



APPENDICES

Appendix 1 Research Instruments

Appendix 1. 1 Matrix Format of Analysis

No	Learning objectives	Learning topics	Sub topic (if any)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
dst			

FIELD NOTES

Researcher name : Date & time :

Location : Students total :

Context

.....

.....

Observation

1.
2.
3.
4. etc

Reflection

1.
2.
3.
4. etc

Additional notes

1.
2.
3.
4. etc



OBSERVATION SHEET

Researcher name :

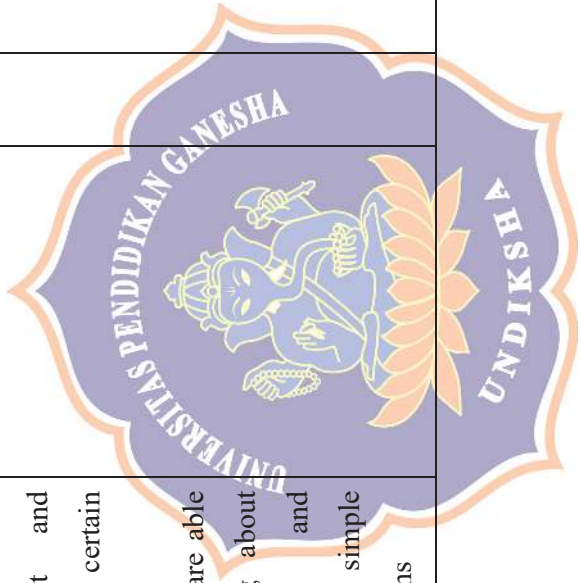
Location :

Class	Pre-Activities	Main-Activities	Post-Activities

Matrix aspect	No	Questions
Experiences	1.	Have you ever used digital learning media during speaking teaching in English class? For example Duolingo, CakeApp, etc.
	2.	Have you ever heard of or used CakeApp in class, especially in English (speaking) lessons?
	3.	Do you prefer conventional learning or modern learning, such as using technology?
Implementations and results	4.	What strategies do you use in the process of teaching speaking in class?
	5.	Are you able to use digital learning media in speaking skill teaching?
Impact and challenges	6.	How can the results that Mr/s get by using digital learning media influence students' abilities in learning speaking in class?
	7.	How does Mr/s refer to students' development in learning to speak in class and communicating with students during the learning process in class?
	8.	What challenges did Mr/s face during the speaking learning process?
	9.	How do you overcome students' learning problems during speaking lessons in class?

Topic	Learning outcomes	CakeApp content	Teaching ideas				Notes	
			T - V	E - P	S - D	L - P	Relevant	Irrelevant
General Greeting and Introduction	<p>a. Students are able to greet guests well and politely</p> <p>b. Students are able to introduce themselves to guests well.</p>	<p>- Videos of “greet the guests in the hotel”</p> <p>- Videos of “Ways to introduce yourself 2”</p>						
Days of the Week, Time and Date	<p>a. Students are able to recognize days and time</p>	<p>- Videos of “Expressions related to days and dates”</p>						

<p>Alphabets and Numbers/ Money (Counting)</p>	<p>a. Students are able to spell and tell numbers of words (counting)</p> <p>b. Students are able to count and know the certain currency</p> <p>c. Students are able to asking about prices and making simple transactions</p>	<p>- Videos of “Reading numbers”</p> <p>- Videos of “Convenience store talk”</p>							
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Asking and Answering Basic Questions, Request, and Offering Help	<p>a. Students are able to ask and answer questions related to 5W+1H</p> <p>b. Students are able to order or request something with simple sentences</p> <p>c. Students are able to offering help to the guest or the others</p>	<p>- Videos of “<i>Speak like a native 17: Helping someone</i>”</p> <p>- Videos of “<i>Easy English Listening : Requesting at a cafe</i>”</p>							
Hotel Vocabulary, Amenities, and Facilities	<p>a. Students are able to guess hotel vocabulary and terms of facilities and amenities</p>	<p>- Videos of “<i>My stuff is missing!</i>”</p>							

Directional Language: Check-in, Facilities, Directions	b. Students are able to point out or giving and asking directions	- Videos of “Asking for directions” - Videos of “Finding and giving directions 2”					
Thanking and Farewell	a. Students are able to say thank you and farewell expression to the guests	- Videos of “Farewell” - Videos of “5 Common Ways to Say “Thank You”					

Notes: In the teaching speaking ideas category, there are some terms of elements related that support the infographics such as, T-V (Tourism Vocabulary), E-P (Essential Phrases), S-D (Scenario-Demonstration), L-P (Lesson Plan).

Singaraja, 2024
Expert

(Expert name)

1.6.1 Content Expert Judgement Validation

No	Name of instrument	Criteria	Score					Total	Notes	
			1	2	3	4	5		R	NR
2.	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) Contextually and actuality								
		h) The completeness and quality of study aid materials								
		i) Suitability of the learning 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. R= Relevant, NR= Not relevant.

Expert

(Expert name)



1.6.2 Product Expert Judgement Validation

No	Name of instrument	Criteria	Score					Total
			1	2	3	4	5	
1.	Product Expert Evaluation sheet	a. Interactive Design						
		b. Communicative media						
		c. Design creativity						
		d. The effectiveness of media use						
		e. Can be maintained and managed easily						
		f. Easy to use and operate						
		g. Can be used in various existing hardware and software						
		h. Appropriate selection of application or software or tool types for development						

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

Expert

(Expert name)

1.6.3 Media Expert Judgement Validation

No	Name of instrument	Criteria	Score					Total	Notes	
			1	2	3	4	5		R	NR
1.	Media Expert Evaluation Sheet	a. Interactive design.								
		b. Communicative media.								
		c. Design creativity								
		d. The effectiveness of media use.								
		e. Can be maintained and managed easily.								
		f. Easy to use and operate.								
		g. Can be used on various existing hardware and software								
		h. Appropriate selection of application or software or tool types for development.								

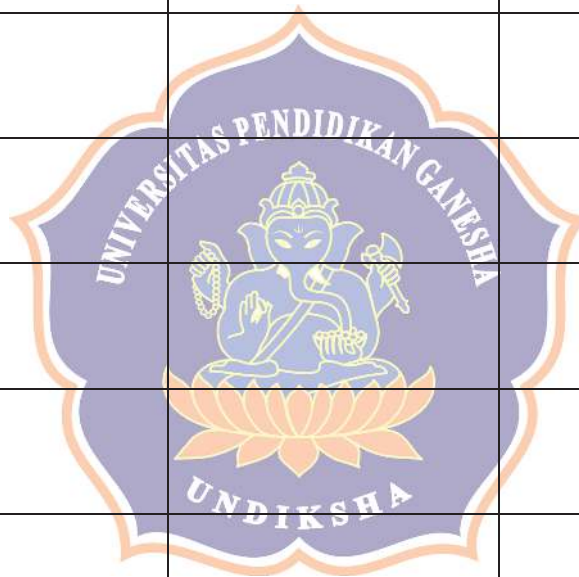
Notes: 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good

Expert

(Expert name)

Appendix 1. 7 Infographics Refinement Sheet

Evaluation	Before Refinement	After Refinement



Aspect	Descriptions	Comments
Content	<p>Comprehensive and relevant teaching ideas; aligns well with the need vocational tourism students; demonstrates effective use of the CakeApp features for speaking skills.</p>	
Design	<p>Visually engaging; well-organized layout; clear and readable font; effective use of images/icons that relate to the content.</p>	
Practicality	<p>Provides actionable steps for teachers to implement; ideas realistic and adaptable to various class sizes and levels.</p>	

Appendix 2 Research Instruments Outcomes

Appendix 2. 1 Result of Interview

Matrix aspect	No	Questions	Teacher's Response
Experiences	1.	Have you ever used digital learning media during speaking teaching in English class? For example Duolingo, CakeApp, etc.	I typically employ a variety of digital learning media, including Quizizz, Google Forms, Google Classroom, and YouTube.
	2.	Have you ever heard of or used CakeApp in class, especially in English (speaking) lessons?	I just now learnt about CakeApp; I had never heard of it before. That said, I never use that kind of app in the classroom. Is it free? That looked interesting, but I don't know much about the material or features yet. So, then how do I used it?
	3.	Do you prefer using books or technology during the speaking learning process?	Speaking courses do not often utilise books such as KLS or Handbooks. We like to incorporate technology into the learning process.

			<p>Even difficult speaking materials may be sent over a WhatsApp group. Examples of learning content include PDF files, tasks, movies, and PowerPoint presentations. These features make it easy to give learners with excellent learning resources at any time. Students prefer using technology to study rather than reading textbooks or written materials, which may be boring.</p>
Implementations and results	4.	<p>What strategies do you use in the process of teaching speaking in class?</p>	<p>I honestly can't remember the name of the educational techniques. However, I generally educate students depending on the setting or subject of learning, such as the front office, food and beverage service, etc.</p>

			<p>Then, we (the teachers) assist the students by showing them recordings of how the bellboy, front office, and waiters function, as well as samples of how to use excellent language. Then, we tell students to create some groups to discuss the topic or problems, and they have to practice it (doing role-play or dialogue).</p>
	5.	Are you able to use digital learning media in speaking skill teaching?	<p>As teachers, we must be adaptable, whether we employ technology or traditional learning methods in our courses. We normally utilize technology at the start of the class to engage our students. Of course, we must be innovative when using technology to improve learning</p>

			results. Using learning media and technology might be challenging due to technical issues and limited facilities.
Impact and challenges	6.	How can the results that Mr/s get by using digital learning media influence students' abilities in learning speaking in class?	In my view, it has the ability to help students learn English. Students prefer technology-based activities like viewing movies, playing games, and taking quizzes over traditional learning methods. Using digital learning tools with engaging features might increase students' enthusiasm.
	7.	How does Mr/s refer to students' development in learning to speak in class and communicating with students during the learning process in class?	Despite studying English at the tourist vocational high school, student's curiosity remains poor. They received important lessons, including hospitality,

			<p>culinary, and beauty. Students may feel challenged to tackle challenges related to technology-based learning. Teachers used bonus points to provide high grades to students who received a large number of points. To improve learning performance, students should be able to communicate effectively and practice speaking skills based on teaching and coaching.</p>
		<p>8. What challenges did Mr/s face during the speaking learning process?</p>	<p>The first is that there aren't enough places to learn in the classroom. Teachers need to be able to use the resources they already have to make learning activities that work. Then, there aren't many chances</p>

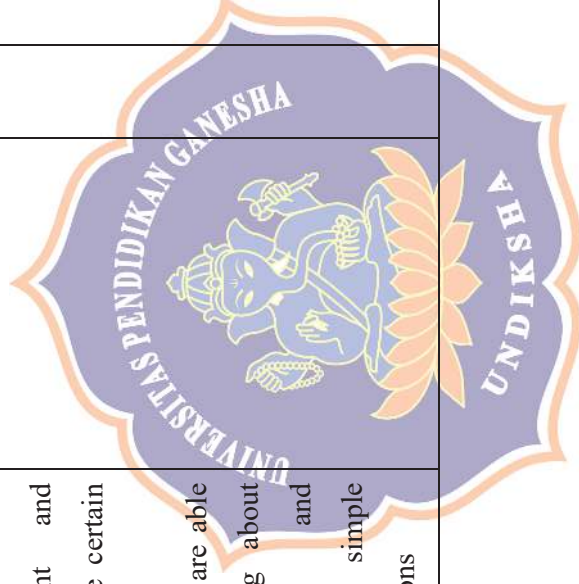
			<p>or ways for students to practice speaking in class, so they have to do it more at home since the teacher can't give them homework or other printouts. Not all students pay attention to their teachers' explanations, orders, and directions during the lesson. It's not important,</p>
		<p>9. How do you overcome students' learning problems during speaking lessons in class?</p>	<p>As an example, if some students didn't get the teacher's advice or directions, the teacher might say them again. The teacher tells students about the important things that will help them. The teacher keeps them going and makes sure they know that they need to learn English for their future jobs. I always get my students</p>

			involved in the learning process by letting them ask questions, give their views, and start talks. I also give them comments on how well they are doing in school.
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Topic	Learning outcomes	CakeApp content	Teaching ideas				Notes	
			T - V	E - P	S - D	L - P	Relevant	Irrelevant
General Greeting and Introduction	<p>a. Students are able to greet guests well and politely</p> <p>b. Students are able to introduce themselves to guests well.</p>	<p>- Videos of “greet the guests in the hotel”</p> <p>- Videos of “Ways to introduce yourself 2”</p>	✓	✓	✓	✓	✓	
Days of the Week, Time and Date	<p>a. Students are able to recognize days and time</p>	<p>- Videos of “Expressions related to days and dates”</p>	✓	✓	✓	✓	✓	

Alphabets and Numbers/ Money (Counting)	<p>a. Students are able to spell and tell numbers of words (counting)</p> <p>b. Students are able to count and know the certain currency</p> <p>c. Students are able to asking about prices and making simple transactions</p>	<p>- Videos of “Reading numbers”</p> <p>- Videos of “Convenience store talk”</p>	✓	✓	✓	✓	✓	
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Directional Check-in, Directions	Language: Facilities, Directions	a. Students are able to point out or giving and asking directions	- Videos of "Asking for directions" - Videos of "Finding and giving directions 2"	✓	✓	✓	✓	✓	✓	
Thanking and Farewell		a. Students are able to say thank you and farewell expression to the guests	- Videos of "Farewell" - Videos of "5 Common Ways to Say Thank You"	✓	✓	✓	✓	✓	✓	

2.3.1 Expert Judgement Validation (Expert I)

Content Expert Judgment Validation

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

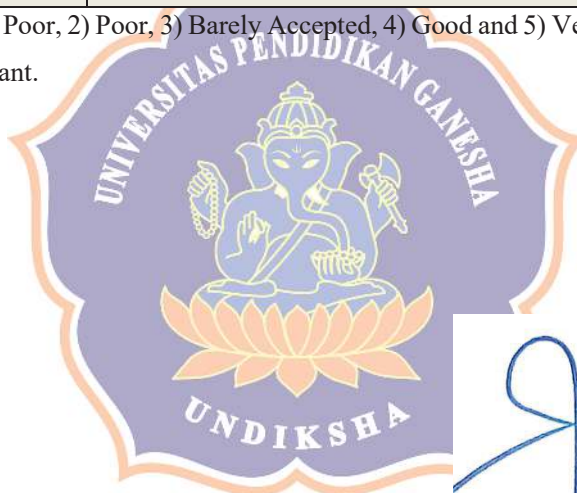
Institution : Universitas Pendidikan Ganesha

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

No	Name of instrument	Criteria	Score					Total	Notes	
			1	2	3	4	5		R	NR
1.	Content Expert Evaluation sheet	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				✓		4	✓	
		f) Provide learning motivation				✓		4	✓	
		g) Contextually and actuality					✓	5	✓	
		h) The completeness and quality of study aid materials					✓	5	✓	
		i) Suitability of the learning material with learning objectives				✓		4	✓	
		j) Depth of material				✓		4	✓	

	k) Easy to understand					✓	5	✓	
	l) Systematic, coherent and clear logic flow					✓	5	✓	
	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		72							

Notes: 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good. R= Relevant, NR= Not relevant.



Expert I

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

NIP. 198304022006042001

Product Expert Judgment Validation

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

Institution : Universitas Pendidikan Ganesha

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

No	Name of instrument	Criteria	Score					Total
			1	2	3	4	5	
1.	Product Expert Evaluation sheet	a. Interactive Design					✓	5
		b. Communicative media					✓	5
		c. Design creativity				✓		4
		d. The effectiveness of media use				✓		4
		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 I



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

NIP. 198304022006042001

Media Expert Judgment Validation

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

Institution : Universitas Pendidikan Ganesha

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

No	Name of instrument	Criteria	Score					Total	Notes	
			1	2	3	4	5		R	NR
1.	Media Expert Evaluation Sheet	a. Interactive design.							✓	
		b. Communicative media.							✓	
		c. Design creativity							✓	
		d. The effectiveness of media use.							✓	
		e. Can be maintained and managed easily.							✓	
		f. Easy to use and operate.							✓	
		g. Can be used on various existing hardware and software							✓	
		h. Appropriate selection of							✓	

		application or software or tool types for development.									
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Notes: 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good

Expert I



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

NIP. 198304022006042001



2.3.2 Expert Judgement Validation (Expert II)

Content Expert Judgment Validation

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

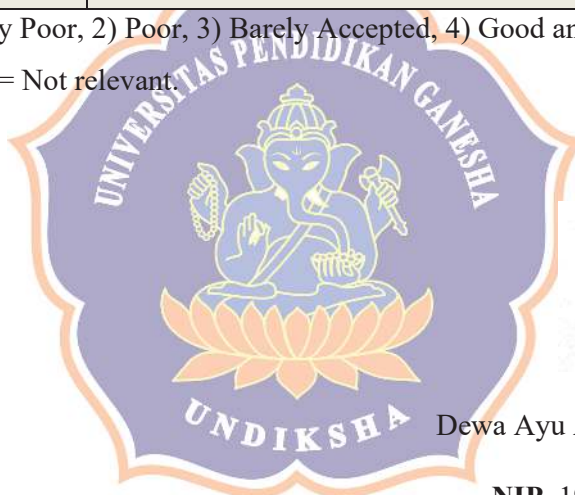
Institution : Universitas Pendidikan Ganesha

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

No	Name of instrument	Criteria	Score					Total	Notes	
			1	2	3	4	5		R	NR
1.	Content Expert Evaluation sheet	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				✓		4	✓	
		f) Provide learning motivation					✓	5	✓	
		g) Contextually and actuality				✓		4	✓	
		h) The completeness and quality of study 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		73							

Notes: 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good. R= Relevant, NR= Not relevant.



Expert II

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

NIP. 198108142009122002

Product Expert Judgment Validation

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

Institution : Universitas Pendidikan Ganesha

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

No	Name of instrument	Criteria	Score					Total
			1	2	3	4	5	
1.	Product Expert Evaluation sheet	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 II



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

NIP. 198108142009122002

Media Expert Judgment Validation

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

Institution : Universitas Pendidikan Ganesha

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

No	Name of instrument	Criteria	Score					Total	Notes	
			1	2	3	4	5		R	NR
1.	Media Expert Evaluation Sheet	a. Interactive design.							✓	
		b. Communicative media.							✓	
		c. Design creativity							✓	
		d. The effectiveness of media use.							✓	
		e. Can be maintained and managed easily.							✓	
		f. Easy to use and operate.							✓	
		g. Can be used on various existing hardware and software							✓	
		h. Appropriate selection of							✓	

		application or software or tool types for development.									
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Notes: 1) Very Poor, 2) Poor, 3) Barely Accepted, 4) Good and 5) Very Good

Expert II



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

NIP. 198108142009122002



2.3.3 Calculation of Expert Judgement Result (Expert I & II)

Content Evaluation

1. Expert I

$$\begin{aligned}\text{Percentage} &= \frac{\text{Actual score}}{\text{SMI}} \times 100\% \\ &= \frac{72}{80} \times 100\% \\ &= 90\%\end{aligned}$$

2. Expert II

$$\begin{aligned}\text{Percentage} &= \frac{\text{Actual score}}{\text{SMI}} \times 100\% \\ &= \frac{73}{80} \times 100\% \\ &= 91\%\end{aligned}$$

Product Evaluation

1. Expert I

$$\begin{aligned}\text{Percentage} &= \frac{\text{Actual score}}{\text{SMI}} \times 100\% \\ &= \frac{36}{40} \times 100\% \\ &= 90\%\end{aligned}$$

2. Expert II

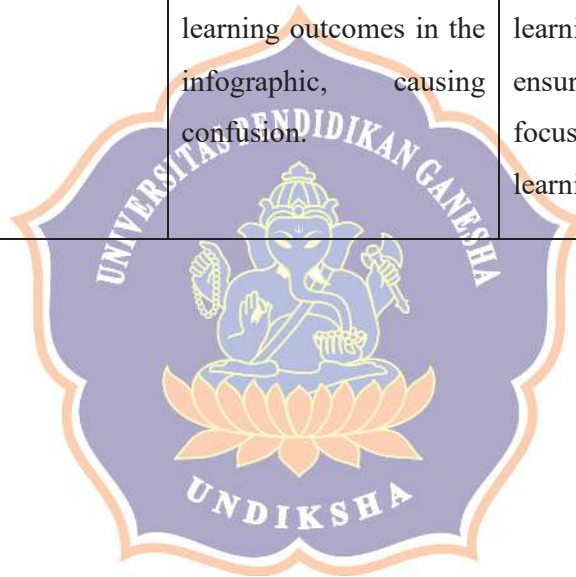
$$\begin{aligned}\text{Percentage} &= \frac{\text{Actual score}}{\text{SMI}} \times 100\% \\ &= \frac{38}{40} \times 100\% \\ &= 93\%\end{aligned}$$



Appendix 2. 4 Result of Infographics Refinement Sheet

Evaluation	Before Refinement	After Refinement
Add a QR code in the infographics.	The lack of QR codes in infographics makes it more challenging for viewers to get the information.	A functioning QR code is included within the infographic, allowing viewers to quickly access further information.
Revise lesson plans to suit the syllabus and curriculum.	The writing of the lesson plan is messy and does not conform to the format set out in the syllabus and curriculum.	The lesson plans have been revised to improve the writing and follow the correct format, making them neater and easier to understand.
Replacing existing images or elements in an infographic.	The images and elements used in the infographic are not relevant to the material presented, so they do not support understanding.	Images and elements have been replaced with more appropriate ones, increasing the relevance and understanding of the material presented.
Delete existing sub-chapters in the infographic.	The infographic uses unnecessary sub-chapters, making it look less than ideal.	Sub-chapters have been removed to make the infographic simpler and focus on the content without unnecessary divisions.
Simplifying the lesson plan in the infographic	The lesson plan presented in the infographic is too long, making it difficult to understand what should	The lesson plan has been simplified, making it more concise and in line with the infographic function for easier

	be easier.	understanding.
Pay attention to grammar, punctuation, and spelling.	There are grammar, punctuation and spelling errors that interfere with understanding.	Grammar, punctuation, and spelling errors have been corrected, improving the clarity and professionalism of the infographic.
Update the learning objectives in the lesson plan.	The learning objectives in the previous lesson plan were the same as the learning outcomes in the infographic, causing confusion.	Learning objectives have been updated to differentiate them from learning outcomes, ensuring clarity and focus on the different learning goals.



Appendix 2. 5 User's Review Sheet Result

Aspect	Descriptions	Comments
Content	Comprehensive and relevant teaching ideas; aligns well with the need vocational tourism students; demonstrates effective use of the CakeApp features for speaking skills.	The design is related to the learning objectives that can be seen from effectiveness of the features. The use of Cake app supports learning activities that relevant to student need, especially for Tourism major. The design such as lesson plans, learning outcomes, scenarios and thumbnails of Cake app are comprehend with productive skills which must be mastered by learners. Indeed, the selection of video contents suitable for the level.
Design	Visually engaging; well-organized layout; clear and readable font; effective use of images/icons that relate to the content.	Clear layout and interactive designs are pictured effectively for teachers. The use of appropriate images and several icons make the design easy to be understood. Meanwhile, there are some writing errors that the designer should pay attention.
Practicality	Provides actionable steps for teachers to implement; ideas realistic and adaptable to various class sizes and levels.	All design provides clear instructions and comprehensive guidelines for those who want to implement it in classroom. Through Cake app, it assists teachers in implementing creative and accessible learning process and encourages students' creativity.

Singaraja, January 13th 2025

Guru Volasi,



Brenda Khanandi, S.Pd.

Appendix 2. 6 Matrix format of analysis (syllabus)

No	Learning objectives	Learning topics	Sub topic (if any)
1.	<p>a. Students will learn how to greet guests well and politely.</p> <p>b. Students will learn how to introduce themselves to guests well and appropriately</p>	Greetings and Self Introduction	
2.	<p>a. Students will be able to accurately spell and verbally express numbers in words.</p> <p>b. Students will be able to count and identify different types of currency.</p> <p>c. Students will be able to ask about prices and conduct simple transactions effectively.</p>	Alphabets and Numbers/ Money (Counting)	
3.	<p>a. Students will be able to recognize and identify the names of the days of the week and accurately tell time.</p>	Days of The Week, Time and Date	
4.	<p>a. Students will be able to formulate and respond to questions using the 5W+1H framework (Who, What, When, Where, Why, and How).</p>	Asking and Answering Basic Questions, Request and Offering Help	

	<p>b. Students will demonstrate the ability to order or request items in a variety of contexts using simple and clear sentences.</p> <p>c. Students will effectively offer help and support to guests and peers in conversational settings.</p>		
5.	<p>a. Students will be able to identify and correctly use hotel vocabulary, including terms related to facilities and amenities, through contextual guessing and application activities.</p>	Hotel Vocabulary, Amenities, and Facilities	
6.	<p>a. Students will be able to give and ask for directions accurately, using appropriate expressions and vocabulary.</p>	Directional Language: Check-in, Facilities, Directions	
7.	<p>a. Students will be able to appropriately use thank-you and farewell expressions in various contexts to demonstrate politeness and cultural understanding.</p>	Thanking and Farewell	

OBSERVATION SHEET

Researcher name : I Wayan Gunawan

Location : SMK N 2 Singaraja

Class	Pre-Activities	Main-Activities	Post-Activities
X	At the beginning of the lesson, the teacher greeted the students and they prayed together. Then, the teacher checked the students' attendance one by one. As an introduction, the teacher asked, "have you ever visited a hotel?" and asked the students to mention the names of hotels they knew. Next, the teacher showed a picture of welcoming guests and asked, "What do you think about this picture?" The teacher also asked some students	The teacher prepare a video from CakeApp about "How to introduce yourself 2" and explains to the students that they will watch it. After that, the teacher invites the students to discuss the video, asking what they observe. The students share their opinions and experiences related to the video. The teacher then asks the students to practice introducing themselves by stating their name, where they are from, and one hobby. After several students introduce	The teacher asks students to summarize what they have larned, asking, "what did you learn today about greetings and self-introduction". After students have presented their conclusions, the teacher provides feedback on the learning process. the teacher also appreciates students participation with positive comments, such as. "I am glad to see you actively discussing and practicing".

	to share their experiences about introductions and greetings. Finally, the teacher explained the material to be studied, namely greetings and self-introductions in the hospitality sector.	themselves, the teacher provides positive feedback and suggestion for improvement.	
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ATP (TEACHING PURPOSES) BAHASA INGGRIS VOKASI (KELAS X)
SMK NEGERI 2 SINGARAJA
TAHUN AJARAN GANJIL & GENAP
2023/2024

Grade	Major	No	Learning Objectives	Learning Topic
X	Hospitality	1	a. Students will learn how to greet guests well and politely. b. Students will learn how to introduce themselves to guests well and appropriately	Greetings and Self Introduction
		2	a. Students will be able to accurately spell and verbally express numbers in words. b. Students will be able to count and identify different types of currency. c. Students will be able to ask about prices and conduct simple transactions effectively.	Alphabets and Numbers/ Money (Counting)
		3	a. Students will be able to recognize and identify the names of the days of the week and accurately tell time.	Days of The Week, Time and Date
		4	a. Students will be able to formulate and respond to	Asking and Answering Basic

			<p>questions using the 5W+1H framework (Who, What, When, Where, Why, and How).</p> <p>b. Students will demonstrate the ability to order or request items in a variety of contexts using simple and clear sentences.</p> <p>c. Students will effectively offer help and support to guests and peers in conversational settings.</p>	Questions, Request and Offering Help
		5	<p>a. Students will be able to identify and correctly use hotel vocabulary, including terms related to facilities and amenities, through contextual guessing and application activities.</p>	Hotel Vocabulary, Amenities, and Facilities
		6	<p>a. Students will be able to give and ask for directions accurately, using appropriate expressions and vocabulary.</p>	Directional Language: Check-in, Facilities, Directions
		7	<p>a. Students will be able to appropriately use thank-you and farewell expressions in various contexts to demonstrate politeness and cultural understanding.</p>	Thanking and Farewell

Singaraja, 18th April 2024

Guru Volasi,

A handwritten signature in black ink, appearing to read 'Brenda Khanandi', with a stylized, cursive script.

Brenda Khanandi, S.Pd.





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 : 1452/UN48.7.1/DT/2024

29 April 2024

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMK Negeri 2 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	: I WAYAN GUNAWAN
NIM	: 2012021231
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



SURAT KETERANGAN

No. **B.10.000/43/SMKN2SGR/DIKPORA**

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Kejuruan (SMK) Negeri 2 Singaraja Kabupaten Buleleng menerangkan :

N A M A : I Wayan Gunawan
 N I M : 2012021231
 PROGRAM STUDI : Pendidikan Bahasa Inggris
 JURUSAN : Bahasa Asing
 UNIVERSITAS : Pendidikan Ganesha

Memang benar yang tersebut di atas telah melaksanakan Penelitian dengan judul – Developing Infographics of Cakeapp Based Teaching Speaking Ideas for Tourism Vocational High School English Teacher in 10th Grade Ood Semester at SMK Negeri 2 Singaraja, dari tanggal 2 Mei s/d 15 Januari 2025.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Bali, 15 Januari 2025

Ditandatangani secara elektronik oleh :
 KEPALA SEKOLAH
Ni Ketut Wisiani, S.Pd., M.Si.
 NIP. 19680609 199003 2 005



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh BSRE



Appendix 5. 1 Documentations





HOSPITALITY CONTEXT

GREETING AND SELF-INTRODUCTION

For English Teachers in 10th Grade of Tourism Vocational High School

LESSON PLAN

A. Pre-Activities

1. Welcome students and initiate greetings.
2. Check attendance.
3. Icebreaker: Discuss an image and ask guiding questions.
4. Present learning objectives.

B. Main Activities

1. Watch instructional content from CakeApp.
2. Analyze expressions used in video.
3. Form groups and provide instructions.
4. Students perform role-play introductions.

C. Post Activities

1. Reflection and feedback
2. Conclusion.
3. Prayer.

LEARNING OUTCOME

1. Students are able to greet guests well and politely.
2. Students are able to introduce themselves to guests well.

LIST OF ESSENTIAL PHRASES

- Hey, how are you doing?
- You can call me Peter.
- I really don't know much about you.
- I'm sixteen years old.
- We have so much in common.
- I'm majoring in public speaking.
- I work for L'Oreal.
- Taken over.
- I'm afraid I'm going to fall down.
- My name is Elly.
- I was born in Colorado.
- I grew up in California.
- I live in...
- Good to meet you!
- How are you?
- What's your middle name?



TOURISM VOCABULARY

1. Photographer.
2. Take selfie.
3. People position.
4. Public speaking.
5. Brand ambassador.
6. Nervous.
7. Money.
8. Inspired.
9. Movie.



THE CAKEAPP CONTENT & KEYWORDS SEARCH





x

THANKING AND FAREWELL

Based on the infographics from the CakeApp illustration.

LESSON PLAN

#Pre-Activities

- Greet and check attendance.
- Short questions to warm up and facilitate discussion.
- State learning objectives.

#Main-Activities

- Explain the purpose of the activity.
- Watch the video in CakeApp.
- Analyze the expressions in the video.
- Form groups and provide instructions.
- Demonstrate the role play.

#Post-Activities

- Reflection
- Feedback
- Prayer.

LIST OF ESSENTIAL PHRASES

Essential Phrases Video of Farewell

- You got me wrong.
- Take care.
- Are you ready to go?
- I would say one last goodbye to this little place.
- So long, boys.
- See you in a bit.
- See you later.
- Keep in touch.

Essential Phrases Video of Common Ways to Say Thank You

- I'm so grateful to you.
- I appreciate what you did.
- I owe you.
- You are a lifesaver.
- You shouldn't have.
- We couldn't have done it without you.
- You are awesome.
- Thank you so much.
- I appreciate your help.
- It's all thanks to you.
- I appreciate it.



TOURISM VOCABULARY

- Good day.
- Goodbye.
- Farewell.
- Contact.
- Later.
- Bye.
- Be careful.
- Grateful.
- Thankful.
- Appreciate.
- Lifesaver.
- Have done.
- The best.
- No problem.



CAKEAPP CONTENT & KEYWORD SEARCH





Hotel Vocabulary, Amenities, and Facilities

Based on the infographics from the CakeApp illustration

LESSON PLAN

#Pre-Activities

- Welcome students and check attendance.
- Warm up with questions.
- Explain learning objectives.

#Main-Activities

- Watch video content on CakeApp and have a short brainstorming.
- Do role play and provide instructions.
- Emphasize the importance of vocabulary in the hotel context.

#Post-Activities

- Reflection and feedback.

LEARNING OUTCOME

Students are able to guess hotel vocabulary and terms related to facilities and amenities.



LIST OF ESSENTIAL PHRASES

- Where did I put it?
- I've seen it in here.
- That's what I was looking for.
- I wonder what she's looking at.
- Did you get it?
- Where did it go?
- Have you seen my keys?
- Hang on.
- I can't find (my) wallet.
- It will be fine.
- What happened?
- I heard you... (screaming)
- I think I lost my phone...
- Hold on for a sec.

TOURISM VOCABULARY

- Play with a ball.
- The keys.
- Bed.
- Wallet.
- It's raining.
- Umbrella.
- Jacket.
- Screaming.
- Lost phone.
- Make-up (foundation).



THE CAKEAPP CONTENT & KEYWORD SEARCH





My stuff is missing!

DIRECTIONAL LANGUAGE: CHECK-IN, FACILITIES, DIRECTIONS

Based on the infographics from the CakeApp illustration

LESSON PLAN

#Pre-Activities

- Greet, pray, and check attendance.
- Icebreaker with a short question.
- State learning objectives.

#Main-Activities

- Watch the video from CakeApp.
- Analyze the expressions.
- Form a group and provide instructions.
- Students' performance.

#Post-Activities

- Reflection and feedback.
- Conclusion.
- Prayer.

LEARNING OUTCOME

Students are able to point out or give and ask for directions.



LIST OF ESSENTIAL PHRASES

Essential phrases from the video "Asking for Directions."

- I'm looking for the bank. Where is it?
- Can you give me directions to Margaret Mitchell Square?
- So, we're crossing.
- Do you live here?
- I think it's that way!
- Do you know how to get to the airport?
- Do you know where I can find the train station?
- Would you happen to know where the post office is?
- Do you guys know Rose Fattorusso?

Essential phrases from the video "Finding and Giving Directions 2."

- Can you give me a lift?
- How am I going to get home?
- If you don't help me, I'm stuck here.
- Where is the nearest bathroom?
- Can you turn right up here?
- Stop across the street.
- It's literally across the street.
- It's near the pool.

TOURISM VOCABULARY

- Bank.
- Directions.
- Lost.
- Way.
- North.
- East.
- Three blocks.
- Airport.
- Lift.
- Get home.
- Stop.
- Nearest bathroom.
- School.
- Streets.
- Across.



THE CAKEAPP CONTENT & KEYWORD SEARCH





THANKING AND FAREWELL

Based on the infographics from the CakeApp illustration

LESSON PLAN

#Pre-Activities

- Greet and check attendance.
- Short questions to write up and facilitate discussion.
- State learning objectives.

#Main-Activities

- Explain the purpose of the activity.
- Watch the video in CakeApp.
- Analyse the expressions in the video.
- Form groups and provide instructions.
- Demonstrate the role play.

#Post-Activities

- Reflection.
- Feedback.
- Prayer.



LIST OF ESSENTIAL PHRASES

Essential Phrases Video of Farewell

- You got me wrong.
- Take care.
- Are you ready to go?
- I would say one last goodbye to this little place.
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- I owe you.
- You are a lifesaver.
- You shouldn't have.
- We couldn't have done it without you.
- You are awesome.
- Thank you so much.
- I appreciate your help.
- It's all thanks to you.
- I appreciate it.

Learning Outcome

Students are able to say "thank you" and use farewell expressions.

TOURISM VOCABULARY

- Good day.
- Goodbye.
- Farewell.
- Contact.
- Later.
- Bye.
- Be careful.
- Be careful.
- Thankful.
- Appreciate.
- Lifesaver.
- Have done.
- The best.
- No problem.



CAKEAPP CONTENT & KEYWORD SEARCH









BIOGRAPHY



I Wayan Gunawan was born in Br. Petulu, Pejeng Kaja, Tampaksiring, Gianyar. He is son of Mr. I Nyoman Tirta and Mrs. Ni Nyoman Indrayani, S.Pd. The writer is an Indonesian citizen and embraces Hinduism. Currently, he resides in Br. Petulu, Pejeng Kaja, Tampaksiring, Gianyar. The writer has began his education at SD Negeri I Pejeng Kaja, continued at SMP Negeri 3 Tampaksiring, and then persued his high school education at SMA Negeri I Blahbatuh. He is currently, a student of the English language education study program at Universitas Pendidikan Ganesha, which he enrolled in 2020.

In the final semester, the writer completed a final project entitled “Developing Infographics of Cakeapp based Teaching Speaking Ideas for English Teacher in 10th Grade Odd Semester at SMK Negeri 2 Singaraja”. Since then, the writer has remained registered as a student of the bachelor program in English language education at Universitas Pendidikan Ganesha until the time of writing this skripsi.

