



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**

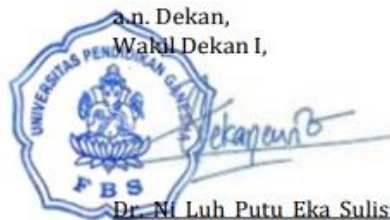
Yth. Kepala SMK Negeri 2 Tabanan
di Tabanan

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.



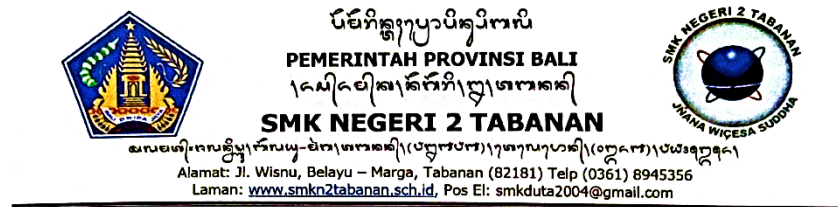
a.n. Dekan,
Wakil Dekan I,

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

Tembusan:

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

Appendix 2. Proof for Conducting Research



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 Studi : 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 tanggal : 4 Maret 2024

Rektor SMK Negeri 2 Tabanan


Rutugang Mahardika, S.T., M.Pd.
NIP. 8011242005011006

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 – Berbicara | Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. | Menangkap makna dan menganalisis | Teks, lisan, tulisan, dan visual narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik. | Siswa mampu menangkap makna dan menganalisis teks lisan, tulisan dan visual narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik. |
| Elemen Membaca – Memirsa | Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik | | Teks, lisan, tulisan, dan visual narasi, deskripsi, eksposisi, prosedur, | Menyimpulkan teks lisan, tulisan dan visual narasi, deskripsi, eksposisi, prosedur, argumentasi, |

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

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 | <p>Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan.</p> <p>Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi.</p> <p>Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik.</p> <p>Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat</p> | 1.1 Memahami dan menyampaikan gagasan terkait teks deskripsi tentang job desk dan hasil karya dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya. | Descriptive Text | 2 JP |
| | | | 1.2 Memahami dan menyampaikan gagasan terkait teks procedure dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya. | Procedure Text | 2 JP |
| | | | 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 |

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|-----|----------------|---|---|---|------|
| | | 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 transaksional lisan dan tulis pendek dan sederhana (<i>marketing, opinion, order, help, hope, wish, plan, like, dislike, need and feelings</i>). | 2 JP |
| 2.1 | Membaca-Memirs | 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 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 pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks. | 2.1 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 |
| | | | 2.2 Memahami dan merespon teks prosedur berbentuk cetak atau digital/ audiovisual dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya. | Procedure Text | 4 JP |
| | | | 2.3 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 |
| | | | 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 (<i>marketing, opinion, order, help, hope, wish, plan, like,</i> | 2 JP |

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| | | | penggunaannya (<i>marketing, opinion, order, help, hope, wish, plan, like, dislike, need and feelings</i>). | dislike, need and feelings). | |
| | | | 2.5 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. | Short functional text (job vacancy, application letter, 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 secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, 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 menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga 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. | 3.1 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 |
| | | | 3.2 Menyusun dan mempresentasikan teks procedure dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya. | Procedure Text | 4 JP |
| | | | 3.3 Menyusun dan mempresentasikan teks laporan dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya. | Teks Laporan Sederhana | 2 JP |
| | | | 3.4 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 (<i>marketing, opinion, order, help, hope, wish, plan, like, dislike, need and feelings</i>). | 4 JP |

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|--|--|--|--|---|------|
| | | | wish, plan, like, dislike, need and feelings). | | |
| | | | 3.5 Menyusun dan mempresentasikan short functional text (job vacancy, application letter, and advertisement) dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan sesuai konteks penggunaannya. | Shortfunctional text (job vacancy, applicationletter, and advertisement) sederhana. | 4 JP |

Tabanan, 19 Januari 2024

Guru Mata Pelajaran



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



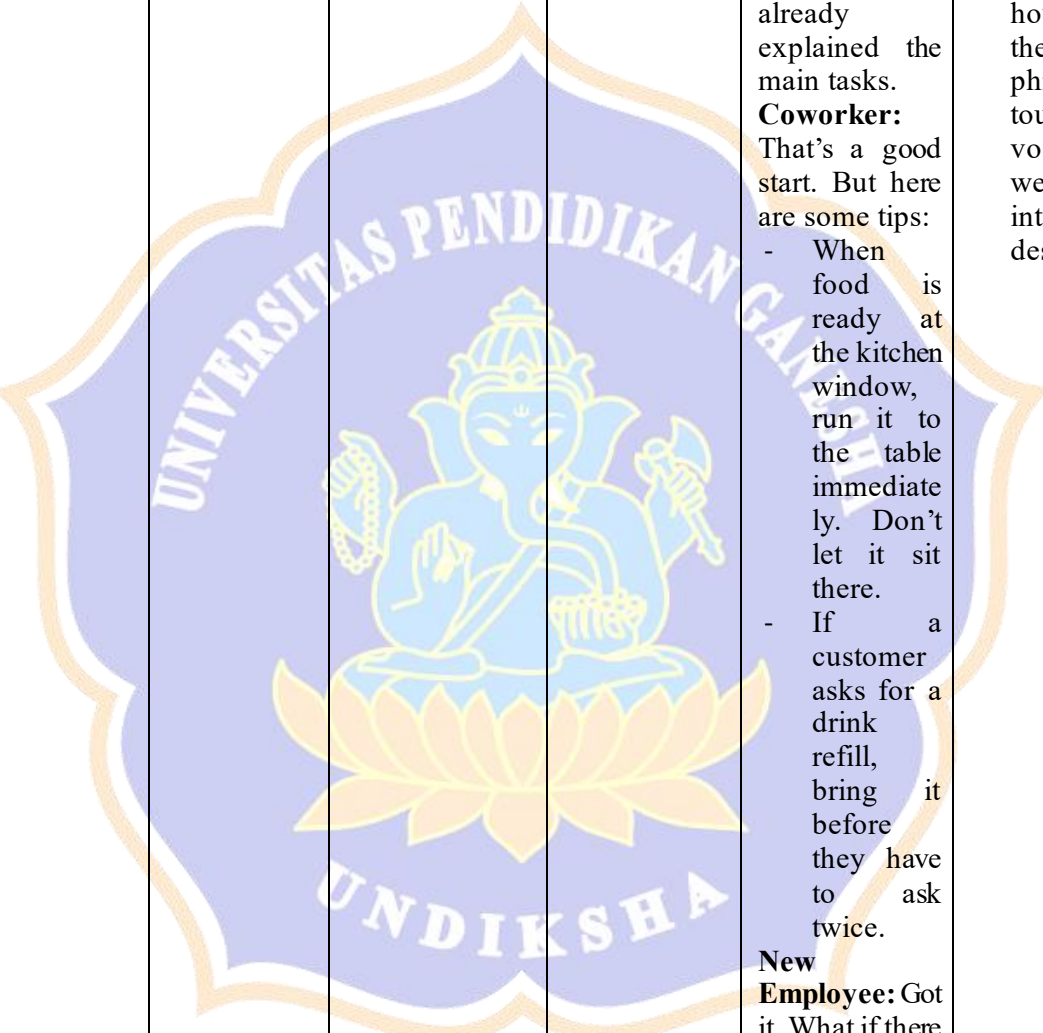
Appendix 5. Table Blueprint of Infographics (Checklist)

| No | Topic | Learning Outcome | Cake App Content | Teaching Speaking Ideas | | | | | Relevant | Irrelevant |
|----|------------------|--|---|---|---|---|--|---|----------|------------|
| | | | | Tourism Vocabulary | Essential Phrases | Scenario Demonstration | | Lesson Plan | | |
| | | | | | | Role-Play | Scripted Dialogue | | | |
| 1 | Descriptive text | Students can describe job descriptions orally, focusing on the social function, text structure, and linguistic elements appropriate to the context of use. | <ul style="list-style-type: none">- Working less than full-time hours.- Not while you're working | <ul style="list-style-type: none">- Part-time- Cake- Ice cream cakes- Party baking- Section- Inside- Outside- Responsible- Orders- Food- Staters- Refills- Coffee | <ul style="list-style-type: none">- I had a part-time job.- A couple of time.- As a cake decorator.- Making ice cream cakes.- As gift basket designer- Party planning.- Growing up baking- Part-time jobs into one.- There's no sitting on the job- Not while you're on the clock. | <ul style="list-style-type: none">- Role-Play Scenario: First day of work at the restaurant.- Participants: New employee. Restaurant manager. Experienced Coworker. Customer.- Setting: Restaurant (Customized restaurant name). | <p>OBJECTIVE: Illustrate the job description and challenges faced by a new restaurant employee through an integrated narrative scenario.</p> <p>SCENE 1: INITIAL ORIENTATION AT THE RESTAURANT (Setting: Backroom of the restaurant. Characters: Manager and New Employee)</p> | <p>PRE-ACTIVITY (10 MINUTES)</p> <ul style="list-style-type: none">- The teacher greets the students and provides an overview of the lesson.- Explains that the focus will be on using tourism vocabulary and essential phrases to describe jobs in the tourism industry. <p>WHILST ACTIVITY (65 MINUTES)</p> <p>Watching Video and Listing</p> | √ | |

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| | | | | | <ul style="list-style-type: none"> - Our section. - Gonna be all of inside, outside. - Somebody comes to the table. - You have to be there within 30 seconds. - Responsible for answering the phone. - 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 your own tables. | <p>Manager: Welcome to the team, [New Employee's Name]! We're thrilled to have you on board.</p> <p>New Employee: Thank you! I'm excited to start working.</p> <p>Manager: Great! Let me walk you through your responsibilities. You will:</p> <ul style="list-style-type: none"> - Greet customers and serve them with a smile. - Answer phone calls and handle take-away orders. - Deliver food from | <p>Vocabulary (15 minutes):</p> <ul style="list-style-type: none"> - 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. <p>Understanding Descriptive Text (15 minutes):</p> <ul style="list-style-type: none"> - Teacher explains the structure of | | |
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| | | | | | <ul style="list-style-type: none"> - You have to run everyone else's food as well as your own. - Just for starters. - What do I do first? - Refills on coffee. - Everybody's drink always has to be full. - How about break? - You'll get a break in about two hours. | <p>the kitchen to the tables promptly.</p> <ul style="list-style-type: none"> - Clean tables after customers leave. - Ensure customers' drinks are always refilled. <p>New Employee: Got it! What should I focus on first?</p> <p>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</p> | <p>descriptive text:</p> <ul style="list-style-type: none"> - Introduction: General information about job. - Details: Specific features or responsibilities. - Conclusion: Importance or personal impression. <p>6 Role Play (35 minutes):</p> <ul style="list-style-type: none"> - Students perform a role play in small group which consists of 4 people, which: | | |
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| | | | | | |  | <p>them within 30 seconds.</p> <p>New Employee: Understood. I'll do my best.</p> <p>SCENE 2: GUIDANCE FROM A COWORKER <i>(Setting: Restaurant floor.</i> <i>Characters: New Employee and Experienced Coworker)</i></p> <p>Coworker: Hey there, I'm [Coworker's Name]. I'll be showing you the ropes today. Ready to dive in?</p> <p>New Employee: Absolutely! The Manager</p> | <ul style="list-style-type: none">- One student act as new employee.- The other student act as restaurant manager.- The other one act as experienced coworker.- And the last student act as customer. | | |
| | | | | | | | <p>POST-ACTIVITY (10 MINUTES)</p> <ul style="list-style-type: none">- Teacher provides feedback on vocabulary usage, fluency, and structure.- Peer feedback can focus on | | | |

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| | | | | | |  | <p>already explained the main tasks.</p> <p>Coworker: That's a good start. But here are some tips:</p> <ul style="list-style-type: none"> - When food is ready at the kitchen window, run it to the table immediately. Don't let it sit there. - If a customer asks for a drink refill, bring it before they have to ask twice. <p>New Employee: Got it. What if there</p> | <p>how effectively the essential phrases and tourism vocabulary were integrated into the description.</p> | | |
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| | | | | | | <p>are multiple tasks happening at the same time?</p> <p>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.</p> <p>SCENE 3: INTERACTION WITH A CUSTOMER (Setting: A customer's table. Characters: New Employee and Customer)</p> | | | |
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| | | | | | | <p>(A customer enters the restaurant and sits down. The New Employee approaches.)</p> <p>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?</p> <p>Customer: I'm ready. I'll have the spaghetti carbonara and an iced tea, please.</p> <p>New Employee: Great choice! I'll have that prepared for you right away.</p> | | | |
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| | | | | | | <p><i>(A few minutes later, the New Employee delivers the food.)</i></p> <p>New Employee: Here's your spaghetti carbonara and iced tea. Is there anything else I can get for you?</p> <p>Customer: No, this is perfect. Thank you. <i>(After the customer finishes eating, the New Employee returns to the table.)</i></p> <p>New Employee: How was your meal? Would you like dessert or a drink refill?</p> | | |
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| | | | | | | <p>Customer: No, thank you. Could I get the bill, please?</p> <p>New Employee: Absolutely. I'll bring it right over.</p> <p>SCENE 4: END-OF-DAY REFLECTION (Setting: Backroom of the restaurant. Characters: Manager and New Employee)</p> <p>Manager: So, how did your first day go?</p> <p>New Employee: It was quite busy, but I learned a lot, especially about multitasking. I'm starting to</p> | | | |
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| | | | | | | <p>understand how to serve customers more efficiently.</p> <p>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.</p> <p>New Employee: Thank you for the guidance. I'll strive to do even better tomorrow.</p> <p>Manager: I'm sure you will. Have a good rest, and see you tomorrow!</p> | | | |
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| 2 | Procedure text | 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. | How to order food in English 1 & 2. | <ul style="list-style-type: none"> - Coffee - Hamburger - Soda - Menu - Order - Pickles - Sauce - Tomatoes - Meat - Onions - Cheese - Mayonnaise - Hot dog - Pizza - French fries - Steak - Lobster - Traveling | <ul style="list-style-type: none"> - Excuse me - Let's order - Can I get...? - Could I get...? - Could I get a soda, please? - Can I get a smile? - Please smile - Let me get ... - I will have ... - I will have a number 5 - Hold the sauce - No tomatoes, please - With ... - With mayonnaise | <ul style="list-style-type: none"> - Role-play scenario: Ordering food at a restaurant - Participants: <ul style="list-style-type: none"> - Customer : Someone dining at the restaurant , ready to order. - Server: The restaurant employee taking the order. - Setting: A cozy restaurant with a relaxed ambiance. The customer is | SCENE: THE ORDERING PROCESS <i>(The server approaches the table with a smile.)</i> 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 | PRE-ACTIVITY (10 MINUTES) <ul style="list-style-type: none"> - The teacher greets the students and provides an overview of the lesson. - Explains that the focus will be on using tourism vocabulary and essential phrases on how to order food. WHILST ACTIVITY (65 MINUTES) <ul style="list-style-type: none"> - Watching Video and Listing Vocabulary (15 minutes): - Students watch a short video from the CakeApp that has been determined and | √ | |
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| | | | | | | <p>seated, and the server approaches to take their order.</p> <p>have! Would you like any recommendations?”</p> <p>Customer: “Sure, what do you suggest?”</p> <p>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.”</p> <p>Customer: “That sounds delicious. I’ll</p> | <p>related to the topic.</p> <ul style="list-style-type: none"> - Students write down key vocabulary and essential phrases from the video. - Understanding Procedure Text (15 minutes): - Teacher explains the structure of procedure text: - Introduction: General overview of the process or purpose. - Steps: A series of actions or instructions presented in logical order, using imperative verbs. - Conclusion: Final remarks | |
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| | | | | | | <p>go with the grilled salmon.”</p> <p>Server: “Excellent choice! Would you like to add any appetizers or drinks to start?”</p> <p>Customer: “Hmm, I’ll have a glass of iced tea, please. And for an appetizer, the garlic bread sounds perfect.”</p> <p>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</p> | <p>or outcomes of completing the procedure.</p> <ul style="list-style-type: none"> - Role Play (35 minutes): - Students perform a role play in pair, which: - One student act as customer. - The other student act as server. <p>POST-ACTIVITY (10 MINUTES)</p> <ul style="list-style-type: none"> - Teacher provides feedback on vocabulary usage, fluency, and structure. - Peer feedback can focus on how effectively the essential phrases and tourism vocabulary | | |
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| | | | | | | <p>should be aware of?”</p> <p>Customer: “No allergies, but could you make the mashed potatoes without butter?”</p> <p>Server: “Of course! I’ll make sure the kitchen prepares the mashed potatoes without butter.”</p> <p>Customer: “Thank you so much.”</p> <p>Server: “My pleasure. I’ll get this started for you right away. Let me know if you need anything else in the meantime.”</p> | <p>were integrated into the description.</p> | | |
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| | | | | | | <p><i>(The server leaves to place the order. After a while, they return with the food.)</i></p> <p>Server: “Here’s your garlic bread, and the iced tea. The grilled salmon will be out shortly.”</p> <p>Customer: “Thank you!”</p> <p><i>(After finishing the appetizer, the server returns with the main dish.)</i></p> <p>Server: “Here’s your grilled salmon, prepared with butter-free mashed potatoes as requested. Enjoy your meal!”</p> | | | |
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| | | | | | | | Customer: “This looks amazing. Thank you so much!” | | | |
| 3 | Simple report text | 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 | <ul style="list-style-type: none"> - Say this when you’re excited to eat something. - I always wanted to try this. - I liked it a lot more than I expected | <ul style="list-style-type: none"> - Peanuts - Walnut - Awesome - Vinegar - Soy sauce - Greens - Thick - Chili oil - Cashews - Goopy - Big meals - Food - Incredible - Fresh - Complex - Simple - Escargot - Lemongrass | <ul style="list-style-type: none"> - I can smell the peanuts. - I can smell the walnut. - My mouth is watering. - Just awesome. - There’s greens. - There’s chili. - There’s vinegar. - There’s soy sauce. - I’ve been dying to try this. - Look at this. - It’s so thick. - Light chili oil on top. | <ul style="list-style-type: none"> - Role-Play Scenario: Talking About a Dish - Spaghetti Carbonara. - Participants: - Customer: Interested in knowing more about Spaghetti Carbonara. - Server: Explains the dish in detail. - Chef (Optional): Adds additional information | Scene: Conversation about Spaghetti Carbonara <i>(The server approaches the customer’s table.)</i> 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!” | PRE-ACTIVITY (10 MINUTES) <ul style="list-style-type: none"> - The teacher greets the students and provides an overview of the lesson. - Explains that the focus will be on using tourism vocabulary and essential phrases to report the dishes. WHILST ACTIVITY (65 MINUTES) <ul style="list-style-type: none"> - Watching Video and Listing | √ | |

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| | | elements in the context. | | | <ul style="list-style-type: none"> - Look at those crispy onions. - It's gooey. - We got a couple more big meals coming up. - The food is incredible. - Way better than I expected. - So fresh, complex, yet simple at the same time. - It's mind-blowing. - There's a famous escargot place cooked in lemongrass. | <p>n about the preparation or history of the dish</p> <p>- Setting: A cozy Italian restaurant. The customer is curious about the Spaghetti Carbonara on the menu.</p> | <p>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."</p> <p>Customer: "That sounds delicious! What makes it special?"</p> <p>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</p> | <p>Vocabulary (15 minutes):</p> <ul style="list-style-type: none"> - 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. <p>Understanding Simple Report Text (15 minutes):</p> <ul style="list-style-type: none"> - Teacher explains the structure of simple report texts: - Introduction: General information about the subject or | |
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| | | | | | | <p>perfectly when combined with the heat from the freshly cooked spaghetti.”</p> <p>Customer: “Interesting! How is the pancetta used?”</p> <p>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.”</p> <p>Customer: “That sounds amazing. Is it spicy?”</p> <p>Server: “Not really, but we add freshly ground black</p> | <p>topic being described.</p> <ul style="list-style-type: none"> - Description: Specific details, features, or characteristics of the subject. - Conclusion: Summary or significance of the subject, often emphasizing its importance or role. <p>Role Play (35 minutes):</p> <ul style="list-style-type: none"> - Students perform a role play in group consist of three members, which: - One student act as customer. - The other student act as server. | | |
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| | | | | | | <p>pepper to balance the richness and give it a subtle kick.”</p> <p>Customer: “Great! I think I’ll have the Spaghetti Carbonara.”</p> <p>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?”</p> <p>Customer: “Garlic bread sounds perfect.” <i>(Optional addition with the chef arriving.)</i></p> <p>Chef: “Hello! I heard you were interested in</p> | <p>- And the last student act as chef (optional).</p> <p>POST-ACTIVITY (10 MINUTES)</p> <ul style="list-style-type: none"> - Teacher provides feedback on vocabulary usage, fluency, and structure. - Peer feedback can focus on how effectively the essential phrases and tourism vocabulary were integrated into the description. | | |
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| | | | | | | | 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.” | | | |
| 4 | Short and simple oral and written transactional interaction texts (marketing, opinion, order, help, | Students can convey ideas related to transactional interaction texts (such as expressing opinions about food | Taste and flavor: - I taste something nutty. - I really like this taste. - It doesn’t taste like | - Cookies - Sample - Full - Eating - Pretty good - Nutty - Flavor - Peanuts - Cashews - Walnuts - Macadamia nuts | - Actually, that was pretty good. - What’s that nutty flavor? - Courtesy of the nut shack. - This tastes as delicious as Beyonce smells. | - Role-Play Scenario : Expressing and Discussing Food Taste. - Participant: | Scene: Expressing Food Taste <i>(The customer tastes their meal and looks thoughtful. The server approaches the table with a warm smile.)</i> Server: “Good evening! | PRE-ACTIVITY (10 MINUTES) - The teacher greets the students and provides an overview of the lesson. - Explains that the focus will be on using tourism vocabulary and | √ | |

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| | hope, wish, plan, like, dislike, need and feelings) | taste) orally by paying attention to social functions, text structure, and linguistic elements appropriate to the context of use. | anything. That's very hot. | <ul style="list-style-type: none"> - Courtesy - Nut shack - Made - Turkey burger - Fusion - Toasted - Cheese - Crisp - Papaya chutney - Black truffle aioli - Microgreens - Gluten free - Brioche bun - Tastes - Delicious - Smells - Saffron - Sharp palate - Umami | <ul style="list-style-type: none"> - What is this in here, saffron? - Wow, somebody got a sharp palate. - I love the umami flavor. - Stop being so pretentious. - I couldn't care less. - I'm so disappointed. - Never mind, this is better! - Way better! - This is tasteless, odorless, colorless, and pizza-less. - It's not bad, but it needs | <ul style="list-style-type: none"> - 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 | <p>How's your meal so far? Is everything to your liking?"</p> <p>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."</p> <p>Server: "I appreciate your feedback. Let me ask: do you usually prefer stronger or spicier flavors in your soup?"</p> <p>Customer: "I think a bit more spice or seasoning would help. Maybe a touch of garlic or chili?"</p> <p>Server: "Thank you for</p> | <p>essential phrases to expressing opinions about food taste.</p> <p>WHILST ACTIVITY (65 MINUTES)</p> <ul style="list-style-type: none"> - 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 | | |
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| | | | | <ul style="list-style-type: none"> - Pretentious - Hamburger - Meat - Bun - Ketchup - Tasteless - Odorless - Colorless - Pizzas - Toppings - Tasting - Tasty - Traditional - Salt - Ghost pepper - Spicy - Bite - Milk | <ul style="list-style-type: none"> - We just tasted the cheese, man. - It was pretty tasty. - This one got lost of salt. - Be careful with the ghost pepper. - Spicy? it's really easy to bite through. - Why it is so easy? - That's so spicy. - The tip of my tongue is burning. | <p>has been served their main course and begins eating.</p> | <p>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?"</p> <p>Customer: "That would be great. I'd love to try it with more spice."</p> <p>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</p> | <p>Interaction Text (15 minutes):</p> <ul style="list-style-type: none"> - 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 | |
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| | | | | | | <p>bread or a side salad?”</p> <p>Customer: “Some bread would be nice, thank you.” <i>(The server leaves and returns shortly with bread and the adjusted soup.)</i></p> <p>Server: “Here’s your soup with the adjustments you suggested, and some fresh bread on the side. I hope this hits the mark.”</p> <p>Customer: <i>(Tastes the soup again.)</i> “Oh, this is much better! The seasoning makes a big difference. Thank you for</p> | <p>with a summary, confirmation, or farewell.</p> <ul style="list-style-type: none"> - Role Play (35 minutes): - Students perform a role play in pair, which: - One student act as customer. - The other student act as server. <p>POST-ACTIVITY (10 MINUTES)</p> <ul style="list-style-type: none"> - Teacher provides feedback on vocabulary usage, fluency, and structure. Peer feedback can focus on how effectively the essential phrases and | |
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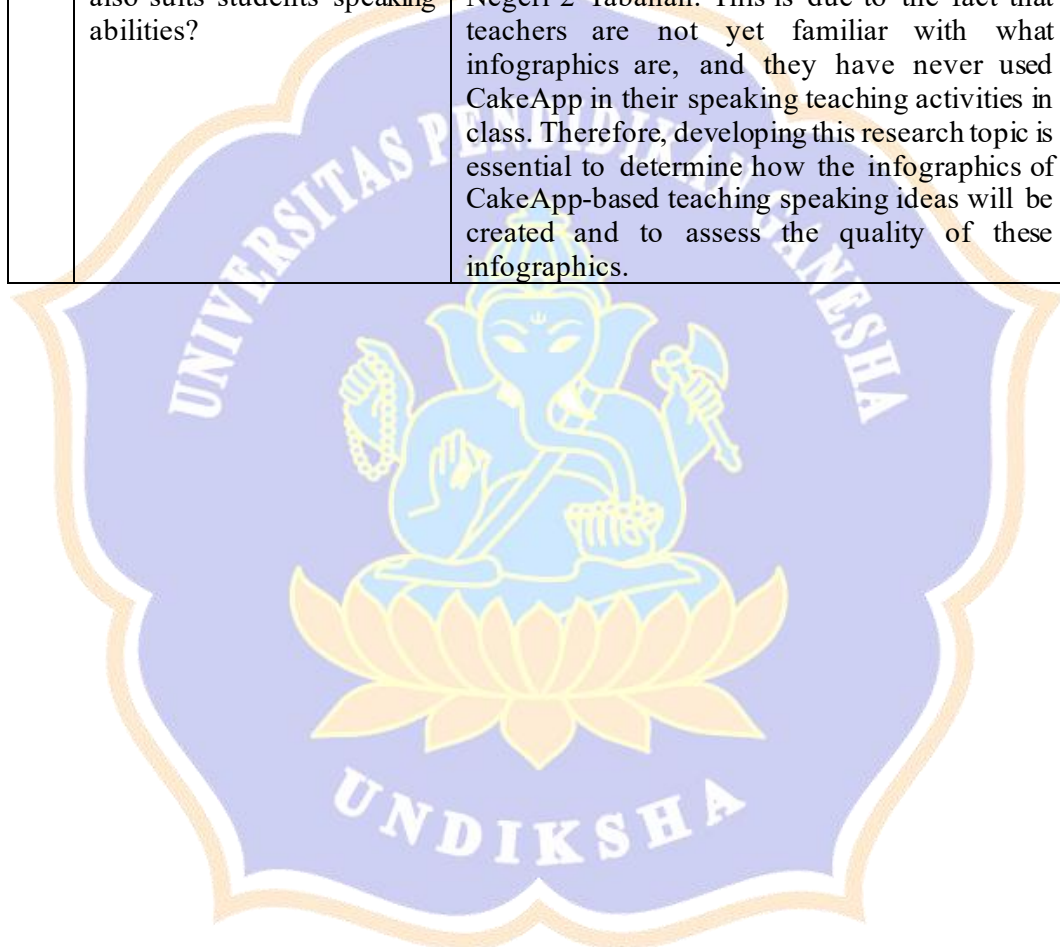
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| | | | | | | <p>fixing that so quickly.”</p> <p>Server: “I’m so glad to hear that. Is there anything else I can do to make your dining experience even better?”</p> <p>Customer: “No, everything is great now. The bread was a nice touch too.”</p> <p>Server: “Wonderful! If you’re interested, I’d also recommend trying our spiced chocolate mousse for dessert. It’s a customer favorite, and it pairs</p> | <p>tourism vocabulary were integrated into the description.</p> | | |
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| | | | | | | <p>beautifully with the flavors in your soup.”</p> <p>Customer: “That sounds intriguing. I’ll definitely give it a try after this.”</p> <p>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.”</p> | | | |
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Appendix 6. Table Results of Interview

| No | Question | Response |
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| 1 | What do you do pre-activity in your speaking class? | The teacher begins the lesson by giving a brief explanation to the students about what they will 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 while-activity in your speaking class? What activities do you often do during activities in your speaking class? | After selecting a topic, the teacher gives students the opportunity to explore examples of speaking activities related to the topic, either independently or through discussions with their peers. The students are then instructed to practice speaking based on the topic they have developed by recording their performances and uploading them to social media platforms such as YouTube or Instagram. If the topic allows for activities to be conducted outside the classroom, the learning session may also take place in an outdoor setting. |
| 3 | What do you do in post-activity in your speaking class? | Students will be instructed to upload videos of their speaking practice to social media and send the link to the teacher for assessment. |
| 4 | What learning methods do you use in speaking classes? | Teachers employ various methods in teaching speaking, including traditional methods, problem-based learning, cooperative learning, peer work, role play, project-based learning, and speaking activities related to student practice reports. |
| 5 | Have you ever encountered difficulties in teaching speaking? | Teachers often encounter challenges in teaching speaking because English is a foreign language, making it more difficult for students to master. Many students still struggle with a limited vocabulary, poor grammar and pronunciation, and difficulty developing ideas during learning activities, especially in classroom speaking activities. |
| 6 | Have you ever used digital tools to support your speaking-learning process in class? | Teachers have used digital tools such as Duolingo and Kahoot; however, they have never utilized CakeApp for teaching speaking. |
| 7 | If yes, what digital tools have you used? | Teachers have used digital tools such as Duolingo, Kahoot, Quizizz, and YouTube. |
| 8 | Have you ever experienced difficulties in using these digital tools? | Teachers have faced challenges in using digital tools, such as poor network connections, limited storage space on students' devices, and students who are not fully attentive. However, within the applications themselves, teachers have not encountered significant difficulties. |

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



Appendix 7. Interview Documentations

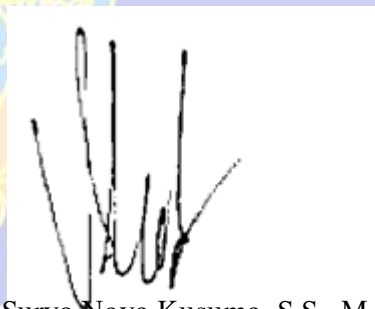


Appendix 8. User's Review Sheet (Teacher's Review)

| Aspects | Descriptors | Comments |
|--------------|--|--|
| Content | Comprehensive and relevant teaching ideas; aligns well with vocational tourism students' needs; demonstrates effective use of the Cake app features for speaking skills. | Yes, the Cake app features really relevant to the teaching ideas developed which helps the students to enhance their speaking ability. |
| Design | Visually engaging; well-organized layout; clear, readable font; effective use of images/icons that relate to the content. | The visual of the app is really amaze and attractive and surely all of it relates to the content. |
| Practicality | Provides actionable steps for teachers to implement; ideas are realistic and adaptable for various class sizes and levels. | The actionable steps are really easy to be implemented and understood since it matches for various size of classes and 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 marks in product design is not consistent. | The use of punctuation marks in product design is consistent and appropriately placed. |
| Content layout | The content layout lacks proper organization, creating a sense of discontinuity between sections, while its overly simplistic design fails to effectively convey the intended message or engage the audience. | The content layout is thoughtfully structured, ensures smooth transitions between sections, and features a refined design that clearly communicates the message and captures the audience's attention. |
| Font selection | The previous font choice was too excessive, making the infographic design difficult to read, especially in sections containing important text. | After refinement, the font selection in the infographic design has been adjusted to a simpler style, improving readability. |
| Lesson plan proportions | The lesson plan in the infographic design was initially placed at the bottom. | After refinement, the lesson plan is placed at the top, next to the learning outcome in the infographic design. |
| Topic 3 (Report Text) | Topic 3 (Report Text) previously resembled a procedure text, especially in the essential phrases section. | After refinement, Topic 3 was improved by searching for more appropriate content on CakeApp, especially in the essential phrases section, which was then aligned with the topic of report text. |

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| Grammar and sentence accuracy | There are several grammatical errors and inaccuracies in sentence 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. | These errors were corrected and adjusted based on the given suggestions. |
| Add illustrations relevant to the topic | Initially, there were no illustrations related to each topic, making the infographic design appear very simple and empty. | After refinement, several illustrations were added to correspond to each topic in the infographic design, making it more engaging. |
| Add a QR code linked to each topic | Initially, there was no QR code linking to more comprehensive content than what was presented in the infographic. | After refinement, a QR code was created for each topic, providing access to the complete content of the infographic, including lesson plans, role-play scenarios, and scripted dialogues that could not be fully displayed in the infographic design. |
| Infographics design | Previous infographic designs lacked a continuous flow between elements, such as the learning outcomes not connecting smoothly to the lesson plan, and so on. | After that, improvements were made to the content layout in the infographic design to create a continuous flow of information. |

Appendix 10. Table Content Expert Judgement Validation

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

| No | Name of Instrument | Criteria | Score | | | | | Total | Relevant | Irrelevant |
|----|---------------------------------|--|-------|---|---|---|---|-------|----------|------------|
| | | | 1 | 2 | 3 | 4 | 5 | | | |
| 1 | Content expert 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 strategies. | | | | | | | √ | |
| | | e. Interactivity. | | | | | | | √ | |
| | | f. Provide learning motivation. | | | | | | | √ | |
| | | g. Contextuality and actuality. | | | | | | | √ | |
| | | h. The completeness and quality of study aid materials. | | | | | | | √ | |

| | | | | | | | | | | |
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| | 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 descriptions, discussions, and examples | | | | | | | | √ | |
| | n. Consistency of evaluation with learning objectives | | | | | | | | √ | |
| | o. The accuracy and consistency of the evaluation tool | | | | | | | | √ | |
| | p. Providing feedback on evaluation results | | | | | | | | √ | |

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

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 | Score | | | | | Total |
|----|---------------------------------|--|-------|---|---|---|---|-------|
| | | | 1 | 2 | 3 | 4 | 5 | |
| 1 | Content expert 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 strategies. | | | | | √ | |
| | | 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 descriptions, discussions, and examples | | | | √ | | |
| | | n. Consistency of evaluation with learning objectives | | | | | √ | |
| | | o. The accuracy and consistency of the evaluation tool | | | | √ | | |
| | | p. Providing feedback on evaluation results | | | | √ | | |

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

Expert 1.



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



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

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| | | your speaking learning process in class? | | |
| 5 | Desired solution (Razi, et.al., 2021). | 1. In your opinion, is it necessary to make an 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 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. | Descriptive text | √ | |
| 2 | Understand and convey ideas related to procedural texts by paying attention to social functions, text | Procedure text | √ | |

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| | structure, and linguistic elements according to the use context. | | | |
| 3 | Understand and convey ideas related to reports on implementing practical activities by paying attention to social functions, text structure, and linguistic elements according to the use context. | Simple report text | √ | |
| 4 | Understand and convey ideas related to short and simple oral and written transactional interaction texts that involve actions related to practical culinary activities, paying attention to social function, text structure, and linguistic elements according to the context of use. | Simple verbal transactional interaction text | √ | |

Singaraja, 6 September 2024

Expert 1



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

NIP. 198304022006042001

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

Singaraja, 6 September 2024

Expert 1

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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 Instrument | Criteria | Score | | | | | Total |
|----|---------------------------------|--|-------|---|---|---|---|-------|
| | | | 1 | 2 | 3 | 4 | 5 | |
| 1 | Content expert 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 strategies. | | | | | √ | |
| | | 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 descriptions, discussions, and examples | | | | √ | | |
| | | n. Consistency of evaluation with learning objectives | | | | | √ | |
| | | o. The accuracy and consistency of the evaluation tool | | | | √ | | |
| | | p. Providing feedback on evaluation results | | | | | √ | |

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

Expert 2

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

NIP. 198108142009122002

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

| | | | | |
|---|---|---|---|---|
| | Learning tools used (Inayah, et.al., 2024). | speaking-learning process in class? | | |
| | | 8. If yes, what digital tools have you used? | √ | |
| | | 9. Have you ever experienced difficulties in using these digital tools? | √ | |
| | | 10. Do you know about Cake App? | √ | |
| | | 11. Do you know about infographic? | √ | |
| | | 12. Have you ever used infographic as a support in your speaking learning process in class? | | √ |
| 5 | Desired solution (Razi, et.al., 2021). | 2. In your opinion, is it necessary to make an infographic about how to use the Cake App so that it fits the speaking learning topic and also suits students' speaking abilities? | √ | |

Singaraja, 13 Januari 2025
Expert 2



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

| No | Learning Objective | Material/Topic | Relevant | Irrelevant |
|----|---|--|----------|------------|
| 1 | Understand and convey ideas related 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. | Descriptive text | √ | |
| 2 | Understand and convey ideas related to procedural texts by paying attention to social functions, text structure, and linguistic elements according to the use context. | Procedure text | √ | |
| 3 | Understand and convey ideas related to reports on implementing practical activities by paying attention to social functions, text structure, and linguistic elements according to the use context. | Simple report text | √ | |
| 4 | Understand and convey ideas related to short and simple oral and written transactional interaction texts that involve actions related to practical culinary activities, paying attention to social function, text structure, and linguistic elements according to the context of use. | Simple verbal transactional interaction text | √ | |

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 of the Cake App features for speaking skills. | | √ | |
| Design | Visually engaging; well-organized layout; clear, readable font; effective use of images/icons that relate to the content. | | √ | |
| Practicality | Provides actionable steps for teacher to implement; ideas are realistic and adaptable for various class sizes and levels. | | √ | |

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)

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

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

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

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

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

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

Expert 1.



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

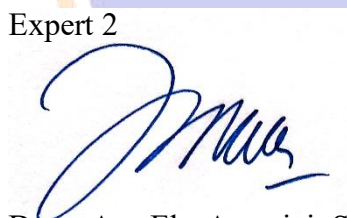
Appendix 15. Table Media Expert Judgement Results (Judge 2)

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

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

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

Expert 2



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

Appendix 16. Infographics Design



JOB DESCRIPTION

FOR 11TH GRADE EVEN SEMESTER ENGLISH TEACHER

LEARNING OUTCOME

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

KEYWORD OF CAKEAPP CONTENT

1. Working less than full-time hours.
2. Not while you're working.



working less than full-time hours
I had a part-time job.



Not while you're working.
Not while you're on the clock.

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).

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

TOURISM VOCABULARY

1. Part time
2. Cake
3. Ice cream cakes
4. Party baking
5. Section
6. Inside
7. Outside

ESSENTIAL PHRASES

1. I had a part-time job.
2. A couple of time.
3. As a cake decorator.
4. Making ice cream cakes.





Video source:

1. <https://mycake.me/share/ab3acec0>
2. <https://mycake.me/share/c48cb556>

SCAN HERE TO ACCESS THE COMPLETE MATERIAL!

DESCRIPTIVE TEXT

| Topic | Learning Outcome | CakeApp Content |
|------------------------------------|--|---|
| Descriptive text (Job description) | Students can describe job descriptions orally, focusing on the social function, text structure, and linguistic elements appropriate to the context of use. | <p>1. Working less than full-time hours.</p> <p>2. Not while you're working.</p> <div>  <p>working less than full-time hours I had a <u>part-time</u> job.</p> </div> <div>  <p>Not while you're working. Not while you're on the <u>clock</u>.</p> </div> |

=== LESSON PLAN ===

1. Identity

Grade : 11th 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

| Teaching Phases | Teaching Activities | Time Allocations |
|-----------------|---|------------------|
| Pre-activity | <ul style="list-style-type: none"> - The teacher greets the students and provides an overview of the lesson. - Explains that the focus will be on using tourism vocabulary and essential phrases to describe jobs in the tourism industry. | 10 minutes |
| Whilst Activity | <ul style="list-style-type: none"> - Watching Video and Listing Vocabulary (15 minutes): <ul style="list-style-type: none"> - 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 Descriptive Text (15 minutes): <ul style="list-style-type: none"> - Teacher explains the structure of descriptive text: <ul style="list-style-type: none"> - Introduction: General information about job. - Details: Specific features or responsibilities. - Conclusion: Importance or personal impression. - Role Play (35 minutes): <ul style="list-style-type: none"> - Students perform a role play in small group which consists of 4 people, which: <ul style="list-style-type: none"> - One student act as new employee. | 65 minutes |

| | | |
|----------------------|---|------------|
| | <ul style="list-style-type: none"> - The other student act as restaurant manager. - The other one act as experienced coworker. - And the last student act as customer. | |
| Post-activity | <ul style="list-style-type: none"> - Teacher provides feedback on vocabulary usage, fluency, and structure. - Peer feedback can focus on how effectively the essential phrases and tourism vocabulary were integrated into the description. | 10 minutes |

SPEAKING SKILLS ASSESSMENT RUBRIC

| No. | Rated Aspect | Criteria | Score (1-5) |
|----------|----------------------|--|-------------|
| 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 |
| | | Slow | 4 |
| | | Too slow | 3 |
| | | Fast | 2 |
| | | Too fast | 1 |
| 3 | Fluency | Very fluent | 5 |
| | | 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 | <ol style="list-style-type: none"> 1. Part time 2. Cake 3. Ice cream cakes 4. Party baking 5. Section 6. Inside 7. Outside | <ol style="list-style-type: none"> 8. Responsible 9. Orders 10. Food 11. Starters 12. Refills 13. Coffee |
| Essential Phrases | <ol style="list-style-type: none"> 1. I had a part-time job. 2. A couple of time. 3. As a cake decorator. 4. Making ice cream cakes. 5. As gift basket designer 6. Party planning. 7. Growing up baking 8. Part-time jobs into one. 9. There's no sitting on the job 10. Not while you're on the clock. 11. Our section. 12. Gonna be all of inside, outside. 13. Somebody comes to the table. 14. You have to be there within 30 seconds. | <ol style="list-style-type: none"> 15. Responsible for answering the phone. 16. You have to do to-go orders. 17. There's food in the window, that needs to be run, like straight away. You have to bus your own tables. 18. You have to run everyone else's food as well as your own. 19. Just for starters. 20. What do I do first? 21. Refills on coffee. 22. Everybody's drink always has to be full. 23. How about break? 24. You'll get a break in about two hours. |

=== SCENARIO DEMONSTRATION ===

| ROLE-PLAY | |
|---------------------------|---|
| Role-play scenario | Role-play scenario: First day of work at the restaurant. |
| Participants | <ol style="list-style-type: none"> 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)

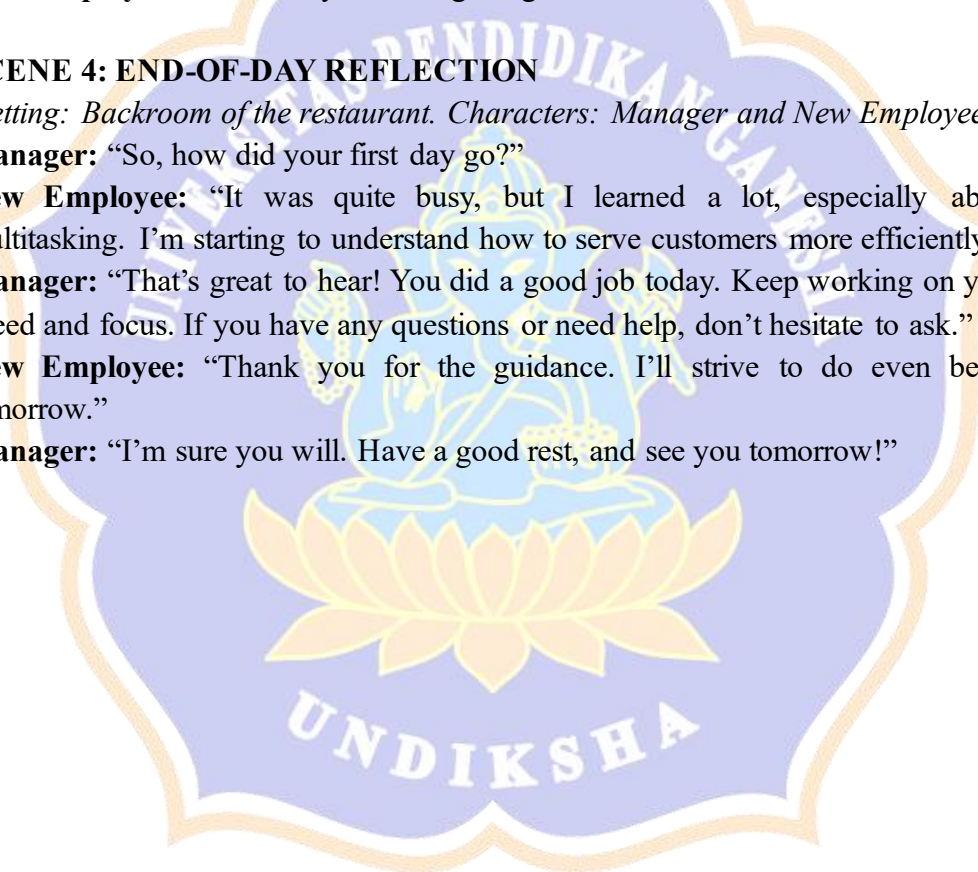
Manager: “So, how did your first day go?”

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!”



How to order food?

For 11th Grade Even Semester English Teacher

Learning Outcome

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.

Lesson Plan

Pre-activity minutes): (10
1. Warm up activity

Whist-activity minutes): (65
1. Watching Video and Listing Vocabulary (15 minutes)
2. Understanding Descriptive Text (15 minutes)
3. Role Play (35 minutes)

Post-activity minutes): (10
1. Teacher and peer feedback

Keyword of CakeApp Contents

How to order food in English 1 & 2

Tourism Vocabulary

1. Hamburger
2. Pickles
3. Hamburger
4. Menu
5. Order
6. Pickles
7. Mayonnaise
8. Hot dog
9. Pizza
10. French fries

Essential Phrases

1. Excuse me...
2. Let's order
3. Can I get...?
4. Could I get...?
5. Could I get a soda, please?

Role Play


Role-play scenario: Ordering food at a restaurant.

Participants:

1. Customer: Someone dining at the restaurant, ready to order.
2. Server: The restaurant employee taking the order.


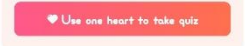




Setting:
A cozy restaurant with a relaxed ambiance. The customer is seated, and the server approaches to take their order.

Scan here to access the complete material!



Video source:
1. <https://mycake.me/share/65461648>
2. <https://mycake.me/share/9a04e39e>

PROCEDURE TEXT

| Topic | Learning Outcome | CakeApp Content |
|--|---|--|
| Procedure text (How to order food at the restaurant?) | 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. | <p>How to order food in English 1 & 2.</p> <p>How to Order Food in English 1</p> <p>   </p> <p>Video topic Watched 0/4</p> <p>  I'll have a coffee _____ me get a coffee. </p> <p>How to Order Food in English 2</p> <p>   </p> <p>Video topic Watched 0/4</p> <p>  no sauce and no tomatoes _____ the sauce, and no tomatoes, please. </p> |

=== LESSON PLAN ===

1. Identity

Grade : 11th 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

| Teaching Phases | Teaching Activities | Time Allocations |
|------------------------|---|------------------|
| Pre-activity | <ul style="list-style-type: none"> - The teacher greets the students and provides an overview of the lesson. - Explains that the focus will be on using tourism vocabulary and essential phrases on how to order food at the restaurant. | 10 minutes |
| Whilst Activity | <ul style="list-style-type: none"> - Watching Video and Listing Vocabulary (15 minutes): <ul style="list-style-type: none"> - 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 Procedure Text (15 minutes): <ul style="list-style-type: none"> - Teacher explains the structure of procedure text: <ul style="list-style-type: none"> - Introduction: General overview of the process or purpose. - Steps: A series of actions or instructions presented in logical order, using imperative verbs. | 65 minutes |

| | | |
|----------------------|--|------------|
| | <ul style="list-style-type: none"> - Conclusion: Final remarks or outcomes of completing the procedure. - Role Play (35 minutes): <ul style="list-style-type: none"> - Students perform a role play in pair, which: <ul style="list-style-type: none"> - One student act as customer. - The other student act as server. | |
| Post-activity | <ul style="list-style-type: none"> - Teacher provides feedback on vocabulary usage, fluency, and structure. - Peer feedback can focus on how effectively the essential phrases and tourism vocabulary were integrated into the description. | 10 minutes |

SPEAKING SKILLS ASSESSMENT RUBRIC

| No. | Rated Aspect | Criteria | Score (1-5) |
|-----|----------------------|--|-------------|
| 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 |
| | | Slow | 4 |
| | | Too slow | 3 |
| | | Fast | 2 |
| | | Too fast | 1 |
| 3 | Fluency | Very fluent | 5 |
| | | 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 | 14. Coffee | 23. Onions |
| | 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 |
| | 25. Excuse me.. | 32. Let me get ... |
| | 26. Let's order | 33. I will have ... |
| Essential Phrases | 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 style="list-style-type: none"> 1. Customer: Someone dining at the restaurant, ready to order. 2. Server: The restaurant employee taking the order. |
| 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 return with the food.)

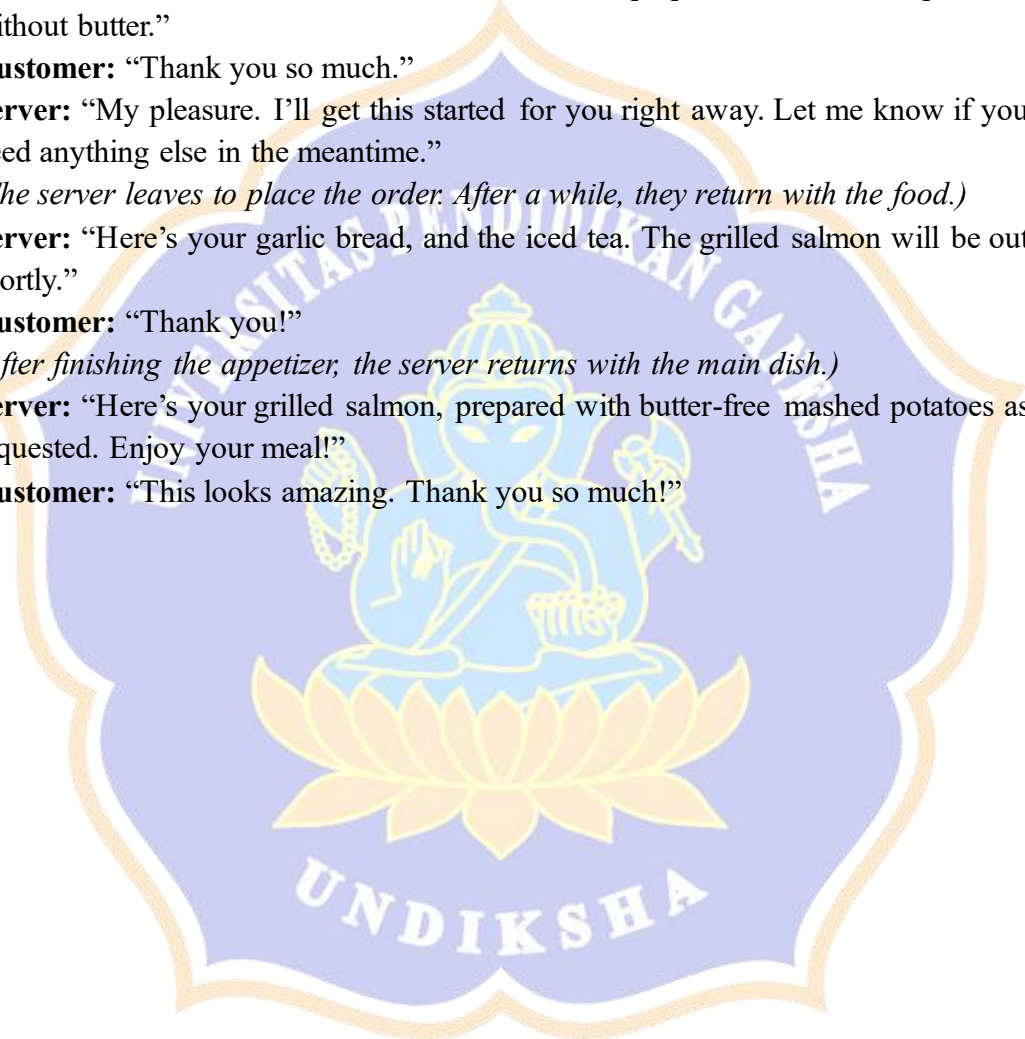
Server: “Here’s your garlic bread, and the iced tea. The grilled salmon will be out shortly.”

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 TEXT

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 social functions, text 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 Text (15 minutes)
3. Role Play (35 minutes)

Post-activity (10 minutes):

1. Teacher and peer feedback

Keyword of CakeApp Contents

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



say this when you're excited to eat something
My mouth is watering



I liked it a lot more than I expected
Way better than I expected.



I always wanted to try this
I've been dying to try this.

Tourism Vocabulary

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

Essential Phrases

1. I can smell the peanuts.
2. I can smell the walnut.
3. My mouth is watering.
4. Just awesome.
5. There's greens.
6. There's chili.
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:

A cozy Italian restaurant. The customer is curious about the Spaghetti 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/eccc77f9>

SIMPLE REPORT TEXT

| Topic | Learning Outcome | CakeApp Content | |
|--------------------|--|---|---|
| Simple report text | 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. | <ol style="list-style-type: none"> 1. Say this when you're excited to eat something. 2. I always wanted to try this. 3. I liked it a lot more than I expected. | |
| | |  <p>say this when you're excited to eat something My mouth is watering.</p> |  <p>I liked it a lot more than I expected Way <u>better</u> than I expected.</p> |
| | |  <p>I always wanted to try this I've been <u>dying</u> to try this.</p> | |

=== LESSON PLAN ===

1. Identity

Grade : 11th 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 style="list-style-type: none"> - The teacher greets the students and provides an overview of the lesson. - Explains that the focus will be on using tourism vocabulary and essential phrases to report dishes. | 10 minutes |
| Whilst Activity | <ul style="list-style-type: none"> - Watching Video and Listing Vocabulary (15 minutes): <ul style="list-style-type: none"> - 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 Simple Report Text (15 minutes): <ul style="list-style-type: none"> - Teacher explains the structure of simple report texts: <ul style="list-style-type: none"> - Introduction: General information about the subject or topic being described. - Description: Specific details, features, or characteristics of the subject. | 65 minutes |

| | | |
|----------------------|---|------------|
| | <ul style="list-style-type: none"> - Conclusion: Summary or significance of the subject, often emphasizing its importance or role. - Role Play (35 minutes): <ul style="list-style-type: none"> - Students perform a role play in group consist of three members, which: <ul style="list-style-type: none"> - One student act as customer. - The other student act as server. - And the last student act as chef (optional). | |
| Post-activity | <ul style="list-style-type: none"> - Teacher provides feedback on vocabulary usage, fluency, and structure. - Peer feedback can focus on how effectively the essential phrases and tourism vocabulary were integrated into the description. | 10 minutes |

SPEAKING SKILLS ASSESSMENT RUBRIC

| No. | Rated Aspect | Criteria | Score (1-5) |
|-----|----------------------|--|-------------|
| 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 |
| | | Slow | 4 |
| | | Too slow | 3 |
| | | Fast | 2 |
| | | Too fast | 1 |
| 3 | Fluency | Very fluent | 5 |
| | | 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 | <ul style="list-style-type: none"> 32. Peanuts 33. Walnut 34. Awesome 35. Vinegar 36. Soy sauce 37. Greens 38. Thick 39. Chili oil 40. Cashews 41. Goopy 42. Big meals 43. Food 44. Incredible 45. Fresh 46. Complex 47. Simple 48. Escargot 49. Lemongrass |
| Essential Phrases | <ul style="list-style-type: none"> 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 goopy. 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. |

==SCENARIO DEMONSTRATION==

| ROLE-PLAY | |
|---------------------------|---|
| Role-play scenario | Talking about a dish - spaghetti carbonara |
| Participants | <ol style="list-style-type: none"> 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 | 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.”

TRANSACTIONAL INTERACTION TEXT

For 11th Grade Even Semester English Teacher

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?



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



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



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

TOURISM

VOCABULARY

1. Meat
2. Bun
3. Ketchup
4. Tasteless
5. Pizza-less
6. Toppings
7. Tasting

ESSENTIAL PHRASES

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?

SCAN HERE TO ACCESS
THE COMPLETE
MATERIAL!

ROLE-PLAY SCENARIO

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.

Video source:

1. <https://mycake.me/share/9eadfb84>
2. <https://mycake.me/share/50c80d82>
3. <https://mycake.me/share/8ee74bf6>
4. <https://mycake.me/share/1d93ad5d>



TRANSACTIONAL INTERACTION TEXT

| Topic | Learning Outcome | CakeApp Content |
|--|--|---|
| Short and simple oral and written transactional interaction texts (marketing, opinion, order, help, hope, wish, plan, like, dislike, need and feelings). | 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. | Taste and flavor: <ul style="list-style-type: none"> - I taste something nutty. - I really like this taste. - It doesn't taste like anything. - That's very hot. |
| | | <div data-bbox="611 622 976 862">  </div> <div data-bbox="611 882 858 911">(I taste something nutty)</div> <div data-bbox="611 918 837 945">What's that <u>nutty</u> flavor?</div> <div data-bbox="1002 622 1366 862">  </div> <div data-bbox="1002 882 1219 911">(I really like this taste)</div> <div data-bbox="1002 918 1214 945">I love the <u>umami</u> flavor.</div> |
| | | <div data-bbox="611 1032 976 1276">  </div> <div data-bbox="611 1294 914 1323">(It doesn't taste like anything.)</div> <div data-bbox="611 1330 772 1357">This is _____.</div> <div data-bbox="1002 1032 1366 1276">  </div> <div data-bbox="1002 1294 1163 1323">(That's very hot)</div> <div data-bbox="1002 1330 1149 1357">That's so <u>spicy</u>.</div> |

=== LESSON PLAN ===

1. Identity

Grade : 11th 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

| Teaching Phases | Teaching Activities | Time Allocations |
|-----------------|---|------------------|
| Pre-activity | <ul style="list-style-type: none"> - The teacher greets the students and provides an overview of the lesson. - Explains that the focus will be on using tourism vocabulary and essential phrases to expressing opinions about food taste. | 10 minutes |
| Whilst Activity | <ul style="list-style-type: none"> - Watching Video and Listing Vocabulary (15 minutes): <ul style="list-style-type: none"> - 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): <ul style="list-style-type: none"> - Teacher explains the structure of transactional interaction texts: <ul style="list-style-type: none"> - 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 |

| | | |
|----------------------|---|------------|
| | <ul style="list-style-type: none"> Role Play (35 minutes): <ul style="list-style-type: none"> Students perform a role play pair, which: <ul style="list-style-type: none"> One student act as customer. The other student act as server. | |
| Post-activity | <ul style="list-style-type: none"> Teacher provides feedback on vocabulary usage, fluency, and structure. Peer feedback can focus on how effectively the essential phrases and tourism vocabulary were integrated into the description. | 10 minutes |

SPEAKING SKILLS ASSESSMENT RUBRIC

| No. | Rated Aspect | Criteria | Score (1-5) |
|-----|----------------------|--|-------------|
| 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 |
| | | Slow | 4 |
| | | Too slow | 3 |
| | | Fast | 2 |
| | | Too fast | 1 |
| 3 | Fluency | Very fluent | 5 |
| | | Fluent | 4 |
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| | | 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 | 50. Cookies | 66. Cheese | 82. Meat |
| | 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 Phrases | 59. Actually, that was pretty good. | 66. Stop being so pretentious. | 75. This one got lost of salt. |
| | 60. What's that nutty flavor? | 67. I couldn't care less. | 76. Be carefull with the ghost pepper. |
| | 61. Courtesy of the nut shack. | 68. I'm so disappointed. | 77. Spicy? |
| | 62. This tastes as delicious as Beyonce smells. | 69. Never mind, this is better! | 78. it's really easy to bite through. |
| | 63. What is this in here, saffron? | 70. Way better! | 79. Why it is so easy? |
| | 64. Wow, somebody got a sharp palate. | 71. This is tasteless, odorless, colorless, and pizza-less. | 80. That's so spicy. |
| | 65. I love the umami flavor. | 72. It's not bad, but it needs more toppings. | 81. The tip of my tongue is burning. |
| | | 73. We just tasting the cheese, man. | |
| | | 74. It was pretty tasty. | |
| | | | |
| | | | |

==SCENARIO DEMONSTRATION==

| ROLE-PLAY | |
|---------------------------|---|
| Role-play scenario | Expressing and discussing food taste. |
| Participants | <ol style="list-style-type: none"> 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. |

=== 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.

