>accommodations, and tours.</p> <p><b>C:</b> That sounds good to me. How long will it take to get the itinerary?</p> <p><b>TP:</b> I'll have the draft ready within the next 48 hours. I'll send it to you by email for review, and we can make any adjustments as needed.</p> <p><b>C:</b> Perfect! I'm looking forward to seeing the itinerary.</p> <p><b>TP:</b> I'm excited to help make this a memorable trip for you and your family. I'll be in touch soon with the details!</p> <p><b>C:</b> Thank you so much for your help. Talk to you soon!</p> <p><b>TP:</b> You're very welcome! Have a great day, Ms. Nadia!</p>	<p>some prepared students to perform in front of the class.</p> <ul style="list-style-type: none"> <li>The teacher gives feedback on their performance, highlighting strong points and areas for improvement.</li> </ul> <p><b>POST ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>The teacher asks short questions related to what has been learned</li> </ul>
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							<p>using cakeapp, to assess students' understanding of key vocabulary and expressions.</p> <ul style="list-style-type: none"> <li>• Teacher and learners reflect on the lesson.</li> <li>• Teacher asks about the challenges students faced during the role-play and how they can improve it in the next meeting.</li> </ul>
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							<ul style="list-style-type: none"> <li>The teacher gives a homework assignment where students have to create their dialog for a tour planning scenario using cakeapp. They have to record and submit their dialog to be assessed (next meeting can be assessed directly with students)</li> </ul>
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							<p>doing the practice if there is time).</p> <ul style="list-style-type: none"> <li>• The teacher provides information related to learning activities on the next meeting.</li> <li>• The teacher closes the learning activity by giving a message and motivating the spirit of learning then closing (greetings).</li> </ul>
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2.	Airline Reservation and Ticketing	<p>1. Students can verbally explain the flight reservation process to customers.</p> <p>2. Students are able to convey important flight-related information, such as the flight number, schedule, and baggage policy, clearly.</p> <p>3. Students are able to answer customer</p>	<ul style="list-style-type: none"> <li>Travel English : at the airport.</li> <li>Travel English: at the tourist spot</li> <li>Travel English : booking a flight.</li> <li>Travel English : checking in at the airport.</li> <li>Travel English : going through passport control.</li> <li>can i see your boarding documents?</li> <li>reservation are full.</li> </ul>	<ul style="list-style-type: none"> <li>Boarding pass.</li> <li>Baggage</li> <li>Passport</li> <li>Ticket</li> <li>Checking</li> <li>Tax refund</li> <li>Direct flight</li> <li>Booked</li> <li>Luggage</li> <li>aisle seat</li> <li>window seat</li> <li>flight boards.</li> <li>Gate number</li> <li>Suitcases</li> <li>Arriving</li> <li>customs form</li> </ul>	<ul style="list-style-type: none"> <li>We're fully booked, madam</li> <li>Can I see your ticket and passport?</li> <li>may I see your boarding pass?</li> <li>Im sorry for any inconvenience.</li> <li>Are you checking any bags today?</li> <li>Do you have any baggage to check?</li> <li>Could you place your bag on the scale?</li> <li>Where are you</li> </ul>	<p><b>Scenario of Demonstration</b></p> <p><b>Conversation 1</b>  <b>Scenario: Ticket Purchase at Airport Ticket Counter</b>  <b>Ticketing Agent (TA):</b> Good morning! Welcome to Garuda Indonesia. How can I assist you today?  <b>Passenger (P):</b> Good morning! I'd like to purchase a ticket for a flight to Bali, please.  <b>TA:</b> Certainly! Are you looking for a one-way ticket or a round-trip?  <b>P:</b> A one-way ticket, please.  <b>TA:</b> Alright. When would you like to depart?  <b>P:</b> I'd like to leave today, as soon as possible.  <b>TA:</b> Let me check the availability.</p>	<p><b>PRE-ACTIVITY</b></p> <ul style="list-style-type: none"> <li>The teacher greets and asks the class leader to lead the pray before the lesson.</li> <li>The teacher checks the learners' attendance.</li> <li>The teacher asks about learners' learning readiness.</li> <li>The Teacher conveys the consistency of the</li> </ul>
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		<p>questions or requests related to reservations and ticketing, and provide satisfactory solutions in challenging situations.</p>	<ul style="list-style-type: none"> <li>do you have any baggage to check?</li> </ul>	<ul style="list-style-type: none"> <li>visa documentation</li> <li>visit</li> </ul>	<p>flying to today?</p> <ul style="list-style-type: none"> <li>We have a connecting flight to Recife.</li> <li>I lost my passport.</li> <li>Do you have a student discount?</li> <li>Where do I buy a ticket?</li> <li>Do you need a tax refund?</li> <li>Would it be any cheaper if I stop in Nashville?</li> <li>I want direct flights.</li> <li>What time is</li> </ul>	<p>One moment, please... (After a few moments)</p> <p>We have a flight departing at 1:30 PM, and another one at 4:00 PM. Which one would you prefer?</p> <p><b>P:</b> I'll take the 1:30 PM flight.</p> <p><b>TA:</b> Great choice. Would you prefer Economy, Business, or First Class?</p> <p><b>P:</b> I'll take Economy Class.</p> <p><b>TA:</b> No problem. May I have your full name and ID, please?</p> <p><b>P:</b> Sure, my name is Andi Wijaya. Here's my ID.</p> <p><b>TA:</b> Thank you, Mr. Andi. Do you have any preference for your seat? Would you prefer an aisle seat or a window seat?</p>	<p>class agreement.</p> <ul style="list-style-type: none"> <li>The teacher invites students to do ice-breaking.</li> <li>The teacher explains and introduces today's topic: "Airline Reservation and Ticketing".</li> <li>The teacher explains the learning objectives.</li> </ul> <p>MAIN-ACTIVITY</p>
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				<p>the flight?</p> <ul style="list-style-type: none"> <li>• Do you have any identification?</li> <li>• Alright, here is your boarding pass.</li> <li>• Where are you flying to today?</li> <li>• May I have your passport and ticket, please.</li> <li>• Are you checking any luggage?</li> <li>• Would you prefer an aisle seat or a window seat?</li> </ul>	<p><b>P:</b> A window seat, please.</p> <p><b>TA:</b> I've selected a window seat for you. The total fare for this ticket is IDR 2,100,000. How would you like to pay?</p> <p><b>P:</b> I'll pay with cash.</p> <p><b>TA:</b> Alright. Here's your receipt, and here is your boarding pass. The gate number is A7, and boarding will begin at 12:45 PM. Please make sure to arrive at the gate at least 30 minutes before departure.</p> <p><b>P:</b> Thank you! Is there anything else I need to know?</p> <p><b>TA:</b> Yes, please note that the check-in counter is in Terminal 2. You can check in your baggage at the counter. If you need any further</p>	<p>Tourism Vocabulary &amp; Essential Phrases</p> <p>Presentation</p> <ul style="list-style-type: none"> <li>• The teacher introduces vocabulary and essential phrases related to Airline Reservation and Ticketing.</li> <li>• The teacher uses cakeapp to review and reinforce the terms. (Keyword search: Travel English : bandara,</li> </ul>
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					<ul style="list-style-type: none"> <li>• Here's your boarding pass.</li> <li>• You flight boards at gate number 10.</li> <li>• Okay and how many suitcases would you be checking in?</li> <li>• Can I have your passport please.</li> <li>• Where are you arriving from?</li> <li>• I was on the flight from Auckland.</li> </ul>	<p>assistance, feel free to ask our staff at the airport.</p> <p><b>P:</b> Great, thanks for the information.</p> <p><b>TA:</b> You're welcome, Mr. Andi. Have a pleasant flight!</p> <p><b>P:</b> Thank you, have a nice day!</p> <p><b>Conversation 2</b>  <b>Scenario: Check-in at the Airport</b>  <b>Check-in Agent (CA):</b> Good morning! Welcome to Soekarno-Hatta International Airport. How may I assist you today?  <b>Passenger (P):</b> Good morning! I'd like to check in for my flight to Tokyo.  <b>CA:</b> Certainly! Can I see your ticket and passport?  <b>P:</b> Sure, here they are.  <b>CA:</b> Thank you, Mr. David. I see</p>	<p>Travel English: ditempat wisata, Travel English : memesan penerbangan etc.).</p> <ul style="list-style-type: none"> <li>• The teacher plays the video on CakeApp and students watch, listen and practice pronunciation through the video.</li> <li>• The teacher encourages students to use the CakeApp to practice pronunciation</li> </ul>
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				<ul style="list-style-type: none"> <li>• Here's my passport and my customs form.</li> <li>• What is the purpose of your visit?</li> <li>• Could you have a seat next to the emergency exit?</li> </ul>	<p>that you're booked on flight GA874 to Tokyo, departing at 10:30 AM. Would you like a window or aisle seat?</p> <p>P: I'd prefer a window seat, if available.</p> <p>CA: Let me check... Yes, a window seat is available. I've assigned you seat 21A. Do you have any luggage to check in today?</p> <p>P: Yes, I have one suitcase.</p> <p>CA: Alright, please place your suitcase on the scale... (After weighing the suitcase)</p> <p>Your luggage weighs 18 kilograms, which is within the allowance. I'll tag it and send it through. Here's your baggage claim tag.</p>	<p>tion and listening comprehension for the terms in the cakeapp.</p> <p>Practice scenario (role play) session 1</p> <ul style="list-style-type: none"> <li>• The teacher divides students into pairs and assigns roles (customer service agent and passenger).</li> <li>• The teacher provides an existing flight reservation</li> </ul>
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					<p>P: Thank you. Is there anything else I need to do?</p> <p>CA: Yes, just a couple of things. Here is your boarding pass. Your flight will board at Gate 15, and boarding will begin at 9:45 AM. You'll need to go through security and passport control before heading to the gate. Please make sure you arrive at the gate at least 30 minutes before departure.</p> <p>P: Got it. Is there a lounge I can use while I wait?</p> <p>CA: Yes, since you're flying Business Class, you have access to our Executive Lounge. It's located on the second floor, near Gate 10. You can enjoy complimentary</p>	<p>scenario (give a short scenario first), and can use one of the videos provided by cakeapp.</p> <ul style="list-style-type: none"> <li>• Teacher asks students to use cakeapp to listen and repeat the dialog, to improve their fluency and accuracy (optional).</li> <li>• The teacher instructs the students to</li> </ul>
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					<p>food, beverages, and Wi-Fi there.</p> <p>P:That sounds great, thank you!</p> <p>CA: You're welcome, Mr. David. One last thing: if you need any assistance or if there are any changes to your flight, please check the information screens or ask our staff. Have a wonderful trip!</p> <p>P: Thank you for your help!</p> <p>CA: It's my pleasure. Have a safe flight!</p>	<p>practice/ dramatice the dialog with a partner and take turns to play each role that has been determine d.</p> <ul style="list-style-type: none"> <li>• The teacher goes around the class to give directions and give feedback related correct pronounc iation on some miss-pronounc ed to terms/voc abulary.</li> </ul>
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							<p>Practice scenario (role play) session 2 Advanced Scenario :</p> <ul style="list-style-type: none"> <li>• The teacher introduces more complex scenarios that have been given. For example, handling the check in from start to finish.</li> <li>• The teacher provides an existing script, or can give the students to create their own</li> </ul>
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							<p>dialog based on the vocabulary and expressions learned.</p> <ul style="list-style-type: none"> <li>• The teacher gives the students time to do the exercise with their partner.</li> </ul> <p>Role playing:</p> <ul style="list-style-type: none"> <li>• Students do the role-play together with a partner, focusing on a more natural or spontaneous conversation.</li> </ul>
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							<ul style="list-style-type: none"> <li>• The teacher encourages students' creativity and adaptability in handling different situations</li> </ul> <p>Feedback session:</p> <ul style="list-style-type: none"> <li>• After the role-play, the teacher invites some prepared students to perform in front of the class.</li> <li>• The teacher gives feedback on their performance</li> </ul>
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							<p>nce, highlighting strong points and areas for improvement.</p> <p><b>POST ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• The teacher asks short questions related to what has been learned using cakeapp, to assess students' understanding of key vocabulary and expressions.</li> <li>• Teacher and</li> </ul>
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							<p>learners reflect on the lesson.</p> <ul style="list-style-type: none"> <li>• Teacher asks about the challenges students faced during the role-play and how they can improve it in the next meeting.</li> <li>• The teacher gives a homework assignment where students have to create their dialog for a reevaluation</li> </ul>
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							<p>on scenario or airplane ticket sales using cakeapp. They have to record and submit their dialog to be assessed (next meeting can be assessed directly with students doing the practice if there is time).</p> <ul style="list-style-type: none"> <li>• The teacher provides information related</li> </ul>
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							<p>to learning activities on the next meeting.</p> <ul style="list-style-type: none"> <li>The teacher closes the learning activity by giving a message and motivating the spirit of learning then closing (greetings).</li> </ul>
3.	Digital marketing	1. Students can discuss digital marketing strategies with clients.	<ul style="list-style-type: none"> <li>Business english : sending email.</li> <li>Top 12 Expressions - workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Clients</li> <li>Booked</li> <li>Schedule</li> <li>Email marketing.</li> <li>Projects</li> </ul>	<ul style="list-style-type: none"> <li>I am writing this email to let you know that due to our product</li> </ul>	<p><b>Scenario of Demonstration</b></p> <p><b>Conversation 1</b></p> <p><b>Scenario: Discussing a Digital Marketing Strategy for a New Product Launch</b></p>	<p><b>PRE-LEARNING ACTIVITY</b></p> <ul style="list-style-type: none"> <li>The teacher gives greetings and asks</li> </ul>

		<p>2. Students can interact with customer s/clients on social media.</p>	<ul style="list-style-type: none"> <li>• in meetings .</li> </ul>	<ul style="list-style-type: none"> <li>• Sent</li> <li>• Handout</li> <li>• Account</li> <li>• Months objectives</li> </ul>	<p>launch date being moved up, we would like to request the marketing material to be sent earlier.</p> <ul style="list-style-type: none"> <li>• Dear valued client, unfortunately we are unable to send you the marketing material earlier.</li> <li>• Due to our other projects, it is not possible to</li> </ul>	<p>Digital Marketing Specialist (DMS): Good morning, Ms. Laila. Thank you for meeting with me today. How are you?</p> <p>Client (C): Good morning! I'm doing well, thank you. I'm excited to discuss our new product launch.</p> <p>DMS: We're excited too! Let's dive into it. Could you tell me more about the product and your goals for this launch?</p> <p>C: Certainly. We're launching a new line of eco-friendly skincare products, and we want to create a strong online presence. Our goal is to increase brand awareness and drive sales through our website.</p>	<p>the class leader to lead the learners to pray before the lesson.</p> <ul style="list-style-type: none"> <li>• The teacher checks the learners' attendance.</li> <li>• The teacher asks about learners' learning readiness.</li> <li>• Teacher conveys the consistency of the class agreement.</li> <li>• Teacher invites students</li> </ul>
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				<p>change the schedule.</p> <ul style="list-style-type: none"> <li>• As per the contract, the marketing materials will be submitted by the date that was originally decided upon.</li> <li>• Please let me know if you have any further questions.</li> <li>• Oh, looks like a client sent us an email.</li> </ul>	<p>DMS: That's a great objective. To achieve this, I recommend a multi-channel digital marketing strategy. We'll focus on social media marketing, email campaigns, and targeted online ads. How does that sound?</p> <p>C: That sounds comprehensive. Which social media platforms would you suggest?</p> <p>DMS: Given your target audience, I'd recommend focusing on Instagram and Facebook for visual content, and LinkedIn for reaching professionals. We could also consider TikTok if you want to tap into a younger demographic.</p>	<p>to do ice-breaking.</p> <ul style="list-style-type: none"> <li>• Teacher explains and introduces today's topic: "DIGITAL MARKETING."</li> <li>• The teacher explains the things to be learned, and the objectives to be achieved.</li> </ul> <p><b>MAIN ACTIVITY</b></p> <p>Presentation</p> <ul style="list-style-type: none"> <li>• The teacher introduces vocabulary and</li> </ul>
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					<ul style="list-style-type: none"> <li>• I should reply to it quickly.</li> <li>• To be honest, I'm not sure about this idea.</li> <li>• Good suggestion, but I see a few problems.</li> <li>• We have fulfilled a 114% of this month's objectives.</li> <li>• You can read the handouts for a detailed account.</li> </ul>	<p>C: Instagram and Facebook are definitely where our audience is. I'm open to trying TikTok as well. What kind of content should we create?</p> <p>DMS: For Instagram and Facebook, we should create a mix of product images, behind-the-scenes content, and user-generated content. Short videos and Instagram Stories showcasing the benefits of your products will also engage your audience. For TikTok, we could create fun, engaging videos that highlight the eco-friendly aspect of your products.</p> <p>C: I like that approach. What about email</p>	<p>essential phrases related to "DIGITAL MARKETING."</p> <ul style="list-style-type: none"> <li>• The teacher uses cakeapp to review and reinforce the terms. (Keyword search: Bahasa Inggris bisnis 3 : mengirim email, 12 ungkapan teratas-tempat kerja, etc.).</li> <li>• The teacher plays the video on cakeapp and</li> </ul>
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					<p>marketing? How can we leverage that?</p> <p>DMS: Email marketing will be key in nurturing your leads and driving conversions. We'll segment your email list to target specific customer groups, such as new subscribers, loyal customers, and potential buyers. We can send personalized product recommendations, exclusive discounts, and educational content about the benefits of eco-friendly skincare.</p> <p>C: That sounds effective. How often should we send these emails?</p> <p>DMS: I suggest starting with a weekly email. This</p>	<p>students watch and listen while practicing pronunciation through the video.</p> <ul style="list-style-type: none"> <li>The teacher encourages students to use the cakeapp to practice pronunciation and listening comprehension for the terms in the cakeapp.</li> </ul> <p>Practice scenario (role play) session 1</p> <p>Introduction of the scenario:</p>
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					<p>keeps your audience engaged without overwhelming them. We can adjust the frequency based on the performance of the campaigns.</p> <p>C: Makes sense. And how do we handle online ads?</p> <p>DMS: We'll run targeted ads on Google and social media platforms. For Google, we'll focus on search and display ads targeting keywords related to eco-friendly skincare. On social media, we'll create visually appealing ads that highlight the unique selling points of your products, such as sustainability and natural ingredients.</p> <p>C: What's the budget</p>	<ul style="list-style-type: none"> <li>• Teacher divides students into pairs and assigns roles (Event Planner dan Clie).</li> <li>• The teacher provides an existing digital marketing scenario (give a short scenario first), can use one of the videos provided by cakeapp.</li> <li>• Teacher asks students</li> </ul>
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					<p>recommendation for these ads?</p> <p>DMS: I recommend starting with a moderate budget to test different audiences and creatives. Based on the results, we can scale up the budget for the best-performing ads. Typically, a budget of \$2,000 to \$5,000 per month is a good starting point for a multi-channel approach.</p> <p>C: That's reasonable. How will we measure the success of this campaign?</p> <p>DMS: We'll track key performance indicators (KPIs) like website traffic, conversion rates, click-through rates (CTR) for ads, and engagement metrics on social media. I'll provide</p>	<p>to use cakeapp to listen and repeat the dialog, to improve their fluency and accuracy (optional).</p> <p>Role playing:</p> <ul style="list-style-type: none"> <li>The teacher instructs the students to practice the dialog with a partner, taking turns to play each role that has been determined.</li> <li>The teacher</li> </ul>
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					<p>you with a detailed report every month so we can analyze the results and make data-driven decisions.</p> <p>C: I appreciate that. How soon can we start?</p> <p>DMS: We can start the planning phase immediately. I'll draft a detailed strategy and timeline, and we can have the first set of ads and content ready to go live within two weeks. Does that work for you?</p> <p>C: Yes, that works perfectly. I'm looking forward to seeing the results!</p> <p>DMS: Great! I'll keep you updated every step of the way. If you have any questions or additional requests, feel free to reach out anytime.</p>	<p>goes around the class to give directions, correct the students' pronunciation if there are students who are pronouncing incorrectly, and make sure the students are using the correct vocabulary.</p> <p>Practice scenario (role play) session 2</p> <ul style="list-style-type: none"> <li>The teacher introduces more</li> </ul>
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					<p>C: Thank you, I will. Let's make this launch a success!</p> <p>DMS: Absolutely. We're committed to helping you achieve your goals. Have a great day, Ms. Laila!</p> <p>C: You too! Thanks again.</p> <p><b>Conversation 2</b>  <b>Scenario:</b>  <b>Informing a Client About a Rescheduled Product Launch Date</b></p> <p>Digital Marketing Specialist (DMS): Good afternoon, Mr. Ahmad. I hope you're doing well. Do you have a moment to discuss an important update regarding your product launch?</p> <p>Client (C): Good afternoon! Sure, I</p>	<p>complex scenarios that have been given. For example, discussing sudden changes in product launch plans or handling negative feedback from online campaigns.</p> <ul style="list-style-type: none"> <li>• The teacher provides an existing script, or can give the students to create their own dialog</li> </ul>
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					<p>have time. What's the update?</p> <p>DMS: I've been informed by the production team that the launch date for your new product has been moved up. Instead of launching on the 15th of next month, it's now scheduled for the 1st.</p> <p>C: Oh, that's a significant change! What's the reason for moving up the date?</p> <p>DMS: The production team was able to expedite the manufacturing process, and the products will be ready ahead of schedule. They wanted to take advantage of the momentum and get the product to market as soon as possible.</p>	<p>based on the vocabulary and expressions learned.</p> <ul style="list-style-type: none"> <li>The teacher gives the students time to do the exercise with their partner.</li> </ul> <p>Role playing:</p> <ul style="list-style-type: none"> <li>Students do the role-play together with a partner, focusing on a more natural or spontaneous conversation.</li> <li>The teacher encourages</li> </ul>
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					<p>C: I see. This will require some quick adjustments on our end, especially with our marketing strategy. Can we still manage to execute everything on time?</p> <p>DMS: Yes, we can. However, we'll need to accelerate some of our planned activities. For example, we'll have to finalize and schedule your social media content, online ads, and email campaigns sooner than anticipated. My team is ready to make the necessary adjustments to meet the new timeline.</p> <p>C: That's good to hear. What specific steps will we need to take to ensure everything goes smoothly?</p>	<p>es students' creativity and adaptability in handling different situations .</p> <p>Feedback session:</p> <ul style="list-style-type: none"> <li>• After the role-play, the teacher invites some prepared students to perform in front of the class.</li> <li>• The teacher gives feedback on their performance, highlighting strong</li> </ul>
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					<p>DMS: First, we'll prioritize getting your website landing page and e-commerce setup fully operational by the end of this week. Next, we'll fast-track the approval process for all digital content—this includes social media posts, email templates, and ad creatives. Finally, we'll launch a teaser campaign immediately to build anticipation ahead of the new launch date.</p> <p>C: What about the influencers and media partners we've lined up? Will they be able to adjust to the new schedule?</p> <p>DMS: We're already in the process of notifying them about the</p>	<p>points and areas for improvement.</p> <p><b>POST ACTIVITY</b></p> <ul style="list-style-type: none"> <li>The teacher asks short questions related to what has been learned using cakeapp, to assess students' understanding of key vocabulary and expressions.</li> <li>Teacher and learners reflect on</li> </ul>
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					<p>change. Most of them have indicated flexibility and are willing to support the new launch date. We'll coordinate closely with them to ensure they can promote your product as planned.</p> <p>C: That's reassuring. How will this affect our ad budget and overall campaign timeline?</p> <p>DMS: The overall budget remains the same, but we may need to reallocate some funds to boost early promotional activities. We'll also need to condense the campaign timeline, which means some tasks will overlap. However, with careful planning and coordination, we can maintain the</p>	<p>the lesson.</p> <ul style="list-style-type: none"> <li>Teacher asks about the challenges students faced during the role-play and how they can improve it in the next meeting.</li> <li>The teacher gives a homework assignment where students have to create their dialog for a digital marketing scenario</li> </ul>
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					<p>quality and impact of your launch.</p> <p>C: I'm glad you've thought this through. Is there anything specific you need from my side to help with the transition?</p> <p>DMS: We'll need your quick approval on any outstanding content and creative assets. Also, if there are any last-minute adjustments to the product messaging or promotional offers, now would be the time to finalize those.</p> <p>C: Understood. I'll make sure to review everything promptly. Let's move forward with the new date.</p> <p>DMS: Excellent! I'll send you an updated timeline and checklist by the end of today. We'll keep you informed</p>	<p>using cakeapp. They have to record and submit their dialog to be assessed (next meeting can be assessed directly with students doing the practice if there is time).</p> <ul style="list-style-type: none"> <li>• The teacher provides information related to learning activities on the next meeting.</li> </ul>
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						<p>of our progress every step of the way.</p> <p>C: Thank you, I appreciate your support and quick response to this change.</p> <p>DMS: It's our pleasure, Mr. Ahmad. We're committed to making this launch a success despite the tighter schedule. If you have any further questions or concerns, feel free to reach out.</p> <p>C: Will do. Thanks again, and let's make this a successful launch</p> <p>DMS: Absolutely! Have a great day, and we'll be in touch soon.</p> <p>C: You too. Goodbye!</p> <p>DMS: Goodbye!</p>	<ul style="list-style-type: none"> <li>The teacher closes the learning activity by giving a message and motivating the spirit of learning then closing (greetings).</li> </ul>
4.	MICE (Meeting	1. Students can	<ul style="list-style-type: none"> <li>8 essential</li> </ul>	<ul style="list-style-type: none"> <li>Outlining</li> </ul>	<ul style="list-style-type: none"> <li>Could you</li> </ul>	<b>Scenario of Demonstration</b>	<b>PRE-ACTIVITY</b>



s, Incentives, Conferences, Exhibitions)	communicate with related parties, such as vendors, service providers, and event participants, when conducting negotiations.	<ul style="list-style-type: none"> <li>• three phrases for business conversation.</li> <li>• Business english : talking on the phone.</li> <li>• Business english : asking for approval.</li> </ul>	<ul style="list-style-type: none"> <li>• business expressions.</li> <li>• three phrases for business conversation.</li> <li>• Business english : talking on the phone.</li> <li>• Business english : asking for approval.</li> </ul>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Report</li> <li>• Updating</li> <li>• Touch base</li> <li>• Companies</li> <li>• Office</li> <li>• Idea</li> <li>• Messed</li> <li>• Deadline</li> <li>• Decision</li> <li>• Invest</li> <li>• Document</li> <li>• Client</li> <li>• Meeting</li> <li>• Marketing strategy</li> <li>• Schedule</li> <li>• Contact</li> <li>• Message</li> <li>• Proposal</li> <li>• Submit</li> <li>• Budget</li> </ul>	<p>shoot me an email outlining any project updates, please?</p> <ul style="list-style-type: none"> <li>• Here's a copy of the report. I'll shoot it to you in an email, too.</li> <li>• I just need to hop on a call and then we can discuss the project.</li> <li>• Do you mind jumping on a call with tim and updating him on</li> </ul>	<p>Scenario: Planning a Conference for a Corporate Client</p> <p>Event Planner (EP): Good morning, Mr. Rudi. Thank you for considering our services for your upcoming conference. How can I assist you today?</p> <p>Client (C): Good morning! We're planning a conference for our company, and we'd like your help with the organization and management.</p> <p>EP: Of course! Could you tell me more about the event? For example, the expected number of attendees, preferred dates, and location?</p> <p>C: We're expecting around 200 attendees. The conference should take place in mid-</p>	<ul style="list-style-type: none"> <li>• The teacher gives greetings and asks the class leader to lead the learners to pray before the lesson.</li> <li>• The teacher checks the learners' attendance.</li> <li>• The teacher asks about learners' learning readiness.</li> <li>• Teacher conveys the consistency of the class</li> </ul>
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				<p>the project?</p> <ul style="list-style-type: none"> <li>• Call me later so that we can touch base.</li> <li>• We need to reach out to some marketing companies.</li> <li>• I'm out of the office today, so keep me in the loop via messenger.</li> <li>• Why didn't you keep me in the loop?</li> <li>• I had no idea we missed</li> </ul>	<p>November, ideally in a central location in Jakarta.</p> <p>EP: Noted. We have several venues in Jakarta that can accommodate 200 attendees comfortably. Would you prefer a hotel ballroom or a dedicated conference center?</p> <p>C: A conference center would be ideal. We'd like a professional setting with all necessary facilities.</p> <p>EP: Great choice. I can recommend several options, including the Jakarta Convention Center and Balai Kartini. Both are well-equipped and have excellent facilities for conferences of your size.</p> <p>C: Jakarta Convention Center</p>	<p>agreement.</p> <ul style="list-style-type: none"> <li>• Teacher invites students to do ice-breaking.</li> <li>• Teacher explains and introduces today's topic: "MICE (Meetings, Incentives, Conferences, Exhibitions)."</li> <li>• The teacher explains the things to be learned, and the objectives to be achieved.</li> </ul>
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				<p>the deadline!</p> <ul style="list-style-type: none"> <li>• I'll circle back to you once everything is confirmed.</li> <li>• Do you know when we'll start the new project?</li> <li>• What about the report?</li> <li>• We haven't received the document yet, but I will let you know about that as soon as possible.</li> </ul>	<p>sounds good. Could you provide details on the conference rooms and available services?</p> <p>EP: Certainly. The Jakarta Convention Center offers various room configurations, from large halls to smaller breakout rooms. They also provide high-speed internet, audiovisual equipment, and catering services. Would you need assistance with any additional services, such as event registration, guest accommodation, or transportation?</p> <p>C: Yes, we'll need help with event registration and catering. We also want to ensure that our guests have access to transportation from</p>	<p><b>MAIN-ACTIVITY</b> Tourism Vocabulary &amp; Essential Phrases</p> <p>Presentation</p> <ul style="list-style-type: none"> <li>• The teacher introduces vocabulary and essential phrases related to "MICE (Meetings, Incentives, Conferences, Exhibitions)."</li> <li>• The teacher uses cakeapp to review and reinforce the terms.</li> </ul>
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					<ul style="list-style-type: none"> <li>• I will let you know as soon as possible if I hear anything else from the client.</li> <li>• Spencer, will you call a client for me to set up a meeting with our team?</li> <li>• I'm calling to schedule a meeting to discuss your meeting strategy.</li> <li>• Great. I'm glad to hear you're</li> </ul>	<p>their hotels to the conference venue.</p> <p>EP: We can handle all of that for you. For catering, do you have a specific preference for the menu, or would you like us to propose some options based on dietary preferences and budget?</p> <p>C: We'd like a mix of Indonesian and international cuisine. Please ensure there are vegetarian options available.</p> <p>EP: Understood. I'll arrange a menu that meets those requirements. Regarding event registration, we can set up an online registration portal for your attendees. This will make the process smooth and efficient.</p>	<p>(Keyword search: 8 ungkapan bisnis penting, Britcent : tiga frasa percakapan bisnis etc.).</p> <ul style="list-style-type: none"> <li>• The teacher plays the video on cakeapp and students watch and listen while practicing pronunciation through the video.</li> <li>• The teacher encourages students to use the cakeapp</li> </ul>
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					<p>still interested in setting up a meeting.</p> <ul style="list-style-type: none"> <li>• Are you available some afternoon this week?</li> <li>• How about a morning meeting?</li> <li>• Where will the meeting be held?</li> <li>• Great. The meeting location will be at our offices, so you can meet the whole team who will</li> </ul>	<p>C: That would be perfect. Could you also manage the distribution of conference materials, like badges, programs, and welcome packs?</p> <p>EP: Absolutely. We'll ensure that all attendees receive their materials upon arrival. We can also arrange for branded items or promotional materials if you wish.</p> <p>C: Yes, we'd like to include some branded items. Could you suggest some ideas?</p> <p>EP: Certainly! We can provide branded notebooks, pens, lanyards, and USB drives. We can also arrange for custom gift bags with your company's logo.</p>	<p>to practice pronunciation and listening comprehension for the terms in the cakeapp.</p> <p>Practice scenario (role play) session 1</p> <p>Introduction of the scenario:</p> <ul style="list-style-type: none"> <li>• Teacher divides students into pairs and assigns roles (Event Planner dan Client).</li> <li>• The teacher provides an existing</li> </ul>
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				<p>work on the marketing strategy.</p> <ul style="list-style-type: none"> <li>• I look forward to meeting you then.</li> <li>• I will send you a follow up email to confirm the meeting.</li> <li>• Please let me know if you have any question before the meeting.</li> <li>• I finished the project proposal.</li> <li>• I got the project proposal</li> </ul>	<p>C: That sounds great. Let's go ahead with that.</p> <p>EP: Excellent. We'll prepare a detailed proposal for your review, including the venue, catering, transportation, and branded items. Once approved, we'll take care of the rest and keep you updated throughout the process.</p> <p>C: Thank you, that's exactly what we need. I'm looking forward to seeing the proposal.</p> <p>EP: You're welcome, Mr. Rudi. We'll have the proposal ready within the next few days. If you have any additional requests or questions, feel free to reach out at any time.</p>	<p>MICE scenario (give a short scenario first), can use one of the videos provided by cakeapp.</p> <ul style="list-style-type: none"> <li>• Teacher asks students to use cakeapp to listen and repeat the dialog, to improve their fluency and accuracy (optional)</li> </ul> <p>Role playing:</p> <ul style="list-style-type: none"> <li>• The teacher instructs the</li> </ul>
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				<p>you submitted yesterday.</p> <ul style="list-style-type: none"> <li>• Was there some mistake in the proposal?</li> <li>• Yes, I specifically told you the budget for the project, but it was clear that you didn't take the budget into consideration at all.</li> <li>• I apologize, I must have</li> </ul>	<p>C: Will do. Thanks again for your help!</p> <p>EP: It's my pleasure. We're committed to making your conference a success!</p> <p><b>Conversation 2</b> Scenario: Calling a Client to Arrange a Meeting with the Team</p> <p>Event Planner (EP): Good morning, Mr. Andi. This is Sarah from Prestige Event Management. How are you today?</p> <p>Client (C): Good morning, Sarah. I'm doing well, thank you. How about you?</p> <p>EP: I'm doing well too, thank you for asking. I'm calling to discuss the upcoming conference we're organizing for your company. We'd</p>	<p>students to practice the dialog with a partner, taking turns to play each role that has been determined.</p> <ul style="list-style-type: none"> <li>• The teacher goes around the class to give directions, correct the students' pronunciation if there are students who are pronouncing incorrectly, and make</li> </ul>
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					<p>misunderstood.</p> <ul style="list-style-type: none"> <li>• I thought the budget was flexible.</li> <li>• No, it's not and I have no idea why you thought that.</li> <li>• Will you please give me another chance?</li> <li>• I can fix the proposal and submit it again.</li> <li>• You'll have to completely redo it because this is impossible with in</li> </ul>	<p>like to schedule a meeting with you and your team to go over the details and make sure everything is in place.</p> <p>C: That sounds like a good idea. When are you available?</p> <p>EP: We're quite flexible this week. How does Thursday at 10 AM sound?</p> <p>C: Thursday at 10 AM works for me. I'll check with my team, but it should be fine.</p> <p>EP: Great! If it's convenient for you, we could meet at your office, or you're welcome to come to our office. Which would you prefer?</p> <p>C: Let's meet at my office. It'll be easier for my team to join.</p> <p>EP: Perfect. We'll come to your office on Thursday at 10</p>	<p>sure the students are using the correct vocabulary.</p> <p>Practice scenario (role play) session 2</p> <p>Advanced Scenario</p> <ul style="list-style-type: none"> <li>• The teacher introduces more complex scenarios that have been given. For example, organize event details or handle special requests from clients.</li> </ul>
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				<p>our budget.</p> <ul style="list-style-type: none"> <li>• Don't worry. I will come up with another proposal and do it correctly this time.</li> <li>• Alright. Please redo the proposal and submit it by this afternoon.</li> <li>• I'm sorry for the inconvenience and misunderstanding.</li> </ul>	<p>AM. I'll bring our project manager and our logistics coordinator so we can cover all aspects of the event.</p> <p>C: That's great. What will we be discussing in the meeting?</p> <p>EP: We'll review the event timeline, discuss the final venue arrangements, confirm the catering and transportation details, and go over the guest list and registration process. We'll also bring some ideas for branding and promotional materials.</p> <p>C: That sounds comprehensive. I'm glad we'll be able to go through everything in detail.</p> <p>EP: Yes, we want to make sure</p>	<ul style="list-style-type: none"> <li>• The teacher provides an existing script, or can give the students to create their own dialog based on the vocabulary and expressions learned.</li> <li>• The teacher gives the students time to do the exercise with their partner.</li> </ul> <p>Role playing:</p> <ul style="list-style-type: none"> <li>• Students do the role-play</li> </ul>
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					<p>everything is aligned with your expectations. If there's anything specific you'd like us to prepare for the meeting, please let me know.</p> <p>C: Actually, could you bring some samples of the promotional items we discussed last time? I'd like to finalize those as well.</p> <p>EP: Of course, I'll bring samples of the branded notebooks, pens, and lanyards. We'll also prepare a few mock-ups for the gift bags.</p> <p>C: Perfect. I think that covers everything for now.</p> <p>EP: Excellent. We'll see you at your office on Thursday at 10 AM then. If there are any changes or additional requests,</p>	<p>together with a partner, focusing on a more natural or spontaneous conversation.</p> <ul style="list-style-type: none"> <li>The teacher encourages students' creativity and adaptability in handling different situations.</li> </ul> <p>Feedback session:</p> <ul style="list-style-type: none"> <li>After the role-play, the teacher invites some prepared students</li> </ul>
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					<p>feel free to reach out.</p> <p>C: Will do, Sarah. Thanks for coordinating this.</p> <p>EP: My pleasure, Mr. Andi. We're looking forward to working closely with you and your team to make this event a success. See you on Thursday!</p> <p>C: See you then. Have a great day!</p> <p>EP: Thank you, you too!</p>	<p>to perform in front of the class.</p> <ul style="list-style-type: none"> <li>The teacher gives feedback on their performance, highlighting strong points and areas for improvement.</li> </ul> <p>POST-ACTIVITY</p> <ul style="list-style-type: none"> <li>The teacher asks short questions related to what has been learned using cakeapp, to assess students' understanding.</li> </ul>
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							<p>ding of key vocabulary and expressions.</p> <ul style="list-style-type: none"> <li>• Teacher and learners reflect on the lesson.</li> <li>• Teacher asks about the challenges students faced during the role-play and how they can improve it in the next meeting.</li> <li>• The teacher gives a homework assignment</li> </ul>
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							<p>nt where students have to create their dialog for a MICE scenario using cakeapp. They have to record and submit their dialog to be assessed (next meeting can be assessed directly with students doing the practice if there is time).</p> <ul style="list-style-type: none"> <li>• The teacher provides</li> </ul>
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							<p>information related to learning activities on the next meeting.</p> <ul style="list-style-type: none"> <li>The teacher closes the learning activity by giving a message and motivating the spirit of learning then closing (greetings).</li> </ul>
5.	Ground Handling	<p>1. Students are able to handle ground handling service situation</p>	<ul style="list-style-type: none"> <li>cake training travel expressions #3</li> <li>are you checking</li> </ul>	<ul style="list-style-type: none"> <li>Bus station</li> <li>Airport</li> <li>Checking</li> <li>Bag</li> <li>Flight</li> </ul>	<ul style="list-style-type: none"> <li>I'm looking for the bus stop, can you help me?</li> </ul>	<p>Scenario of Demonstration</p> <p><b>Scenario: Ground Handling Conversation for Flight Preparation</b></p>	<p><b>PRE-ACTIVITY</b></p> <ul style="list-style-type: none"> <li>The teacher gives greetings</li> </ul>

		<p>s, such as check-in, boarding, and baggage handling processes in accordance with applicable standards.</p> <p>2. Students are able to conduct formal conversations related to the ground handling process.</p>	<p>any bags?</p> <ul style="list-style-type: none"> <li>• luggage</li> <li>• boarding pass</li> <li>• travel english : going through passport control.</li> </ul>	<ul style="list-style-type: none"> <li>• Plane</li> <li>• Boarding pass</li> <li>• gate number</li> <li>• Boarding Gate</li> <li>• Baggage Claim</li> <li>• Ground Crew</li> </ul>	<ul style="list-style-type: none"> <li>• Of course, the bus station is this way.</li> <li>• Where is the nearest subway station?</li> <li>• Are you checking any bags today?</li> <li>• Unfortunately, your flight has been delayed.</li> <li>• It's now scheduled to depart at 6 p.m.</li> <li>• I'm sorry for any inconvenience.</li> <li>• Yes, I have one bag to check,</li> </ul>	<p><b>Ground Handling Agent</b></p> <p><b>(GHA):</b> Good morning, Captain. I'm Mark, your ground handling agent for today. Is everything going well with the aircraft preparation?</p> <p><b>Pilot (P):</b> Good morning, Mark. Everything looks good so far. Have the fuel levels been checked?</p> <p><b>GHA:</b> Yes, Captain. The refueling was completed 30 minutes ago. We've loaded the exact amount specified in the flight plan—12,500 liters.</p> <p><b>P:</b> Great! How about the baggage and cargo? Is everything loaded?</p> <p><b>GHA:</b> The baggage for the passengers</p>	<p>and asks the class leader to lead the learners to pray before the lesson.</p> <ul style="list-style-type: none"> <li>• The teacher checks the learners' attendance.</li> <li>• The teacher asks about learners' learning readiness.</li> <li>• Teacher conveys the consistency of the class agreement.</li> <li>• Teacher invites students</li> </ul>
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					<p>and one bag to carry on.</p> <ul style="list-style-type: none"> <li>• Could you place your bag on the scale?</li> <li>• Can I take this on the plane?</li> <li>• When does boarding begin?</li> <li>• Boarding begins at 3 o'clock.</li> <li>• Would you like to check in any baggage?</li> <li>• Please proceed to gate number 19</li> </ul>	<p>has been fully loaded. We're just finishing up with the last few pieces of cargo. We're running on schedule, and the cargo will be secured in about 10 minutes.</p> <p><b>P:</b> That's good to hear. What's the total weight of the cargo?</p> <p><b>GHA:</b> We have a total of 4,300 kg of cargo loaded. The balance report has been updated and sent to your system.</p> <p><b>P:</b> Thanks. And the passenger boarding process—has it started?</p> <p><b>GHA:</b> Boarding will begin in 15 minutes. All passengers have checked in, and the gate agents are ready to start the boarding process on time.</p>	<p>to do ice-breaking.</p> <ul style="list-style-type: none"> <li>• Teacher explains and introduces today's topic: "Ground Handling."</li> <li>• The teacher explains the things to be learned, and the objectives to be achieved.</li> </ul> <p><b>MAIN-ACTIVITY</b></p> <p>Tourism Vocabulary &amp; Essential Phrases</p> <p>Presentation</p> <ul style="list-style-type: none"> <li>• The teacher</li> </ul>
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					<ul style="list-style-type: none"> <li>• How can I help you?</li> <li>• Where are you flying to?</li> <li>• What time is the flight?</li> <li>• Do you have any identification?</li> <li>• Alright, here is your boarding pass.</li> <li>• And it is gate 32.</li> <li>• Do you have a boarding pass?</li> <li>• I'm sorry. You cannot go any further without a</li> </ul>	<p><b>P:</b> Perfect. Have you coordinated with catering?</p> <p><b>GHA:</b> Yes, the catering was delivered about 20 minutes ago. The meals and refreshments are all stocked. There are 150 meal sets on board, as per the order.</p> <p><b>P:</b> That's excellent. How about the safety checks on the equipment and systems? Any issues I should know about?</p> <p><b>GHA:</b> All equipment checks have been completed. No issues were found with the systems. The ground power unit (GPU) is connected, and we're ready to disconnect when you're ready to start</p>	<p>introduce vocabulary and essential phrases related to "Ground Handling."</p> <ul style="list-style-type: none"> <li>• The teacher uses cakeapp to review and reinforce the terms. (Keyword search: &lt;Cake training&gt; ungkapan travel 3, Apakah anda akan check-in bagasi?, Bagasi, Boarding pass, etc.).</li> </ul>
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				 <ul style="list-style-type: none"> <li>boarding pass.</li> <li>• Hello and welcome to air Canada flight 2.</li> <li>• May I see your boarding pass, please?</li> <li>• May I see your passport?</li> <li>• The lounge is located on the second floor.</li> <li>• Can I assist you with your bags?</li> <li>• Could I see your passport and visa documentation?</li> </ul>	<p>the APU (Auxiliary Power Unit).</p> <p><b>P:</b> Good, we'll be starting the APU shortly. How's the weather situation?</p> <p><b>GHA:</b> I've just received the latest weather report. It's clear skies for the first half of the flight, but there's a chance of light turbulence as you approach your destination due to some scattered thunderstorms.</p> <p><b>P:</b> Noted. We'll be prepared for that. Anything else I need to be aware of before we go?</p> <p><b>GHA:</b> That's all for now, Captain. We'll remain on standby for any last-minute requests. Once you're ready for pushback, just give us a call.</p>	<ul style="list-style-type: none"> <li>• The teacher plays the video on cakeapp and students watch and listen while practicing pronunciation through the video.</li> <li>• The teacher encourages students to use the cakeapp to practice pronunciation and listening comprehension for the terms in the cakeapp.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Is this your first visit to the united kingdom ?</li> <li>• Where will you be staying?</li> <li>• How long will you be staying?</li> <li>• Do you have anything to declare?</li> <li>• What is the purposes of your trip to the united states?</li> </ul>	<p><b>P:</b> Thanks, Mark. I'll notify you once we're ready to proceed.</p> <p><b>GHA:</b> You're welcome, Captain. Have a safe flight!</p> <p><b>Conversation 2</b>  <b>Scenario: Ground Handling</b>  <b>Conversation during the Boarding Process</b>  Ground Handling Agent (GHA): Good morning, Ms. Sarah. I'm Jack, the ground handling agent for this flight. I just wanted to check in with you about the boarding process. How are things going at the gate?  Gate Agent (GA): Good morning, Jack. We're almost ready to start boarding. We've just received the final passenger</p>	<p>Practice scenario (role play) session 1</p> <p>Introduction of the scenario:</p> <ul style="list-style-type: none"> <li>• Teacher divides students into pairs and assigns roles (Ground Handling Agent (GHA) dan Gate Agent).</li> <li>• The teacher provides an existing ground handling scenario (give a short scenario first), can use one of the</li> </ul>
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					<p>count. It looks like all passengers have checked in.</p> <p>GHA: That's great to hear. How many passengers are on board today?</p> <p>GA: We have 180 passengers in total. That includes 150 economy passengers and 30 in business class.</p> <p>GHA: Perfect. Have you made the boarding announcements yet?</p> <p>GA: Yes, I've just made the pre-boarding announcement for passengers who need extra assistance, such as those with small children or mobility issues. We'll begin boarding business class passengers next.</p> <p>GHA: Excellent. I'll inform the cabin</p>	<p>videos provided by cakeapp.</p> <ul style="list-style-type: none"> <li>Teacher asks students to use cakeapp to listen and repeat the dialog, to improve their fluency and accuracy (optional).</li> </ul> <p>Role playing:</p> <ul style="list-style-type: none"> <li>The teacher instructs the students to practice the dialog with a partner, taking turns to</li> </ul>
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					<p>crew to prepare for boarding. Do you foresee any delays with the process?</p> <p>GA: So far, everything is on schedule. We've also received confirmation that all the passengers have arrived at the gate on time, so we should be able to start boarding the main group in a few minutes.</p> <p>GHA: That's great. How's the situation with the carry-on baggage? Any concerns about excess luggage?</p> <p>GA: We've been monitoring closely. A few passengers have been asked to check in their carry-on bags at the gate because they exceeded the size limit, but it's under control. The overhead bins</p>	<p>play each role that has been determined.</p> <ul style="list-style-type: none"> <li>The teacher goes around the class to give directions, correct the students' pronunciation if there are students who are pronouncing incorrectly, and make sure the students are using the correct vocabulary.</li> </ul>
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					<p>should have enough space for the remaining bags.</p> <p>GHA: Good to know. I'll coordinate with the baggage team to ensure those checked bags are loaded onto the plane. Just let me know if there are any last-minute issues with luggage.</p> <p>GA: Will do. Oh, by the way, one of the passengers with special assistance requested a wheelchair at the last minute. Could you make sure that's arranged?</p> <p>GHA: Absolutely. I'll contact the special assistance team right now and have a wheelchair brought to the gate immediately.</p> <p>GA: Thank you! I'll continue with boarding the</p>	<p>Practice scenario (role play) session 2</p> <p>Advanced scenario :</p> <ul style="list-style-type: none"> <li>• The teacher introduces more complex scenarios that have been given. For example, organize event details or handle special requests from clients.</li> <li>• The teacher provides an existing script, or can give</li> </ul>
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					<p>business class passengers. Economy boarding will follow shortly.</p> <p>GHA: Understood. Please keep me updated if there's anything that might affect the departure time.</p> <p>GA: Of course. One more thing—have you received the go-ahead from the captain to proceed with boarding?</p> <p>GHA: Yes, I spoke with the captain earlier, and he's given the green light to start boarding. We're all set on our end.</p> <p>GA: Great. Boarding for business class is about to start now.</p> <p>GHA: Perfect. I'll stay nearby in case any issues come up. Let's aim for an on-time departure.</p>	<p>the students to create their own dialog based on the vocabulary and expressions learned.</p> <ul style="list-style-type: none"> <li>• The teacher gives the students time to do the exercise with their partner.</li> </ul> <p>Role playing:</p> <ul style="list-style-type: none"> <li>• Students do the role-play together with a partner, focusing on a more natural or spontaneous</li> </ul>
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					<p>GA: Sounds good. I'll keep you posted on the boarding progress.</p> <p>GHA: Thanks, Sarah. Let's ensure a smooth process for all the passengers.</p> <p>GA: Absolutely! I'll check in with you once boarding is complete.</p>	<p>ous conversation.</p> <ul style="list-style-type: none"> <li>The teacher encourages students' creativity and adaptability in handling different situations</li> </ul> <p>Feedback session:</p> <ul style="list-style-type: none"> <li>After the role-play, the teacher invites some prepared students to perform in front of the class.</li> <li>The teacher gives</li> </ul>
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							<p>feedback on their performance, highlighting strong points and areas for improvement.</p> <p><b>POST-ACTIVITY</b></p> <ul style="list-style-type: none"> <li>The teacher asks short questions related to what has been learned using cakeapp, to assess students' understanding of key vocabulary and</li> </ul>
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							<p>expressions.</p> <ul style="list-style-type: none"> <li>• Teacher and learners reflect on the lesson.</li> <li>• Teacher asks about the challenges students faced during the role-play and how they can improve it in the next meeting.</li> <li>• The teacher gives a homework assignment where students have to create</li> </ul>
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							<p>their dialog for a ground handling scenario using cakeapp. They have to record and submit their dialog to be assessed (next meeting can be assessed directly with students doing the practice if there is time).</p> <ul style="list-style-type: none"> <li>• The teacher provides information related to</li> </ul>
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							<p>learning activities on the next meeting.</p> <ul style="list-style-type: none"> <li>• The teacher closes the learning activity by giving a message and motivating the spirit of learning then closing (greetings ).</li> </ul>
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## Appendix 8 Instrument Validation Sheet

Instrument validation

Content Expert Judgment

Content expert evaluation sheet was adapted from Findawati and Suprianto, (2014)

No.	Name of Instrument	Criteria	Score					Relevant	Not relevant
			1	2	3	4	5		
1.	Content Expery evaluation sheet	a. Clarity of learning objectives						√	
		b. The relevance of learning objectives with curriculum							
		c. The scope and depth of learning objectives						√	
		d. The appropriateness of using learning strategis						√	
		e. Interactivity						√	
		f. Provide learning motivation						√	
		g. Contextuality and actuality						√	
		h. The completeness and quality of study aid materials						√	

	i. Suitability of the material with learning objectives						√	
	j. Depth of material						√	
	k. Easy to understand						√	
	l. Systematic, coherent, and clear logic flow						√	
	m. Clarity of description, 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 5) Very Good

Singaraja 9 september 2024

Expert 1



Prof. Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd



Instrument validation

Media and Design Expert Judgment

The Media and Design Expert Evaluation Sheet was adapted from Findawati & Suprianto, (2014)

No.	Name of instrument	Criteria	Score					relevant	Not relevant
			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 on various existing hardware and software						√	
	h. Appropriate selection off application or software or tool types for development						√	

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

Singaraja 9 september 2024

Expert 1



Prof. Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd



Instrument validation

Content Expert Judgment

Content expert evaluation sheet was adapted from Findawati and Suprianto, (2014)

No.	Name of Instrument	Criteria	Score					Relevant	Not relevant
			1	2	3	4	5		
1.	Content Expery evaluation sheet	q. Clarity of learning objectives						√	
		r. The relevance of learning objectives with curriculum							
		s. The scope and depth of learning objectives						√	
		t. The appropriateness of using learning strategis						√	
		u. Interactivity						√	
		v. Provide learning motivation						√	
		w. Contextuality and actuality						√	
		x. The completeness and quality of study aid materials						√	
		y. Suitability of the material with learning objectives						√	

		z. Depth of material						√	
		aa. Easy to understand						√	
		bb. Systematic, coherent, and clear logic flow						√	
		cc. Clarity of description, discussions, and examples						√	
		dd. Consistency of evaluation with learning objectives						√	
		ee. The accuracy and consistency of the evaluation tool						√	
		ff. Providing feedback on evaluation results						√	

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

Singaraja, 9 Desember 2024

Expert 2



Dewa ayu Eka Agustini, S.Pd., M.S

# Instrument validation

## Media and Design Expert Judgment

The Media and Design Expert Evaluation Sheet was adapted from Findawati & Suprianto, (2014)

No.	Name of instrument	Criteria	Score					relevant	Not relevant
			1	2	3	4	5		
1.	Media Expert evaluation sheet	i. Interactive Design						√	
		j. Communicative media						√	
		k. Design Creativity						√	
		l. The Effectiveness of media use						√	
		m. Can be maintained and managed easily						√	
		n. Easy to use and operate						√	
		o. Can be used on various existing hardware and software						√	
		p. Appropriate selection off application or software or tool types for development						√	

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

Singaraja, 9 Desember 2024

Expert 2



Dewa ayu Eka Agustini, S.Pd., M.S

## Appendix 9 The Result of Experts Judgements

Product validation

Content Expert Judgment

Content expert evaluation sheet was adapted from Findawati and Suprianto, (2014)

No.	Name of Instrument	Criteria	Score					TOTAL
			1	2	3	4	5	
1.	Content Expery evaluation sheet	a. Clarity of learning objectives					√	10



		b. The relevance of learning objectives with curriculum					√	
		c. The scope and depth of learning objectives					√	5
		d. The appropriateness of using learning strategies				√		4
		e. Interactivity				√		4
		f. Provide learning motivation					√	5
		g. Contextuality and actuality					√	5
		h. The completeness and quality of study aid materials				√		4
		i. Suitability of the material with learning objectives					√	5
		j. Depth of material				√		4
		k. Easy to understand					√	5
		l. Systematic, coherent, and clear logic flow					√	5
		m. Clarity of description, discussions, and examples				√		4

		n. Consistency of evaluation with learning objectives				√		4
		o. The accuracy and consistency of the evaluation tool					√	5
		p. Providing feedback on evaluation results				√		4
	TOTAL							73

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

Singaraja 2 januari 2025

Expert 1



Prof. Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd

Instrument validation

Media and Design Expert Judgment

The Media and Design Expert Evaluation Sheet was adapted from Findawati & Suprianto, (2014)

No.	Name of instrument	Criteria	Score					TOTAL
			1	2	3	4	5	
1.	Media Expert evaluation sheet	a. Interactive Design				√		4
		b. Communicative media					√	5
		c. Design Creativity				√		4
		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 on various existing hardware and software				√		4
		h. Appropriate selection off application or software or tool types for development				√		4
		TOTAL						36

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

Singaraja 2 januari 2025

Expert 1



Prof. Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd

Instrument validation

Content Expert Judgment

Content expert evaluation sheet was adapted from Findawati and Suprianto, (2014)

No.	Name of Instrument	Criteria	Score					TOTAL
			1	2	3	4	5	
1.	Content Expery evaluation sheet	gg. Clarity of learning objectives hh. The relevance of learning objectives with curriculum					√  √	10



	ii. The scope and depth of learning objectives				√	5
	jj. The appropriateness of using learning strategies			√		4
	kk. Interactivity				√	5
	ll. Provide learning motivation			√		4
	mm. Contextuality and actuality				√	5
	nn. The completeness and quality of study aid materials			√		4
	oo. Suitability of the material with learning objectives				√	5
	pp. Depth of material			√		4
	qq. Easy to understand				√	5
	rr. Systematic, coherent, and clear logic flow			√		4
	ss. Clarity of description, discussions, and examples				√	5
	tt. Consistency of evaluation with learning objectives				√	5
	uu. The accuracy and consistency of the evaluation tool				√	5

		vv. Providing feedback on evaluation results				√		4
	TOTAL							74

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

Singaraja 18 februari 2025

Expert 2



Dewa ayu Eka Agustini, S.Pd., M.S

Instrument validation

Media and Design Expert Judgment

The Media and Design Expert Evaluation Sheet was adapted from Findawati & Suprianto, (2014)

No.	Name of instrument	Criteria	Score	Total
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			1	2	3	4	5	
1.	Media Expert evaluation sheet	q. Interactive Design					√	5
		r. Communicative media				√		4
		s. Design Creativity					√	5
		t. The Effectiveness of media use					√	5
		u. Can be maintained and managed easily					√	5
		v. Easy to use and operate					√	5
		w. Can be used on various existing hardware and software				√		4
		x. Appropriate selection off application or software or tool types for development				√		4
	TOTAL							37

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

Singaraja 18 Februari 2025

Expert 2

A handwritten signature in blue ink, appearing to read 'Mue', is positioned over the left side of the logo.

Dewa ayu Eka Agustini, S.Pd., M.S





## Appendix 10 Blueprint Of The Interview Guide

**Blueprint of the Interview Guide**

No.	Aspect	Question	Relevant	Irrelevant
1.	Curriculum Used at School	What curriculum is used in SMKN 1 Singaraja, especially in grade 12?	✓	
2.	Teaching Method Used in Class	How do you usually teach English speaking skills in the tourism class?	✓	
		What methods and media do you use most often in learning to speak?	✓	
3.	Teaching Speaking Activities in Class	How do you usually design speaking activities in English learning in class?	✓	
4.	Teaching Materials and Student Learning Independence	Do you provide teaching materials or learning references to practice students' speaking skills so that they can learn independently at home?	✓	
5.	Challenges in Teaching Speaking	What are the main challenges you face when teaching speaking skills?	✓	
		How do you deal with students who are reluctant or not brave enough to practice speaking skills during class?	✓	
		What do you think are the biggest challenges in teaching speaking skills to tourism students?	✓	
6.	Student Motivation and Participation	How is the motivation of students in participating in speaking activities in your class?	✓	
7.	Learning Media in Teaching	How often do you use apps or digital tools in teaching?	✓	
		Have you ever used CakeApp in your teaching? If so, how was your experience?	✓	

8.	Teacher Creativity in Designing Speaking Activities	What lessons do you think can improve the effectiveness of teaching speaking skills?	✓	
----	---	--	---	--

Singaraja, 6 September 2024

Expert 1



Prof. Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd

No.	Aspect	Question	Relevant	Irrelevant
1.	Curriculum Used at School	What curriculum is used in SMKN 1 Singaraja, especially in grade 12?	√	
2.	Teaching Method Used in Class	How do you usually teach English speaking skills in the tourism class?	√	
		What methods and media do you use most often in learning to speak?	√	
3.	Teaching Speaking Activities in Class	How do you usually design speaking activities in English learning in class?	√	
4.	Teaching Materials and Student Learning Independence	Do you provide teaching materials or learning references to practice students' speaking skills so that they can learn independently at home?	√	
5.	Challenges in Teaching Speaking	What are the main challenges you face when teaching speaking skills?	√	
		How do you deal with students who are reluctant or not brave enough to practice speaking skills during class?	√	
		What do you think are the biggest challenges in teaching speaking skills to tourism students?	√	
6.	Student Motivation and Participation	How is the motivation of students in participating in speaking activities in your class?	√	
7.	Learning Media in Teaching	How often do you use apps or digital tools in teaching?	√	
		Have you ever used CakeApp in your teaching? If so, how was your experience?	√	

8.	Teacher Creativity in Designing Speaking Activities	What lessons do you think can improve the effectiveness of teaching speaking skills?	√	
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Singaraja, 9 September 2024

Expert 2



Dewa ayu Eka Agustini, S.Pd., M.S





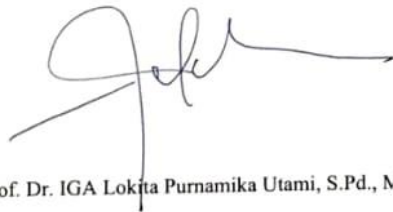
## Appendix 11 User Review Sheet

### User's Review Sheet

Aspects	Descriptions	Comments	Relevant	Irrelevant
<b>Content</b> (Aqilah, 2024)	Comprehensive and relevant teaching ideas; aligns well with vocational tourism students' needs; demonstrates effective use of the Cake App features for speaking skills.		✓	
<b>Design</b> (Collaud et al, 2022)	Visually engaging; well-organized layout; clear, readable font; effective use of images/icons that relate to the content.		✓	
<b>Practicality</b> (Westbroek et al, 2020)	Provides actionable steps for teacher to implement; ideas are realistic and adaptable for various class sizes and levels.		✓	

Singaraja, 6 September 2024

Expert 1



Prof. Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd

Aspects	Descriptions	Comments	Relevant	Irrelevant
<b>Content</b> (Aqilah, 2024)	Comprehensive and relevant teaching ideas; aligns well with vocational tourism students' needs; demonstrates effective use of the Cake App features for speaking skills.		√	
<b>Design</b> (Collaud et al, 2022)	Visually engaging; well-organized layout; clear, readable font; effective use of images/icons that relate to the content.		√	
<b>Practicality</b> (Westbroek et al, 2020)	Provides actionable steps for teacher to implement; ideas are realistic and adaptable for various class sizes and levels.		√	

Singaraja, 9 September 2024

Expert 2



Dewa ayu Eka Agustini, S.Pd., M.S

## Appendix 12 Infographics' Refinements

Evaluation	Before Refinement	After Refinement
Provide simple sentences regarding the teaching activities in each phase, namely the pre-activities, main-activities, and post-activities.	In the previous design, the infographic did not provide any additional explanation of the teaching activities in each phase, only pre-activities, main-activities and post-activities without any additional explanation. Detailed explanations are only provided in the additional document of the infographic which can be accessed by scanning the QR code.	Provide a brief explanation of the pre-activities, main-activities, and post-activities phases in the infographic that has been created.
Change one of the designs by changing the color, design concept, or adding more interesting elements because there is still a lot of space in the infographic design that has been made.	In the previous design, it was less clear, the color selection was less interesting, and there was still a lot of space that had to be used well, and the appearance looked less attractive.	Researchers changed the design concept ideas by giving different and attractive colors and adding appropriate elements with suitable color combinations to make people more interested.
Sort the subtitles on the infographic according to the ATP or syllabus, such as starting from the learning objectives, etc., so that it matches the ATP or syllabus from the teacher.	In the previous design, the sequence is still not in accordance with the ATP or syllabus; the researcher provides subtitles in accordance with the design so that it can be more interesting and space on the infographic.	Researchers changed the design by putting subtitles in accordance with the order in the ATP or syllabus, such as the first learning objective, and so on.
Composition of the infographic design	The composition of the visual elements is still not well organized; it should make good use of the space on the infographic.	The researcher arranged the composition of the text, the elements to be used in the infographic, and the color composition on the display.
Provide an assessment rubric.	There is no assessment rubric to measure the learning objectives set for students' speaking skills.	Providing an assessment rubric so that teachers can more easily measure the learning objectives that have been set, especially in speaking skills.
Improve the grammar of each sentence and pay attention to the use of punctuation.	In the previous design, there are still errors in grammar, a lack of letters in some words, and incorrect use of punctuation	The researcher corrected the grammar in each sentence that was considered wrong and

	marks such as commas and periods that are often confused.	corrected the punctuation so that it became better.
To avoid plagiarism in the infographic created, provide references to the original video source used in the CakeApp.	In the previous design there were no references for the CakeApp video thumbnails included in the infographic design.	Provide references about the CakeApp video used or displayed in the infographic design.





## Appendix 13 Final Design of the Infographics

# Airline Reservation and Ticketing

01

learning outcome



1. Students can clearly explain the flight reservation process to customers.

2. Students are able to convey important flight-related information, such as the flight number schedule, and baggage policy correctly.

02

lesson Plan



1. Pre-activities : Teacher explains and introduces today's topic: "Airline Reservation and Ticketing."

2. Main-activities : The teacher introduces vocabulary and essential phrases related to Airline Reservation and Ticketing.

3. Post-activities : The teacher asks short questions related to what has been learned using cakeapp to assess students' understanding of key vocabulary and expressions.



Keywords Of Cakeapp Content

03

Travel English : di bandara.

Travel English : memesan penerbangan

Travel English : check-in di bandara.

Travel English : ditempat wisata.

04

Tourism Vocabulary



1. Boarding pass.

2. Baggage

3. Passport

4. Ticket

5. Checking

6. Tax refund

05

Essential Phrases



1. We're fully booked, madam.

2. Can I see your ticket and passport?

3. May I see your boarding pass?

4. I'm sorry for any inconvenience.

5. Are you checking any bags today?

6. Do you have any baggage to check?



**Please scan here to access the details of Infographics of CakeApp Based Teaching Speaking Ideas.**

06

**Role-play**

"In the demonstration scenario (scanning the QR code), there are two conversations: ticket purchase at the airport ticket counter and check-in at the airport. Students will practice these conversations with their friends to improve their speaking skills, either in front of the class or in the practice room."

# MICE

01

## Learning Outcome

1. Students can communicate with related parties, such as vendors, service providers, and event participants, when conducting negotiations.
2. Students are able to communicate with clients regarding the project.



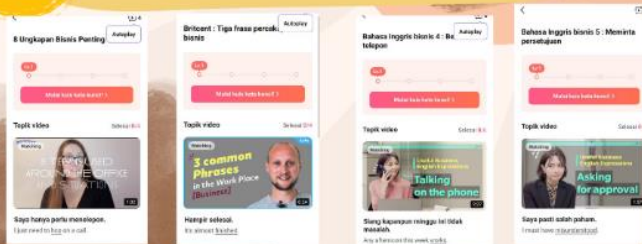
## Lesson Plan

02

1. Pre-activities : Teacher explains and introduces today's topic: "MICE (Meetings, Incentives, Conferences, Exhibitions)."
2. Main-activities : The teacher plays the video on cakeapp and students watch and listen while practicing pronunciation through the video. and The teacher provides a demonstration scenario to the students, and directs the students to practice it in front of the class.
3. Post-activities : Teacher asks about the challenges students faced during the role-play and how they can improve it in the next meeting. And The teacher gives a homework assignment where students have to create their dialog for a MICE scenario using cakeapp.

03

## Keywords Of Cakeapp Content



8 ungkapan bisnis penting

8 Britcent : tiga frasa percakapan bisnis.

Bahasa inggris bisnis 4 : berbicara di telepon.

Bahasa inggris bisnis 5 : meminta persetujuan

04

## TOURISM VOCABULARY

## Essential Phrases

05



1. Outlining
2. Project
3. Report
4. Updating
5. Touch base
6. Companies

1. Could you shoot me an email outlining any project updates, please?
2. Here's a copy of the report. I'll shoot it to you in an email, too.
3. I just need to hop on a call and then we can discuss the project.
4. Do you mind jumping on a call with tim and updating him on the project?

06

## Role Play

"Students practiced conference planning for corporate clients and calling clients to arrange meetings with their teams. They practiced in front of the class with their peers."



Please scan here to access the details of Infographics of CakeApp Based Teaching Speaking Ideas.



SCAN ME





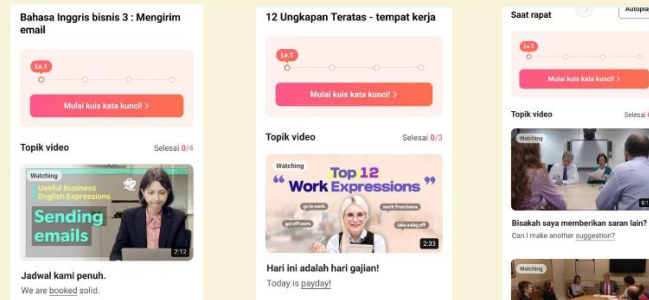
## LEARNING OUTCOME

1. Students can discuss digital marketing strategies with clients.
2. Students can interact with customers/clients on social media.

## LESSON PLAN

1. Pre-activities : Teacher explains and introduces today's topic: "DIGITAL MARKETING." and the teacher explains the things to be learned and the objectives to be achieved.
2. Main-activities : The teacher uses cakeapp to review and reinforce the terms. (Keyword search: Bahasa inggris bisnis 3 : mengirim email, 12 ungkapan teratas- tempat kerja, etc.).
3. Post-activities : The teacher asks short questions related to what has been learned using cakeapp, to assess students' understanding of key vocabulary and expressions.

## KEYWORDS OF CAKEAPP CONTENT



Bahasa inggris bisnis 3 : mengirim email.

12 ungkapan teratas- tempat kerja.

Saat Rapat

## ESSENTIAL PHRASES

1. I am writing this email to let you know that due to our product launch date being moved up, we would like to request the marketing material to be sent earlier.
2. Dear valued client, unfortunately we are unable to send you the marketing material earlier.
3. Due to our other projects, it is not possible to change the schedule.

## TOURISM VOCABULARY

1. Clients
2. Booked
3. Schedule
4. Email marketing
5. Projects



## SCENARIO OF DEMONSTRATION

A digital marketing specialist is discussing digital marketing strategies for new product launches with a client and informing them about the rescheduled product launch date."



Please scan here to access the details of Infographics of CakeApp Based Teaching Speaking Ideas.



# TOUR PLANNING

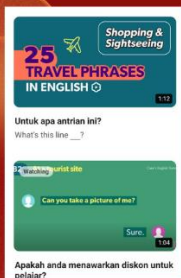
## LEARNING OUTCOME

1. Students are able to design an interesting tour itinerary, and are able to explain the details of the trip clearly to the tour participants.
2. Students are able to convey the reasons for choosing a tourist destination orally with logical arguments, including the uniqueness, attractiveness, and relevance of the destination for tour participants.

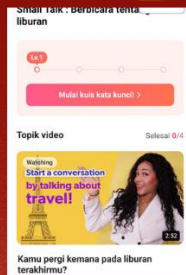
## Lesson Plan

1. Pre-activities : Teacher explains and introduces today's topic: "Tour Planning."
2. Main activities: The teacher provides an existing script, or can give the students to create their own dialog based on the vocabulary and expressions learned.
3. Post-activities : Teacher asks about the challenges students faced during the role-play and how they can improve it in the next meeting.

## KEYWORDS OF CAKEAPP CONTENT



<cake training>  
ungkapan travel 4



Small talk : berbicara tentang liburan.



Ungkapan berguna mencari akomodasi

## ESSENTIAL PHRASES

1. Is breakfast included?
2. How much is it per night?
3. What destinations would you like to visit?
4. How long would you like your trip to be?
5. Is there a specific budget you want to stick to?

## TOURISM VOCABULARY

1. booking
2. accommodation
3. vacation
4. Tourist destination
5. Destination

## Role Play

"Some guests want to plan a special tour for a family vacation. Students will practice handling guests who are planning a family vacation by providing tour recommendations and explaining the recommended tourist attractions."

Please scan here to access the details of Infographics of CakeApp Based Teaching Speaking



SCAN ME



# Ground Handling

## Learning Outcome

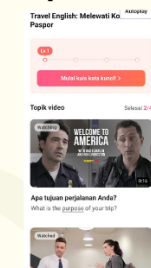
1. Students are able to handle ground handling service situations, such as check-in, boarding, and baggage handling processes in accordance with applicable standards.
2. Students are able to conduct formal conversations related to the ground handling process.



## Lesson Plan

1. Pre-activities : Teacher explains and introduces today's topic: "Ground Handling." and the teacher explains the things to be learned and the objectives to be achieved.
2. Main activities : The teacher uses cakeapp to review and reinforce the terms. (Keyword search: <Cake training> ungkapan travel 3, apakah anda akan check-in bagasi?, bagasi, boarding pass, etc.). and the teacher plays the video on cakeapp and students watch and listen while practicing pronunciation through the video.
3. Post-activities : The teacher asks short questions related to what has been learned using cakeapp, to assess students' understanding of key vocabulary and expressions.

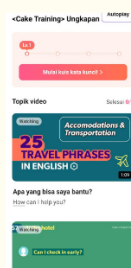
## Keywords of CakeApp Content



Travel English : melewati kontrol paspor.



Bagasi



<Cake training> ungkapan travel 3



## Essential Phrases

1. Where is the nearest subway station?
2. Are you checking any bags today?
3. Unfortunately, your flight has been delayed.
4. It's now scheduled to depart at 6 p.m.

## Tourism Vocabulary

1. Bus station
2. Airport
3. Checking
4. Bag
5. Flight
6. Plane

## Role Play

"Students conduct Ground Handling Conversations for Flight Preparation and during the Boarding Process. They form groups of two, with some acting as ground handling agents and others as pilots. Students practice in front of the class under the teacher's guidance."



Please scan here to access the details of Infographics of CakeApp Based Teaching Speaking Ideas.



## Appendix 14 Result of the User (Teacher) Review

Aspect	Description	Comments
Content (Aqilah, 2024)	Comprehensive and relevant teaching ideas; aligns well with vocational tourism students' needs; demonstrates effective use of the Cake app features for speaking skills.	<p>The infographics created are extremely pertinent and thoughtfully crafted to cater to the unique requirements of high school students pursuing vocational education. The materials' integration of the Cake App not only enhances learning but also successfully aids in the development of students' speaking abilities. The Cake App's interactive features give students valuable practice that improves their confidence and communication skills, especially in situations involving tourism.</p> <p>The careful planning of lesson plans, learning outcomes, scenarios, and video selections demonstrates how the products are in line with the learning objectives. The video's content is suitable for twelve graders and aids in the development of useful speaking abilities that are crucial in the travel and tourism sector. All things considered, the Cake App's integration with the infographics provides a cutting-edge and successful method of teaching speaking.</p>
Design (Collaud et al, 2022)	Visually engaging; well-organized layout; clear, readable font; effective use of images/icons that relate to the content.	<p>Thoughtful details and well-organized tabs enhance the infographics' visually appealing and colorful design. The information is easy to follow and comprehend because of the layout's clear structure.</p> <p>Teachers can more easily understand each speaking practice instruction thanks to the infographics' easily readable fonts and icons. Teachers are effectively assisted in implementing the material by the layout's clarity and interactive design elements.</p> <p>The content is also easier to understand thanks to the use of relevant images and a variety of supporting icons. It is crucial to remember that a few small writing mistakes were found, and it is advised that the designer focus more on these aspects for future enhancements.</p>
Practicality (Westbroek et al, 2020)	Provides actionable steps for teachers to implement; ideas are realistic and adaptable for various class sizes and levels.	The Cake App provides pre-written dialogues and conversation scripts that can be used right away in speaking lessons. These materials are simple to use and don't require a lot of preparation because they come with clear instructions. Additionally, the app has tools that let teachers

		<p>efficiently track their students' development through speaking exercises.</p> <p>The infographics' overall design facilitates their use in classroom activities by providing thorough guidelines and unambiguous instructions. With the help of the Cake App, educators can foster a more innovative and approachable learning environment while also promoting students' creativity and involvement.</p>
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Singaraja, 16 desember 2024

Guru SMKN 1 Singaraja,

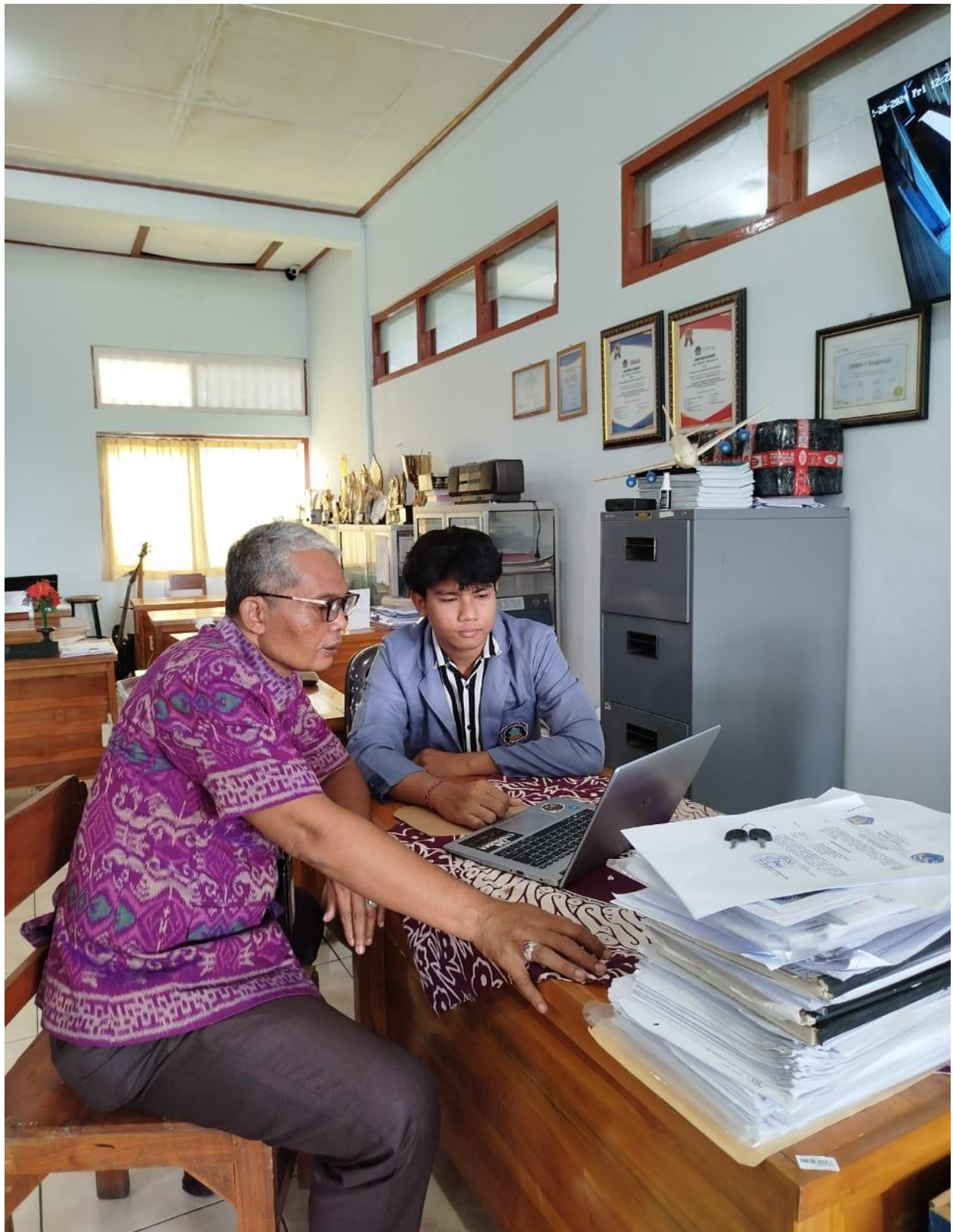
*[Handwritten signature]*

Gede Sukerama, S.Pd, M.Pd.

NIP. 19730303 199802 1 004



## Appendix 15 Documentation of Giving the Teacher the Developed Infographics





## RIWAYAT HIDUP



Ketut Aya Sasmita lahir di singaraja pada tanggal 30 Maret 2003. Penulis lahir dari pasangan suami istri Bapak Nengah Sukari Suprama dan Ibu Ketut Rai Arsini. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di lingkungan kebonsari Gang IV No. 37 Singaraja, Kampung Baru, Kecamatan Buleleng, Kabupaten Buleleng, Provinsi Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 1 Kampung Baru dan lulus pada tahun 2015. Kemudian penulis melanjutkan di SMP Negeri 3 Singaraja dan lulus pada tahun 2018. Pada tahun 2021 penulis lulus dari SMK Negeri 1 Singaraja Jurusan Akomodasi Perhotelan dan melanjutkan ke Sarjana 1 Jurusan Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2025 penulis telah menyelesaikan Tugas Akhir yang berjudul “Developing Infographics of CakeApp Based Teaching Speaking Ideas for Tourism Vocational High School Teacher at SMK N 1 Singaraja”. Selanjutnya mulai dari tahun 2025 sampai dengan penulisan skripsi ini penulis masih terdaftar sebagai mahasiswa program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.

