

## CHAPTER I

### INTRODUCTION

This chapter outlines the fundamental aspects of the research, encompassing the background of the study, a detailed problem identification, the defined research limitation, the formulated research questions and objectives, the broader research significance, as well as the specification of the developed product.

#### 1. 1. Research Background

English has long been the standard language for worldwide communication. It holds a dominant role in numerous fields, such as global business, scientific research, international relations, and cultural exchange, including tourism and hospitality. For individuals, mastering the language offers broader access to education, career growth, including international travel convenience, and a wealth of information and viewpoints. As cited in the International Journal of Orange Technology (Ilyosovna, 2020), English is the official language in 67 countries, spoken by over 350 million people, and the secondary language in another 27 countries, spoken by over 430 million, making it accessible in almost every country. Considering the mentioned data, English-speaking skills is essential to aid people in creating international communication. Therefore, developing strong English speaking skills has

become a crucial concentration of education systems around the world as it directly relates to students' ability to communicate effectively in real-life contexts, which needs more attention during English teaching and learning (Mei & Masoumeh, 2017).

According to Rana & Shaikh (2024), English proficiency has a positive impact on professional accomplishment. Regarding this, tourism is a prime example of an industry where English proficiency directly translates to enhanced professional accomplishment. As highlighted by Prayitno et al. (2024), due to its rapid growth, English has become indispensable for tourism professionals, especially in Indonesia, which is a common requirement in recent tourist establishments (Zalil & Pek, 2022), as it is essential to connect with customers, gain their satisfaction, and achieve industry success (Kotollaku & Lekli, 2024). Hence, to develop qualified professionals, tourism vocational schools are thoroughly positioned to develop the required relevant skills, as they are designed to train competitive students with both a theoretical understanding and proficient English communication, as well as professional capabilities. Therefore, English for Tourism courses that emphasize speaking are crucial.

Nevertheless, despite the importance of its English-speaking teaching, there are certain issues identified at vocational high schools. As compared to general high schools, vocational schools, focusing on tourism and private schools, tend to receive less attention in terms of resource development and pedagogical support, including the frequency of conducting research.

Furthermore, as teachers are the main factor in the success of the teaching and learning process in the classroom, their needs are also essential, which, due to the limited adoption of technology within them, practical innovations are particularly valuable for teachers in these schools. This is similarly apparent from the preliminary interview conducted at SMK Pariwisata Triatma Jaya Singaraja, a tourism vocational high school in Buleleng regency, which revealed that the English teacher, particularly the 12<sup>th</sup> grade, has been reasonably proficient with technology, as reflected by the utilization of several online learning platforms, such as YouTube, PowerPoint, Padlet, including online quizzes used intermittently via Quizizz and Kahoot.

However, although the teacher possesses fundamental technological proficiency, there is a tendency to still rely on traditional methods, such as lectures with PowerPoint and direct questioning, indicating that the teacher has never utilized speaking-specific learning applications to engage students with direct interaction during the speaking practice, underlying the need for the teacher's speaking lesson preparation. Conversely, the brief instructional period this even semester, coupled with the teacher's limited time for lesson planning owing to administrative responsibilities such as preparing school examinations, including their planning from conception to final drafting, presents a significant challenge. The teacher further explained that during the implementation of its direct questioning, the students tend to have difficulty in speaking, namely in pronouncing words and producing sentences, due to several factors. This

highlighted that the teacher needs an appropriate and more effective resource to facilitate the students' speaking learning to aid them in enhancing their speaking proficiency.

Subsequently, engaging methods of instruction for spoken English are necessary (Al-Zahrani, 2019), and to meet the goal of students' speaking learning, teachers should engage the students that may maximize the opportunities to practice their speaking competence (Harwood, 2005). In this instance, to effectively teach English speaking, teachers have a crucial role in creatively designing speaking teaching. This involves incorporating activities with appropriate media and adapting to technological advancements, as utilizing technology is a great deal to be presented, given the rapid development of education technology in this digital era (Suciati & Erzad, 2024).

Concerning the issue, one of the applications for a simple yet engaging speaking practice is the CakeApp, which has been proven to be an effective tool for speaking improvement. According to previous studies, the utilization of the application has successfully shown a positive impact on students' speaking skills. As Fitria et al (2021) stated, the CakeApp is a useful application that provides many concise videos with various topics from different channels, complete with clear subtitles. Videos with examples are available to teach the learners new vocabulary, idioms, terms, and many English expressions that are useful in everyday conversations (Suryani et al., 2021). It also offers a 'speaking with native speakers' feature to facilitate students' practice of their speaking

competence with many keywords (Octavianita et al., 2022). In fact, those studies were only concentrated on examining the effectiveness and influence on students' speaking competence, as well as the perspectives of both teachers and students on its implementation. None of the research highlighted any tool developments that could serve as guidance for teachers in utilizing and incorporating the application into their teaching.

Thus, a critical gap existed due to the absence of developed guidance to provide specific information and follow-up teaching activity ideas using the CakeApp itself. Therefore, to address both the identified gap and the specific needs of the concerned teacher in this research, the development of an infographic of the CakeApp-based teaching speaking ideas as guidance would present a highly effective solution, as previous studies revealed that infographics gave a significant impact on English teaching and learning, namely facilitating independent English language learning (Dewantari et al., 2021; Dipa et al., 2022), including gaining positive perspectives from both teachers and students (Ozdamli et al., 2018). However, those studies did not concentrate the infographics as a tool for aiding the teacher in utilizing a sort of application, particularly the CakeApp, which highlights the novelty of this research. As a result, this research was intended to conduct an instructional tool development for the 12<sup>th</sup> grade English teacher at SMK Pariwisata Triatma Jaya Singaraja, following the Design and Development (DnD) research by Richey and Klein (2007), with the four stages of the ADDE model, namely developing

infographics of the CakeApp-based teaching speaking ideas to guide the teacher, both in designing and conducting the speaking lessons, as it offered various teaching speaking ideas with the the CakeApp as both the media and tool for teaching in the classroom.

## **1. 2. Problem Identification**

In this more developing era, the integration of innovative digital instruction has become a crucial consideration for teachers, as traditional methods, such as lecturing with PowerPoint, may not consistently represent the most effective instructional strategy, especially in teaching speaking (Ögeyik, 2017; Cerbin, 2018). This is particularly relevant for English teachers in tourism schools, where the focus is largely on English for Specific Purposes, namely for the tourism field, making it essential to have adapted English learning to equip students with the specific understanding and capabilities based on their relevant vocational interest. Concerning this matter, the CakeApp is an ideal resource for teachers to facilitate meaningful English-speaking practice. Based on the preliminary interview with a 12th-grade English teacher at SMK Pariwisata Triatma Jaya Singaraja, a Tourism Vocational High School in Singaraja, Buleleng regency, certain relevant issues were revealed to the researcher at this school, highlighting the teacher's limited knowledge in employing interesting applications during the teaching of

speaking. The teacher has incorporated a variety of technologies, including PowerPoint, YouTube, Padlet, Kahoot, and Quizizz, which in teaching speaking, lecturing with pre-promoted questions was used to encourage the students to start practicing their speaking skills, yet interactive applications specifically for speaking instruction have not been utilized due to limited knowledge and guidance, including time both to explore and design the speaking lesson with its application as in the even semester, the students will have more examination before graduating, which the teacher has also need to accomplish the administration duties regarding the school examinations preparation, leading to a shorter instructional period.

Furthermore, the teacher stated that the students lack confidence, struggle with understanding and creating sentences, and commonly mispronounce words during speaking practice. This evidence identified the need for teachers within this school to explore more creative approaches to teaching speaking through digital resources, including the Cake App, where guidance was considered the key to aid the teacher in understanding how to utilize this application in teaching speaking. Related to this, previous studies, both in Indonesia and globally, have explored the Cake App's role in English speaking instruction, focusing on its effectiveness, implementation, and impact on developing English speaking competence. It was believed by 93.69% of intermediate-level students, as it significantly enhanced their speaking competence (Ridhallah et al., 2024). Correspondingly, other research exploring

the utilization of infographics has also shown positive results. The EFL students participating in the research showed they enjoyed the use of infographics during their learning, as pointed out by Tavanapour et al. (2023). Nevertheless, none of the research addressed the development aspect of creating guidance to facilitate the teacher's utilization of this application, which was needed by the teacher within this tourism school. It largely focuses on the needs and interests of students, while teacher-centric needs receive insufficient attention.

Due to those phenomena, addressing the issues with solutions was necessary. Thus, this research intended to develop infographics of the CakeApp-based teaching speaking ideas to assist the 12th-grade English teacher at this tourism school in preparing teaching speaking lessons with the CakeApp.

### **1. 3. Research Limitations**

Based on the previous problem identification, this research was limited to developing infographics of the CakeApp-based teaching speaking ideas, as guidance for the teacher in designing the speaking lessons, particularly in the even semester. The infographics were specifically intended for the 12th-grade English teacher at SMK Pariwisata Triatma Jaya Singaraja, a Tourism Vocational High School in Buleleng. This research applied the ADDE model, which focused on the Analysis, Design, Development, and Evaluation. This research did not extend to classroom implementation or product testing, as it

exceeded the research limitation, since it was primarily intended to develop a product, namely infographics, as the output of comprehensive guidance for the teacher in designing and conducting speaking lessons. Furthermore, several previous studies that implemented the CakeApp and infographics had indicated positive results from both teacher and student perspectives. In addition, the research also focused on assessing the quality of the product, including obtaining feedback from the user of the infographics, which involved a limited trial in the evaluation phase. Therefore, the research did not require the implementation phase, which was beyond the research scope. In addition to developing the product, the learning objective flow or Alur Tujuan Pembelajaran (ATP) of the teacher involved in this research was used to create the content of the infographics in the research.

#### **1. 4. Research Questions**

There were two research questions formulated in this research, namely:

1. How were the infographics of the CakeApp-based teaching speaking ideas developed?
2. How was the quality of the infographics of the CakeApp-based teaching speaking ideas being developed?

## **1. 5. Research Objectives**

Based on the research questions, there were objectives formulated in this research were presented as follows:

### **1. 5. 1 General Objective**

The general objective of this research was to develop infographics of the CakeApp-based teaching speaking ideas, containing various procedures for certain speaking-teaching activities with the CakeApp as the primary source, as guidance to aid a 12th-grade English teacher at SMK Pariwisata Triatma Jaya Singaraja, both in preparing the speaking lessons and conducting the speaking practices in the classroom, as well as facilitating the English-speaking teaching and learning experience as a further impact.

### **1. 5. 2 Specific Objectives**

Concerning the formulated research questions stated previously, there were two specific objectives in this research, namely:

1. To find out how the infographics of the CakeApp-based teaching speaking ideas were developed.
2. To find out the quality of the infographics of the CakeApp-based teaching speaking ideas that have been developed.

## 1. 6. Product Specification

In developing the product of the research, there will be several specifications regarding the infographics that will be developed, namely:

1. The infographics developed in this research were infographics of the CakeApp-based teaching speaking ideas.
2. The infographics were offered to assist the 12<sup>th</sup>-grade Tourism Vocational High School English teacher, specifically at SMK Pariwisata Triatma Jaya Singaraja, based on the learning objective flow or Alur Tujuan Pembelajaran (ATP) used by the teacher.
3. The developed infographics provided comprehensive guidance regarding procedures of teaching speaking using the CakeApp as a digital language speaking application, as needed by the teacher to develop more effective speaking lessons to adopt alternative pedagogical strategies.
4. There were five different topics in five single slides of infographics, consisting of several main information such as learning outcomes, the suggested CakeApp content, tourism vocabulary, and essential phrases used in the CakeApp content video, role-play scenario and complete dialogues as well as lesson plan, which were attached in a different document. It could be accessed by the teacher by scanning the QR (Quick Response) Code provided on the bottom side of the developed infographics.

5. The infographics were developed using the Canva editing platform as visual and digital infographics in the form of a PDF.

## **1. 7. Research Significance**

This research had several significances, both from a theoretical and practical perspective, that were in line with the expected results of the research. Those significances were as follows:

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### **1. 7. 1 Theoretical Significance**

Theoretically, the use of infographics as teacher guides has strong theoretical significance, especially in the realms of visual communication, which aids the teacher to quickly identify key points as offered through the infographics, and improve teacher memory retention faster. Furthermore, the infographics development also leads to cognitive load theory (John Sweller, 2019), and continuing professional development, in which the developed infographics has aided the teacher in reducing the intrinsic burden where they do not need to spend a lot of time searching for or organizing information from dense text, it has been presented concisely and meaningfully. Additionally, it leads to the extrinsic burden as the developed infographics could assist the teacher to have a sort of improvement regarding the teacher's speaking lesson & teaching strategies.

### **1. 7. 2 Practical Significance**

This research was expected to provide a practical contribution intended for the teacher, students, and other researchers, as written as follows:

#### **1. Teacher**

The result of this research was expected to be beneficial for the involved teacher, namely the 12<sup>th</sup>-grade English teacher at SMK Pariwisata Triatma Jaya Singaraja, having broader information and experience related to the utilization of the CakeApp as an existing technological advancement for teaching speaking in class.

#### **2. Students**

Another significance of this research was to introduce students to using the CakeApp and also to increase the students' motivation to enhance their English competence, as it has various engaging features.

#### **3. Future Researchers**

The further practical significance of the research was expected to provide a reference or resource for the next future researchers who might be interested in developing infographics

of any digital application-based teaching and learning, or those who have a similar topic on using the CakeApp or even another language learning application-based teaching and speaking ideas.

