

## **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: 471/UN48.7.1/DT/2024 19 Februari 2024

Perihal: Permohonan Izin Observasi

Yth. Kepala SMK Negeri 2 Tabanan

di Tabanan

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

Nama : Ni Luh Manik Santi Devi Sitangsu

NIM : 2012021198 Jurusan : Bahasa Asing

Program Studi : Pendidikan Bahasa Inggris

Jenjang : S1

Tahun Akademik : 2023/2024

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

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

n. Dekan, Wakil Dekan I,

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

### Tembusan:

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

## **Appendix 2. Proof for Conducting Research**



# ပ်ခ်ာ်ရှာျပျာပိရပ်ကယ် PEMERINTAH PROVINSI BALI \ငှယ်(ငှပ်)ဆ\ခ်ာ်ဘိဂ်(ဤ\ဇာကခရ)



#### **SMK NEGERI 2 TABANAN**

ည္ၾကကို-ရွာအ/အအာဗာဗ္တ)((ဂည္ကာအဂဏ)/)အပါကသလူ)((ဝည္ကင္ကေန))ဂဂ္ဂဏဒရည္ခရိွ Alamat: Jl. Wisnu, Belayu – Marga, Tabanan (82181) Telp (0361) 8945356 Laman: <u>www.smkn2tabanan.sch.id</u>, Pos El: smkduta2004@gmail.com

Tabanan, 4 Maret 2024

Nomor

: B.10.400.3.8/980/SMKN 2 TABANAN/DIKPORA

Perihal

: Ijin Pengumpulan Data

Yth. Universitas Pendidikan Ganesha

Fakultas Bahasa dan Seni

Di Singaraja

Menindaklanjuti surat dari Universitas Pendidikan Ganesha Fakultas Bahasa dan Seni Nomor 471/UN48.7.1/DT/2024 tentang izin Observasi mahasiswa:

Nama

: Ni Luh Manik Santi Devi Sitangsu

NIM

: 2012021198

Program Srudi

: Pendidikan Bahasa Inggris

Dengan ini kami mengijinkan Saudari bersangkutan untuk mengumpulkan data pada instansi kami. Demikian surat balasan ini kami sampaikan supaya dapat dipergunakan sebagaimana mestinya.

> Ditetapkan di : Tabanan Pada Janggal: 4 Maret 2024

> > Mahardika, S.T., M.Pd.

K Negeri 2 Tabanan

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# Appendix 3. Achievements of English Language Learning Phase F Class XI SMK Negeri 2 Tabanan

# LK 1.1 MENGANALISIS KALIMAT CP DAN MERUMUSKAN TUJUAN PEMBELAJARAN

NAMA : MGMP BAHASA INGGRIS

FASE : F

MATA PELAJARAN : BAHASA INGGRIS

ELEMENT	KALIMAT CP	KOMPETENSI	KONTEN	TUJUAN PEMBELAJARAN
Elemen Menyimak –	Pada akhir Fase F, peserta didik menggunakan	Menangkap	Teks, lisan, tulisan,	Siswa mampu menangkap
Berbicara	teks lisa <mark>n,</mark> tulisan dan visual da <mark>lam</mark> bahasa	makna dan	dan visual narasi,	makna dan menganalisis teks
	Inggris untuk berkomunikasi sesuai dengan	menganalisis	deskripsi, eksposisi,	lisan, tulisan dan visual narasi,
	situasi, tujuan, dan pemirsa/pembacanya.	THE STATE OF THE S	prosedur,	deskripsi, eksposisi, prosedur,
	Berbagai j <mark>enis</mark> teks seperti n <mark>arasi, des</mark> kripsi,		argumentasi,	argumentasi, diskusi, dan teks
	eksposisi, pro <mark>s</mark> edur, argumenta <mark>si, diskusi, dan</mark>		diskusi, dan teks	otentik.
	teks otentik <mark>m</mark> enjadi rujukan utama dalam	$\mathcal{M}$	otentik.	
Elemen Membaca	mempelajari b <mark>ah</mark> asa Inggris di fase ini.		Teks, lisan, tulisan,	Menyimpulkan teks lisan,
– Memirsa	Peserta didik menggunakan bahasa Inggris		dan vis <mark>ua</mark> l narasi,	tulisan dan visual narasi,
	untuk berdiskusi dan menyampaikan	KSHA	deskr <mark>ip</mark> si, eksposisi,	deskripsi, eksposisi,
	keinginan/perasaan. Peserta didik		pros <mark>ed</mark> ur,	prosedur, argumentasi,

	menggunakan keterampilan berbahasa Inggris	argumentas,	diskusi, dan teks otentik.
	untuk mengeksplorasi berbagai teks dalam	diskusi, dan	
	berbagai macam topik kontekstual.	teks otentik.	
Elemen Menulis-	Mereka membaca teks tulisan untuk	Teks, lisan, tulisan,	Menampilkan teks lisan,
Mempresentasikan	mempelajari sesuatu/mendapatkan informasi	dan visual narasi,	tulisan dan visual narasi,
	dan untuk kesenangan. Pemahaman mereka	deskripsi, eksposisi,	deskripsi, eksposisi,
	terhadap teks-164-tulisan semakin mendalam.	prosedur,	prosedur, argumentasi,
	Keterampilan inferensi tersirat ketika	argumentasi	diskusi, dan teks otentik.
	memahami informasi, dan kemampuan	diskusi, dan teks	
	evaluasi berbagai jenis teks dalam bahasa	otentik.	
	Inggris sudah berkembang. Mereka		
	memproduksi teks lisan dan tulisan serta		
	visual dalam bahasa Inggris yang terstruktur		
	dengan kosakata yang lebih beragam. Peserta	4	
	didik mempr <mark>od</mark> uksi beragam <mark>teks tulisan dan</mark>		
	visual, fiks <mark>i</mark> maupun non-fi <mark>ksi dengan</mark>		
	kesadaran terhadap tujuan dan target	. J//	
	pembaca/pemirsa.		
	MDIKSH		

# Appendix 4. ATP (Learning Objective Flow)/ Syllabus Kelas XI Kuliner SMK Negeri 2 Tabanan

Nama Sekolah : SMK Negeri 2 Tabanan

Nama Guru : I Putu Surya Nova Kusuma, S.Pd., M.Pd.

Mata Pelajaran : Bahasa Inggris

Kelas : XI Fase : F

Program Keahlian : Kuliner

Alokasi Waktu : 60 JP

No	Elemen	Capaian Pembelajaran	Tujuan Pembelajaran	Materi	Alokasi Waktu
1.1	Menyimak- Berbicara	Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru,teman sebaya dan orang laindalam berbagai macam situasi dan tujuan. Mereka menggunakan dan	1.1 Memahami dan menyampaikan gagasan terkait teks deskripsi tentang job desk dan hasil karya dengan memperhatikanfungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya.	Descriptive Text	2 JP
		meresponpertanyaan terbuka dan menggunaka <mark>n</mark> strategi untukmemulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide	1.2 Memahami dan menyampaikan gagasan terkait teks procedure dengan memperhatikan fungsisocial, struktur teks, dan unsur kebahasaansesuai konteks penggunaannya.	Procedure Text	2 JP
		utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakanbahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilainilai lintas konteks budaya yang dekat	1.3 Memahami dan menyampaikan gagasan terkait laporan pelaksanaan kegiatan praktik dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya.	Teks laporan sederhana	2 JP

		dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen nonverbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.	1.4	Memahami dan menyampaikan gagasan terkait teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan terkait kegiatan praktik di kuliner memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya.	Teks interaksi transaksionallisan dan tulis pendek dan sederhana (marketing, opinion, order, help, hope, wish, plan, like, dislike, need and feelings).	2 JP
2.1	Membaca- Memirsa	Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri.  Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan.  Mereka mencari, membuat sintesis dan		Memahami dan merespon teks deskripsi berbentuk cetak atau digital/audiovisual terkait job desk dan hasil karya dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya.	Descriptive Text	4 JP
		mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau		Memahami dan merespon teks procedure berbentuk cetak atau digital/ audiovisual dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya.	Procedure Text	4 JP
		pengemban <mark>g</mark> an plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.		Memahami dan merespon teks laporan berbentuk cetak atau digital/audiovisual dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya.	Teks Laporan Sederhana	4 JP
		UNI	2.4	Memahami dan merespon teks interaksi transaksional lisan/ tulis pendek dan sederhana berbentuk cetak atau digital/ audiovisual dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks	Teks transaksional lisan/ tulis pendek dan sederhana (marketing, opinion, order, help, hope, wish, plan, like,	2 JP

		TTAS P.	END.	penggunaannya (marketing, opinion, order, help, hope, wish, plan, like, dislike, need and feelings).  Memahami dan merespon terkait short functional text (job vacancy, application letter, and advertisement) berbentuk cetak atau digital/audiovisual dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya.	dislike, need and feelings).  Short functional text (job vacancy, applicationletter, and advertisement) berbentuk cetak atau digital/audiovisual.	2 JP
3.1	Menulis - Mempresentasikan	Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secam mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis,	3.1	Menyusun dan mempresentasikan teks deskripsi job desk dan hasil karya dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya.	Descriptive Text	4 JP
		mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan	3.2	Menyusun dan mempresentasikan teks procedure dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya.	Procedure Text	4 JP
		menggun <mark>a</mark> kan berbagai kosakata dan tata bahasa y <mark>a</mark> ng beragam dalam tulisannya. Mereka menuliskan kalimat <mark>utama dalam</mark> paragraf-paragraf merekadan menggunakan penunjuk waktu untuk urutan, juga	3.3	Menyusun dan mempresentasikan teks laporan dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya.	Teks Laporan Sederhana	2 JP
		konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbeda-beda, dalam bentuk cetak dan digital.	3.4 ) I K	Menyusun dan mempresentasikan teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan terkait kegiatan praktik di kuliner memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya (Marketing, opinion, order, help, hope,	Teks transaksional lisan/ tulis pendek dan sederhana (marketing, opinion, order, help, hope, wish, plan, like, dislike, need and feelings).	4 JP

wish, plan, like, dislike feelings).	e, need and	
3.5 Menyusun dan mempresen	ntasikan short   Shortfunctional text (job	4 JP
functional text (job vacanc	y, application vacancy,	
letter, and advertisement	ent) dengan applicationletter, and	
memperhatikan fungsi soo	cial, struktur advertisement)	
teks, dan unsur kebaha	asaan sesuai sederhana.	
konteks penggunaannya.		

Tabanan, 19 Januari 2024

Guru Mata Pelajaran

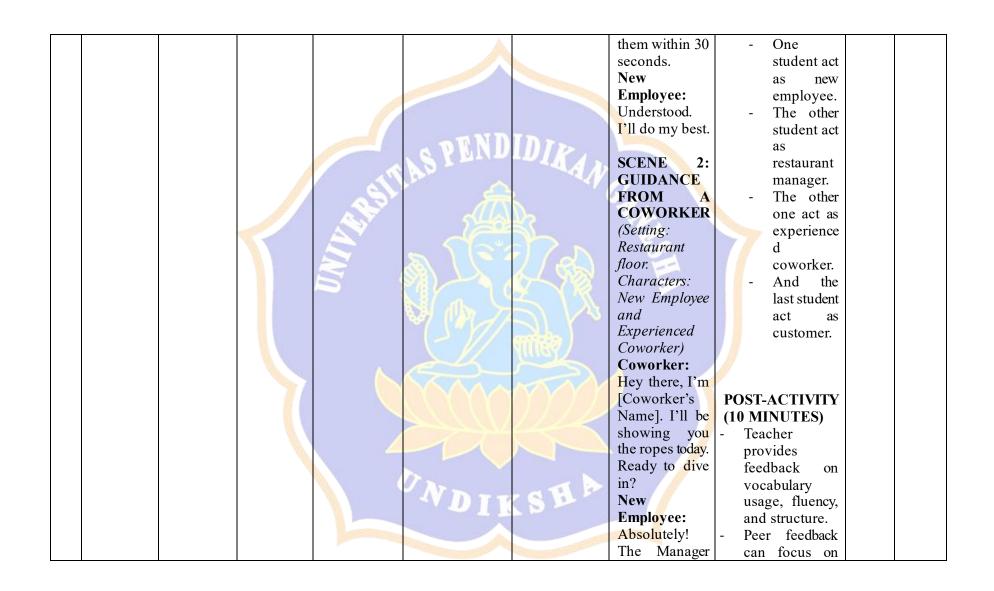
I Putu Surya Nova Kusuma, S.S., M.Pd

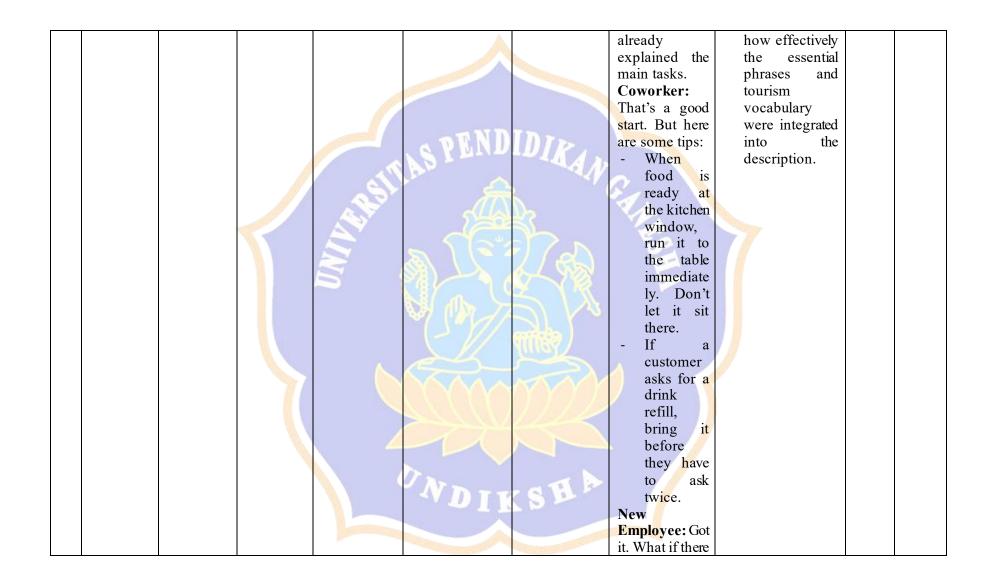
**Appendix 5. Table Blueprint of Infographics (Checklist)** 

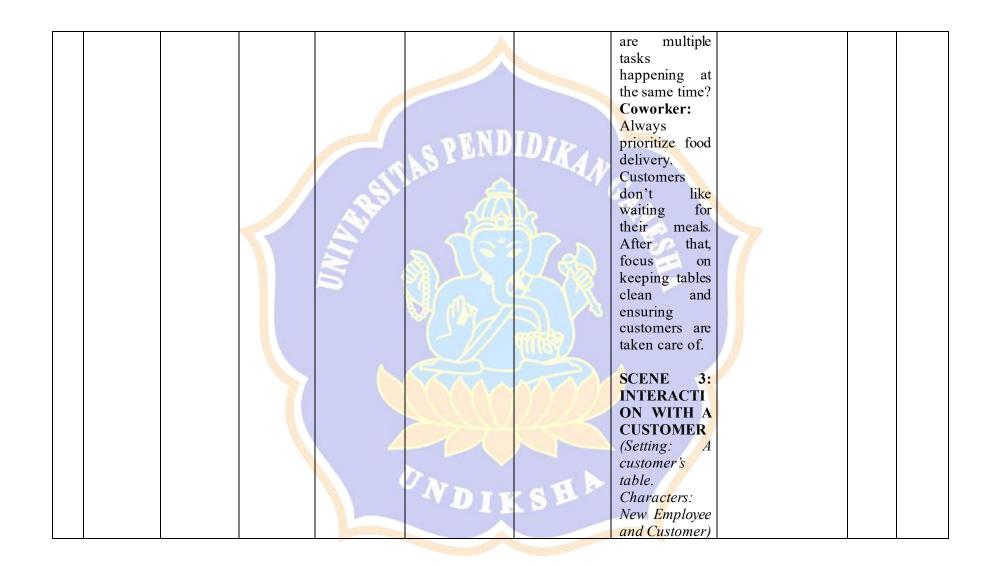
				Cala				T	eac	hing Speakir	ng Ideas					
N	Topic	Learning		Cake	r	Tourism 🥒		Essential		Scenario De	emonstrat	tion			Rele	Irrele
0		Outcome	C	App Content		ocabul <mark>ar</mark> y	To the second	Phrases		Role-Play	Scrip Dialo			<b>Lesson Plan</b>	vant	vant
1	Descripti	Students	-	Worki	-4	Part	-	I had a part-	17	Role-Play	OBJEC"	TIVE:	P	RE-ACTIVITY		
	ve text	can		ng less		time		time job.	-	Scenario:	Illustrate	the	(1	0 MINUTES)		
		describe		than 🥒	A	Cake	3.	A couple of		First day of	job desc	ription	-	The teacher		
		job		full-	-	Ice		time.	2	work at the	and cha	llenges		greets the		
		descriptio		time /		cream	-	As a cake	$\mathcal{D}$	restaurant.	faced by			students and		
		ns orally,		hours.		cakes		decorator.			restaurar			provides an		
		focusing	M		-0	Party	-	Making ice	-	Participan	employe	e	7	overview of the		
		on the		Not		baking	1	cream	9)/	ts:	through		y	lesson.		
		social		while	-	Section	S	cakes.	6	New	integrate		-	Explains that		
		function,		you're	-	Inside		As gift		employee.	narrative			the focus will be		
		text		workin	-	Outside	ų,	basket		Restaurant	scenario			on using		
		structure,		g	-	Respons		designer		manager.				tourism		
		and				ible	-	Party	NU	Experience	SCENE	1:	V A	vocabulary and		
		linguistic			-	Orders	16	planning.		d	INITIA		1	essential		
		elements			-	Food	1	Growing up	4	Coworker.	ORIEN		A. S. C.	phrases to		
		appropriat			-	Staters		baking		Customer.	ON AT			describe jobs in		
		e to the			-	Refills	-	Part-time			RESTAU	JRAN		the tourism		
		context of			-	Coffee		jobs into	-	Setting:	T			industry.		
		use.						one.		Restaurant	(Setting:					
					1		1	There's no		(Customize	Backroo	12.11		HILST		
					M			sitting on		d	the resto			CTIVITY (65		
					N.			the job		restaurant	Chara <mark>ct</mark> o			INUTES)		
							-	Not while		name).	Manage		ŀ	Watching		
								you're on	-		New Emp	oloyee)		Video and		
							77	the clock.		100				Listing		

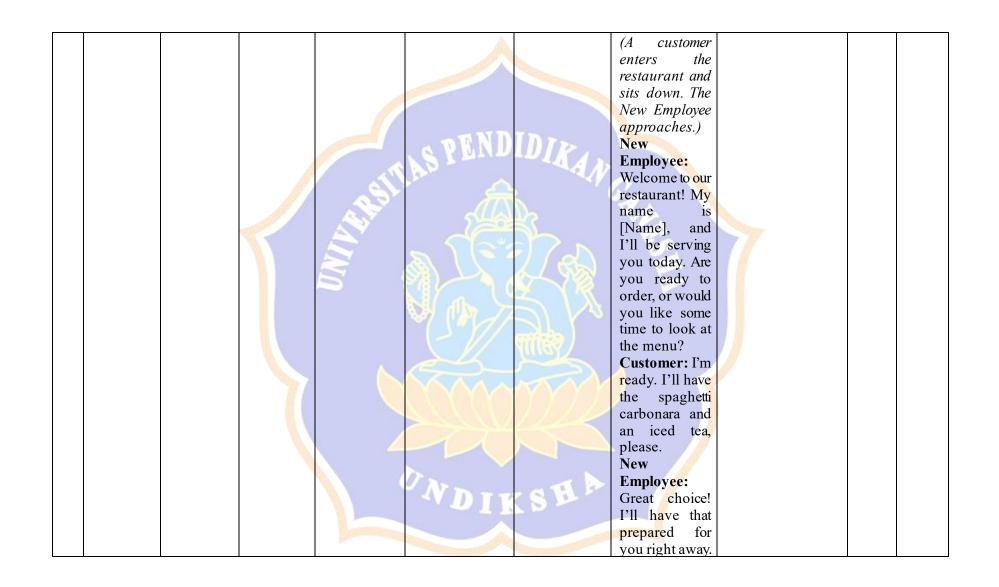
- You have to do to-go orders There's food in the window, that needs to be run, like straight away. You have to bus  - You will: - Greet customers and serve them with a smile Answer phone calls and handle take-away - Teacher explains
away. You handle - Teacher

	- You have to	the kitchen	descriptive
	run	to the	text:
	everyone	tables	- Introductio
	else's food	promptly.	n: General
	as well as	- Clean	informatio
	your own.	tables after	n about
	- Just for	customers	job.
	starters.	leave.	- Details:
70	- What do I	- Ensure	Specific
	do first?	customers'	features or
	- Refills on	drinks are	responsibil
	coffee.	always	ities.
	- Everybody'	refilled.	- Conclusio
	s drink	New New	n:
	always has	Employee: Got	Importanc
	to be full.	it! What should	e or
	- How about	I focus on first?	personal
	break?	Manager:	impression
	- You'll get a	Today, you'll	mpression
	break in		6 Role Play (35
	about two	how we	minutes):
	hours.	operate.	- Students
	nours.	Remember, if	perform a
		there's food	role play in
		ready at the	small
		kitchen	group
		window,	which
	ADIT CH.	deliver it right	consists of
		away. And if a	4 people,
		customer	which:
		arrives, greet	winen.
		arrives, great	

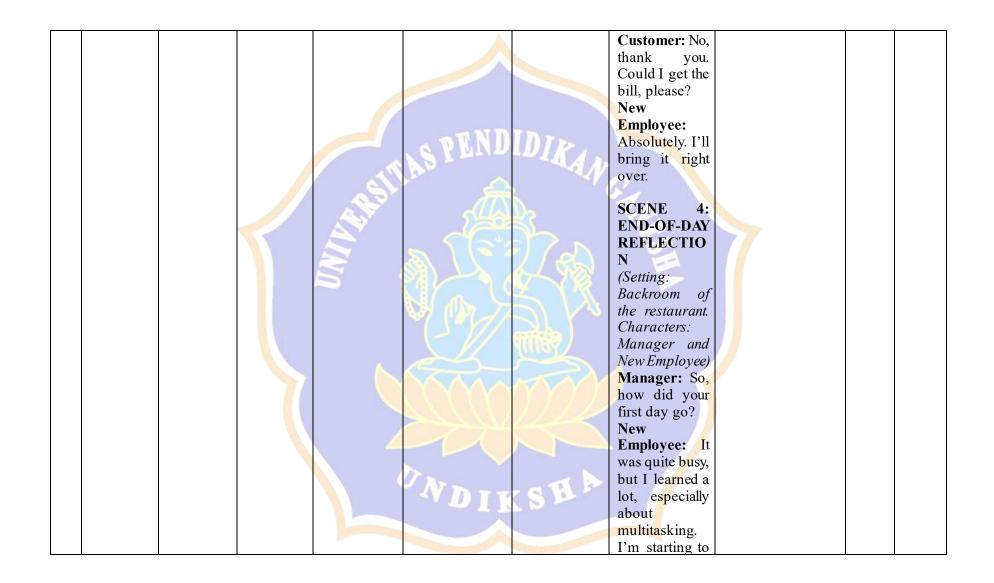


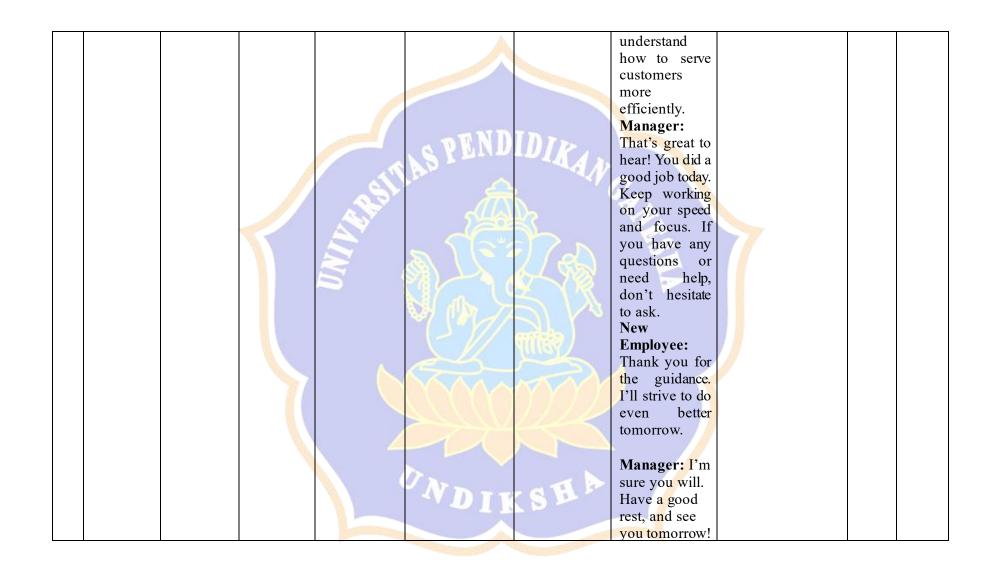




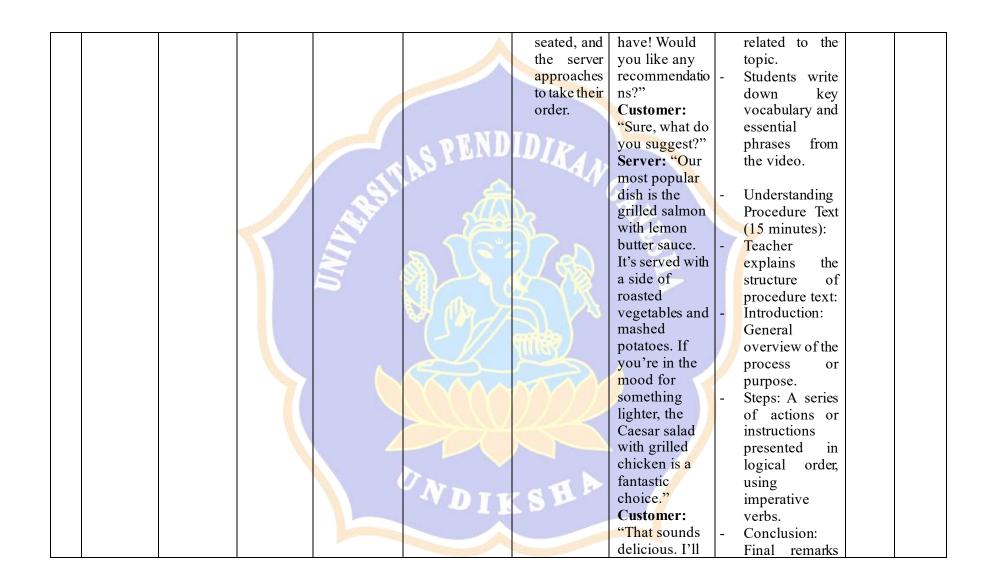


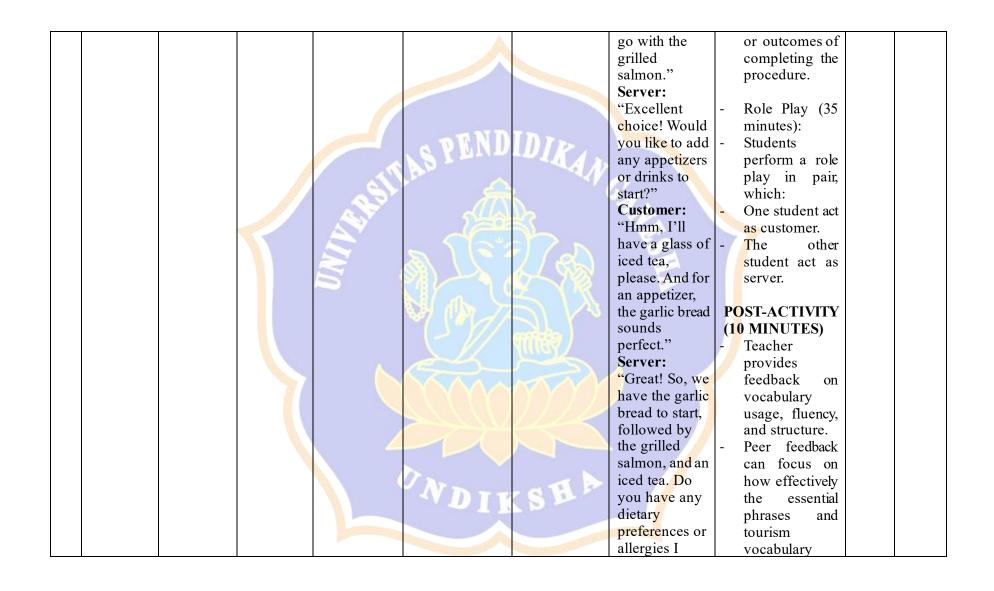


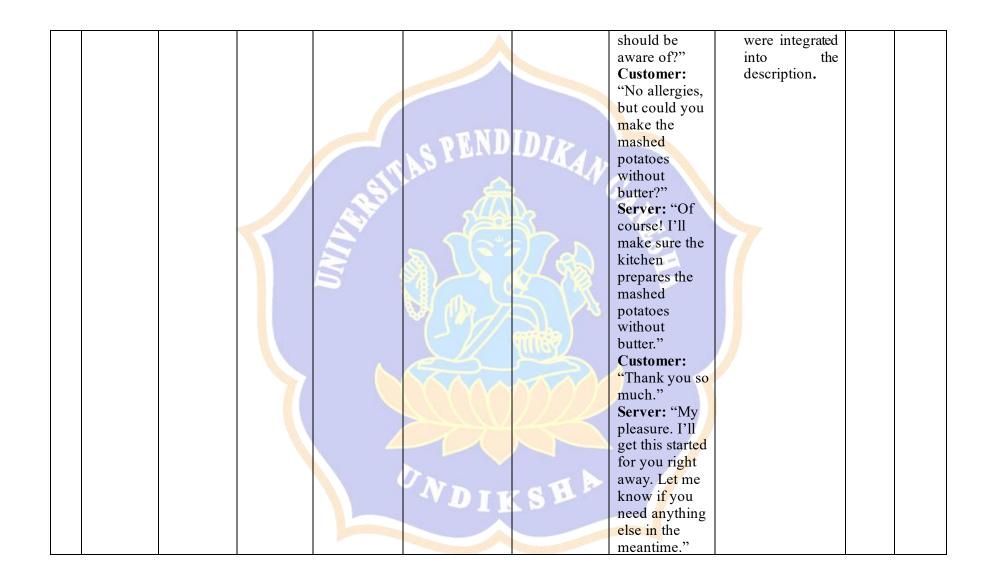


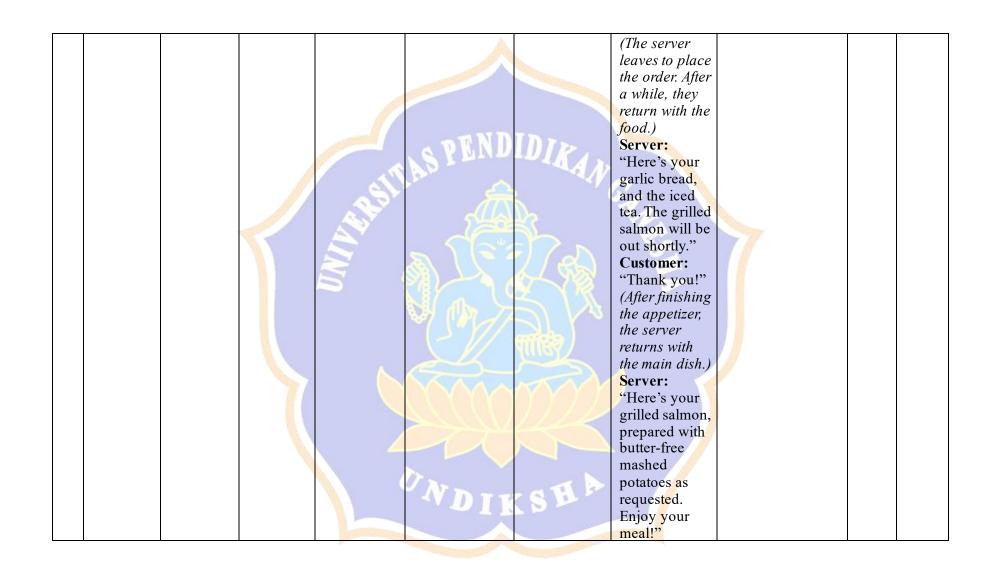


2	Procedur	Students	How to	- Coffee	- Excuse me	- Role-play	SCENE: THE	PRE-ACTIVITY	√	
	e text	can orally	order	- Hambur	- Let's order	scenario:	ORDERING	(10 MINUTES)		
		explain	food in	ger	- Can I	Ordering	PROCESS	- The teacher		
		how to	English 1	- Soda	get?	food at a	(The server	greets the		
		order food	& 2.	- Menu	- Could I	restaurant	approaches the	students and		
		according		- Order	get?		table with a	provides an		
		to a		- Pickles	- Could I get	- Participan	smile.)	overview of the		
		procedure		- Sauce	a soda,	ts:	Server: "Good	lesson.		
		text,		- Tomatoe	please?	- Customer	evening!	- Explains that		
		paying		S	- Can I get a	:	Welcome to	the focus will be		
		attention		- Meat	smile?	Someone	[Restaurant	on using		
		to its		Oni	- Please	dining at	Name]. My	tourism		
		social	7/1	ons	smile	the	name is	vocabulary and		
		function,		- Cheese	- Let me get	restaurant		essential		
		text		- Mayonn		, ready to	Name], and I'll	phrases on how		
		structure,		aise	- I will have	order.	be your server	to order food.		
		and		- Hot dog	837.11 N / /	- Server:	tonight. Have			
		linguistic		- Pizza	- I will have a	The	you had a	WHILST		
		elements	1/	- French	number 5	restaurant	chance to look	ACTIVITY (65		
		within the	10.00	fries	- Hold the	employee		MINUTES)		
		given		- Steak	sauce	taking the	Customer:	- Watching Video		
		context.		- Lobster	- No	order.	"Good	and Listing		
			W W	- Travelin	tomatoes,	9.44	evening! Yes, I	Vocabulary (15		
			// //	g	please	- Setting:	have.	minutes):		
			7	<u> </u>	- With	A cozy	Everything	- Students watch		
			4	N 7	- With	restaurant	looks so good,	a short video		
				11 15 15	mayonnaise	with a		from the		
				W. V.		relaxed	decide!"	CakeApp that		
						ambiance.	Server:	has been		
						The	"That's a great	determined and		
						customer is	problem to		<u>.                                      </u>	



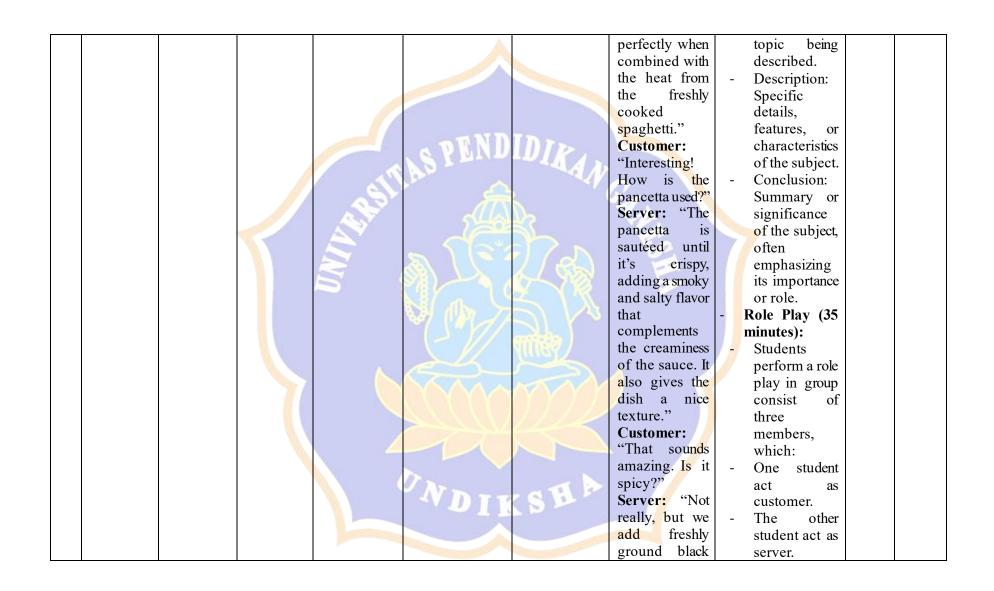


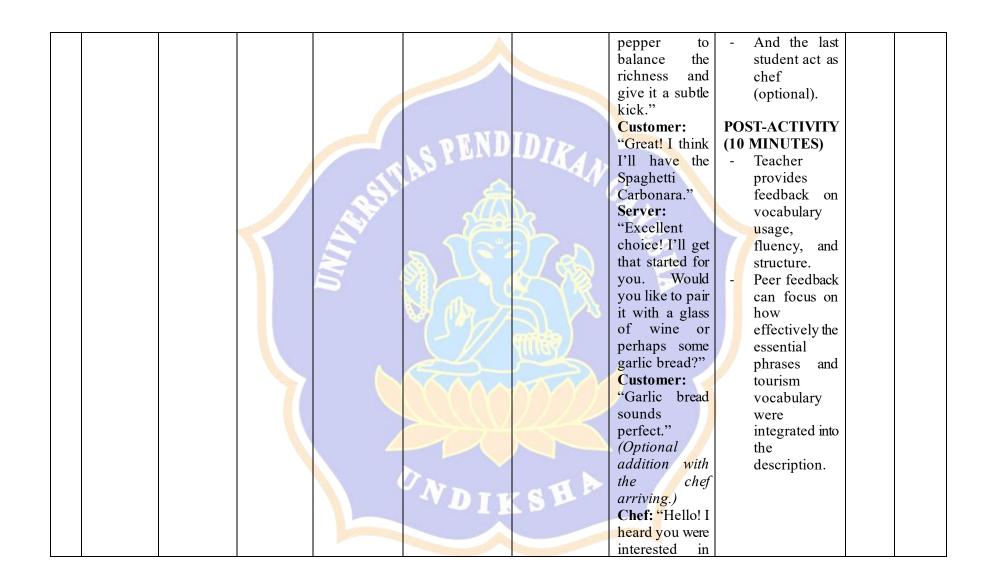




							Customer: "This looks amazing. Thank you so much!"		
3	Simple	Students	- Say	- Peanuts	- I can smell	- Role-Play	Scene:	PRE-ACTIVITY	√
	report	can	this	- Walnut	the peanuts.	Scenario:	Conversation	(10 MINUTES)	
	text	convey	when	- Awesom			about	- The teacher	
		ideas	you're	e	the walnut.	About a	Spaghetti	greets the	
		about the	excited	0	- My mouth		Carbonara	students and	
		results of	to eat	- Soy	is watering.		(The server	provides an	
		their	someth	sauce	- Just	Carbonara.	approaches the	overview of the	
		culinary	ing.	- Greens	awesome.	1 (Kin)	customer's	lesson.	
		practice	- I	- Thick	- There's	- Participan	table.)	- Explains that	
		by orally	always	- Chili oil	greens.	ts:	Server: "Good	the focus will be	
		describing the	wante	- Cashews	- There's	- Customer:	evening! Have	on using	
			d to try	- Gooey	chili.	Interested	you decided	tourism	
		process of making	this.	- Big	- There's	in knowing more about	what you'd like to order?"	vocabulary and essential	
		food from	- I <mark>liked it</mark> a lot		vinegar.		Customer:	phrases to	
		start to	more	1004	- There's soy	Carbonara.	"Not yet. I	report the	
		finish,	than I	- Incredibl	sauce I've been		noticed	dishes.	
		paying	expecte	e - Fresh	dying to try		Spaghetti	dibiles.	
		attention	d	- Comple	this.	the dish in	Carbonara on	WHILST	
		to social	-	x	- Look at		the menu.	ACTIVITY (65	
		functions,		- Simple	this.	- Chef	Could you tell	· · · · · · · · · · · · · · · · · · ·	
		text		- Escargot	- It's so	(0 1)	me more about	-	
		structure,		- Lemong	thick.	Adds	it?"	Video and	
		and		rass	- Light chili	additional	Server: "Of	Listing	
		linguistic		, - 11 - 1	oil on top.	informatio	course!		

elements		- Look at	n about the	Spaghetti	Vocabulary (15
in the		those crispy		Carbonara is	minutes):
context.		onions.	or history	one of our most	- Students
		- It's gooey.	of the dish		watch a short
		- We got a		It's a classic	video from the
		couple	- Setting:	Italian pasta	CakeApp that
		more big	A cozy	D. Commission of the Commissio	has been
		meals	Italian	spaghetti, eggs,	determined
	175	coming up.	restaurant.	Parmesan	and related to
		- The food is	The	cheese,	the topic.
		incredible.	customer is		
		- Way better	curious	black pepper."	down key
		than I	about the		vocabulary
		expected.	Spaghetti	"That sounds	and essential
		- So fresh,	Carbonara	delicious!	phrases from
		complex,	on the	What makes it	the video.
		yet simple	menu.	special?"	
		at the same		Server: "The	- Understanding
	1 1	time.	VILLEY	unique thing	Simple Report
		- It's mind-		about	<b>Text</b> (15
		blowing.	MATTER	Carbonara is its	minutes):
		- There's a		creamy sauce,	- Teacher
		famous		which is made	explains the
		escargot		without any	structure of
		place		cream. The	simple report
		cooked in		creaminess	texts:
		lemongrass	- 41	comes from	- Introduction:
		'VDIT	SIL	mixing eggs	General
				and Parmesan	information
				cheese, which	about the
				coat the pasta	subject or

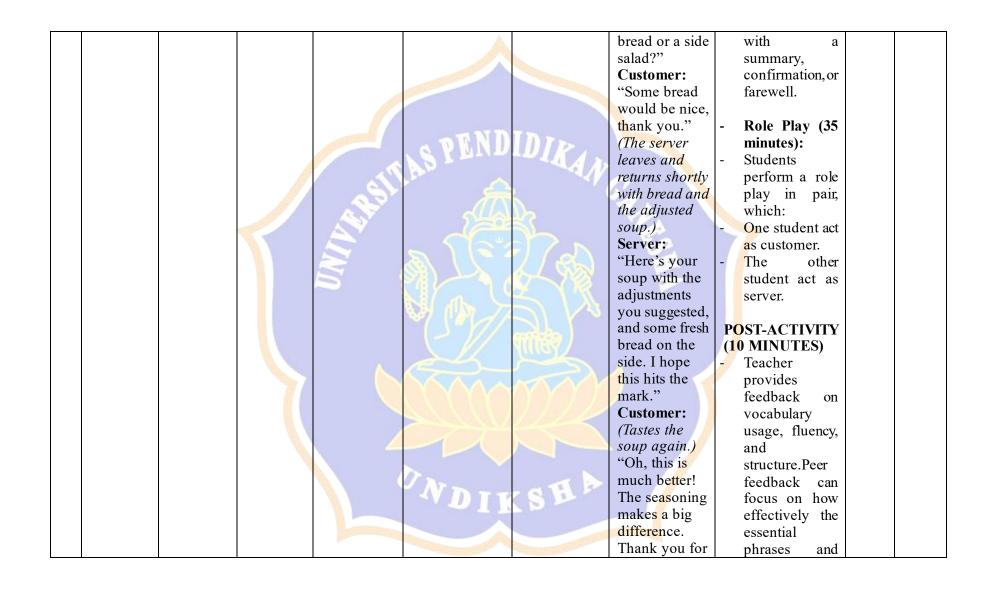


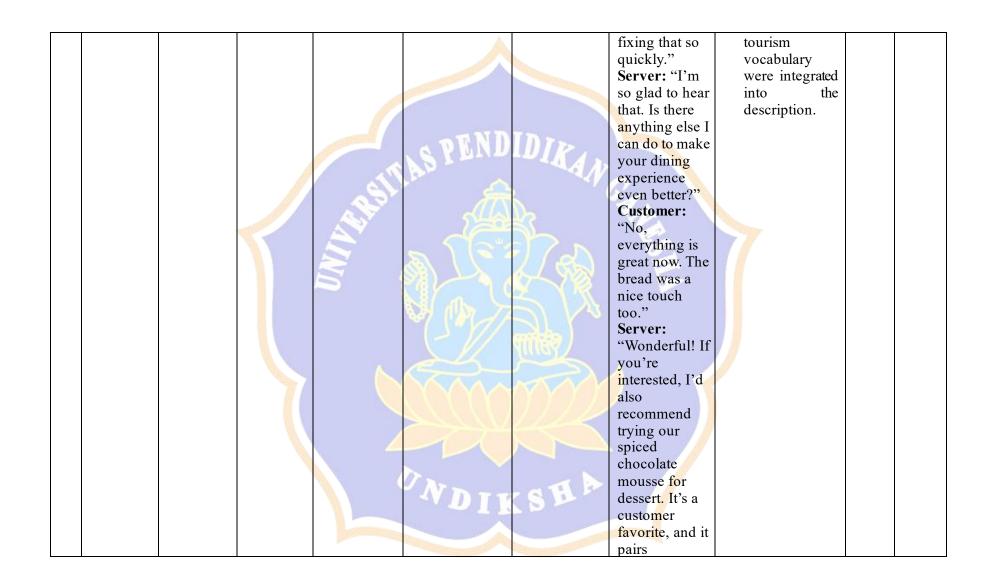


					TRAIT.	A	PEND		IKAN	the Spaghetti Carbonara. Fun fact: this dish originates from Rome and has been a staple of Italian cuisine for centuries. It's simple yet sophisticated, and we prepare it authentically here."  Customer:  "That's wonderful to			
	Ch 4	Students	Taste and		Cookies		Actualiza	3	100	hear! I can't wait to try it."	PRE-ACTIVITY		
4	Short and		Water Wall	-			Actually, that was	J.	Role-	Scene:	V 400	√	
	simple	can	fla <mark>vor:</mark> - I taste	-	Sample Full	( E			Play Scenario	Expressing Food Taste	(10 MINUTES)  - The teacher		
	oral and written	convey ideas	- I taste somethi	-		V	pretty good. What's that		scenario.	(The customer	greets the		
	transactio	related to	ng nu <mark>t</mark> ty.	-	Eating		nutty		Expressin	tastes their	students and		
	nal	transactio	- I really	-	Pretty good		flavor?		g and	meal and looks	provides and		
	interactio	nal	like this	_	Nutty		Courtesy of	1	Discussin	thoughtful. The	overview of the		
	n texts	interaction	taste.	1	Flavor		the nut		g Food	server	lesson.		
	(marketin	texts (such	- It		Peanuts	17	shack.		Taste.	approaches the	- Explains that		
	g,	as	doesn't	1	Cashews	1	This tastes	20	13310	table with a	the focus will be		
	opinion,	expressing	taste	_	Walnuts		as delicious	75	Participa	warm <mark>s</mark> mile.)	on using		
	order,	opinions	like	_	Macada		as Beyonce		nt:	Server: "Good	tourism		
	help,	about food			mia nuts		smells.			evening!	vocabulary and		

hope,	taste)	anythin	- Courtesy	-	What is this	-	Customer	How's your		essential	
wish,	orally by	g.	- Nut		in here,		: Orders a	meal so far? Is		phrases to	
plan, like,	paying	- That's	shack		saffron?		dish,	everything to		expressing	
dislike,	attention	very hot.	- Made		Wow,		tastes it,	your liking?"		opinions about	
need and	to social		- Turkey		somebody		and	Customer:		food taste.	
feelings)	functions,		burger		got a sharp	4	shares	"It's good, but			
	text		- Fusion	7	palate.	17)	detailed	I feel like the		HILST	
	structure,		- Toasted	-	I love the		feedback	soup is missing		CTIVITY (65	
	and		- Cheese	0.50	umami	-	Server:	something. It's		INUTES)	
	linguistic		- Crisp		flavor.	2	Engages	creamy, but the	-	Watching	
	elements		- Papaya	-	Stop being		in a polite	flavor doesn't	All Land	Video and	
	appropriat		chutney		so		conversat	pop as much as		Listing	
	e to the		- Black	6	pretentious.	31	ion,	I expected."	1	Vocabulary (15	
	context of		truffle	-	I couldn't		listens	Server: "I	N /	minutes):	
	use.		aioli		care less.	100	attentivel	appreciate your	-	Students watch	
			- Microgr	<b>}</b>	I'm so		y, and	feedback. Let		a short video	
			eens	66	disappointe		responds	me ask: do you		from the	
			- Gluten		d.		with	usually prefer	71	CakeApp that	
			free	-	Never		helpful	stronger or	V A	has been	
			- Brioche	1	mind, this		solutions	spicier flavors		determined and	
			bun		is better!	1	or	in your soup?"		related to the	
			- Tastes	-	Way better!		recomme	Customer: "I		topic.	
			- Deliciou	>	This is	12	ndations.	think a bit	-	Students write	
			S		tasteless,	1	Setting:	more spice or seasoning		down key	
			- Smells		odorless,	67	A luxury restaurant	would help.		vocabulary and essential	
			- Saffron	110	colorless,			Maybe a touch			
			- Sharp	4	and pizza-		during dinner	of garlic or		phrases from the video.	
			palate		less.	*C * *	service.	chili?"		me video.	
			- Umami	-	It's not bad,		The	Server:		Understanding	
					but it needs		customer	"Thank you for	-	Transactional	
						The same of	customer	Thank you for	l	Transactional	1

<ul> <li>Pretentio</li> <li>us</li> <li>Hambur</li> <li>ger</li> <li>Meat</li> <li>Bun</li> <li>Ketchup</li> <li>Tasteless</li> <li>Odorless</li> <li>Colorles</li> <li>s</li> <li>Pizza-less</li> <li>Topping</li> <li>s</li> <li>Tasting</li> <li>Tasty</li> <li>Traditio</li> <li>nal</li> </ul>	- We just tasting the cheese, be man It was pretty tasty This one got lost of salt Be carefull with the ghost pepper Spicy? it's really easy to bite	sharing that. We can easily adjust that for you. Would you like me to ask the chef to add a bit more seasoning and some chili flakes to enhance the flavor?"  Customer: "That would be great. I'd love to try it with more spice." Server: "Absolutely.	stating the purpose of the conversation Exchange: The
s - Pizza- less - Topping	salt Be carefull with the ghost pepper.	enhance the flavor?"  Customer:  "That would be great. I'd love	Initiating the interaction, such as greetings or stating the
- Tasty	it's really easy to bite through Why it is so easy? - That's so	more spice." Server: "Absolutely. I'll take it back to the kitchen, and we'll get it	conversation. Exchange: The main part of the interaction where information,
- Spicy - Bite - Milk	spicy.  The tip of my tongue is burning.	adjusted right away. In the meantime, can I bring you something to enjoy while you wait?  Perhaps some	requests, or responses are exchanged between participants Closing: Ending the interaction politely, often





	AND PEN	IDIKAN	beautifully with the flavors in your soup."  Customer: "That sounds intriguing. I'll definitely give it a try after this."  Server: "Excellent choice. I'll bring it out for you as soon as you're ready. Thank you for letting us adjust the soup to your taste—it's important to us that you enjoy your meal		
			fully."		



**Appendix 6. Table Results of Interview** 

No	Question	Response
1	What do you do pre-activity	The teacher begins the lesson by giving a brief
_	in your speaking class?	explanation to the students about what they will
	7 1 8	learn. Then, the teacher continues by providing the
		students with an opportunity to prepare a mind
		map related to their activities during the learning
		process. Occasionally, the teacher also assigns
		listening practice to the students using YouTube
		videos related to the topics that will be discussed
		in the speaking class.
2	What do you do whiles-	After selecting a topic, the teacher gives students
	activity in your speaking	the opportunity to explore examples of speaking
	class? What activities do you	activities related to the topic, either independently
	often do during activities in	or through discussions with their peers. The
	your speaking class?	students are then instructed to practice speaking
	a D	based on the topic they have developed by
	4821	recording their performances and uploading them
		to social media platforms such as YouTube or
	0.3	Instagram.
	AN AND THE RESERVE OF THE PARTY	If the topic allows for activities to be conducted
		outside the classroom, the learning session may
3	What do you do in past	also take place in an outdoor setting.  Students will be instructed to upload videos of
3	What do you do in post- activity in your speaking	their speaking practice to social media and send
	class?	the link to the teacher for assessment.
4	What learning methods do	Teachers employ various methods in teaching
	you use in speaking classes?	speaking, including traditional methods, problem-
- 1	year and in speciming charges.	based learning, cooperative learning, peer work,
N N		role play, project-based learning, and speaking
		activities related to student practice reports.
5	Have you ever encountered	Teachers often encounter challenges in teaching
	d <mark>if</mark> ficulties in teaching	speaking because English is a foreign language,
	speaking?	making it more difficult for students to master.
		Many students still struggle with a limited
		vocabulary, poor grammar and pronunciation, and
	U Ar.	difficulty developing ideas during learning
		activities, especially in classroom speaking
		activities.
6	Have you ever used digital	Teachers have used digital tools such as Duolingo
	tools to support your	and Kahoot; however, they have never utilized
	speaking-learning process in	CakeApp for teaching speaking.
7	class?	Tanaharahara yan 1 di 14-14-14 1 1 D. P.
7	If yes, what digital tools have you used?	Teachers have used digital tools such as Duolingo, Kahoot, Quizizz, and YouTube.
8		
O	Have you ever experienced difficulties in using these	Teachers have faced challenges in using digital tools, such as poor network connections, limited
	digital tools?	storage space on students' devices, and students
	4151W1 0015:	who are not fully attentive. However, within the
		applications themselves, teachers have not
		encountered significant difficulties.

9	Do you know about Cake	Teachers are not yet familiar with CakeApp.
	App?	
10	Do you know about	Teachers are not yet familiar with infographics.
	infographics?	
11	Have you ever used	Teachers have never used infographics in the
	infographics as a support in	teaching process.
	your speaking learning	
	process in class?	
1.0	*	70 11 1 1 1 1
12	In your opinion, is it	If possible, researcher are asked to create complete
	necessary to make	speaking materials that can be directly used by
	infographics about how to use	teachers in teaching speaking. Based on this
	the Cake App so that it fits the	request, the development of infographics related to
	speaking learning topic and	this research topic needs to be carried out at SMK
	also suits students' speaking	Negeri 2 Tabanan. This is due to the fact that
	abilities?	teachers are not yet familiar with what
	donnes.	infographics are, and they have never used
		CakeApp in their speaking teaching activities in
	, a V	class. Therefore, developing this research topic is
	4 6 9 2	essential to determine how the infographics of
		CakeApp-based teaching speaking ideas will be
		created and to assess the quality of these
		infographics.
- CONTRACTOR OF THE PARTY OF TH		



**Appendix 7. Interview Documentations** 





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

Aspects	Descriptors	Comments
Content	Comprehensive and relevant teaching	Yes, the Cake app features
	ideas; aligns well with vocational	really relevant to the teaching
	tourism students' needs; demonstrates	ideas developed which helps the
	effective use of the Cake app features	students to enhance their
	for speaking skills.	speaking ability.
Design	Visually engaging; well-organized	The visual of the app is really
	layout; clear, readable font; effective	amaze and attractive and surely
	use of images/icons that relate to the	all of it relates to the content.
	content.	
Practicality	Provides actionable steps for teachers to	The actionable steps are really
	implement; ideas are realistic and	easy to be implemented and
	adaptable for various class sizes and	understood since it matches for
	levels.	various size of classes and
	2 2 160	levels.

Tabanan, 13 Januari 2025

User

I Putu Surya Nova Kusuma, S.S., M.Pd.

**Appendix 9. Infographic Refinement Sheet** 

Evaluation	Before Refinement	After Refinement				
The use of punctuation	The use of punctuation	The use of punctuation				
	marks in product design is	marks in product design is				
	not consistent.	consistent and				
		appropriately placed.				
Content layout	The content layout lacks	The content layout is				
	proper organization,	thoughtfully structured,				
	creating a sense of	ensures smooth transitions				
	discontinuity between	between sections, and				
	sections, while its overly	features a refined design				
	simplistic design fails to	that clearly communicates				
77.	effectively convey the	the message and captures				
251	intended message or	the audience's attention.				
	engage the audience.					
Font selection	The previous font choice	After refinement, the font				
	was too excessive, making	selection in the infographic				
	the infographic design	design has been adjusted to				
	difficult to read, especially	a simpler style, improving				
	in sections containing	readability.				
	important text.					
Lesson plan proportions	The lesson plan in the	After refinement, the lesson				
	infographic design was	plan is placed at the top,				
	initially placed at the	next to the learning				
	bottom.	outcome in the infographic				
	ADIKSH,	design.				
Topic 3 (Report Text)	Topic 3 (Report Text)	After refinement, Topic 3				
	previously resembled a	was improved by searching				
	procedure text, especially	for more appropriate				
	in the essential phrases	content on CakeApp,				
	section.	especially in the essential				
		phrases section, which was				
		then aligned with the topic				
		of report text.				

Grammar and sentence	There are several	These errors were corrected
accuracy	grammatical errors and	and adjusted based on the
	inaccuracies in sentence	given suggestions.
	writing, such as missing	
	periods, unnecessary	
	capital letters in the middle	
	of sentences, and the use of	
	symbols that are either	
	unnecessary or do not	
	comply with linguistic	
	rules.	
Add illustrations relevant to	Initially, there were no	After refinement, several
the topic	illustrations related to each	illustrations were added to
(81)	topic, making the	correspond to each topic in
S. P.	infographic design appear	the infographic design,
	very simple and empty.	making it more engaging.
Add a QR code linked to	Initially, there was no QR	After refinement, a QR
ea <mark>ch</mark> topic	code linking to more	code was created for each
	comprehensive content	topic, providing access to
	than what was presented in	the complete content of the
	the infographic.	infographic, including
	XXXXXXXXX	lesson plans, role-play
		scenarios, and scripted
		dialogues that could not be
		fully displayed in the
	VDIKSH!	infographic design.
Infographics design	Previous infographic	After that, improvements
	designs lacked a continuous	were made to the content
	flow between elements,	layout in the infographic
	such as the learning	design to create a
	outcomes not connecting	continuous flow of
	smoothly to the lesson plan,	information.
	and so on.	

# **Appendix 10. Table Content Expert Judgement Validation**

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

Irrelevan	Relevan	Tota		e	cor	S			Name of	
t	t	l	5	4	3	2	1	Criteria	Instrumen	0
	,								t	
	$\sqrt{}$							a. Clarity of	Content	1
						Ą	_4	learning	expert	
								objectives.	evaluation	
	$\sqrt{}$							b. The relevance	sheet	
					7	70		of learning		
			1			U	T	objectives		
		W	Sec.			_	7	with		
	1	Q				A	ñ	curriculum.		
	V					0	Ä	c. The scope and		
	0			7			6	depth of		
		<b>N</b>	5	4	6	W.		learning	3	1
		1	W	7				objectives.		
	V			ij,			7/	d. The		
			1/	13	M			appropriatenes	V	
				1		X	3	s of using		
							Y	learning		
		$\leq$			$\stackrel{\prime}{=}$	W		strategies.		
	1						A.	e. Interactivity.		
	V		= 1	-15	- Y			f. Provide		
					\$		L	learning		
								motivation.		
	V			147,000				g. Contextuality		
								and actuality.		
	√							h. The		
								completeness		
								and quality of		
								study aid		
								materials.		
	,							motivation.  g. Contextuality and actuality.  h. The completeness and quality of study aid		

		i. Suitability of							V	
		the material							,	
		with learning								
		objectives								
									<b>√</b>	
		3 1							V	
		material							,	
		k. Easy to							$\sqrt{}$	
		understand		A						
		1. Systematic,							$\sqrt{}$	
		coherent, and								
		clear logic								
		flow	N	D	11	1	b			
		m. Clarity of	A section			C.	1	11	1	
		descriptions,	ng.		20			6		
		discussions,	4			<u>,                                    </u>			1	
1	Ê	and examples		4			> 1		E.	
		n. Consistency of			1		R		V	
	5	evaluation			2		10	8	-	
		with learning		77		16	V	23		
	Vic.	objectives					,)			
V		o. The accuracy	5_						√	
	77	and			T				, i	
		consistency of		٧	9/			11		
		the evaluation	7							
		tool	1							
				,		- 10	-			
		p. Providing		2	9		1	100	N	
		feedback on			4					
		evaluation				1770				
		results								

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

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

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

No Name of Instrument		Criteria		5	Scoi	re		Total
110	Instrument	Criteria	1	2	3	4	5	Total
1	Content expert	a. Clarity of learning objectives.						
	evaluation sheet	b. The relevance of learning					V	
		objectives with curriculum.						
		c. The scope and depth of				1		
		learning objectives.						
		d. The appropriateness of using	18		2000		V	
		learning strategies.						
	(1)	e. Interactivity.	0			A	V	
		f. Provide learning motivation.	K		<b>X</b>	1		
		g. Contextuality and actuality.		3	2		V	77
		h. The completeness and quality			E	1	V	7/
		of study aid materials.				2		
		i. Suitability of the material with				1		
	Vo.	learning objectives						//
		j. Depth of material	1			1	it live	
	7/	k. Easy to understand	J				1	
		1. Systematic, coherent, and				1		
		clear logic flow	5			7	J.	
		m. Clarity of descriptions,			and distant	1		
		discussions, and examples		1				
		n. Consistency of evaluation						
		with learning objectives						
		o. The accuracy and consistency						
		of the evaluation tool						
		p. Providing feedback on						
		evaluation results						

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

Expert 1.

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

NIP. 198304022006042001



No	Aspects	Questions	Relevant	Irrelevant
1	Teaching	7 What do you do pre-activity in	V	
	activities (pre-	your speaking class?		
	activity, whiles-	8 What do you do whiles-activity	$\sqrt{}$	
	activity, post-	in your speaking class? What		
	activity)	activities do you often do during		
	(Nurinsani,	activities in your speaking		
	et.al., 2020).	class?		
		9 What do you do in post-activity	$\sqrt{}$	
		in your speaking class?		
2	Teaching	1. What learning methods do	V	
	methods	you use in speaking classes?		
	(Saputri &	MAN		
	Fransisca,		2	
	2020).	5	1	
3	Difficulty in	1. Have you ever encountered	7	7/
	teaching	difficulties in teaching		
	speaking	speaking?		
	(Kulsum, et.al.,			
1	2025).	THE PARTY OF THE P		
4	Learning tools	1. Have you ever used digital	<b>√</b>	
	used (Inayah,	tools to support your	/	
	et.al., 2024).	speaking-learning process in		"
		class?	7	
		2. If yes, what digital tools have	1	
	1	you used?		
		3. Have you ever experienced	$\sqrt{}$	
		difficulties in using these		
		digital tools?		
		4. Do you know about Cake	$\sqrt{}$	
		App?		
		5. Do you know about	$\sqrt{}$	
		infographic?		
		6. Have you ever used		$\sqrt{}$
		infographic as a support in		

		your speaking learning		
		process in class?		
5	Desired solution	1. In your opinion, is it	V	
	(Razi, et.al.,	necessary to make an		
	2021).	infographic about how to use		
		the Cake App so that it fits the		
		speaking learning topic and		
		also suits students' speaking		
		abilities?		

Singaraja, 6 September 2024 Expert 1

Prof. Dr. IGA Lokita Purnamika

Utami, S.Pd., M.Pd.

NIP. 198304022006042001

No	Learning Objective	Material/Topic	Relevant	Irrelevant
1	Understand and convey ideas related	Descriptive text	V	
	to text descriptions about job desks			
	and work results by paying attention			
	to social functions, text structure,			
	and linguistic elements according to			
	the context of use.			
2	Understand and convey ideas related	Procedure text	$\sqrt{}$	
	to procedural texts by paying			
	attention to social functions, text			

_					
		structure, and linguistic elements			
		according to the use context.			
	3	Understand and convey ideas related	Simple report text	V	
		to reports on implementing practical			
		activities by paying attention to			
		social functions, text structure, and			
		linguistic elements according to the			
		use context.			
	4	Understand and convey ideas related	Simple verbal	√	
		to short and simple oral and written	transactional		
		transactional interaction texts that	interaction text		
		involve actions related to practical	DIDI>		
		culinary activities, paying attention	AN		
		to social function, text structure, and		2	
		linguistic elements according to the	<u></u>	7 N	
4		context of use.		E.	77

Singaraja, 6 September 2024 Expert 1

Prof. Dr. IGA Lokita Purnamika

Utami, S.Pd., M.Pd.

NIP. 1983040220060<mark>42</mark>001

Aspects	Descriptors	Comments	Relevant	Irrelevant
Content	Comprehensive and		V	
	relevant teaching ideas;			
	aligns well with			
	vocational tourism			
	students' needs;			
	demonstrates effective use	<u> </u>		
	of the Cake App features			
	for speaking skills.			
Design	Visually engaging; well-	La succession of the successio	V	
	organized layout; clear,	DIDIKAA		
	readable font; effective	~ A/		
	use of images/icons that			
	relate to the content.		1	
Practicality	Provides actionable steps	6/7/2	10	. //
	for teacher to implement;	4-1950		
	ideas are realistic and	CE YM		
	adaptable for various class		4	
	sizes and levels.	The state of the s		7/

Singaraja, 6 September 2024 Expert 1

Prof. Dr. IGA Lokita Purnamika

Utami, S.Pd., M.Pd.

NIP. 198304022006042001

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

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

No Name of		Criteria		5	Scor	re		Total
110	Instrument	Criteria	1	2	3	4	5	Total
1	Content expert	a. Clarity of learning objectives.						
	evaluation sheet	b. The relevance of learning					V	
		objectives with curriculum.						
		c. The scope and depth of				1		
		learning objectives.						
		d. The appropriateness of using						
		learning strategies.	9					
	12	e. Interactivity.	3				V	
		f. Provide learning motivation.	1	3	)/s			
		g. Contextuality and actuality.		K	1			77
		h. The completeness and quality			=			
		of study aid materials.						
		i. Suitability of the material with				<b>V</b>		
		learning objectives						
	<b>\</b>	j. Depth of material	4			1		
		k. Easy to understand	/				1	
		1. Systematic, coherent, and				1	N	
	4	clear logic flow	5			7/4		
		m. Clarity of descriptions,			7	V		
		discussions, and examples						
		n. Consistency of evaluation						
		with learning objectives						
		o. The accuracy and consistency						
		of the evaluation tool						
		p. Providing feedback on						
		evaluation results						

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

Expert 2

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

NIP. 198108142009122002

No	Aspects	Questions	Relevant	Irrelevant
1	Teaching	10 What do you do pre-activity in	1	
	activities (pre-	your speaking class?	1	
	activity, whiles-	11 What do you do whiles-activity	V	
	activity, post-	in your speaking class? What		
	activity)	activities do you often do during		
	(Nurinsani,	activities in your speaking	1,5	
	et.al., 2020).	class?		
		12 What do you do in post-activity	V	7/
		in your speaking class?	)	
2	Teaching Teaching	2. What learning methods do	V	
	methods	you use in speaking classes?		
	(Saputri &			
	Fransisca,	NDIKSHA		
	2020).	ADIKA		
3	Difficulty in	2. Have you ever encountered	1	
	teaching	difficulties in teaching		
	speaking	speaking?		
	(Kulsum, et.al.,			
	2025).			
4		7. Have you ever used digital	V	
		tools to support your		

	Learning tools	speaking-learning process in	
	used (Inayah,	class?	
	et.al., 2024).	8. If yes, what digital tools have	V
		you used?	
		9. Have you ever experienced	√
		difficulties in using these	
		digital tools?	
		10. Do you know about Cake	V
		App?	
		11. Do you know about	√
		infographic?	
		12. Have you ever used	1
		infographic as a support in	
	, e	your speaking learning	2
		process in class?	1
5	Desired solution	2. In your opinion, is it	Ve /
- 1	(Razi, et.al.,	necessary to make an	
T N	2021).	infographic about how to use	
		the Cake App so that it fits the	
	V	speaking learning topic and	
١		also suits students' speaking	
	7	abilities?	

Singaraja, 13 Januari 2025 Expert 2

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

NIP. 198108142009122002

7

Singaraja, 13 Januari 2025

Expert 2

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

Aspects	Descriptors	Comments	Relevant	Irrelevant
Content	Comprehensive and		√	
	relevant teaching ideas;			
	aligns well with			
	vocational tourism			
	students' needs;			
	demonstrates effective use	<u> </u>		
	of the Cake App features			
	for speaking skills.			
Design	Visually engaging; well-		V	
	organized layout; clear,	DIDIE		
	readable font; effective	DIDIKAA		
	use of images/icons that		6	
	relate to the content.		1	
Practicality	Provides actionable steps	6/12	10	
	for teacher to implement;	47.50		
	ideas are realistic and	IN PROPERTY		
	adaptable for various class			
	sizes and levels.	Times		

Singaraja, 13 Januari 2025 Expert 2

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

NIP. 198108142009122002

# Appendix 13. Table Media Expert Judgement Validation

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

N	Name of				S	cor	e		Tota	Relevan	Irrelevan
0	Instrume nt		Criteria	1	2	3	4	5	1	t	t
1	Media		Interactive							ما	
1		a.		A						V	
	expert		Design.							1	
	evaluation	b.	Communicati							V	
	sheet		ve media.								
		c.	Design	M		11	7			1	
			Creativity.	-8.5			4		N		
		d.	The	4					6	1	
			effectiveness			b				1	
1			of media use.								
		e.	Can be	X						V	
	<b>D</b>		maintained		(62	2			1		
			and managed		7		١	V	-33		
	V		easily.			iti		)			
1		f.	Easy to use	F						V	
	7/		and operate.	Y	Y	Y	Y		$\gamma$		
		g.	Can be used						<	√	/ //
	1		in various	(						7	
			existing		10			250°		37/1	7
		V.	hardware and		ĸ	6	1				
			software.					3			
		h.	Appropriate						5,000	V	
			selection of								
			application or								
			software or								
			tool types for								
			development.								

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

# Appendix 14. Table Media Expert Judgement Results (Judge 1)

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

No	Name of	Criteria		5	Scor	æ		Total
110	Instrument	Criteria	1	2	3	4	5	Total
1	Media expert	a. Interactive Design.						
	evaluation sheet	b. Communicative media.					V	
		c. Design Creativity.					<b>V</b>	
		d. The effectiveness of media use.						
		e. Can be maintained and managed easily.					1	
		f. Easy to use and operate.	4			700	V	
	c	g. Can be used in various existing	1				1	
		hardware and software.	K	1		100	V	
		h. Appropriate selection of		X	1	1		7/
		application or software or tool			=			
		types for development.						

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

Expert 1.

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

NIP. 1983040<mark>22</mark>006042001

# **Appendix 15. Table Media Expert Judgement Results (Judge 2)**

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

No	Name of	Criteria		5	Scor	æ		Total
110	Instrument	Criteria	1	2	3	4	5	Total
1	Media expert	a. Interactive Design.						
	evaluation sheet	b. Communicative media.						
		c. Design Creativity.						
		d. The effectiveness of media use.				1		
		e. Can be maintained and						
		managed easily.	1					
		f. Easy to use and operate.					<b>√</b>	
	, c	g. Can be used in various existing	3	7		1	1	
		hardware and software.	N.	9	1/8			
		h. Appropriate selection of		N	1			77/
		application or software or tool			=			
		types for development.						

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

Expert 2

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

### Appendix 16. Infographics Design



# **DESCRIPTIVE TEXT**

Topic	Learning Outcome	CakeApp Content
Descriptive	Students can describe	1. Working less than full-time hours.
text (Job	job descriptions orally,	2. Not while you're working.
description)	focusing on the social	Watching
	function, text structure,	Watching
	and linguistic elements	Careas · s
	appropriate to the	
	context of use.	0:25
	TIV.	working less than full-time hours
	SPEN	l had a <u>part-time</u> job.
	STIAL	a re
	A 12	Watching
É		PART TIME OUTS JENN MCALLISTER
		0:38
		Not while you're working.
		Not while you're on the <u>clock</u> .



# === LESSON PLAN ===

### 1. Identity

Grade : 11<sup>th</sup> grade students
Semester : Even (second) semester

Subject: Descriptive Text
Topic: Job Descriptions
Duration: 2 x 45 minutes
Element: Speaking
Learning Tool: CakeApp

# 2. Learning Objective:

- Students can describe job descriptions orally, focusing on the social function, text structure, and linguistic elements appropriate to the context of use.

#### 3. Materials:

- LCD projector/whiteboard.
- Smartphone with CakeApp installed.
- Scripted dialogue for role-play demonstration about job descriptions.
- List of tourism vocabulary and essential phrases.

#### 4. Learning Activities

. Learning neuvices				
Teaching Phases	Teaching Activities	Time Allocations		
Pre- activity	<ul> <li>The teacher greets the students and provides an overview of the lesson.</li> <li>Explains that the focus will be on using tourism vocabulary and essential phrases to describe jobs in the tourism industry.</li> </ul>	10 minutes		
Whilst Activity	<ul> <li>Watching Video and Listing Vocabulary (15 minutes):         <ul> <li>Students watch a short video from the CakeApp that has been determined and related to the topic.</li> <li>Students write down key vocabulary and essential phrases from the video.</li> </ul> </li> <li>Understanding Descriptive Text (15 minutes):         <ul> <li>Teacher explains the structure of descriptive text:</li></ul></li></ul>	65 minutes		

	- The other student act as restaurant	
	manager.  - The other one act as experienced coworker.  - And the last student act as customer.	
Post- activity	<ul> <li>Teacher provides feedback on vocabulary usage, fluency, and structure.</li> <li>Peer feedback can focus on how effectively the essential phrases and tourism vocabulary were integrated into the description.</li> </ul>	

# SPEAKING SKILLS ASSESSMENT RUBRIC

No.	Rated Aspect	Criteria	<b>Score (1-5)</b>	
1	Pronunciation	Almost perfect.	5	
		There are some errors, but they do not interfere with the meaning.	4	
		There are some errors, and they interfere with the meaning.	3	
		Many errors and disturbing meaning.	2	
		Too many mistakes and distracting from the meaning.	1	
2	Intonation	Appropriate	5	
- 10		Slow	4	
		Too slow	3	
		Fast	2	
		Too fast	1	
3	Fluency	Very fluent	5	
- 1	V	Fluent	4 🥖	
1		Quite fluent	3	
		Not that fluent	2	
		Not fluent	1	
4	<b>Accuracy</b>	Very precise	5	
		Appropriate	4	
		Quite right	3	
		Less precise	2	
	N. V.	Not exactly	<b>7</b> 1	

No	Letter	Number Range
1	Very good (A)	86-100
2	Good (B)	71-85
3	Enough (C)	56-70
4	Not enough (D)	≤55

# === TEACHING SPEAKING IDEAS ===

Tourism	1. Part time	8. Responsible
Vocabulary	2. Cake	9. Orders
	3. Ice cream cakes	10. Food
	4. Party baking	11. Staters
	5. Section	12. Refills
	6. Inside	13. Coffee
	7. Outside	
Essential	1. I had a part-time job.	15. Responsible for answering
Phrases	2. A couple of time.	the phone.
	3. As a cake decorator.	16. You have to do to-go
	4. Making ice cream cakes.	orders.
	5. As gift basket designer	17. There's food in the
	6. Party planning.	window, that needs to be
	7. Growing up baking	run, like straight away.
	8. Part-time jobs into one.	You have to bus your own
	9. There's no sitting on the	tables.
	job	18. You have to run everyone
	10. Not while you're on the	else's food as well as your
	clock.	own.
	11. Our section.	19. Just for starters.
	12. Gonna be all of inside,	20. What do I do first?
	outside.	21. Refills on coffee.
	13. Somebody comes to the	22. Everybody's drink always
	table.	has to be full.
	14. You have to be there	23. How about break?
	within 30 seconds.	24. You'll get a break in about
		two hours.

# === SCENARIO DEMONSTRATION ===

ROLE-PLAY		
Role-play scenario: First day of work at the		
	restaurant.	
Participants	1. New employee.	
	2. Restaurant manager.	
	3. Experienced Coworker.	
	4. Customer	
Setting	Restaurant (Customized restaurant name).	

### === SCRIPTED DIALOGUE ===

#### SCENARIO: FIRST DAY AT THE RESTAURANT

**OBJECTIVE:** Illustrate the job description and challenges faced by a new restaurant employee through an integrated narrative scenario.

#### SCENE 1: INITIAL ORIENTATION AT THE RESTAURANT

(Setting: Backroom of the restaurant. Characters: Manager and New Employee)

Manager: "Welcome to the team, [New Employee's Name]! We're thrilled to have you on board."

New Employee: "Thank you! I'm excited to start working."

Manager: "Great! Let me walk you through your responsibilities. You will:

- 1. Greet customers and serve them with a smile.
- 2. Answer phone calls and handle take-away orders.
- 3. Deliver food from the kitchen to the tables promptly.
- 4. Clean tables after customers leave.
- 5. Ensure customers' drinks are always refilled."

New Employee: "Got it! What should I focus on first?"

Manager: "Today, you'll be learning how we operate. Remember, if there's food ready at the kitchen window, deliver it right away. And if a customer arrives, greet them within 30 seconds."

New Employee: "Understood. I'll do my best."

#### **SCENE 2: GUIDANCE FROM A COWORKER**

(Setting: Restaurant floor: Characters: New Employee and Experienced Coworker)

Coworker: "Hey there, I'm [Coworker's Name]. I'll be showing you the ropes today. Ready to dive in?"

New Employee: "Absolutely! The Manager already explained the main tasks." Coworker: "That's a good start. But here are some tips:

- 1. When food is ready at the kitchen window, run it to the table immediately. Don't let it sit there.
- 2. If a customer asks for a drink refill, bring it before they have to ask twice."

New Employee: "Got it. What if there are multiple tasks happening at the same time?"

Coworker: "Always prioritize food delivery. Customers don't like waiting for their meals. After that, focus on keeping tables clean and ensuring customers are taken care of."

#### **SCENE 3: INTERACTION WITH A CUSTOMER**

(Setting: A customer's table. Characters: New Employee and Customer)
(A customer enters the restaurant and sits down. The New Employee approaches.)

**New Employee:** "Welcome to our restaurant! My name is [Name], and I'll be serving you today. Are you ready to order, or would you like some time to look at the menu?"

Customer: "I'm ready. I'll have the spaghetti carbonara and an iced tea, please."

**New Employee:** "Great choice! I'll have that prepared for you right away."

(A few minutes later, the New Employee delivers the food.)

**New Employee:** "Here's your spaghetti carbonara and iced tea. Is there anything else I can get for you?"

Customer: "No, this is perfect. Thank you."

(After the customer finishes eating, the New Employee returns to the table.)

New Employee: "How was your meal? Would you like dessert or a drink refill?"

Customer: "No, thank you. Could I get the bill, please?"

New Employee: "Absolutely. I'll bring it right over."

#### **SCENE 4: END-OF-DAY REFLECTION**

(Setting: Backroom of the restaurant. Characters: Manager and New Employee)

Manager: "So, how did your first day go?"

New Employee: "It was quite busy, but I learned a lot, especially about multitasking. I'm starting to understand how to serve customers more efficiently."

Manager: "That's great to hear! You did a good job today. Keep working on your speed and focus. If you have any questions or need help, don't hesitate to ask."

New Employee: "Thank you for the guidance. I'll strive to do even better tomorrow."

Manager: "I'm sure you will. Have a good rest, and see you tomorrow!"





# PROCEDURE TEXT

Topic	Learning Outcome	CakeApp Content
Procedure text	Students can orally explain how to	How to order food in
(How to order	order food according to a procedure	English 1 & 2.
food at the	text, paying attention to its social	How to Order Food in English 1
restaurant?)	function, text structure, and linguistic	[v.1]
	elements within the given context.	♥ Use one heart to take quiz
UNIVA	ESITAS PENDIDINA	Video topic  Watched 0/4  Place a coffee  me get a coffee.  How to Order Food in English 2  Video topic  Use one heart to take quiz  Video topic  Use one heart to take quiz  Latched 0/4  Place and no tomatoes  the sauce, and no tomatoes, please.

UNDIKSHA

# === LESSON PLAN ===

### 1. Identity

Grade : 11<sup>th</sup> grade students Semester : Even (second) semester

Subject : Procedure Text

Topic : How to order food at the restaurant?

Duration : 2 x 45 minutes
Element : Speaking
Learning Tool : CakeApp

### 2. Learning Objective:

- Students can orally explain how to order food according to a procedure text, paying attention to its social function, text structure, and linguistic elements within the given context.

### 3. Materials:

LCD projector/whiteboard.

- Smartphone with CakeApp installed.

- Scripted dialogue for role-play demonstration about how to order food at the restaurant.

- List of tourism vocabulary and essential phrases.

### 4. Learning Activities

Down many 11001 1100				
Teaching Phases	Teaching Activities	Time Allocations		
Pre- activity	<ul> <li>The teacher greets the students and provides an overview of the lesson.</li> <li>Explains that the focus will be on using tourism vocabulary and essential phrases on how to order food at the restaurant.</li> </ul>	10 minutes		
Whilst Activity	<ul> <li>Watching Video and Listing Vocabulary (15 minutes):         <ul> <li>Students watch a short video from the CakeApp that has been determined and related to the topic.</li> <li>Students write down key vocabulary and essential phrases from the video.</li> </ul> </li> <li>Understanding Procedure Text (15 minutes):         <ul> <li>Teacher explains the structure of procedure text:</li> <li>Introduction: General overview of the process or purpose.</li> <li>Steps: A series of actions or instructions presented in logical order, using imperative verbs.</li> </ul> </li> </ul>	65 minutes		

	- Conclusion: Final remarks or outcomes	
	of completing the procedure.	
	- Role Play (35 minutes):	
	- Students perform a role play in pair, which:	
	<ul> <li>One student act as customer.</li> </ul>	
	- The other student act as server.	
	- Teacher provides feedback on vocabulary usage,	
Do a4	fluency, and structure.	
Post-	- Peer feedback can focus on how effectively the	10 minutes
activity	essential phrases and tourism vocabulary were	
	integrated into the description.	

# SPEAKING SKILLS ASSESSMENT RUBRIC

No.	Rated Aspect	Criteria	<b>Score (1-5)</b>
1	Pronunciation	Almost perfect.	5
		There are some errors, but they do not interfere with the meaning.	4
	S.	There are some errors, and they interfere with the meaning.	3
		Many errors and disturbing meaning.	2
		Too many mistakes and distracting from the meaning.	1
2	Intonation	Appropriate	5
		Slow	4
		Too slow	3
		Fast	2
- 1		Too fast	1
3	Fluency	Very fluent	5
\ \ \		Fluent	4
	7/	Quite fluent	3
		Not that fluent	2
		Not fluent	1
4	Accuracy	Very precise	5
		Appropriate	4
		Quite right	3
		Less precise	2
		Not exactly	1

No	Letter	Number Range
1	Very good (A)	86-100
2	Good (B)	71-85
3	Enough (C)	56-70
4	Not enough (D)	≤55

# === TEACHING SPEAKING IDEAS ===

Tourism	14. Coffee	23. Onions	
Vocabulary	15. Hamburger	24. Cheese	
	16. Soda	25. Mayonnaise	
	17. Menu	26. Hot dog	
	18. Order	27. Pizza	
	19. Pickles	28. French fries	
	20. Sauce	29. Steak	
	21. Tomatoes	30. Lobster	
	22. Meat	31. Traveling	
Essential	25. Excuse me	32. Let me get	
Phrases	26. Let's order	33. I will have	
	27. Can I get?	34. I will have a number 5.	
	28. Could I get?	35. Hold the sauce.	
	29. Could I get a soda, please?	36. No tomatoes, please.	
	30. Can I get a smile?	37. With	
	31. Please smile.	38. With mayonnaise.	

# === SCENARIO DEMONSTRATION ===

ROLE-PLAY		
Role-play scenario	Ordering food at a restaurant.	
Participants	<ol> <li>Customer: Someone dining at the restaurant, ready to order.</li> <li>Server: The restaurant employee taking the order.</li> </ol>	
Setting	A cozy restaurant with a relaxed ambiance. The customer is seated, and the server approaches to take their order.	

# === SCRIPTED DIALOGUE ===

# SCENE: THE ORDERING PROCESS

(The server approaches the table with a smile.)

**Server:** "Good evening! Welcome to [Restaurant Name]. My name is [Server's Name], and I'll be your server tonight. Have you had a chance to look at the menu?" **Customer:** "Good evening! Yes, I have. Everything looks so good, it's hard to decide!"

**Server:** "That's a great problem to have! Would you like any recommendations?"

Customer: "Sure, what do you suggest?"

**Server:** "Our most popular dish is the grilled salmon with lemon butter sauce. It's served with a side of roasted vegetables and mashed potatoes. If you're in the mood for something lighter, the Caesar salad with grilled chicken is a fantastic choice."

Customer: "That sounds delicious. I'll go with the grilled salmon."

**Server:** "Excellent choice! Would you like to add any appetizers or drinks to start?" **Customer:** "Hmm, I'll have a glass of iced tea, please. And for an appetizer, the garlic bread sounds perfect."

**Server:** "Great! So, we have the garlic bread to start, followed by the grilled salmon, and an iced tea. Do you have any dietary preferences or allergies I should be aware of?"

**Customer:** "No allergies, but could you make the mashed potatoes without butter?" **Server:** "Of course! I'll make sure the kitchen prepares the mashed potatoes without butter."

Customer: "Thank you so much."

**Server:** "My pleasure. I'll get this started for you right away. Let me know if you need anything else in the meantime."

(The server leaves to place the order. After a while, they retu<mark>rn with</mark> the food.)

Server: "Here's your garlic bread, and the iced tea. The grilled salmon will be out shortly."

Customer: "Thank you!"

(After finishing the appetizer, the server returns with the main dish.)

Server: "Here's your grilled salmon, prepared with butter-free mashed potatoes as requested. Enjoy your meal!"

Customer: "This looks amazing. Thank you so much!"



# SIMPLE REPORT

For 11th Grade Even Semester English Teacher

# **Learning Outcome**

Students can convey ideas about the results of their culinary practice by orally describing the process of making food from start to finish, paying attention to functions, text social structure, and linguistic elements in the context

### **Lesson Plan**

Pre-activity (10 minutes):

1. Warm up activity

#### Whislt-activity (65 minutes):

- 1.Watching Video and Listing Vocabulary (15 minutes)
- 2. Understanding
- Descriptive minutes) Text (15
- 3. Role Play (35 minutes)

### Keyword of **Contents**

- 1. Say this when you're excited to eat something.
  2. I always wanted to try
- 3.I liked it a lot more than I expected.

#### Post-activity (10 minutes):

1.Teacher and peer feedback







always wanted to try this

# ourism ocabula

- 1. Peanuts
- 2. Walnut
- 3. Awesome
- 4. Vinegar
- 5. Soy sauce
- 6. Greens 7. Thick
- 8. Chili oil
- 9. Cashews
- 10. Gooey

# **Essential Phrases**

- 1.I can smell the peanuts.
- 2.1 can smell the walnut.
- 3. My mouth is watering.
- 4. Just awesome.
- 5. There's greens. 6. There's chilin
- 7. There's vinegar.
- 8. There's soy sauce.
- 9.I've been dying to try this 10.Look at this

# Role-play Scenario

Role-play Scenario: Talking about a dish spaghetti carbonara.

#### Participants:

- 1. Customer: interested in knowing more about spaghetti carbonara.
- 2.Server: explains the dish in detail.
- 3.Chef (optional): adds additional information about the preparation or history of the dish.

#### Setting:

Italian restaurant. A cozy The customer is curious Spaghetti the Carbonara on the menu.



#### SCAN HERE TO ACCESS THE **COMPLETE MATERIAL!**

#### Video source:

1. https://mycake.me/share/87eb7b82 2. https://mycake.me/share/86fb6cd6 3. https://mycake.me/share/eecc77f9

# SIMPLE REPORT TEXT

	Learni	
Topi	ng	Cake Ann Content
c	Outco	CakeApp Content
	me	
Simp	Student	1. Say this when you're excited to eat something.
le	s can	2. I always wanted to try this.
repor	convey	3. I liked it a lot more than I expected.
t text	ideas	
	about	Watching
	the	
	results	
	of their	
	culinary	
	practice	0.00
	by	say this when you're excited to eat  I liked it a lot more than I expected
	orally	something Way better than I expected.
	describi	My mouth is watering.
	ng the	
	process	
	of	Watching
	making	
	food	
	from	
1 1	start to	0.23
4	finish,	
	paying	I always wanted to try this
	attentio	I've been <u>dying</u> to try this.
	n to	
	social	
	function	On A D
	s, text	NDIKSH
	structure, and	
	e, and linguisti	
	c	
	element	
	s in the	
	context.	
	context.	

# === LESSON PLAN ===

# 1. Identity

Grade : 11<sup>th</sup> grade students

Semester : Even (second) semester

Subject : Simple Report Text

Topic : Reporting the dish in detail to the customer

Duration : 2 x 45 minutes
Element : Speaking
Learning Tool : CakeApp

### 2. Learning Objective:

- Students can convey ideas about the results of their culinary practice by orally describing the process of making food from start to finish, paying attention to social functions, text structure, and linguistic elements in the context.

#### 3. Materials:

- LCD projector/whiteboard.
- Smartphone with CakeApp installed.
- Scripted dialogue for role-play demonstration about reporting the dish in detail to the customer.
- List of tourism vocabulary and essential phrases.

#### 4. Learning Activities

Teaching Phases	Teaching Activities	Time Allocations
Pre- activity	<ul> <li>The teacher greets the students and provides an overview of the lesson.</li> <li>Explains that the focus will be on using tourism vocabulary and essential phrases to report dishes.</li> </ul>	10 minutes
Whilst Activity	<ul> <li>Watching Video and Listing Vocabulary (15 minutes):         <ul> <li>Students watch a short video from the CakeApp that has been determined and related to the topic.</li> <li>Students write down key vocabulary and essential phrases from the video.</li> </ul> </li> <li>Understanding Simple Report Text (15 minutes):         <ul> <li>Teacher explains the structure of simple report texts:</li></ul></li></ul>	65 minutes

- Conclusion: Summary or significance of the subject, often emphasizing its		
	importance or role.	
	- Role Play (35 minutes):	
	- Students perform a role play in group consist	
	of three members, which:	
	<ul> <li>One student act as customer.</li> </ul>	
	- The other student act as server.	
	- And the last student act as chef	
	(optional.	
	- Teacher provides feedback on vocabulary usage,	
Post-	fluency, and structure.	
activity	- Peer feedback can focus on how effectively the	10 minutes
	essential phrases and tourism vocabulary were	
	integrated into the description.	

# SPEAKING SKILLS ASSESSMENT RUBRIC

No.	Rated Aspect	Criteria	<b>Score (1-5)</b>
1	<b>Pronunciation</b>	Almost perfect.	5
		There are some errors, but they do not interfere with the meaning.	4
		There are some errors, and they interfere with the meaning.	3
		Many errors and disturbing meaning.	2
		Too many mistakes and distracting from the meaning.	1
2	Intonation	Appropriate	5
- 10	V	Slow	4 🧳
1		Too slow	3
		Fast	2
		Too fast	1
3	<b>Fluency</b>	Very fluent	5
	1 1	Fluent	4
		Quite fluent	3
		Not that fluent	2
		Not fluent	1
4	Accuracy	Very precise	5
		Appropriate	4
		Quite right	3
		Less precise	2
		Not exactly	1

No	Letter	Number Range
1	Very good (A)	86-100
2	Good (B)	71-85
3	Enough (C)	56-70
4	Not enough (D)	≤55

# ==TEACHING SPEAKING IDEAS==

Tourism Vocabulary	32. Peanuts
·	33. Walnut
	34. Awesome
	35. Vinegar
	36. Soy sauce
	37. Greens
	38. Thick
	39. Chili oil
	40. Cashews
	41. Gooey
	42. Big meals
	43. Food
	44. Incredible
	45. Fresh
	46. Complex
	47. Simple
	48. Escargot
	49. Lemongrass
Essential Phrases	39. I can smell the peanuts.
	40. I can smell the walnut.
	41. My mouth is watering.
	42. Just awesome.
	43. There's greens.
	44. There's chili.
	45. There's vinegar.
	46. There's soy sauce.
	47. I've been dying to try this.
	48. Look at this. 49. It's so thick.
	50. Light chili oil on top.
	51. Look at those crispy onions.
	52. It's gooey.
	53. We got a couple more big meals coming up.
	54. The food is incredible.
	55. Way better than I expected.
	56. So fresh, complex, yet simple at the same
	time.
	57. It's mind-blowing.
	58. There's a famous escargot place cooked in
	lemongrass.
	O

### ==SCENARIO DEMONSTRATION==

ROLE-PLAY		
Role-play scenario	Talking about a dish - spaghetti carbonara	
Participants	<ol> <li>Customer: interested in knowing more about spaghetti carbonara.</li> <li>Server: explains the dish in detail.</li> <li>Chef (optional): adds additional information about the preparation or history of the dish</li> </ol>	
Setting	A cozy Italian restaurant. The customer is curious about	
	the Spaghetti Carbonara on the menu.	

# === SCRIPTED DIALOGUE ===

#### SCENE: CONVERSATION ABOUT SPAGHETTI CARBONARA

(The server approaches the customer's table.)

Server: "Good evening! Have you decided what you'd like to order?"

Customer: "Not yet. I noticed Spaghetti Carbonara on the menu. Could you tell me more about it?"

Server: "Of course! Spaghetti Carbonara is one of our most popular dishes. It's a classic Italian pasta made with spaghetti, eggs, Parmesan cheese, pancetta, and black pepper."

Customer: "That sounds delicious! What makes it special?"

Server: "The unique thing about Carbonara is its creamy sauce, which is made without any cream. The creaminess comes from mixing eggs and Parmesan cheese, which coat the pasta perfectly when combined with the heat from the freshly cooked spaghetti."

Customer: "Interesting! How is the pancetta used?"

Server: "The pancetta is sautéed until it's crispy, adding a smoky and salty flavor that complements the creaminess of the sauce. It also gives the dish a nice texture."

**Customer:** "That sounds amazing. Is it spicy?"

Server: "Not really, but we add freshly ground black pepper to balance the richness and give it a subtle kick."

Customer: "Great! I think I'll have the Spaghetti Carbonara."

**Server:** "Excellent choice! I'll get that started for you. Would you like to pair it with a glass of wine or perhaps some garlic bread?"

Customer: "Garlic bread sounds perfect."

(Optional addition with the chef arriving.)

**Chef:** "Hello! I heard you were interested in the Spaghetti Carbonara. Fun fact: this dish originates from Rome and has been a staple of Italian cuisine for centuries. It's simple yet sophisticated, and we prepare it authentically here."

Customer: "That's wonderful to hear! I can't wait to try it."



#### **LEARNING OUTCOME**

Students can convey ideas related to transactional interaction texts (such as expressing opinions about food taste) orally by paying attention to social functions, text structure, and linguistic elements appropriate to the context of use

### **KEYWORD OF CAKEAPP** CONTENTS

Taste and flavor:

- 1.I taste something nutty.
- 2.I really like this taste.
- 3.It doesn't taste like anything.
- 4. That's very hot.

# **LESSON PLAN**

#### Pre-activity (10 minutes):

1. Warm up activity

#### Whislt-activity (65 minutes):

- 1. Watching Video and Listing Vocabulary (15 minutes)
- 2. Understanding Descriptive Text (15 minutes)
- 3. Role Play (35 minutes)

#### Post-activity (10 minutes):

1. Teacher and peer feedback.



(I taste something nutty) What's that nutty flavor?



(That's very hot) That's so spicy



(I really like this taste) I love the umami flavor



(It doesn't taste like anything.) This is

#### TOURISM

# **ESSENTIAL PHRASES**

### VOCABULARY

- 1.Meat
- 2.Bun
- 3. Ketchup
- 4. Tasteless 5. Pizza-less
- 6. Toppings
- 7. Tasting
- 1. Actually, that was pretty good.
- 2. What's that nutty flavor?
- 3. Courtesy of the nut shack
- 4. This tastes as delicious as Beyonce smells.
- 5. What is this in here, saffron?

#### ROLE-PLAY SCENARIO

#### Role-play scenario:

Expressing and discussing food taste Participants:

- 1. Customer: Orders a dish, tastes it, and shares detailed feedback.
- Server: Engages in a polite conversation, listens attentively, and responds with helpful solutions or recommendations.

#### Setting:

A luxury restaurant during dinner service. The customer has been served their main course and begins eating.

SCAN HERE TO ACCESS THE COMPLETE MATERIAL!



Video source:

# TRANSACTIONAL INTERACTION TEXT

Topic	Learnin g Outcom e	CakeApp	Content
Short and	Students	Taste and flavor:	
simple	can	- I taste something nutty.	
oral and	convey	- I really like this taste.	
written	ideas	- It doesn't taste like anyth	ing.
transacti	related to	- That's very hot.	
onal interaction texts (marketing, opinion, order, help,	transacti onal interactio n texts (such as expressin g opinions	Watching WE BA	Parks Tecreation
hope,	about	(I taste something nutty)	(I really like this taste)
wish,	food	What's that nutty flavor?	I love the umami flavor.
plan,	taste)		1/2
like,	orally by		C.
dislike,	paying		
need and	attention	O IARGI	Watching
fe <mark>el</mark> ings).	to social functions		
	text		
	structure,	advanced theritory	
1/4	and		
	linguistic	GMM	VS VS
	elements	(It doesn't taste like anything.)	(Thetherem het)
	appropri	This is	(That's very hot) That's so spicy.
	ate to the		mats so spicy.
	context		
	of use.		



# === LESSON PLAN ===

1. Identity

Grade : 11<sup>th</sup> grade students Semester : Even (second) semester

Subject : Transactional Interaction Text

Topic : Expressing Opinions About Food Taste

Duration : 2 x 45 minutes Element : Speaking Learning Tool : CakeApp

### 2. Learning Objective:

- Students can convey ideas related to transactional interaction texts (such as expressing opinions about food taste) orally by paying attention to social functions, text structure, and linguistic elements appropriate to the context of use.

#### 3. Materials:

- LCD projector/whiteboard.

- Smartphone with CakeApp installed.

- Scripted dialogue for role-play demonstration about expressing opinions about food taste.

- List of tourism vocabulary and essential phrases.

4. Learning Activities

T. Learning receiving				
Teaching Phases	Teaching Activities	Time Allocations		
Pre- activity	<ul> <li>The teacher greets the students and provides an overview of the lesson.</li> <li>Explains that the focus will be on using tourism vocabulary and essential phrases to expressing opinions about food taste.</li> </ul>	10 minutes		
Whilst Activity	- Watching Video and Listing Vocabulary (15 minutes):  - Students watch a short video from the CakeApp that has been determined and related to the topic.  - Students write down key vocabulary and essential phrases from the video.  - Understanding Transactional Interaction Text (15 minutes):  - Teacher explains the structure of transactional interaction texts:  - Opening: Initiating the interaction, such as greetings or stating the purpose of the conversation.  - Exchange: The main part of the interaction where information, requests, or responses are exchanged between participants.  - Closing: Ending the interaction politely, often with a summary, confirmation, or farewell.	65 minutes		

- Role Play (35 minutes): - Students perform a role play pair, which: - One student act as customer.				
	- The other student act as server.			
Post- activity	- Peer teedback can tocus on how effectively the l			

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- 1		Fast	2
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- 1		Fluent	4
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No	Letter	Number Range
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4	Not enough (D)	≤55

# ==TEACHING SPEAKING IDEAS==

Tourism	50. Cookies	66. Cheese	82. Meat
Vocabulary	51. Sample	67. Crisp	83. Bun
	52. Full	68. Papaya chutney	84. Ketchup
	53. Eating	69. Black truffle aioli	85. Tasteless
	54. Pretty good	70. Microgreens	86. Odorless
	55. Nutty	71. Gluten free	87. Colorless
	56. Flavor	72. Brioche bun	88. Pizza-less
	57. Peanuts	73. Tastes	89. Toppings
	58. Cashews	74. Delicious	90. Tasting
	59. Walnuts	75. Smells	91. Tasty
	60. Macadamia nuts	76. Saffron	92. Traditional
	61. Courtesy	77. Sharp palate	93. Salt
	62. Nut shack	78. Umami	94. Ghost pepper
	63. Made	79. Pretentious	95. Spicy
	64. Turkey burger	80. Hamburger	96. Bite
	65. Fusion	81. Toasted	97. Milk
Essential	59. Actually, that was	66. Stop being so	75. This one got
Phrases	pretty good.	pretentious.	lost of salt.
	60. What's that nutty	67. Î couldn't care less.	76. Be carefull
	flavor?	68. I'm so disappointed.	with the ghost
	61. Courtesy of the	69. Never mind, this is	pepper.
	nut shack.	better!	77. Spicy?
	62. This tastes as	70. Way better!	78. it's really easy
	delicious as	71. This is tasteless,	to bite
	Beyonce smells.	odorless, colorless,	through.
	63. What is this in	and pizza-less.	79. Why it is so
	here, saffron?	72. It's not bad, but it	easy? 🗸 🥖
	64. Wow, somebody	needs more toppings.	80. That's so
	go <mark>t a sharp palate.</mark>	73. We just tasting the	spicy.
	65. I love the umami	cheese, man.	81. The tip of my
	flavor.	74. It was pretty tasty.	tongue is
			burning.

# ==SCENARIO DEMONSTRATION==

ROLE-PLAY		
Role-play scenario	Expressing and discussing food taste.	
Participants	1. Customer: Orders a dish, tastes it, and shares	
_	detailed feedback.	
	2. Server: Engages in a polite conversation,	
	listens attentively, and responds with helpful	
	solutions or recommendations.	
Setting	A luxury restaurant during dinner service. The	
	customer has been served their main course and begins	
	eating.	

# === SCRIPTED DIALOGUE ===

# **Scene: Expressing Food Taste**

(The customer tastes their meal and looks thoughtful. The server approaches the table with a warm smile.)

**Server:** "Good evening! How's your meal so far? Is everything to your liking?"

**Customer:** "It's good, but I feel like the soup is missing something. It's creamy, but the flavor doesn't pop as much as I expected."

**Server:** "I appreciate your feedback. Let me ask: do you usually prefer stronger or spicier flavors in your soup?"

Customer: "I think a bit more spice or seasoning would help. Maybe a touch of garlic or chili?"

**Server:** "Thank you for sharing that. We can easily adjust that for you. Would you like me to ask the chef to add a bit more seasoning and some chili flakes to enhance the flavor?"

Customer: "That would be great. I'd love to try it with more spice."

Server: "Absolutely. I'll take it back to the kitchen, and we'll get it adjusted right away. In the meantime, can I bring you something to enjoy while you wait? Perhaps some bread or a side salad?"

Customer: "Some bread would be nice, thank you."

(The server leaves and returns shortly with bread and the adjusted soup.)

Server: "Here's your soup with the adjustments you suggested, and some fresh bread on the side. I hope this hits the mark."

Customer: (Tastes the soup again.) "Oh, this is much better! The seasoning makes a big difference. Thank you for fixing that so quickly."

Server: "I'm so glad to hear that. Is there anything else I can do to make your dining experience even better?"

Customer: "No, everything is great now. The bread was a nice touch too."

Server: "Wonderful! If you're interested, I'd also recommend trying our spiced chocolate mousse for dessert. It's a customer favorite, and it pairs beautifully with the flavors in your soup."

Customer: "That sounds intriguing. I'll definitely give it a try after this."

**Server:** "Excellent choice. I'll bring it out for you as soon as you're ready. Thank you for letting us adjust the soup to your taste—it's important to us that you enjoy your meal fully."

#### **BIOGRAPHY**



Ni Luh Manik Santi Devi Sitangsu was born in Tabanan on November 3, 2001. She is the eldest child of I Wayan Santiasa and Ni Made Candri. An Indonesian citizen who practices Hinduism, she currently lives in Banjar Dinas Bunutin, Payangan Village, Marga District, Tabanan Regency, Bali. She completed her primary education at SD Negeri 4 Payangan in 2014, followed by her junior high studies at SMP Negeri 1 Marga, graduating in 2017. In

2020, she finished her vocational education at SMK Negeri 1 Tabanan, majoring in Financial Accounting and Institutions. She then continued her studies at Ganesha University of Education, majoring in English Education. At the time of writing this thesis, she is still pursuing her undergraduate degree in the English Education Program at Ganesha University of Education.