DEVELOPING INFOGRAPHICS OF CAKEAPP BASED TEACHING SPEAKING IDEAS FOR TOURISM VOCATIONAL HIGH SCHOOL ENGLISH TEACHER IN 11th GRADE AT SMK NEGERI 2 SINGARAJA

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ARTICLE INFO	ABSTRACT
   	The importance of speaking ability by vocational high school students and the scarcity of teachers in using technology in teaching speaking. This research aims to develop infographics based teaching speaking ideas for Tourism Vocational High School English teacher in 11th grade, odd semester at SMK Negeri 2 Singaraja and find out the quality of infographics of CakeApp based teaching speaking ideas being developed. The Design and Development research by Richey and Klein (2014) was involved in this research as the foundation with DDE as research steps. DDE stands for the design, development, and evaluation stage in order to develop and determine the quality of infographics based teaching speaking ideas. There are 9 steps or development procedure of the infographics namely, 1. Research Permit, 2. Supervisors' Guidance, 3. Preliminary Research, 4. Conduct Needs Analysis, 5. Create Research Instruments, 6. Document Analysis, 7. Tutorials of Designing Infographics, 8. Revision of Infographics, 9. Additional Icon Graphic, 10. Final Infographics Design. In order to measure the product quality, the researcher used content and product expert judgment adapted from Findawati and Suprianto (2014). The quality of the infographics was assessed through rating formula adopted from Nurkancana and Sunartana (1992), instrument validation (content validity testing) using Gregory Formula (Gregory, 2007) and Likert scale. The research validity test results show that the infographics are suitable for the learning needs in the ESP context with relevant teaching speaking ideas and as excellent products.

INTRODUCTION

Demonstrating 21st-century life skills in education generates the learning potential and outcomes for EFL (English as Foreign Language) students. According to Fatmawati & Sholikin (2018), explained that the challenges of 21st-century learning are the learners have to strengthen the 4C life skills namely communication skills (like Public Speaking), Collaboration skills (Team work), Critical Thinking skills, and High Creativity development. Therefore, teachers have to set those 4C skills to encourage students, get motivation, and have strong 21st-century life skills in order to build and have strong 21st-century life skills in order to build qualified and professional human resources. Besides that, the English language is also related to the tourism field which allows the tourist to run a business, exchange the culture, traveling to a certain country that communicates using the English language as the tool of communication. According to Zahedpisheh (2013) stated that the hospitality industry is developing rapidly because of the influence of the English language that is widely applied in international tourism 21st century. Students in the classroom are still struggle with their learning abilities, especially in learning the target language. Speaking is one of the hardest skills for various levels which is concern on considering topic before the conversation or communication among the learners (Joyce and Burns as cited in Syafryadin, Istiqomah & Widiastuti, 2013). Many students find it difficult to improve their English speaking skills that the teacher has been taught through the materials from books, modules, internet and etc. Therefore, schools, teachers, and technology

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have an important role to play in developing students' English speaking skills, especially in tourism vocational high schools. The educational system and the teacher roles in school should be able to change the students to be more better in the learning process. The learning activities and the assignment for students not just being rhetorical but should beneficial for the students itself in the real life. And the problems of Indonesian learner tend to get the difficulties in the interaction using the language target. According to Harmer (2007, pp. 58-59) Stating that, the teacher's role in controlling students in learning activities, grouping students and making them understand what is being done, get involved in it and get real benefits from the activities that have been practiced. So, it means that the teacher makes the students active and interactive in the learning process for practicing the foreign language used.The students in foreign language education programs are considered successful if they can communicate effectively in that language and it's gonna developed students ability in the learning foreign language (Richards & Rodgers, 2014). The teachers also should engage the students through the learning process with language learning activities in the classroom. Thus, will make the connection between the learning materials and students' learning development. In practicing communication skills especially in Vocational High School context, the teachers prone to give them the instruction with technology in the learning process. For instance, the EFL teachers instruct the students to conduct the peer interview. So that, the students unfortunately will demonstrate the learning activities enthusiastically.

In Indonesia, most of the learners just focus on pursuer the score instead of benefits of the learning process. Therefore, the connection, reinforcement and innovative learning are impactful for the students, even though the students characteristic so different. If the students become an poor communicators, it's going to be bad or stuck in using and applying the foreign language especially English language. So, the connection and interactive learning are needed from both of students and teacher. Hussain (2017) explain that the various function that reflects the learning activities and task can be use to develop communication skill, for instance, dialogue or conversation, showing opinion and ideas, problem solved (group work) to build EFL speaking skill. On the other hand, English learning nowadays entered the era of the industrial revolution 4.0, with the sophistication of modern technology. The use of relevant technology really supports the learning process, especially in Indonesia as a developing country.

Technology in education make the teacher easier to instilled the knowledge and language skills with the digital learning media. There are many digital learning media that used to applied in the learning process by the teacher, such as Google Classroom, Quizzes, Ruang Guru, e-learning, Duo Lingo and others. One of the language learning applications that can help the students to learn English with existing advanced features, it is CakeApp. CakeApp basically is a language learning application that provides a lot of videos, content of quizzes, and learning evaluation with various related topics. The teachers can used the CakeApp as learning media to sharpen the EFL students' speaking skills. On the other hand, most of the Indonesian teachers prone to don't understand in operating the CakeApp. As Yanthi (2021), states that CakeApp is a new learning application which made in South Korea with the existing learning materials. The CakeApp also provides the feature of recording and vocabulary learning that suitable with the topics which are relevant for the EFL students (Shinta, 2019). Nevertheless, the EFL teachers are also don't have the chance to learn and designing the learning activities through CakeApp, especially in tourism vocational high schools. Therefore, it's needed such an illustration or the ideas to create an effective learning regulation by using CakeApp. The illustration in line with the conceptions of IDT or Instructional Design and Technology which is crucial for the teachers. The instructional design and technology that has been created will be the main guideline or standard in the learning implementation with the structural learning design and steps for the educators (Pane & Dasopang 2017). The instructional guidance or technology illustration can help the teachers find creative ideas or solutions and lead to develop students' speaking skills with the integrated technology. According to Smiciklas (2012), mentions that infographics is the visualization of data or ideas that provide the reader complex information that easy to understood. The infographics provides an overview of impactful information that can help the readers to investigate something or delivering the knowledge in line with the certain topic and specific field. In addition, very often the English teachers have no time to learn in designing the integrated technology for teaching speaking for EFL students in Vocational High School context. Therefore, this requires an illustration that can help teachers teach English in speaking classes by using CakeApp technology through infographics.

The teachers are not used to design the learning activities by using current language learning media that suitable to the students' needs. Moreover, the teacher of ESP in Tourism Vocational High School must train the students' speaking skills inclusively and consistently to enhance their practical skills through the teaching speaking ideas contained in the infographics. Besides that, this also will prepare them to be able to apply their speaking proficiency in the workplace, for example when they joining the internship program

or finding a job especially in tourism industry. Although, there are several study that investigate the CakeApp or even Infographics but there has been no research that has developed instructional design with digital learning media (for speaking skills) such as CakeApp through Infographics illustration. Meanwhile, the English teachers eventually use an sophisticated technology like videos, audio, or assessment regarding to tourism industry context as the topics of lesson in the classroom.

The results of preliminary research results show that the vocational teachers are difficult to find or select videos of tourism regarding to topics of the lessons, the students' speaking ability needs much improvement in terms of fluency and vocabulary mastery. In addition, the previous studies have investigated the use of CakeApp in the classroom. However, referring on the previous studies, the guidance of practical used on CakeApp and teaching speaking ideas using CakeApp are necessary for the teachers. Based on the identification of existing phenomena, and it is supported by the empirical data of previous study, the development of infographics based teaching speaking ideas for tourism vocational high school is a breakthrough to exploring an innovative teaching speaking activities with comprehensive lesson preparation for "English for Specific Purposes Teachers". So, this research was proposed to fill the gap of those phenomena that will make the educators having the strong strategies and innovation during the teaching and learning speaking process. Therefore, this research essentially provides systematical learning activities that are suitable with the curriculum, syllabus, and students' needs, especially in applying practical teaching and communication abilities and preparing the lesson for better teaching speaking process in the classroom.

LITERATURE REVIEW
Theoretical Review
Teaching Speaking for EFL students

Teaching speaking skills become a crucial aspect of language education fostering effective communication and linguistic competence. Teaching speaking is such a thing that the teacher instilled to the language learners to produce certain language (like English) speech sound, sound pattern, used of word and sentence in accordance to social setting, audience, situation and subject matter, stress intonation pattern, organize their thoughts in the meaningful and logical sequence and involve fluency (Nunan in Kayi : 2006). Speaking skills would be helpful and important to practice as the part of soft skill that strongly dedicated for language learners in the educational environment. The teacher have to mastering the communication skills and be able to instruct the students in the obvious way. On the other hand, the lesson English Language that focuses on speaking skills would not be effective without the supporting facilities, teaching strategies and students' needs in the middle of education. Therefore, the educators need the relevant media in order to support and facilitate the language learners consistently based on their level of education. The EFL (English as Foreign Language) students need the better treatment for their learning habits developed to speaking skills in the classroom.

The teacher also should apply the communicative competence and digital learning platform that allows students to practice more from the instruction of the teacher, video or audio that provided on the language learning application like CakeApp. Furthermore, the teacher can instill the communicative teaching approach and competency based language teaching to enhance the teaching and learning process directly in the classroom. According to Littlewood (1981 : 1), stated that one of the most characteristic features from Communicative Language Teaching refers to shows systematic attention to it function and structural aspects of language. It means that the teacher should using procedure that makes the students apply the communicative function by understanding the communication and not normally memorize the meaning of the statements. Such as, the students can work in pairs or groups the teachers provide any facilities in problem solving assignment. It would lead the students to show up their speaking abilities in a good way based on the learning activities in the classroom.

Usage and Benefit of the Infographics being Developed

Infographics has been widely used by the instructors of information in the certain fields to the society especially in education. Most of the information from digital infographic provides knowledge and guidance in accordance with the topics. The data that contained in the infographics will delivered into the action or practical work. According to Yeh and Cheng (2010) stated that the important of visualizing information and the early of civilization visuals are being used in communication and learning process. However, the infographics have the unique ability to distill vast amounts of information into concise and coherent visual data or illustrations. Most of the people inherently visual creatures and we directly process visual information faster through the simplest concepts of infographics. Infographics leverage this innate

preference for visuals by organizing information into easily recognizable and memorable patterns. According to Pasternak and Utt (1990), explain that best practices in teaching that shows the utilization of infographics as information-sharing or even being a method for students' work evaluation which are difficult to carry out. Furthermore, digital Infographics serve as the tools of technology integration that enables conveying or sharing information, conducting education, giving persuasion as well as it's objectives. In addition, the information contained in the infographics tends to leave long lasting impact to the readers.

The design and content of infographics have to be attractive and informative which means that the illustrators that create infographics would consider the references, sources of information, reliable and comprehensive content. So that, the readers will easily execute the information and prove it by taking real action. Infographics of CakeApp based teaching speaking ideas takes the conceptual tools and illustrations that helps the educators to solve the problems of teaching ideas visually with the guidance of new mobile assisted language learning such as CakeApp. It's contain details of data representation and digestible format that easily understood by the readers. A research conducted by Smiciklas (2012) that emphasize that detailed and complex contents could be visualized into the simplest data of information that quickly perceived by the receivers or readers through the use of infographic. Infographic may also provide the basis of reference for information that highlights the main topic and makes it understandable for the readers as well as the illustrations. There are some purposes of infographics such as delivering complex information simply easy-to-understand and cohesive, presenting the information in the concise form obviously, and remark the data periodically with the changes of the display (Kurniasih, 2016). In addition, it is also could persuade the readers to take an actions for instance, the infographics illustrate the steps of running the CakeApp, giving an ideas about the topics of the lesson for teaching speaking skills. That would bring the significant impact to the teachers itself in order to improve their teaching proficiency in the consistent ways.

ICT and CakeApp

The technology revolution have been such an significant contribution and supporting potential in all of field including the educational field based on 21th Century Learning. The teachers need to investigate the learning process using technology that relevant with the students' learning activities. Information and Communication Technology (ICT) can be a good direction to help a wider learning process with the use of technology. Teachers can also improve their competence in implementing learning with tools on these technologies. According to Brush, Glazewski, and Hew (2008) stated that information and communication technology (ICT) is included in the tools that can be used for students and teachers to develop discussion topics, problem solving, critical thinking skills by involving students. Thus, the concept of using learning media in the learning process allows students to improve their understanding and mastering learning competencies. On the other hand, there are several obstacles that can interfere with the learning process, according to Hutchinson and Reinking (2011) stating that some students or even the teachers lack knowledge, lack of implementation of technology and the teachers are not capable with the transformation of pedagogical content knowledge to support students learning, this shows that the combination between technology and knowledge is not sufficient. Therefore, the learning process and the system that the teachers have to investigate, especially in generating the instructional design and technology to develop students' speaking competency.

Empirical Review

There is some previous research that still relevant with the topic of this research, as follows: A research that investigated by Paramita, I.G.A.P.D, et al. (2022), entitled " The use of cake application to improve speaking ability". They used qualitative research with the experimental approach. The design used is pretest-posttest, non equivalent control group design. There are 2 groups (control group and experimental group) contributed in their research. Where the experimental group using CakeApp and control group using conventional method or do not use CakeApp. The population of their study was D3 Civil Engineering students in 2 classes that consist of 24 students (total). The research instrument that they used was the speaking test. The results shows that the CakeApp is effective to improve student's learning outcomes. It proven by the analysis that get the Z value of 6,317 with Sig 0.000 < 0.05. That result had been compared with that two groups, between experimental group and control group that already picked randomly by themselves. However, the CakeApp testing gives the students good learning outcomes especially in English language learning context.

The second review of research that was conducted by Rahmani, I. L, et al. (2021), with the title " The Effectiveness of CakeApp Towards Students' Speaking Ability to Second Semester Students of English Education Study Program at STKIP PGRI Sidoarjo". The aims of their research was to know about the

effectiveness of CakeApp towards students' speaking ability from the students of English study program at the STKIP in Sidoarjo. They use qualitative research to process the data of that research. The results shows that T- independent test would be T.count (-4,962) < T.table (-2,22812) as data obtained and the significant value obtained as Sig. Value (0,001) < (0,05). It means that the CakeApp shows an effectiveness when the students used it towards the students' speaking ability based on the statistics testing.

So, those are all research reviews that relevant with this research that have the difference and findings in demonstrating the topic related to CakeApp learning media in educational context. The previous studies have the variation on the focus of the research. Those variation will be used to identify the research gaps and the novelty of this research. However, the researcher suggests the development of digital infographics based teaching speaking ideas by using CakeApp in order to help the English teacher find and consider the best way or ideas (suitable topics) in delivering learning activities in the speaking class.

METHOD

The research design in this research is applying DnD or design and development. The DnD research focuses on developing procedures on the product of research, which involve document analysis until evaluation of the product. This research was conducted based on some stages from the experts Richey and Klein (2014), namely the DDE model. The Design and Development research steps refers to design, development, and evaluation.

According to Richey & Klein (2014) explained that D&D is one of the research which is used to develop the digital media, program or products of research that systematically help to designing and developing the media especially Infographics based teaching speaking ideas. Through the D&D, the teaching and learning process will be constructed and well-organized because it's creating instructional learning content and technology-based learning resources for students. The researcher can make sure that the DDE model is effective, adaptive, comprehensive, innovative, and giving an interesting learning habit for Vocational High School English teachers in Buleleng regency, especially at SMK N 2 Singaraja. The needs analysis (interview and observation on teaching speaking) and document analysis were carried out to design the infographics essentially for English teachers at SMK Negeri 2 Singaraja.

RESULT AND DISCUSSION
Result

Through the use of infographics of CakeApp based teaching speaking ideas, Teachers can not only use infographics as a guide to teach speaking using digital learning media such as CakeApp but can also replace conventional lesson plans. Because the infographics developed contain innovative and comprehensive lesson plans, learning preparation involving special integration technology to teach speaking. At first, the researcher conducted needs analysis, including observation and interviews and document analysis. The analysis results of those things are presented in the following.

Needs Analysis Results

The learning process that is carried out in Indonesian education still needs much improvement for the students, especially in higher education such as tourism vocational high school. There are a lot of issues that concern on this thing, like difficulties in learning, unpractical lesson, learning activities, students motivation and others. Those will take an serious challenge for the teachers to give the materials and teach the students with the existing learning concept, theory and models in the real, and models in the real classroom. Most of the teachers in Indonesia use the boring teaching method, it's teacher centered learning. This learning method just make the teachers dominate the learning activities or learning process instead of students. In which line, this is taking so many times even an hours for the teachers to explain the materials directly to the students. In other words, the teacher as the source of information for the students. However, if we looking at the students that have diff at the students that have different characteristics in the classroom, then the teacher have to create the new learning or various learning activities for them. Because, not only in order to make the learning process running effectively but also to increase the students' knowledge and skills. The students learning development have to be more consistent with learning objectives and students enthusiasm during the learning regulation. Many students also still did not active in making the assignment or school task given by the teachers during the lesson. The students prone to get an attention and score in order to maintain their activeness in finishing the task, discussion and etc.

Tourism Vocational High School as part of English language education institution that focused on the development of ESP that follows the Merdeka curriculum in Indonesia. English for Specific Purposes (ESP) became the basis of language learning development that allows the students to gain knowledge and skills

in terms of their field. Meanwhile, the teacher must conduct needs analysis in order to ensure the students' needs and the problems that have to be resolved in the classroom. According to Hutchinson and Water (1987), stated that needs analysis is such an analysis in language teaching that carried out in order comprehend the language features, consideration content of learning and method baed on the reason to learn in target situation (target needs and learning needs). On the other hand, most of the English as Foreign Language (EFL) learners and teachers in Indonesia use the advance learning media or technology for their learning process in the school.

According to Al-Hariri & Hattami (2017), stated that the technology and communication utilization as an relatives things that bring significant improvement on students' achievement during the learning process, It can be seen from the students that used to operate the digital devices or applications to help the students' learning and increase their target language mastery. In contrast, the students have to be aware with the process, because the process would lead to the result of abilities. If the students just do not deals with the learning problem especially in using technology, so that the students will not learn something or they just cheating on some sources. Otherwise, according to Octaberlina., et al, (2021) cited in Hutchinson and Water (1987), argued that in analyzing the needs of ESP teachers and EFL students in terms of target needs and learning needs, there are 3 things such as necessities (related to what the students must know or understand in running an effective function of language use to target situation), wants (the desire of objective needs from the learners to be able to apply the target language), and lack (the weakness or problem faced by the students in learning target language).

Even more, most of the students of hospitality major in 11th grade having lack of vocabulary mastery, communication ability and pronunciation of English language learning. It obviously affecting the learning outcomes, therefore they need much improvement in speaking skills. At the end of discussion, the teacher provides feedback on the students' presentations in a basic manner. For example giving students video regarding to front office and then they will be instructed to make a group, discuss the process of taking reservations and etc. In this case, students take a chance to collaborate with their friends to explore the knowledge and understanding the learning materials. The teacher should give them reinforcement to improve their mastery on language learning skills and more practice, such as giving bonus points or scores to students who active to participate in the classroom. According to Gardner and Lambert (1972), students are motivated to learn when they position themselves as competent in the content of learning English as a foreign language according to their educational level and also freely expressing their psychological need for success. The results of their study indicate that self-integrity is one of the significant things for the success of target language learning for students.

Based on constructivism perspective, the students must construct their ideas and understand the materials or topic more than the information obtained from some references (Stage et al, 1989, p. 35). It's take an attention while the students mostly enthusiastic in the discussion session, group work and presentation in the classroom. They will feel challenged to solve problems and gain the knowledge to improve their language skills through technology. For example, quizzes application that challenge the students to answer the questions regarding to certain topic and they will get points. The most challenges that faced by the ESP teacher in SMK N 2 Singaraja was the lack of effective communication from the students and students' awareness in learning the target language. Therefore, the teacher as the instructor of learning process have to strategically involve students to demonstrate the learning activities and interactions to make them improve their learning outcomes. In line with the technology integration and innovation of teaching speaking to EFL students, the researcher offers an product of research especially for English teachers regarding to Infographics of CakeApp based teaching speaking ideas. The teacher as an educational instructor must have the requisite technical skills and training in mastering integrated technology to improve teaching competency and creativity (Zulkifli, 2020). This Infographics will provide an innovative teaching speaking activities which adjusted with the topics in syllabus at SMK N 2 Singaraja. Through this product of research, the teacher will be able to provide the engaging learning regulations, learning design and resources with the guidance to apply CakeApp to support students' speaking practice in the classroom. However, the ESP or vocational lessons are important to develop the EFL students' language skills in order to prepare them to join the world of work or tourism industry.

Document Analysis Results

The researcher also analyze the syllabus or ATP which used to teach 11th grade students, odd semester in SMK N 2 Singaraja. This syllabus will be adjusted with the content on CakeApp in order to design and develop the infographics of CakeApp based teaching speaking ideas. In analyzing the syllabus, the researcher use the odd semester syllabus of 11th grade from English teacher at SMK N 2 Singaraja, The

matrix of syllabus analysis will fulfilled by the researcher in order to know the materials or topics of the lesson which teacher needed to be developed into the products by the researcher. This syllabus as the basis of developing the infographics, which consider the learning topics and learning objectives into the innovative teaching speaking ideas. The design of infographics of CakeApp based teaching speaking ideas must be connected to the syllabus that has been analyzed. The main skills that focus is speaking skills that involve in the lesson plan as well as learning activities. The demonstration of learning activities reflects the practical learning experience for professional work in a specific field. Below is the table of matrix of syllabus analysis results in 11th grade at SMK Negeri 2 Singaraja.

Table 1, Matrix of syllabus analysis

No	Learning Objectives	Material / Topic (s)	Sub Topics (If any)
1	a). Students are able to greet the guest and taking reservations b). Students are able to address guest politely and professionally	Customer Service Language	- Greet guest - Take reservation - Handle inquiries - Address guest concerns
2	a). Students are able to mention different types of rooms and facilities (hotel and restaurant) b). Students are able to understand different types of rooms and facilities (hotel and restaurant)	Hotel and Restaurant Vocabulary (Job Description)	- Types of Rooms - Facilities - Amenities - Areas (Hotel and Restaurant)
3	a). Students are able to make phrases of check-in and check-out process b). Students are able to verifying reservation, personal information c). Students are able to understand to settling bills	Check-in and Check-out Procedures (Reservation and Procedure)	- Language used in check-in and check-out - Verifying reservations - Confirming personal information - Settling bills
4	a). Students are able to offer and taking guest orders	Taking Orders and Menu Language	- Taking order drink and food - Provide recommendations of drink and food - Discuss menu items with guests
5	a). Students are able to deal with guests' complaints b). Students are able to showing apologize, offer solutions, and escalate concerns	Dealing with Complaints	- Handling guests complaint or issues with professionalism and empathy - Showing apologize, offer solutions, and escalate concerns if necessary
6	a). Students are able to make conversation and engaging small talk with guests and colleagues	Small Talk and Networking	- Developing conversational skills for engaging small talk with guests and colleagues. This is important to building rapport and creating welcoming atmosphere

| 7 | a). Students are able to describe and introduce their self | Job Interview | - Basic job interview's questions
- Answer the interview's questions confidently |
| | b). Students are able to answer the interview's questions properly and professionally | | |

The results of syllabus analysis, it shows that there are 7 relevant topics that need to be developed in the form of infographics of CakeApp based teaching speaking ideas. The syllabus being analyzed was from ESP teachers in 11th grade at SMK Negeri 2 Singaraja.

Process of Product Development (Infographics Development)

The next findings is the development of infographics with the details and in-depth guidance as well as lesson preparation. The infographics of CakeApp based teaching speaking ideas for English teacher in tourism vocational high school following some steps: considering the content and the design (including text construction, visual representation of topic, and CakeApp content) that fulfill the teaching speaking needs in the classroom, the details of information infographics in the QR code access. The product development procedures involve processing the results of syllabus analysis, designing the infographics (connected with CakeApp content and additional file on QR code), revision of infographics until all of the products suit with the learning needs and useful for the teachers especially in tourism vocational high school context.

Figure 1. Sample of Design Infographics of CakeApp topic "Customer Service Language"

Designing the first infographic with the topic "Customer Service Language" will lead the teacher to teach speaking through the CakeApp content provided, it suit the learning outcome such as (a), Students are able to greet the guest and taking reservations, (b), Students are able to address guest politely and professionally. The details of infographics can be seen after scanning the QR code. Through the details of infographics such as linked tourism vocabulary from the videos of CakeApp recommendations and role play instructions (scenario of demonstration) with lesson plan, the teacher can teach speaking about Customer Service Language in better practice. The learning activities that carried out based on the guidance of this infographic will encourage the students' speaking skills. All of the components of infographic above represent the basic introduction of hospitality that allows the teacher achieve the learning objectives of the topic "Customer Service Language". The teachers should follow the instructions in order to make the learning process better and effective.

Figure 2, Sample of Design Infographics of CakeApp topic "Hotel and Restaurant Vocabulary"

For the second design of infographic with the topic Hotel and Restaurant Vocabulary, the researcher focusing on the learning activities which are enrich students' understanding and mastery of tourism vocabulary and essential phrases related to hospitality and restaurant. There are many videos of CakeApp content that the teacher can facilitate the students to find out the tourism vocabulary and essential phrases on the videos and practice to mention it. On the other hand, the lesson plan in the QR code, will help the teacher to prepare the lesson and makes the students practice the speaking skills through existing dialogue and vocabulary assignment (in form of work sheet).

Figure 3, Sample of Design Infographics of CakeApp topic "Check-in and Check-out Procedures"

For the third design, the teacher can use CakeApp content that contains several videos of Check-in and Check-out expressions that are essential for the students, so that they can learn and practice about it in the classroom. Besides that, the learning material in this infographic (which can be accessed through the QR code) is equipped with the scripted dialogue that the students can demonstrate the learning activities and practice more especially about Check-in and Check-out procedures in a hotel. The teacher should instruct the students to pay attention to the videos especially when the hotel staff handling check-in and check-out of the guests. The students will make new expressions of check-in and check-out based on existing vocabulary or phrases from the videos. The teacher can guide the students to perform the scripted dialogue in line with verifying reservations and checking personal information as well as settling the bills of guests.
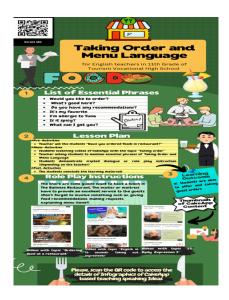
Figure 4, Design Infographics of CakeApp topic "Taking order and Menu Language"

The fourth design with the topic "Taking Order and Menu Language", focus to illustrate the teacher about the guidance or sequence of service in a restaurant. Through this infographic, the teacher can teach the students the real example of how to take order food and beverage in a restaurant through the suggested videos of CakeApp in the infographic. On the other hand, the teacher also gives the scripted dialogue to the group and performs it based on the teacher instructions. In the dialogues, the students practice taking guests' orders, serving food and beverages, and offering or giving recommendations of the menu (the details of infographic can be accessed in the QR code). The teacher and students may discuss the menu items that are commonly available in a restaurant, especially in Bali. In addition, this knowledge and the speaking skills can be applied by the students in the tourism industry, especially when working in a restaurant.

The Quality of Infographics being Developed

After the development process of infographics, the next step was evaluation process to determine the quality of infographics being developed. This was the last step that completed in this research. The evaluation process involved the instrument of expert judgement validation. It consists of content expert judgement validation and product or media expert judgement validation. The results of expert judgment validation can be seen in the table below :

Table 2, Result of Content Expert Judgment by Judges 1 and Judges 2 (adapted from Findawati and Suprianto, 2014)

No	Criteria	Relevant	Irrelevant
1	a). Clarity of learning objectives	✓	
2	b). The relevance of learning objectives with curriculum	✓	
3	c). The scope and depth of learning objectives	✓	
4	d). The appropriateness of using learning strategies	✓	
5	e). Interactivity	✓	
6	f). Provide learning motivation	✓	
7	g). Contextually and actuality	✓	
8	h). The completeness and quality of study aid materials	✓	

9	i). Suitability of the learning material with learning objectives	✓
10	j). Depth of material	✓
11	k). Easy to understand	✓
12	l). Systematic, coherent and clear logic flow	✓
13	m). Clarity of descriptions, discussions and examples	✓
14	n). Consistency of evaluation with learning objectives	✓
15	o). The accuracy and consistency of the evaluation tool	✓
16	p). Providing feedback on evaluation results	✓

Based on the table above, it can be interpreted that both of the ESP experts assessed that the content of Infographics of CakeApp based teaching speaking ideas suitable with the curriculum in SMK Negeri 2 Singaraja, learning objectives, learning needs, and students level. Thus, indicate that the Infographics being developed can be continued to be implemented by the teachers in the classroom.

Table 3, Results of Product or Media Expert Judgment Validation by Judges 1 and Judges 2 (adapted from Findawati and Suprianto, 2014)

No	Criteria	Relevant	Irrelevant
1	a). Interactive Design	✓	
2	b). Communicative media	✓	
3	c). Design creativity	✓	
4	d). The effectiveness of media use	✓	
5	e). Can be maintained and managed easily	✓	
6	f). Easy to use and operate	✓	
7	g). Can be used in various existing hardware and software	✓	
8	h). Appropriate selection of application or software or tool types for development	✓	

From the table above, it can be concluded that the ESP experts (judges 1 and judges 2) assessed the content of infographics being developed and the infographics of CakeApp based teaching speaking ideas are in accordance with the aspects of evaluation and relevant to be used for the vocational lessons. Furthermore, all of those results of assessment making the infographics of CakeApp based teaching speaking ideas valid to be proceeded and worthy to be implemented by the teachers in terms of tourism vocational high school.

Discussion

This research product was based on document analysis and all data collection obtained from teachers. As mentioned in the findings, the development process involves basic data for product development (syllabus or ATP) for the teachers especially in tourism vocational high school, learning media, and designs of Infographics tailored to teaching and learning needs. In addition, the need to develop these Infographics of CakeApp has the main objective of supporting or assisting ESP teachers to teach students' speaking skills with creative teaching and learning activities and the learning objectives to be achieved. Through this infographic, teachers will encourage student learning performance and demonstrate communication in the classroom. Learning interactions between teachers and students must be better and

more effective through the use of technology in the classroom. This statement is relevant to Farajollahi and Sanaye'i (2009) that technology-based asynchronous social interaction or practical communication between teachers and students can improve students' cognitive and language skills. The EFL students have different needs and interests in learning development that involves important influence of motivation to learn something and innovation to show the effectiveness of learning (Hutchinson and Waters : 1987). Therefore, the teachers, especially at Tourism Vocational Schools, are necessary to improve their skills and creativity in teaching speaking by making better technology utilization.

In this research, needs analysis was conducted to assess the teaching and learning activities that involve educators, students, and lecturers in the field of vocational education. The data processing is in line with teachers competencies as professional educators as well as enhancing the learning quality and success. Based on the topic of lessons in syllabus, the researcher creates 7 infographics with 7 various substantial topics selected (one topic in one infographic) that important, relevant and beneficial for better learning outcomes. Namely, Topic 1 Customer Service Language, Topic 2 Hotel and Restaurant Vocabulary, Topic 3 Check-in and Check-out Procedures (Reservation and Procedure), Topic 4 Taking Orders and Menu Language, Topic 5 Dealing with Complaints, Topic 6 Small Talk and Networking, and Topic 7 Job Interview. These topics cover teaching speaking ideas with complex teaching materials and social communication practices carried out by the guests and hotel or restaurant staffs. The learning activities and ideas of teaching speaking in the infographics involved in ESP lessons that are connected to those topics will create active engagement and communicative learning as well as classroom management. As stated by Richards and Rodger (2001), ESP as the majority of students' English language needs that trained by the teachers to carry out specific occupations and gain the necessary content of learning, cognitive development, and real-world skills mastery.

Thus, in line with Nunan (1991), mentioned that the success of teaching speaking skills is usually measured through students' abilities in demonstrating the conversation or dialogue directly by using target language. The teacher takes an important role in engaging the students' participation by giving them a scenario of conversation about a certain topic, then deliberating the teachers' feedback based on their active performance. In other words, the teacher assesses students' speaking skills by observing the students' learning activities, students' responses, and identifying the results of learning evaluation. As cited in Kusnendar. J., et al. (2024), explain that an instructional design follows up with the teaching materials or learning resources, which is in accordance with curriculum needs, including the evaluation that reflects the learning activities in the classroom. Teachers' abilities in designing learning or classroom instructions could be able to improve their teaching performance, and learning outcomes, reinforcing the students' learning experience as well as motivation to learn in the context of tourism vocational education. Instruction design such as the infographics of CakeApp for the teachers creativity in teaching and learning development as the results to encourage the EFL students' speaking performance (Branch and Stefaniak, 2019). In addition, the innovation of teaching has changed eventually due to the transformation of sophisticated technology, which underlines the formation of instructional design and technology for the education sector.

The infographics of CakeApp based teaching speaking ideas equipped with visual illustrations and QR code provide considerable innovative teaching speaking ideas involving speaking components, tourism vocabulary, essential phrases, scenarios of demonstration, and lesson plans. The teacher can scan the QR code to see the details of information and instruction to teach the students' speaking skills using CakeApp content. In the QR code, the teacher will find tourism vocabulary and essential phrases existing in the CakeApp contents in each topic of lessons. The teacher can utilize the vocabulary and phrases into the learning activities that make the students share their arguments and ideas regarding to the videos on CakeApp. Then, the teacher also can use the scenario of demonstration (in the form of dialogue or conversation and role play instruction) that converted into the lesson plans. The teachers also prone to take some proper teaching strategies and lesson plans that are combined with the integrated technology There are several things that has been done, such as the grammar errors, the consistency of text arrangement (lesson plans), involving components of speaking, composition of infographics design (organizing the text, color mixing, editing visual display), and innovative learning activities. It is necessary for making these infographics developed become better and useful as the research products.

The results of content validity testing in terms of product and content validity shows that the infographics of CakeApp being developed are categorized as very good quality and can continue to be applied by the ESP teachers in 11th grade at SMK Negeri 2 Singaraja. The results of product quality proves that the product of research developed meets the criteria requirements as digital learning tool especially for ESP teachers in tourism vocational high school. The infographics of CakeApp eventually got the great score from the experts in each criteria of research product and learning content of ESP lessons. Those

products provide the complex ideas and instructional learning design with integrated technology-based learning for better teaching speaking in the classroom. The infographics of CakeApp are in accordance with various criteria of product judgement validation proposed by Findawati and Suprianto (2014), that contain such as: design creativity, the effectiveness of media used, can be used in various software and hardware, communicative media, easy to use and operate. Based on the aspects and criteria of product validation, the products are suitable with the expected conception of instructional design and technology It's proven that the infographics of CakeApp developed be able to accommodate the ESP teachers' needs and provide in depth guidance especially in teaching speaking skills to the students.

CONCLUSION

This research aims to designing and developing digital learning tools as in infographics of CakeApp based teaching speaking ideas for Tourism Vocational High School English teacher at SMK Negeri 2 Singaraja. This research belongs to DnD or Design and Development research with DDE (Design, Development, Evaluation) which is proposed by Richie and Klein (2005). In the data collection, observations on teaching speaking in the classroom, interviews with the teachers, document analysis, and expert judgment (instrument validation, content, and product validation) were carried out. Some instruments were used in this research, namely an observation sheet, interview guide, blueprint of the infographic, matrix of syllabus analysis, infographic refinement sheet, and content and product expert judgment validation rubric. All of those instruments were used to analyze and process the data of this research. The development process begins with conducting needs analysis including interviews with the teacher, observing the teaching and learning process, and then analyzing the document such as the syllabus or ATP in 11th grade, odd semester at SMK Negeri 2 Singaraja. All of the data collection from needs analysis and document analysis were processed into the instrument of research such as a matrix of syllabus analysis, blueprint of infographics, observation sheet, and infographic refinement sheet. After the analysis steps were already done, then the next step was designing the draft of infographics based on the document analysis and the last step was a revision of infographics adjusted by the expert's feedback or evaluation, interview and observation results, and blueprint of infographic. The blueprint of the infographic illustrates the important points that must be involved in the product of research. There are 7 infographics designed with 7 topics (each infographic has a topic) being developed in this research, namely (1) Customer Service Language, (2) Hotel and Restaurant Vocabulary, (3) Check-in and Check-out Procedures (Reservation and Procedure), (4) Taking Order and Menu Language, (5) Dealing with Complaints, (6) Small Talk and Networking, and (7) Job Interview.Those include lesson plans, learning outcomes, CakeApp contents, scenarios of demonstration, tourism vocabulary, and essential phrases in the tourism industry. After the product revision process, the infographic must be evaluated through content and product expert judgment validation by experts in the ESP context or tourism education field. It was indicated as a formative assessment to ensure the quality of infographics of CakeApp based teaching speaking ideas being developed. The product evaluation results indicate that the infographics of CakeApp based teaching speaking ideas being developed are very good based on the expert judgment validation.

There are several suggestions for the teachers and other researchers. In teaching English for Specific Purposes for EFL students, especially in 11th grade and odd semester, the teacher should be able to prepare the lesson and utilize the integrated technology with IDT (Instructional Design and Technology) investigation and development in the educational field inclusively and consistently. CakeApp is one of the learning media that focuses on helping users learn foreign languages with provided content. The teacher can use the infographics of CakeApp based teaching speaking ideas (including lesson plans, tourism vocabulary and essential phrases in each of CakeApp content and scenario of demonstration) to prepare the lesson related to real-world problems and professional jobs, especially in the tourism industry. In investigating the innovation related to the topic and the products of this research, it is suggested to the other researchers to continue to recover this research by conducting field tests or product implementation, field study such as analysis the teacher perceptions or students perception on this product of research and also need further innovation and improvement.

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