APPENDICES

Appendix 1: Permission Letter for Conducting the 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 : 1820/UN48.7.1/DT/2024 15 Mei 2024

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMK Pariwisata Triatma Jaya Singaraja
di Singaraja

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

Nama	: Made Regina Miranda Damayanti
NIM	: 2012021040
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024

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

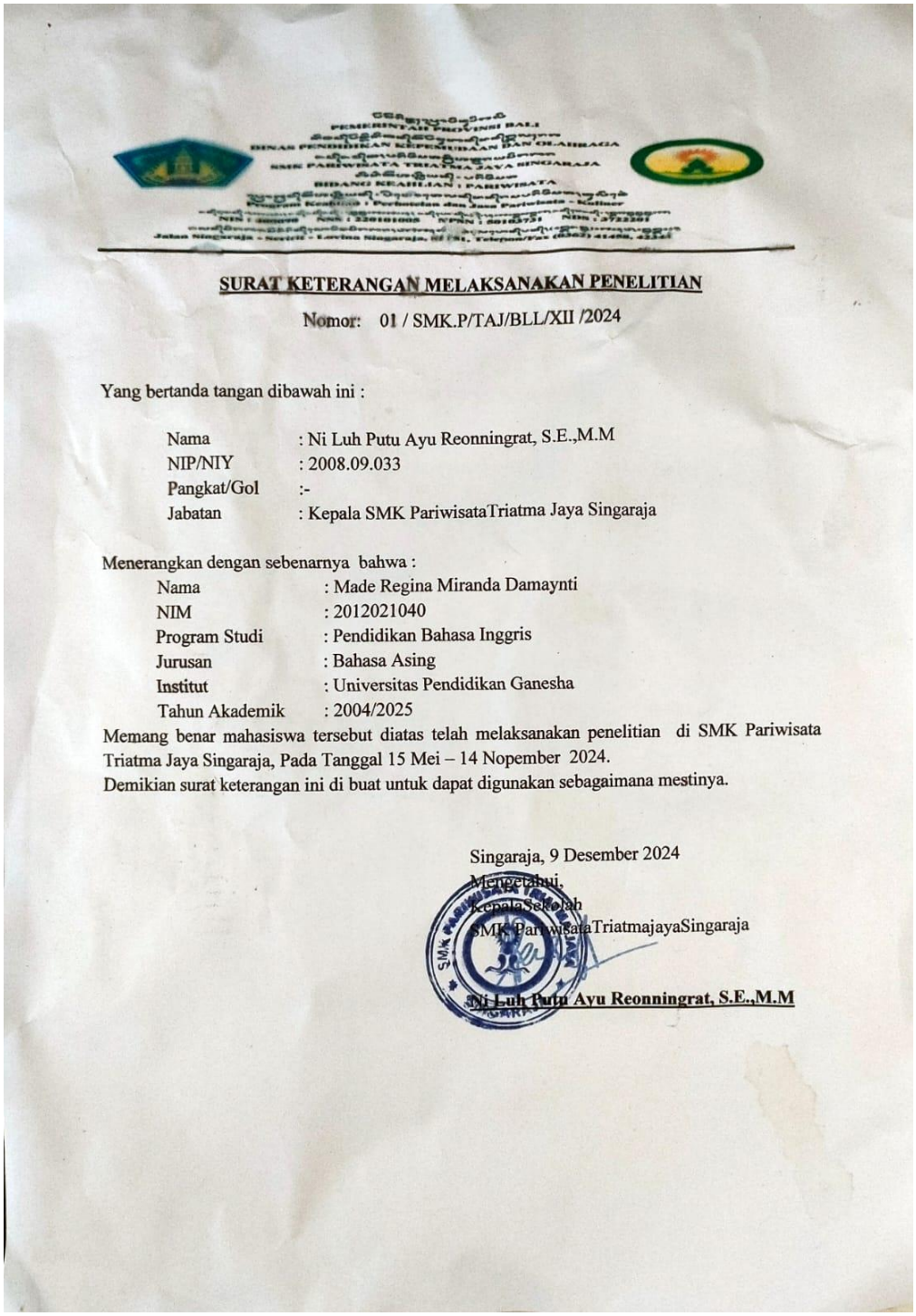
Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,

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

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

Appendix 2: Proof of Conducting Research



PEMERINTAH PROVINSI BALI
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAHRAGA
SMK PARIWISATA TRIATMA JAYA SINGARAJA
BIDANG KEAHLIAN : PARIWISATA

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

Nomor: 01 / SMK.P/TAJ/BLL/XII /2024

Yang bertanda tangan dibawah ini :

Nama	: Ni Luh Putu Ayu Reonningrat, S.E.,M.M
NIP/NIY	: 2008.09.033
Pangkat/Gol	:-
Jabatan	: Kepala SMK PariwisataTriatma Jaya Singaraja

Menerangkan dengan sebenarnya bahwa :

Nama	: Made Regina Miranda Damaynti
NIM	: 2012021040
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa Asing
Institut	: Universitas Pendidikan Ganesha
Tahun Akademik	: 2004/2025

Memang benar mahasiswa tersebut diatas telah melaksanakan penelitian di SMK Pariwisata Triatma Jaya Singaraja, Pada Tanggal 15 Mei – 14 Nopember 2024.
Demikian surat keterangan ini di buat untuk dapat digunakan sebagaimana mestinya.

Singaraja, 9 Desember 2024
Mengetahui,
KepalaSekolah
SMK PariwisataTriatmajayaSingaraja

Ni Luh Putu Ayu Reonningrat, S.E.,M.M

Appendix 3: Results of the Instrument Validation

Instrument Validation Sheet
(Interview Guide)

Expert : Prof. Dr. I.G.A. Lokita Purnamika Utami, S.Pd., M.Pd
Institution : Universitas Pendidikan Ganesha

This instrument validation sheet is filled out by the expert judge.

Question Number	Relevant	Irrelevant
1	✓	
2	✓	
3	✓	
4	✓	
5	✓	
6	✓	
7	✓	
8	✓	
9	✓	

Expert 1,

Prof. Dr. I.G.A. Lokita Purnamika Utami, S.Pd., M.Pd.
NIP. 198304022006042001

Instrument Validation Sheet

(Interview Guide)

Expert : Dewa Ayu Agustini, S.Pd., M.S.

Institution : Universitas Pendidikan Ganesha

This instrument validation sheet is filled out by the expert judge.

Question Number	Relevant	Irrelevant
1	√	
2	√	
3	√	
4	√	
5	√	
6	√	
7	√	
8	√	
9	√	

Expert 2,

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

NIP. 198108142009122002

Content Expert Validation

Expert : Prof. Dr. I.G.A. Lokita Purnamika Utami, S.Pd., M.Pd. .

Institution : Universitas Pendidikan Ganesha

Content Experts Evaluation Sheet

This evaluation sheet is filled by the expert judge. The criteria of the instrument were adapted from Findawati and Suprianto (2014).

Give a checklist mark (✓) in the scoring column.

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 research 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. I.G.A. Lokita Purnamika Utami, S.Pd., M.Pd.

NIP. 198304022006042001

Media Expert Validation

Expert : Prof. Dr. I.G.A. Lokita Purnamika Utami, S.Pd., M.Pd.

Institution : Universitas Pendidikan Ganesha

Media and Design Experts Evaluation Sheet

This instrument validation sheet is filled by the expert judge. The criteria of the instrument were adapted from Findawati and Suprianto (2014).

Give a checklist mark (✓) in the scoring column.

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 on various existing hardware andsoftware.							√	
		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. I.G.A. Lokita Purnamika Utami, S.Pd., M.Pd.

NIP. 198304022006042001

Content Expert Validation

Expert **:** Dewa Ayu Agustini, S.Pd., M.S. .

Institution **:** Universitas Pendidikan Ganesha

Content Experts Evaluation Sheet

This evaluation sheet is filled by the expert judge. The criteria of the instrument were adapted from Findawati and Suprianto (2014).

Give a checklist mark (✓) in the scoring column.

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 research 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 Agustini, S.Pd., M.S.

NIP. 198108142009122002

Media Expert Validation

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

Institution : Universitas Pendidikan Ganesha

Media Experts Evaluation Sheet

This instrument validation sheet is filled by the expert judge. The criteria of the instrument were adapted from Findawati and Suprianto (2014).

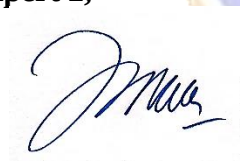
Give a checklist mark (✓) in the scoring column.

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 on various existing hardware andsoftware.							√	
		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 Agustini, S.Pd., M.S.

NIP. 19810814200912200

Instrument Validation Sheet

(User Review Sheet)

Expert : Prof. Dr. I.G.A. Lokita Purnamika Utami, S.Pd., M.Pd. .

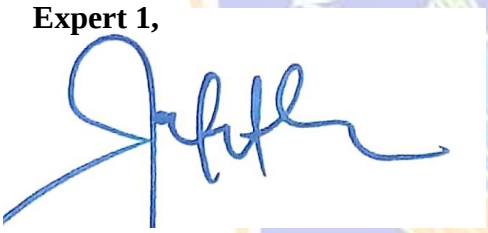
Institution : Universitas Pendidikan Ganesha

This instrument validation sheet is filled out by the expert judge.

Aspects	Descriptors	Relevant	Irrelevant
Content (Joshi and Gupta, 2021; Dunlap and Lowenthal, 2016)	Comprehensive and easily grasped teaching ideas are presented quickly, clearly, and precisely, align well with vocational tourism students' needs, and demonstrate effective use of the CakeApp features for speaking skills.	√	
Design	It is visually engaging, has a well-organized layout and enjoyable format, is written clearly and readable in a clear	√	

(Joshi and Gupta, 2021; Dunlap and Lowenthal, 2016)	font, and effectively uses images/icons related to the content.		
Practicality (Joshi and Gupta, 2021; Dunlap and Lowenthal, 2016)	Provides actionable steps for teachers to implement; ideas are realistic and adaptable for various class sizes and levels.	√	

Expert 1,



Prof. Dr. I.G.A. Lokita Purnamika Utami, S.Pd., M.Pd.

NIP. 198304022006042001

Instrument Validation Sheet

(User Review Sheet)

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

Institution : Universitas Pendidikan Ganesha

This instrument validation sheet is filled out by the expert judge.

Aspects	Descriptors	Relevant	Irrelevant
Content (Joshi and Gupta, 2021; Dunlap and Lowenthal, 2016)	Comprehensive and easily grasped teaching ideas are presented quickly, clearly, and precisely, align well with vocational tourism students' needs, and demonstrate effective use of the CakeApp features for speaking skills.	√	
Design	It is visually engaging, has a well-organized layout and enjoyable format, is written clearly and readable in a clear	√	

(Joshi and Gupta, 2021; Dunlap and Lowenthal, 2016)	font, and effectively uses images/icons related to the content.		
Practicality (Joshi and Gupta, 2021; Dunlap and Lowenthal, 2016)	Provides actionable steps for teachers to implement; ideas are realistic and adaptable for various class sizes and levels.	√	

Expert 2,

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

NIP. 198108142009122002

Appendix 4: The Interview Guide

No.	Questions
1.	What curriculum is used at SMK Pariwisata Triatma Jaya Singaraja, particularly for teaching the 12th grade?
2.	What is the English teaching approach employed with the 12th-grade students? (Is it divided to be general tourism English and/or English for Specific Purposes, for tourism vocational skills?)
3.	What teaching method is used in your speaking classes?
4.	What are the teaching speaking activities that are usually conducted in your classroom?
5.	Have you ever utilized digital tools in your speaking classes?
6.	What digital tools have you utilized in your speaking classes?
7.	Have you discovered the CakeApp as an English-speaking instruction?
8.	Have you faced any challenges while teaching speaking in your classes?
9.	Would you share how you overcame the challenges?

Appendix 5*:* Results of the Interview

No.	Questions	Answers (The Results of the Interview)
1.	What curriculum is used at SMK Pariwisata Triatma Jaya Singaraja, particularly for teaching the 12th grade?	At SMK Pariwisata Triatma Jaya, the curriculum used to teach the 12th grade students is the Merdeka curriculum.
2.	What is the English teaching approach employed with the 12th-grade students? (Is it divided to be general tourism English and/or English for Specific Purposes, for tourism vocational skills?)	The administrative English learning for Specific Purpose, which means tourism purpose, is placed in the eleventh grade, where the tenth and the twelfth grade will keep for English General Purpose. In fact, both of those learning are combined in the teaching and learning process in each grade.

3.	What teaching method is used in your speaking class?	During the teaching-learning process, I employ the lecturing method while encouraging every student to speak in the class, using some specific questions.
4.	What are the teaching speaking activities that are usually conducted in the classroom?	Initially, I show some pictures related to our learning topic being learned. Then, I provide two or three prompted questions as it is effective for encouraging students in my class to practice their English speaking. Sometimes, I also ask them to have 'dialogue reading' in front of the class.
5.	Have you ever utilized digital tool in your speaking classes?	Yes, I have ever utilized several digital tool in her speaking classes.

6.	What digital tools have you utilized for teaching speaking?	Several digital tool that I have utilized in my speaking classes are YouTube, Kahoot, and Quizezz, as well as Padlet.
7.	Have you discovered the CakeApp as an English learning application?	I have never known the application. Never utilized it either (the teacher then asked the researcher to show the application icon).
8.	Have you faced any challenges while teaching speaking in your class?	Certainly, yes! The primary matter in my speaking class is they (students) are able to understand what the teacher say, yet they are not able to give any responses, specifically by using English. There are also some of them who do not understand sentences, as they lack of vocabularies. Furthermore, the students are lack of confidence to speak in English.

9.	Would you share how you overcame the challenges?	To overcome the challenges, I usually encourage every student to have a chance in speaking in the class. If it is hard for them, I will guide them by using word translation technique, which can aid them to understand the context of question delivered to them. Afterward, they can give a little more response.

UNIVERSITAS PENDIDIKAN GANESHA
UNDIKSHA

Appendix 6: English ATP (Alur Tujuan Pembelajaran)

CP & ATP
BAHASA INGGRIS
KURIKULUM MERDEKA

Nama penyusun	: Putu Narita Sari, S.Pd
Nama Sekolah	: SMK Pariwisata Triatma Jaya Singaraka
Mata pelajaran	: Bahasa Inggris
Fase / Kelas	: F dan F lanjutan / XI dan XII

CAPAIAN PEMBELAJARAN FASE F (SMK KELAS 11-12)

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 asli** menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks 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 kosa kata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa.

A. MENYIMAK & BERBICARA

Pada akhir fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk **menyampaikan opini** terhadap isu sosial dan untuk **membahas minat, perilaku dan nilai-nilai lintas konteks budaya** yang dekat 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.

B. MEMBACA & MEMIRSA

Pada akhir fase F, peserta didik membaca dan merespon berbagai macam teks seperti **narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi** secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesa dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya 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.

C. 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 kosa kata 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.

PROFIL PELAJAR PANCASILA Beriman, bertakwa kepada Tuhan YME, dan Berakhlak Mulia, Berkebinekaan Global, Bergotong-royong, Mandiri, Bernalar Kritis dan Kreatif.

TUJUAN PEMBELAJARAN			ACUAN KEBAHASAAN
NO (Kelas.Sub Keterampilan. Urutan Aktivitas)	A. MENYIMAK dan BERBICARA	ALOKASI WAKTU	
12.A.12	Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan mengungkapkan preferensi dan perbandingan (*preference & comparison*) secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal. (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan ungkapan *preferensi & comparison* serta strategi inisiasi dan pemertahanan pertuturan)	9 JP	**1. TOPIK** • News update • Education, Social, Politics, Culture, Economy, Art, Nature, Environment, Health, Technology. • Adolescent life • Social media • Natural & Social Phenomena • Eco-friendly Environment Projects • Distance & Online learning • Research projects **2. FUNGSI** • Preferencing • Comparing • Suggesting • Informing • Reporting • Explaining • Persuading • Convincing • Influencing • Debating • Contrasting **3. TIPE TEKS** • News item
12.A.13	Mengaplikasikan dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan serta merancang teks interaksi transaksional lisan yang melibatkan tindakan memberi saran dan memengaruhi (*suggestion & influence*) secara kritis, kreatif dan santun terkait topik fenomena alam dan fenomena sosial dengan tingkat kelancaran dan ketepatan yang optimal. (Perhatikan intonasi, nada, kecepatan ujaran, volume suara, penekanan untuk memengaruhi makna, penggunaan *influential and persuasive words/phrases* serta strategi inisiasi, pemertahanan dan pengembangan pertuturan)	9 JP	
12.A.14	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk eksposisi persuasif (*exposition*)secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	12 JP	

12.A.15	Menganalisis dan menyimpulkan makna secara kontekstual fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan berbentuk argumentasi (*discussion*)secara kritis, kreatif dan santun terkait topik fenomena alam dan sosial dengan tingkat kelancaran dan ketepatan yang optimal.	12 JP	• Exposition • Argumentative (Discussion) **4. GRAMATIKA** • Gerunds & Infinitives • Present tenses • Future tenses • Perfect tenses • Conditional sentences • Cohesive devices • Compound & complex sentences • Coordinate & Subordinate conjunctions • Adjective clause • Adverbial clause **5. KOSAKATA** • Natural & Social phenomena • Historical & Cultural issue • Health issues • Hardware & software • Natural & Social Phenomena • Things in town, village, mountain, sea, suburb • Social media • Books & literature • Healthy life styles • Economic challenges • Advance technology • Good governance • Excellent campus • Upcoming research • New perspectives of education • Pandemic • New Normal life • Global skills
NO (Kelas.Sub Keterampilan. Urutan Aktivitas)	**B. MEMBACA dan MEMIRSA**	**ALOKASI WAKTU**	
12.B.10	Menganalisis, menyimpulkan makna, dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis dan lisan berbentuk news item secara kritis, kreatif dan jujur terkait topik fenomena alam dan fenomena sosial sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	
12.B.11	Menganalisis, menyimpulkan makna, dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis dan lisan berbentuk eksposisi persuasif (exposition) secara kritis, kreatif dan jujur terkait topik fenomena alam dan fenomena sosial sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.	12 JP	
12.B.12	Menganalisis, menyimpulkan makna, dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tulis dan lisan berbentuk argumentasi (*discussion*) secara kritis, kreatif dan jujur terkait topik fenomena alam dan fenomena sosial sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.	12 JP	
NO (Kelas.Sub Keterampilan. Urutan Aktivitas)	**C. MENULIS dan MEMPRESENTASIKAN**	**ALOKASI WAKTU**	
12.C.10	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk news item dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara kritis, kreatif, dan mandiri terkait topik fenomena alam dan fenomena sosial sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.	9 JP	

12.C.11	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk eksposisi persuasif (*exposition*) dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara kritis, kreatif, dan mandiri terkait topik fenomena alam dan fenomena sosial sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.	12 JP	**6. ASESMEN** • Listening & Speaking performances • Understanding & Constructing conversation • Reading comprehension • Writing & Presenting performances **7. ALOKASI WAKTU** • **3 JP/Pertemuan** (JP: Jam Pelajaran) • Secara umum tiap tujuan pembelajaran berdurasi **9-12** JP (3-4 pertemuan) • Total **10** Tujuan pembelajaran • Total JP selama setahun **108** JP
12.C.12	Merancang teks tulis dan mempresentasikan secara lisan teks berbentuk argumentasi (*discussion*) dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara kritis, kreatif, dan mandiri terkait topik fenomena alam dan fenomena sosial sesuai dengan konteks penggunaannya dengan tingkat kelancaran dan ketepatan yang optimal.	12 JP	

PENJELASAN UMUM PENYUSUNAN ALUR & TUJUAN PEMBELAJARAN (ATP)
MATA PELAJARAN BAHASA INGGRIS FASE E-F (SMK)

A. Prinsip Penyusunan Alur & Tujuan Pembelajaran

Penyusunan **Alur dan Tujuan Pembelajaran (ATP)** ini mengacu pada **Capaian Pembelajaran (CP)** Mata pelajaran bahasa Inggris pada fase E-F dan Prinsip Penyusunan Alur dan Tujuan Pembelajaran yang diterbitkan oleh Kemendikbud RI. Oleh karenanya, maka rumusan tiap **Tujuan Pembelajaran (TP)** yang terdapat dalam contoh alur dan tujuan pembelajaran ini diharapkan mampu mengejawantahkan seluruh aspek terkait pengoptimalan **unit pembelajaran**.

1. **Sederhana dan Informatif**: Dengan menyertakan Penjelasan Umum penyusunan ATP ini diharapkan mempermudah pemahaman para guru/pengguna/pembaca ATP ini. Hal ini dilakukan dengan menggunakan istilah atau terminologi yang umum dan tidak bermakna ambigu atau tafsir ganda. Untuk penggunaan istilah khusus, penulis menyertakan penjelasan secukupnya dalam bentuk glosarium dan penjelasan umum penyusunan ATP.
2. **Esensial dan Kontekstual.** Memuat aspek pembelajaran yang sangat mendasar atau penting yakni kompetensi, konten/materi dan hasil pembelajaran. Selain itu, juga mempertimbangkan penyediaan pengalaman belajar yang relevan dengan kehidupan atau dunia nyata berupa aktivitas yang menantang, menyenangkan dan bermakna. Contoh ATP ini menyediakan informasi **ACUAN KEBAHASAAN** yang berisi **topik, fungsi, tipe teks, gramatika, kosakata, asesmen, dan alokasi waktu pertahun pembelajaran.**
3. **Berkesinambungan.** Antar fase dan antar tujuan pembelajaran saling terkait dan merupakan capaian secara runtut, sistematis, dan berjenjang untuk memeroleh Capaian Pembelajaran (CP) yang telah ditetapkan dalam mata pelajaran bahasa Inggris Fase E-F. Penyusunan **TP** dilakukan secara kronologis berdasarkan urutan pembelajaran dari waktu ke waktu yakni antar fase, antar tahun, dan antar semester. Juga antar subketerampilan berbahasa yakni: menyimak-berbicara, membaca-memirsa, dan menulis-mempresentasikan. Ketiga pasang subketerampilan ini dapat disajikan secara berurutan sebagai satu kesatuan unit pembelajaran yang mengacu pada satu materi atau tipe teks.
4. **Pengoptimalan 3 aspek kompetensi** yaitu: Pengetahuan, Keterampilan dan Sikap yang berjenjang selaras dengan tahapan kognitif (mengingat, memahami, mengaplikasi, menganalisis, mengevaluasi, dan mencipta) serta dimensi kognitif (faktual-konseptual-prosedural-metakognitif). Pengoptimalan juga dilakukan pada penumbuhan kecakapan hidup (kritis, kreatif, komunikatif dan kolaboratif) serta Profil Pelajar Pancasila (Beriman, berkebinekaan global, bergotong-royong, kreatif, bernalar kritis, dan mandiri). Rumusan tiap TP dalam contoh ATP ini telah memadukan hal-hal tersebut dengan menekankan pada jenjang berpikir tingkat tinggi sebagai tujuan tiap unit selaras dengan target subjek belajar yakni siswa SMK.
5. **Merdeka Belajar.** Salah satu prinsip utama penyusunan Alur dan Tujuan pembelajaran ini adalah pemahaman istilah *merdeka belajar* antara lain: 1) Memerdekakan siswa dalam berpikir dan bertindak pada ranah akademis dan bertanggung jawab secara moral. 2) Memfasilitasi dan menginspirasi

kreativitas siswa dengan mempertimbangkan keunikan individualnya (kecepatan belajar, gaya dan minat). 3) Mengoptimalkan peran dan kompetensi guru dalam merumuskan perencanaan dan pelaksanaan pembelajaran. Ketiga hal tersebut pada gilirannya akan teraktualisasi pada penyusunan **modul ajar/RPP (Rencana Pelaksanaan Pembelajaran) tiap unit.** Dengan rumusan topik **fenomena alam dan sosial** pada beberapa TP bertujuan memberikan ruang luas kepada guru untuk menentukan atau memilih sendiri subtopik yang kontekstual dan sesuai kondisi siswa dan satuan pendidikan. Demikian pula dengan rumusan kata kerja operasional (KKO) yang merepresentasikan jenjang berpikir pada tiap TP, memfasilitasi guru untuk menentukan aktivitas-aktivitas pendahulu sebagai prasyarat untuk mencapai TP yang telah ditetapkan.

6. **Operasional dan Aplikatif.** Rumusan Alur & Tujuan Pembelajaran ini memvisualisasikan dan mendeskripsikan proses pembelajaran dan penilaian secara utuh sebagai satu kesatuan yang dapat menjadi acuan operasional yang aplikatif untuk merancang modul ajar/RPP.
7. **Adaptif dan Fleksibel.** Sesuai dengan karakteristik mata pelajaran, karakteristik siswa, dan karakteristik satuan pendidikan serta mempertimbangkan alokasi waktu dan relevansi antar mata pelajaran serta ruang lingkup pembelajaran yakni intra kurikuler, kokurikuler, dan ekstra kurikuler.

B. Pembelajaran & Penilaian Bahasa Inggris

Kompetensi Bahasa Inggris Umum Fase E-F adalah kemampuan berkomunikasi dalam tiga jenis teks, 1) interpersonal, 2) transaksional, dan 3) fungsional, secara lisan dan tulis, pada tataran literasi informasional, untuk melaksanakan fungsi sosial, dalam konteks kehidupan personal, sosial budaya, akademik, dan profesi, dengan menggunakan berbagai bentuk teks (*genre based text*), dengan struktur yang berterima secara koheren dan kohesif serta unsur-unsur kebahasaan secara tepat.

KOMPETENSI	RUANG LINGKUP MATERI
▪ Menunjukkan perilaku sesuai **Profil Pelajar Pancasila**. Penumbuhan perilaku ini dilakukan secara sadar dalam tiap proses pembelajaran di dalam dan luar kelas secara konsisten. ▪ Pencapaian **kecakapan hidup** abad 21 (21st *life skills*) yang diperoleh melalui berbagai aktivitas dan materi pembelajaran yang integratif. ▪ Mengembangkan **kemampuan berpikir berjenjang** yakni: mengingat, memahami, mengaplikasi, menganalisis, mengevaluasi, dan mencipta dengan berfokus pada penalaran tingkat tinggi selaras dengan usia siswa SMK. ▪ Tingkat capaian **kompetensi linguistik** (*linguistic competence*) yakni: Strategik, Pragmatik (fungsional & wacana), serta Linguistik (gramatikal &	▪ Berbagai **teks multimoda** (audio, visual, audio & visual) dalam wacana interpersonal, transaksional, fungsional khusus, dan fungsional dalam bentuk teks *descriptive, recount, narrative, procedure, report, news item, explanation, exposition, argumentative (discussion), dan lain-lain* pada tataran literasi informasional; ▪ Penguasaan setiap tipe teks mencakup tiga aspek, yaitu **fungsi sosial** (topik, tujuan, fungsi, dampak, latar belakang, sikap/nilai yang diusung, serta peran & fungsi pembicara/penulis dalam teks), **struktur teks** (pandangan/maksud/pendapat yang menjadi ide utama teks), rincian argumentasi, rincian deskripsi, rincian peristiwa) dan **unsur kebahasaan** (sinonim, tense, *passive voice*, referensi gramatika, referensi makna dan lain-

leksikal) selaras dengan hakikat pembelajaran bahasa dan pembelajar bahasa Inggris sebagai bahasa asing. ▪ Kompetensi **pengetahuan, keterampilan** dan **sikap** dicapai melalui berbagai aktivitas dan materi pembelajaran yang bermakna, menarik, menantang dan menyenangkan dengan mengacu pada penilaian proses dan penilaian hasil yang terukur dan komprehensif. ▪ **Menerapkan, menganalisis, menyimpulkan makna, mengevaluasi, merancang** dan **mempresentasikan** berbagai capaian pembelajaran merupakan aktivitas berpikir esensial yang diwadahi dalam rumusan tujuan pembelajaran yang akan dicapai yakni kompetensi komunikatif berbahasa. ▪ **Literasi informasi dan digital** merupakan salah satu sasaran utama dalam pembelajaran bahasa Inggris fase E-F ini sehingga berbagai aktivitas yang dirancang oleh guru hendaknya melibatkan proses *berliterasi* ini.	lain), yang ketiganya ditentukan dan dipilih sesuai tujuan dan konteks komunikasinya; ▪ **Subketerampilan berbahasa** mencakup 1) menyimak & berbicara, 2) membaca dan memirsa, serta 3) menulis dan mempresentasikan yang disajikan secara gradual sebagaimana proses pemerolehan bahasa manusia (*language acquisition*) ▪ **Unsur-unsur kebahasaan** mencakup penanda wacana, kosa kata, tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan kerapian tulisan tangan.

Pendekatan atau metode pembelajaran yang selama ini dikenal dan telah banyak digunakan seperti pendekatan saintifik (dapat digunakan sebagai aktualisasi teks ***descriptive, report, procedure, explanation*** dan ***exposition*** dalam bentuk penulisan dan presentasi hasil penelitian ilmiah/***scientific research***), *problem-based learning*, dan *project-based learning* adalah beberapa pilihan pendekatan yang dapat dipilih dalam merancang modul ajar atau unit pembelajaran bahasa Inggris utamanya fase E-F. Pendekatan tersebut mampu memfasilitasi siswa dalam mencapai kompetensi berbahasa yang lebih komprehensif karena dapat menggali kemampuan berpikir kreatif, kritis, kolaboratif dan komunikatif. Perpaduan *genre-based text* dan pendekatan-pendekatan tersebut diyakini mampu menciptakan proses pembelajaran yang menyenangkan, menantang dan bermakna.

Dalam merancang tiap unit pembelajaran (modul ajar/RPP) perlu mengoptimalkan peran teknologi sebagai wadah esensial penyampaian materi dan aktivitas pembelajaran, oleh karenanya, guru perlu memahami berbagai perangkat atau piranti pembelajaran baik piranti lunak maupun keras. Demikian pula dengan sumber-sumber belajar yang selalu siap tersedia pada berbagai platform multimedia saat ini. Perancangan yang integral meliputi pemilihan tujuan pembelajaran, aktivitas dan materi ajar serta media pembelajaran yang tepat merupakan keharusan untuk mendapatkan hasil yang optimal. Media ajar sinkronus dan asinkronus juga merupakan hal yang tidak dapat ditawar lagi seiring dengan kebutuhan pembelajaran yang kontekstual, efektif dan efisien.

Sebagai fase akhir atas rancangan pembelajaran adalah perumusan penilaian. Pembelajaran yang efektif, terukur dan terarah dapat terwujud bila didukung oleh rumusan dan proses penilaian yang efektif juga, baik penilaian proses maupun penilaian hasil. Penilaian merupakan bagian integral dengan pembelajaran, sehingga tidak dapat

dipisahkan dari proses pembelajaran. Tujuan pelaksanaan penilaian adalah sebagai parameter atau alat ukur ketercapaian tujuan pembelajaran sehingga rancangan penilaian dilakukan selaras dengan rancangan proses pembelajaran.

Contoh Rancangan Satu Unit Pembelajaran Fase E (Kelas 10)

Dalam penyusunan unit pembelajaran atau perangkat ajar/modul ajar yang terintegrasi yang meliputi 3 pasang subketerampilan yakni menyimak-berbicara, membaca-memirsa, dan menulis-mempresentasikan, guru dapat memadankan beberapa atau seluruh subketerampilan bahasa tersebut menjadi satu kesatuan unit pembelajaran yang berkesinambungan dalam satu kurun waktu tertentu. Berikut ini contoh perpaduan beberapa tujuan pembelajaran menjadi satu unit pembelajaran yang holistik.

Unit Tujuan Pembelajaran berbasis tipe teks (genre)		**Unit Tujuan Pembelajaran berbasis tipe teks (genre)**		**Unit Tujuan Pembelajaran berbasis tipe teks (genre)**		**Unit Tujuan Pembelajaran berbasis tipe teks (genre)**	
Kode Tujuan Pembelajaran (TP)/Alokasi waktu	Tipe Teks	Kode Tujuan Pembelajaran (TP)/Alokasi waktu	Tipe Teks	Kode Tujuan Pembelajaran (TP)/Alokasi waktu	Tipe Teks	Kode Tujuan Pembelajaran (TP)/Alokasi waktu	Tipe Teks
10.A.4 (8 JP)	*Narrative*	10.A.5 (8 JP)	*Descriptive*	10.A.6 (8 JP)	*Procedure*	10.A.7 (8 JP)	*Recount*
10.B.2 (8 JP)		10.B.3 (8 JP)		10.B.4 (8 JP)		10.B.5 (8 JP)	
10.C.2 (8 JP)		10.C.3 (8 JP)		10.C.4 (8 JP)		10.C.5 (8 JP)	

Unit Tujuan Pembelajaran berbasis Teks Transaksional Lisan (TTL)		**Unit Tujuan Pembelajaran berbasis Teks Fungsional Khusus (*Short Functional Text*)**	
Kode Tujuan Pembelajaran (TP)/Alokasi waktu	Ekspresi Bahasa	Kode Tujuan Pembelajaran (TP)/Alokasi waktu	Tipe Teks fungsional Khusus
10.A.1 (8 JP)	*Needs, Feelings and Attitudes*	10.B.1 (8 JP)	*Advertisement, Invitation & Announcement*
10.A.2 (8 JP)	*Asking & Giving Opinion Agree & Disagree*	10.C.1 (8 JP)	*Advertisement, Invitation & Announcement*

Appendix 7: Results of Learning Objective Flow (ATP) Analysis

Matrix of ATP Analysis

The 12th-grade English Syllabus

at SMK Pariwisata Triatma Jaya Singaraja

No.	Basic Competency	Learning Objectives	Materials/Topics	Sub Topics (If Any)
1.	Analyze and conclude the contextual meaning of social functions, text structures, and linguistic elements of	a) Students can identify expressions of asking for an opinion appropriately.	Argumentation (Discussion)	1) Expressions of Asking for Opinions. 2) Expressions of Giving Opinions. 3) Expression of Stating Agreement.

	written texts in the form of arguments (discussions) critically, creatively, and politely related to topics of natural and social phenomena with optimal fluency and accuracy.	b) Students can use expressions to ask for an opinion appropriately. c) Identifying opposing or supporting (agreement and disagreement) expressions about various choices or opinions. d) Applying opposing or supporting (agreement and		4) Expression of Stating Disagreement.

		disagreement) expressions about various choices.		
2.		a) Students can describe themselves in a job interview practice appropriately. b) Students can answer the job interview questions appropriately.	Job Interview Practice (Additional Topic)	1) Introducing Self in a Job Interview. 2) Stating Weaknesses/ Strengths. 3) Stating Work Experiences.

Appendix 8: Blueprint of the Infographics

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
1.	Asking for Opinions	Students can apply the expression to ask for opinions when speaking in English.	Regarding the tourism field, an opinion could be applied when asking for a recommendation, for instance, ordering at a restaurant is considered a good topic. In the CakeApp, it can be found with the keyword: 'asking for recommendation' as:	- Restaurant - Order - Waiter - Sure - Ask - Suggest - Recommend - Recommendation - Get - Good - Special - Pizza - Spaghetti - Salad - Draft System - Bottles	- Any recommendations? - What do you recommend? - What do you suggest? - What are the specials? / What do you think is the best choice? - What's good here? /What do you think is good here? - What do you think will be good for us? - What else do you have?	**Setting:** at a Restaurant **Scenario:** With their respective groups, students should do a role play featuring two customers asking for food recommendations from a waiter/waitress and then discussing their opinions about the taste of the	**Waiter:** Good evening! Welcome to our restaurant. Are you ready to order, or would you like some recommendations? **Anna:** Hi, yes, we'd love some recommendations. There are so many options on the menu! What do you suggest?	**PRE-ACTIVITY:** The teacher invites students to watch the learning video in the CakeApp thoroughly. The teacher may also ask students to identify the vocabulary and phrases used in the video.

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
			Cake Q&A: Asking for a recommenda-tion		- Do you guys have any special or anything for tonight?	food by using the expression they have learned.	**Waiter:** Of course! If you're looking for something light, our Caesar salad with grilled chicken is very popular. For something more filling, I recommend the seafood pasta, made with fresh local ingredients. **Ben:** That sounds great. I'm also curious about the steak. How is it prepared?	**WHILST ACTIVITY: Divide Students into Groups** After watching the video, the teacher tells students to create a group of 3-4 students. **Distribute the Role of the Card & Explain the Task**

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							Waiter: Our steak is cooked to your preference and served with a side of roasted vegetables and our special herb butter. It's one of our best-selling dishes. **Anna:** Hmm, the seafood pasta does sound delicious, but I'm also tempted by the steak. What do you think, Ben? **Ben:** I think I might go with the	The teacher gives each student a role card and explains the dialogue scenario they should demonstrate in front of the classroom by using the provided phrases to ask for opinions (could be role-play instruction or scripted dialogue).

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							steak. I love a good steak! But, I'm interested in your seafood pasta suggestion too. What do you think is the best choice, Anna? **Anna:** Well, I think I'll try the seafood pasta. It sounds fresh and light, also it might pair well with the white wine we ordered. What do you think? **Ben:** Good point, Anna. I think I'll	**Prepare the Students' Performance :** In this phase, the teacher should allow 5-10 minutes for students to discuss and plan their role-play within their groups and encourage them to stay in character and think creatively

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							stick with the steak, though. I'm in the mood for something hearty. **Waiter:** Excellent choices! I'll put in your order: one steak and one seafood pasta. I'll be right back with your food.	about their responses. **The Students' Role Play Performance :** The teacher ensures that every group presents their role-play to the class, and encourages them to show good facial expressions with the proper body gestures to

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
								communicate the meaning. Other students should actively listen to groups while they perform and prepare supporting pieces of feedback to be conveyed in the feedback session. **POST ACTIVITY: Providing Feedback**

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
								and Discussion The teacher asks the audience to provide constructive feedback for the students who have performed the role play on language use, fluency, and how effectively they used the phrases. The teacher can also

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
								discuss the expression used in the group performance together.
2.	Giving Opinion	Students can apply the expression used to give opinions when speaking in English.	In the CakeApp, several related contents could be found by using these keywords: - Expressing opinions - Expressing thoughts	- Apartment - Rent - USD/Dollars - Neighborhood - Creepy - Important - A bunch - Face Tint - Include - Instead - Web Camera - Weird - Help Care - Degrees	- In my opinion - I think - Personally, I think that - As far as I think - As far as I'm concerned - Truthfully/to be honest - In my view - From my perspective - If you ask me	**Setting:** at a Restaurant **Scenario:** Two people are featuring customers who are sitting together and discussing their opinions about the taste of the	**Laura:** Is this your first time coming here, Jack? **Jack:** Exactly, what about you, Laura? **Laura:** Same here. So, how's the steak? What do you think?	**PRE-ACTIVITY:** The teacher invites students to watch the learning video provided in the CakeApp thoroughly. The teacher may also ask students to identify the

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
				- Nobel Prize - Climate Change - Development - Perspectives - Interest - Different - Ground - Probably		food they are eating.	**Jack:** It's great! The steak is cooked perfectly, and the herb butter adds a nice flavor. What about your pasta? How does it taste? **Laura:** I really like it! The seafood is fresh, and the sauce is light and creamy, just like I hoped. It's delicious! **Jack:** I'm glad to hear that! Do you	vocabulary and phrases used in the video. **WHILST ACTIVITY:** **Divide Students into Pairs (or Groups)** After watching the video, the teacher tells students to create a group of 2 students.

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							want to try a bite of my steak? **Laura:** Sure, and you can taste some of my pasta! **[They exchange bites of their food.]** **Jack:** Mmm, your pasta is really tasty! I think the sauce is just right, and not too heavy. I might try this next time. **Laura:** Thanks! Your steak is	**Distribute the Role of the Card & Explain the Task** The teacher gives each student a role card and explains the dialogue scenario they should demonstrate in front of the classroom by using the provided phrases to give opinions (could be role-

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							excellent, but I think I still prefer the pasta. It's lighter and more refreshing. **Jack:** I see what you mean. Well, at least we both enjoyed our meals! **Laura:** Absolutely! This was a great choice. **[They continue enjoying their meal and chatting.]**	play instruction or scripted dialogue). **Prepare the Students' Performance :** In this phase, the teacher should allow 5-10 minutes for students to discuss and plan their role-play within their groups and encourage them to stay in

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
								character and think creatively about their responses. **The Students' Role Play Performance :** The teacher ensures that every group presents their role-play to the class, and encourages them to show good facial expressions

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
								with the proper body gestures to communicate the meaning. Other students should actively listen to pairs while they perform and prepare supporting pieces of feedback to be conveyed in the feedback session. **POST ACTIVITY:**

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
								Providing Feedback and Discussion The teacher asks the audience to provide constructive feedback for the students who have performed the role play on language use, fluency, and how effectively they used the phrases.

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
								The teacher can also discuss the expression used in the group performance together.
3.	Stating the Agreeing Statement on Something	Students can apply the expression used to state agreement when speaking in English.	In the CakeApp, there are several related content that can be found by using the keywords: - Agreeing	- Summer - Activities - Camp Outside - Outdoor Dwelling - Tent - Cozy - Stars - Chocolaty - Less Sweet - Milder Flavor - Lasts Longer	- Definitely - I agree - You make a fair argument/ an excellent point - Same with me. - So do I. - Well said. - You're right. - You made a good point. - I think so, too.	**Setting:** At a Coffee Shop **Characters:** (Person 1): Joe (Person 2): Mia (Person 3): Sophie (Person 4): Daniel **Scenario:**	**Joe:** Guys, let's share your last vacation. How was everyone's summer? I'll go first. I went on a hiking trip to the mountains, and it was amazing! The views were breathtaking.	**PRE-ACTIVITY:** The teacher invites students to watch the learning video provided in the CakeApp thoroughly. The teacher may also ask

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
				- Taste - Weird - Toppings - Cookies - Sprinkles - Pour - Egg - Pan - Heat - Cooking - Wine	- My opinion is the same. - I'm with you on that one. - I couldn't agree more. - I completely agree.	Four friends, Joe, Mia, Sophie, and Daniel, are sitting at a table, enjoying drinks and catching up after their summer vacations. Then, they share their own travel experience.	**Mia:** Oh, that sounds incredible! I love hiking in the mountains too. I agree with you, there's nothing like the fresh air and the beautiful scenery. **Sophie:** I couldn't agree more! I went hiking last year, and it was one of the best experiences I've ever had. This summer, though, I spent a week at the beach. The weather was	students to identify the vocabulary and phrases used in the video. **WHILST ACTIVITY:** **Divide Students into Groups** After watching the video, the teacher tells students to create a group of 4 students.

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							perfect, and I enjoyed every minute of it! **Daniel:** That sounds wonderful, Sophie. I think beach vacations are so relaxing. I went to the beach too! I spent most of my time surfing and soaking up the sun. I must say, I am with you on that one, guys. Being outdoors, whether it's in the mountains or by the sea, is the best	**Distribute the Role of the Card & Explain the Task** The teacher gives each student a role card and explains the dialogue scenario they should demonstrate in front of the classroom by using the provided phrases about

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							way to spend a vacation. **Joe:** Absolutely! Being in nature helps you unwind. But, I have to say, I'm not much of a beach person. I prefer the cool breeze and the challenge of a good hike. **Mia:** Oh, yes I get what you mean, Joe. But I think both types of vacations have their own charm. I didn't go	stating the agreeing statement on something (could be role-play instruction or scripted dialogue). **Prepare the Students' Performance :** In this phase, the teacher should allow 5-10 minutes for students to discuss and plan their

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							anywhere far this summer, but I did a lot of gardening at home. It was so peaceful and satisfying to grow my own vegetables. **Sophie:** I completely agree with you, Mia. Gardening can be so therapeutic. I actually started a small herb garden on my balcony, and it was so much fun!	role-play within their groups and encourage them to stay in character and think creatively about their responses. **The Students' Role Play Performance :** The teacher ensures that every group presents their role-play to

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							Daniel: That's awesome, Sophie! I think growing your own food is such a rewarding experience. I've always wanted to try it myself. Maybe next summer, I'll give it a shot. **Joe:** You made a good point, Daniel. I think trying new things like that makes summer more memorable.	the class, and encourages them to show good facial expressions with the proper body gestures to communicate the meaning. Other students should actively listen to groups while they perform and prepare supporting pieces of feedback to be conveyed in

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							Mia: Exactly! Whether it's hiking, gardening, or just relaxing at the beach, I think doing what makes you happy is the most important thing. **Sophie:** I couldn't agree more, Mia. At the end of the day, it's all about enjoying your time and making the most of it. **Daniel:** Totally agree! We should plan something	the feedback session. **POST ACTIVITY: Providing Feedback and Discussion** The teacher asks the audience to provide constructive feedback for the students who have performed the role play on language use, fluency, and

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							together next summer. Maybe we could go hiking in the mountains and then relax at the beach! **Joe:** I'm all for it! That sounds like the perfect summer plan. **Mia:** Count me in! I think combining both would be a fantastic idea. **Sophie:** Absolutely, I'm excited already!	how effectively they used the phrases. The teacher can also discuss the expression used in the group performance together.

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
4.	Stating the Disagreeing Statement on Something	Students can apply the expression used to state disagreement when	In the CakeApp, there are several related content that can be found by using the keywords: - Different Opinion	- Hawaiian Pizza - Argue - Culinary - Dish - Italian - Food - Tasty - Cheese	- I have a different opinion. - That's where I see things differently. - There are always different opinions. - There is always a range of opinions. - I'm afraid I disagree. - I have a different opinion about… - That's not how I see it. - It's Debatable	**Setting:** Christina's hotel room, where she is on the phone with Natalie, the room service supervisor. **Characters:** - Christina: A hotel guest who is dissatisfied with the food delivered by room service. - Natalie: The room service supervisor, trying	**Linda:** Good evening. This is Christina. I would like to say that I have a complaint about the room service I received this evening. The food arrived cold, and the steak I ordered was overcooked. I'm really not satisfied with the quality at all. **Natalie:** Good evening, I'm Natalie, the room service supervisor at this hotel. I'm	**PRE-ACTIVITY:** The teacher invites students to watch the learning video provided in the CakeApp thoroughly. The teacher then asks students to identify the vocabulary and phrases used in the video. **WHILST ACTIVITY:**

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
						to handle the guest's complaint. **Scenario:** A guest, Christina, has ordered some food through room service, but she is unhappy with the food quality and timeliness of the order. Christina then calls the room service supervisor, Natalie, to	sorry to hear that, Christina. However, our staff always follow strict guidelines to ensure the food quality. Are you sure the food was cold when it arrived? It was dispatched just minutes before delivery. **Linda:** Thanks for confirming it Ms. Natalie, but that's not how I see it. I'm very sure the food was cold. The fries were	**Divide Students into Groups** After watching the video, the teacher tells students to create a group of 2 students. **Distribute the Role of the Card & Explain the Task** The teacher gives each student a role card and explains the

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
						express her complaints.	soggy, and the steak was dry and well-done, even though I specifically asked for tool-rare. It seems like it sat out for too long before being delivered. **Natalie:** I understand your frustration, but our records show the order was delivered within 20 minutes, which is within our standard time frame. Perhaps the	dialogue scenario they should demonstrate in front of the classroom by using the provided phrases about stating the disagreeing statement on something (could be role-play instruction or scripted dialogue).

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							cooling happened because of the air conditioning in your room? **Christina:** I'm afraid I disagree. I've had room service at many hotels, and this is below the standard I expect. This isn't about the room temperature; it's about the food quality and the service speed. **Natalie:** I see where you're	**Prepare the Students' Performance :** In this phase, the teacher should allow 5-10 minutes for students to discuss and plan their role-play within their groups and encourage them to stay in character and think creatively

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							coming from, Ms. Christina. I apologize if it didn't meet your expectations. However, our kitchen was quite busy this evening, which might have caused a slight delay. Would you like us to send a fresh order to you? **Christina:** Honestly, I don't think that would help at this point. I've lost my appetite. I'd prefer	about their responses. **The Students' Role Play Performance :** The teacher ensures that every group presents their role-play to the class, and encourages them to show good facial expressions with the proper body gestures to

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							a refund for this meal instead. **Natalie:** I understand your disappointment, but we usually do not provide refunds unless there is a serious issue. Could I offer you a discount on your next meal instead? **Christina:** I'm sorry, but I don't think that's good enough. I paid for a meal that I couldn't even eat.	communicate the meaning. Other students should actively listen to groups while they perform and prepare supporting pieces of feedback to be conveyed in the feedback session. **POST ACTIVITY: Providing Feedback**

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							A discount won't make up for that experience. **Natalie:** I hear you, Christina. I'll speak with our management to see if we can offer a full refund for your meal, considering the circumstances. We certainly don't want to leave you feeling this way. **Christina:** Thank you, I'd appreciate that. I hope this doesn't happen	**and Discussion** The teacher asks the audience to provide constructive feedback for the students who have performed the role play on language use, fluency, and how effectively they used the phrases. The teacher can also discuss the

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							again. Room service is supposed to be convenient, not frustrating as what I experienced today. **Natalie:** Absolutely, and I'm truly sorry for the inconvenience caused. We'll make sure to do better next time. I'll follow up with you shortly about the refund. **Christina:** Alright, I'll wait	expression used in the group performance together.

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							for your update. Thank you for understanding. **Natalie:** Thank you for your patience, Ms. Christina. We'll make this right.	
5.	Job Interview Practice	Students can demonstrate asking and answering questions for a job interview when speaking.	In the CakeApp, there are several related content that can be found by using the keywords: Job Interviews The contents are:	- Interview - Interviewer - Candidates - Strengths - Eagerness - Work - Major - Company - Experience - Organization	**Phrases Used for Asking Questions in a Job Interview:** **(Self-Introduction)** - Can you tell us about yourself?	**Setting:** In the classroom, where Sarah and Sam are seated across from each other. **Characters:** - **Sarah:**	**Sarah (Interviewer):** Good morning, Sam. Thank you for joining me for this interview. How do you feel today?	**PRE-ACTIVITY:** The teacher invites students to watch the learning video provided in the CakeApp thoroughly.

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
			- Job Interview Expressions - Job Interviews: Making a self-introduction - Job Interviews: Talking about Your strengths - Job Interviews: Making a great impression - Job Interview	- Opportunity - Event - Tourism - Field - Manager - Travel Services - Bake - Spare time - Co-worker - Team Leader	- Please tell us a little about yourself. (**Asking about Experiences**) - Can I ask which company you are working for? - Tell me a little bit more about… **(Asking about Personality)** - What do you do in your/free spare time?	The student acts as the interviewer. - **Sam:** Student 2 will be acting as the interviewee, who is applying for the Front Desk Receptionist position. **Scenario:** Sarah and Sam are practicing for a job interview in the hospitality field. Sarah is acting as the	**Sam (Interviewee):** Good morning, Sarah. Thank you for having me. I'm excellent and very excited to join today's interview. **Sarah (interviewer):** Glad to hear that, Sam. Now, let's just get started. Could you please tell me a bit about yourself and why you're interested in the hospitality industry?	The teacher then asks students to identify the vocabulary and phrases used in the video. **WHILST ACTIVITY:** **Divide Students into Pairs** After watching the video, the teacher tells students to work in pairs.

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
					(Asking about Your Strengths) - What would you say is your greatest strength? - What are you good at? - What are your greatest/biggest strengths? - What are your best qualities? - What sets you apart from other applicants/everyone else? **Phrases Used for Answering**	interviewer, and Sam is the interviewee who is applying for a position as a Front Desk Receptionist at a hotel.	**Sam (Interviewee):** My name is Sam. I'm currently a student in a tourism school in Singaraja, majoring in Hospitality Management. I've always enjoyed interacting with people and creating positive experiences with them, which is why I'm passionate about the hospitality industry. I believe it's a field where I	**Explain the Role-Play Task** The teacher explains the dialogue scenario as a role-play between an interviewer and an interview candidate that the students should demonstrate in front of the classroom by using the provided

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
					Questions in a Job Interview: **(Telling about Self-Introduction)** - Hello, I am … or my name is … - Thank you for having me. - Thank you for inviting me. - Thank you for meeting with me. - We really appreciate this opportunity. - I'm currently a student at… and majoring in…		can make a real difference in people's lives by providing excellent service and memorable stays. **Sarah (interviewer):** It's wonderful to hear that, Sam. What then attracted you to apply for the Front Desk Receptionist position at our hotel? **Sam (interviewee):**	phrases they have learned from the video (could be role-play instruction or scripted dialogue). They can also be asked to switch their role. **Prepare the Students' Performance:** In this phase, the teacher should allow 5-10 minutes

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
					- I'm currently working as…at… **(Telling about Personality)** - In my spare time, I like to (V1) or enjoy (V+ ing) … - My time there helped me become… **(Telling about Working-Experiences)** - I've always wanted to work 'for', 'on', or 'with'.		I'm interested in this position because I consider that the front desk is the first point of contact for guests, so it would certainly be a great opportunity for me to make a positive first impression. Furthermore, your hotel is known for its high standards and guest satisfaction, making me want to be part of a team that values	for students to discuss and plan their role-play within their groups and encourage them to stay in character and think creatively about their responses. **The Students' Role Play Performance :** The teacher ensures that

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
					- I was impressed with/by… - I would be a good/great fit because… - I have … years of experience. - I worked for … years. - I've done a lot of work experience. **(Telling about Strengths)** - I can start on (next month, next week) - I think that I'm …		quality service with your hotel. **Sarah (interviewer):** Great! Then, what do you think is the most important skill for a Front Desk Receptionist to have? **Sam (interviewee):** In my view, excellent communication is the most important skill that a Front Desk Receptionist	every pair presents their role-play to the class, and encourages each of them to show good facial expressions with professional body gestures during the practice. Other students should actively listen to their friends.

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
					- My strength is I am a good … - My strengths are my … and … - My top two qualities are my… and …. - I think, … and … are my best qualities since … (your supporting reason).		needs to be able to communicate clearly with guests, answer their questions, provide the information well, and handle any issues that arise. Besides, being friendly, approachable, and able to multitask in a crowded situation are key skills for this role. **Sarah (interviewer):** I completely agree. Now, please tell	**POST ACTIVITY: Providing Feedback and Discussion** The teacher asks the audience to provide constructive feedback for the students who have performed the role-play on language use, fluency, and how effectively

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							me about a time when you had to work as part of a team to accomplish a goal. How did you contribute? **Sam (interviewee):** Regarding its experience, I ever helped facilitate a discussion during a group project in my hospitality class, where everyone could share their ideas and find common ground since we	they used the phrases. The teacher can also discuss the expression used in the group performance together.

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							had to design a concept for a new boutique hotel, and our team at that time had different ideas about the theme we would choose. I suggested to just combine the elements from everyone's ideas to create a unique concept that satisfied all team members. Furthermore, I also created the presentation and presented it to the class. In the end,	

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							our project was well-received, and we got top marks. **Sarah (interviewer):** That's a great contribution. Finally, why should we choose you to be our team in this Front Desk Receptionist position? **Sam (interviewee):** You should choose me because I have a strong passion for	

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							hospitality, also have good communication and problem-solving skills, and am dedicated to providing great guest service. I'm dying to learn, adapt, and contribute to your hotel's reputation for excellence. Therefore, I believe that I would be a positive addition to your team. **Sarah (interviewer):**	

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							Thank you, Sam. That was an amazing interview. You have shown confidence, strong communication skills, and a genuine passion for hospitality. Do you have any questions for me? **Sam (interviewee):** Yes, I do. Could you please tell me more about the training program for new employees and	

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							what opportunities for growth might be available in this role? **Sarah (interviewer):** Certainly! For all new hires, we kindly offer a comprehensive training program, including customer service and property management system training, also shadowing experienced staff. As for growth, there are a range	

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							of opportunities to move up within the hotel, from supervisory roles to management positions, depending on working performance and experience. **Sam (interviewee):** That sounds great! Thank you very much for the information. **Sarah (interviewer):** You're welcome,	

No.	Materials/ Topics	Learning Outcomes	The CakeApp Content	Teaching Speaking Ideas				
				Essential Vocabularies	Essential Phrases	Scenario Demonstration		Lesson Plan (Teaching Activities)
						Role Play	Scripted Dialogue	
							Sam! Thank you for coming in today. It was great speaking with you. We'll be reviewing all the candidates and will get back to you.	

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Appendix 9: Results of the Experts Judgements

Content Experts Judgement

Expert : Prof. Dr. I.G.A. Lokita Purnamika Utami, S.Pd., M.Pd.

Institution : Universitas Pendidikan Ganesha

This instrument validation sheet is filled by the expert judge. The criteria of the instrument were adapted from Findawati and Suprianto (2014).

Give a checklist mark (✓) in the scoring column.

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

	c). The scope and depth of learning objectives.				√		4
	d). The appropriateness of using learning strategies.					√	5
	e). Interactivity.				√		4
	f). Provide learning motivation.				√		4
	g). Contextually and actuality.					√	5
	h). The completeness and quality of research aid materials.					√	5
	i). Suitability of the learning material with learning objectives.					√	5
	j). Depth of material.				√		4
	k). Easy to understand.					√	5
	l). Systematic, coherent, and clear logic flow.				√		4
	m). Clarity of descriptions, discussions, and examples.				√		4
	n). Consistency of evaluation with learning objectives.					√	5

	o). The accuracy and consistency of the evaluation tool.				√		4
	p). Providing feedback on evaluation results.				√		4
	TOTAL	**71**					

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

Expert 1,

Prof. Dr. I.G.A. Lokita Purnamika Utami, S.Pd., M.Pd.

NIP. 198304022006042001

Media Experts Judgement

Expert : Prof. Dr. I.G.A. Lokita Purnamika Utami, S.Pd., M.Pd.

Institution : Universitas Pendidikan Ganesha

This instrument validation sheet is filled by the expert judge. The criteria of the instrument were adapted from Findawati and Suprianto (2014).

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

	f). Easy to use and operate.				√		4
	g). Can be used in various existing hardware and software.					√	5
	h). Appropriate selection of application or software or tool types for development.				√		4
	TOTAL	**36**					

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

Expert 1,

Prof. Dr. I.G.A. Lokita Purnamika Utami, S.Pd., M.Pd.

NIP. 198304022006042001

Content Experts Judgement

Expert **:** Dewa Ayu Agustini, S.Pd., M.S.

Institution **:** Universitas Pendidikan Ganesha

This instrument validation sheet is filled by the expert judge. The criteria of the instrument were adapted from Findawati and Suprianto (2014).

Give a checklist mark (✓) in the scoring column.

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

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

	p). Providing feedback on evaluation results.					√	5
	TOTAL	**74**					

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

Expert 2,

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

NIP. 198108142009122002

Media Expert Judgement

Expert : Dewa Ayu Agustini, S.Pd., M.S.

Institution : Universitas Pendidikan Ganesha

This instrument validation sheet is filled by the expert judge. The criteria of the instrument were adapted from Findawati and Suprianto (2014).

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

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

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

Expert 2,

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

NIP. 198108142009122002

Appendix 10: Infographics' Refinements

Evaluation	Before Refinement	After Refinement
Provide simple sentences regarding the teaching activities in each phase, namely the pre-activities, whilst-activities, and post-activities.	In the previous designs, the infographics did not display an additional explanation regarding the planned teaching activities in each phase. On the other hand, the detailed explanations were only attached to the additional document of the infographics, which could be accessed by scanning the QR code.	Several short explanations referring to the planned teaching activities for each phase are displayed in the infographics' design.
Change the design concept, including involving more color combination or	The previous design looked less visible, all the aspects needed have	The researcher changed the concept ideas of the design, while added more

adding more elements to the infographics design as there was plenty of space left on its design.	been displayed on the designs, yet the way it looked was still less tight.	related elements and using more color combinations to make it more eye-catching.
Provide the assessment rubrics based on the set learning objectives and the planned teaching activities.	There were no assessment rubrics to measure the set learning objectives, specifically the students' speaking skills.	There are several assessment rubrics served for the teacher to measure the set learning objectives, specifically the students' speaking skills.
Simplyfy the teaching activities by considering the time allocation on each phase of activities in class.	The teaching activities that were previously planned were thought to be very lengthy, and they were worried about running out of time to complete them all in a learning meeting in the class.	Speaking exercises have been determined to be efficient as considering to the amount of time allotted for instruction in high schools, though they remain the primary focus. In this instance, Cambridge teaching

		style was used as the reference.
Explain what expressions were meant in the design.	Previously, there were several sentences on the infographics' design that did not state what expressions were being meant.	The sentences are clearer referring to the expressions being learned.
Add full stop to end each sentence.	Previously, there were several sentences written without full stop.	All sentences in the infographics are written with full stop.
To avoid plagiarism, provide the source of the original video used in the CakeApp, which would be suggested to the teacher.	In the previous designs, there were no sources written regarding thumbnails of the videos displayed on the infographics.	There are clear sources regarding the videos on the CakeApp which are displayed on the infographics.

Appendix 11: Results of the User's Review

User Review Sheet

Aspects	Descriptors	Comments
Content (Joshi and Gupta, 2021; Dunlap and Lowenthal, 2016)	Comprehensive and easily grasped teaching ideas are presented quickly, clearly, and precisely, align well with vocational tourism students' needs, and demonstrate effective use of the CakeApp features for speaking skills.	The infographics serve comprehensive and relevant teaching ideas that are well designed to help the specific needs of vocational high school students. The content of this app is not only engaging but also directly can help student to train the student's speaking skills. Moreover, the effective use of the CakeApp features for speaking skills gains the interesting and new learning experience. CakeApp provides students with interactive practice that may boost their confidence and communication abilities.

		If we use CakeApp, hopefully it reflects a further understanding of both speaking as well as the tourism information.
Design (Joshi and Gupta, 2021; Dunlap and Lowenthal, 2016)	It is visually engaging, has a well-organized layout and enjoyable format, is written clearly and readable in a clear font, and effectively uses images/icons related to the content.	The design is pretty interesting and colorful. It is also completed with thoughtful details and tab. The layout ensures that information is easy to be understood. The developed infographics have clear and readable font and icons, allowing me as the teacher to understand each of the instruction of every speaking practices.
Practicality	Provides actionable phases for teachers to implement; ideas are realistic and adaptable for various class sizes and levels.	CakeApp offers ready-to-use conversation scripts and dialogues that I can use into my speaking classes. These materials provide clear instructions so making it easy to

(Joshi and Gupta, 2021; Dunlap and Lowenthal, 2016)		implement without extensive preparation. Moreover, the app will allow me to monitor every students' progress through speaking exercises.

Singaraja,

November 20th, 2024

User,

Putu Narita Sari, S.Pd.

Appendix 12: Final Infographics

YOUR OPINION MATTERS
IN MY OPINION...
Infographic of the CakeApp-Based Teaching Speaking Ideas for 12th Grade of Tourism Vocational High School English Teacher
LEARNING OUTCOMES
1.Students are able to differentiate the expressions used in giving opinions based on the social context appropriately.
2.Students are able to convey their ideas in English conversation using the appropriate expressions of giving opinions with their critical thoughts.
LESSON PLAN
a. Pre-Activities
1. Saying Greetings.
2. Checking Attendance.
3. Warming-Up Activities: Discussing a Short Dialogue and Asking Prompted Questions.
4. Stating Learning Objectives.
b. Whilst-Activities
1. Watching the Cake App Contents.
2. Identifying Expressions.
3. Sharing in Pairs.
4. Explaining Instructions.
5. Students' Role-Play Performance.
c. Post-Activity
Pair-Assessment.
THE CAKEAPP CONTENT
KEYWORDS SEARCH:
Expressing Opinions.
Exam.
LETS LEARN
TOURISM VOCABULARY
1. Apartment.
2.Rent.
3. USD/Dollars.
4.Neighborhood.
5. A bunch of.
6. Creepy.
7. Weird.
8. Ground.
ESSENTIAL EXPRESSIONS
1.In my view, ...
2.From my perspective, ...
3.As far as I think/ am concerned, ...
4.In my opinion, ...
5.Personally, I think that...
6.Truthfully/to be honest, ...
ROLE-PLAY SCENARIO
Two customers sit together at a restaurant. They share their thoughts about the taste of the food they are eating.
SPEAKING UP!
Kindly scan this QR code to get the more specific information and additional details on this infographic!

Infographic of the CakeApp-Based Teaching Speaking Ideas for 12th Grade of Tourism Vocational High School English Teacher
'I AGREE WITH YOU!'
LEARNING OUTCOMES
1.Students are able to identify the agreeing expressions used to convey support to the similar viewpoints appropriately based on the social context.
2.Students are able to play a role in English conversation using the agreeing expressions to show the similar viewpoints with someone.
LESSON PLAN
a. Pre-Activities
1. Saying Greetings.
2. Checking Attendance.
3. Asking Prompted Questions.
4. Stating Learning Objectives.
b. Whilst-Activities
1.Forming Groups.
2. Watching the Cake App Contents.
3. QnA about the Contents.
4. Explaining Instructions.
5. Students' Performance.
c. Post-Activity
Evaluating Other Group Performance.
LEARNING IS FUN
THE CAKEAPP CONTENT
10 Summer Activities
'without doubt' in one word?
https://shorturl.at/NYSFV
BRAND NAME VS GENERIC
My opinion is the same.
https://shorturl.at/HhHNC
3 Better Ways to Say "I agree."
I agree with you.
I'm ___ you on that one.
https://shorturl.at/gQf6F
KEYWORDS OF THE VIDEOS:
1.Without doubt.. 2. My opinion.
Agree (Expressions).
ESSENTIAL EXPRESSIONS
YES
TOURISM VOCABULARY
1.I think so, too.
2.My opinion is the same.
3.I'm with you on that one.
4.I couldn't agree more.
5.You made a good point.
1.Summer.
2.Camp.
3.Outside.
4.Dwelling.
5.Tent.
6. Cooking.
7. Toppings.
8. Wine.
9. Heat.
10. Pour.
ROLE-PLAY SCENARIO
Four friends, Joe, Mia, Sophie, and Daniel, are sitting at a restaurant for catching up after their summer vacations.. They are enjoying drinks and sharing their travel experience.
Kindly scan this QR code to get more specific information and additional details from this infographic!
SCAN ME

NO
I'M AFRAID I DISAGREE
No!
LEARNING OUTCOMES
1. Students are able to differentiate the expressions used to convey opposition to different viewpoints based on their social context appropriately.
2. Students are able to state disagreeing responses with justifications to convey different viewpoints, using the appropriate expressions to disagree with someone.
LESSON PLAN
a. Pre-Activities
1. Greetings.
2. Checking Attendance.
3. Asking Prompted Questions.
4. Stating Learning Objectives.
b. Whilst-Activities
1. Watching the Cake App Contents.
2. Forming Pairs.
3. Explaining Instructions.
4. Students' Performance.
5. Providing Feedback.
c. Post-Activities
• Ice Breaker Statements.
• Inference.
you can do anything
TOURISM VOCABULARY
1. Argue.
2. Hawaiian Pizza.
3. Culinary.
4. Dish.
5. Italian.
6. Food.
7. Tasty.
8. Cheese.
ESSENTIAL EXPRESSIONS
1. I have a different opinion.
2. There is always a range of opinions.
3. I'm afraid I disagree.
4. That's not how I see it.
5. It's debatable.
Different Opinion
THE CAKEAPP CONTENT
I have a different opinion
That's where I see things differently.
https://shorturl.at/bA299
There are always different op...
There is always a range of opinion.
https://shorturl.at/C6FoH
I have a different opinion.
I'm afraid I disagree.
https://shorturl.at/sfUfv
I have a different opinion abo...
That's not how I see it.
Empowering Words
I have a different opinion.
I'm afraid I disagree.
English in Animated Films
I have a different opinion abo...
That's not how I see it.
https://shorturl.at/5glrC
Say your opinion if it's differe...
Speak up if you disagree.
Real English with Spencer
There are different opinions ...
Hawaiian pizza, it's debatable.
https://shorturl.at/EdX5y
ROLE-PLAY SCENARIO
Christina as a guest has ordered some food through room service, but she is unhappy with the food quality and timelines of the order. Then, she calls Natalie, the room service supervisor, to express complaints as her disagreements.
INFORMATION
Kindly scan this QR code to get more specific information and additional details from this infographic!

JOIN OUR TEAM
CV
RESUME
Infographic of the CakeApp-Based Teaching Speaking Ideas for 12th Grade of Tourism Vocational High School English Teacher
LET'S PRACTICE FOR THE INTERVIEW!
LEARNING OUTCOMES
1.Students are able to describe themselves in a job interview appropriately.
2.Students are able to answer the job interview questions appropriately.
LESSON PLAN
a. Pre-Activities
1.Saying Greetings.
2. Checking Attendance.
3.Asking Prompted Questions.
4.Stating Learning Objectives.
b. Whilst-Activities
1.Watching the CakeApp Content.
2.Sharing in Pairs.
3. Explaining Instructions.
4. Students' Performance.
5.Giving Feedback.
c. Post-Activities
1.Reflection.
2.Peer Assessment.
believe
achieve
succeed
TOURISM VOCABULARY
1. Bake
2. Manager
3.Travel Services.
4. Company.
5.Experience.
6. Strength.
7. Eagerness.
8. Interviewer.
ESSENTIAL EXPRESSIONS
1.Can you tell me about yourself?
2.What are your greatest/biggest strengths?
3.Tell me a little bit more about...
1.Good morning. I am..
2.My strengths are...
THE CAKEAPP CONTENT
KEYWORDS: Job Interview
HOW TO ANSWER TELL ME ABOUT YOURSELF
In my free time, I like to read books
In my s___ time, I like to read books.
https://goto.now/pjb7L
What is your job?
I'm now working as a manager at a travel agency.
I'm ___ working as a manager at a travel agency
https://goto.now/htmux
08 common JOB Interview Q&A
Curiosity and creativity are my best qualities.
My ___ are curiosity and creativity.
https://goto.now/jgQAu
Kindly scan this QR code to get more specific information and additional details from this infographic!
SCAN ME!
HR
JOB
ROLE-PLAY SCENARIO
Two people practice as an interviewer and an interviewee who would apply for a position of Front Desk Receptionist at a hotel.

Appendix 13: Documentation of Giving the Infographics to the Teacher

UNDIKSHA