

# Enhancing English Speaking Competence Using The Cake App: Infographics as the Innovative Guidances for Teaching Speaking in Tourism Contexts

Made Regina Miranda Damayanti<sup>1</sup>, I.G.A. Lokita Purnamika Utami<sup>2</sup>,  
Dewa Ayu Eka Agustini<sup>3</sup>

Universitas Pendidikan Ganesha, Indonesia

<sup>1</sup> regina.miranda@undiksha.ac.id, <sup>2</sup> lokitapurnamika@undiksha.ac.id, <sup>3</sup> eka.agustini@undiksha.ac.id

## Abstract

The teacher's role as a learning process facilitator requires using appropriate tools to assist students in learning faster and to engage them better. In light of recent developments in educational technology, incorporating digital learning tools appears to be an intriguing approach. Nevertheless, not all teachers are familiar with and might be inexperienced with such digital learning tools that still require guidance in utilizing them to design their English-speaking lessons. One of those tools that can assist learners in improving their English competencies, specifically speaking as the notably challenging aspects of language proficiency is the Cake App. This study intended to develop infographics of the Cake App-based teaching speaking ideas for teaching 12th-grade tourism vocational high school students, in which one English teacher was involved as the research subject. This Design and Development study employed the DDE model (Richey & Klein, 2014), using a quantitative technique to analyze the data. The judgments indicated that the infographics were categorized as 'excellent products,' with content evaluations obtaining a percentage of 89% and 91%, including media and design evaluations achieving 90% and 95%. Furthermore, the participating teacher noted that the Cake App offered a novel approach to utilizing a real-world tool for speaking instruction.

**Keywords:** Speaking Competences; Cake App; Infographics

## INTRODUCTION

English has assumed a critical role in facilitating global communication. In multiple sectors, proficiency in English is a mandatory skill for professionals (Rattan, 2023). It aids people in creating clear communication and offers international job opportunities that can develop worldwide career advancement which indicates the significant impact of the English language has grown undoubtedly. Regarding this, one of the impacted sectors is the tourism sector. The role of English in the tourism industry is crucial for its growth. It serves as a key communication tool between the tourism stakeholders, namely the professionals and foreign tourists as visitors (Mimoza Kotollaku & Lenida Lekli, 2024). In line with Malini, Sukarini, Yadnya, & Maharani (2022), English-speaking competence is needed for tourism professionals, to effectively guide and notify others in their daily work, making English-speaking proficiency an indispensable skill beyond their specialized job expertise. Pertaining to this, to cultivate these necessary skills, tourism schools are the ideal environment where it is specifically designed to nurture competitive tourism professional candidates with relevant skills in tourism contexts. Thus, English for Tourism lessons that concentrate on speaking are fundamental to equip learners to accomplish the tourism workforce demands. English for Tourism, particularly in Indonesia, has been offered in both formal and informal educational settings, often as an elective subject in high schools or universities. As the initial stage of English for Tourism Education, Vocational High School is considered ideal for Indonesian students to develop their professional speaking

proficiency. Nevertheless, several challenges impede the realization to fully meet the assumption that students would become proficient in speaking as many vocational high school students still struggle to respond to English speakers. In expressing thoughts, they appeared to have psychological issues, such as anxiety, unconfident, fear of making mistakes and speaking both in class and front of their friends (Mukhtarul & Tantri, 2020) while the core fact demonstrated that speaking is believed to be the most crucial of the four essential language abilities for learning a language that needs a strong focus and improvement (Bui, 2023), especially for the tourism vocational students as they will engage and converse with tourists (Prasetyowati, 2023). Hence, teachers are innovatively encouraged to develop effective speaking practices with interactive design instructions for conducting speaking classes in tourism contexts. Intending to create the instructions, utilizing digital learning tools appears to be an exciting way to approach it as its development has made the dissemination of knowledge more accessible to students (Anwar, 2023) supporting both teachers and students to keep track of the changes. To gear up for the speaking classes, the Cake App can be effectively utilized to conduct the speaking practice, as students are comfortable and engaged in learning English speaking using the application (Fitria, Dwimaulidiyanti, & Sapitri, 2021). Furthermore, research on providing resources on utilizing the Cake App for enhancing speaking competence is considered necessary and requires immediate attention and action. Previous studies have emphasized what this research intended to address. One of these studies (Chotimah, 2022) has focused on the implementation of the Cake App, which has effectively developed students' speaking competence in English for Specific Purposes (ESP) by teaching new words with correct pronunciation and fluency. Additionally, (Ridhallah, Yoestara, & Faudi, 2024) explored the analysis of students' perspectives on using the application for their speaking competence enhancement, and no research provided any guidelines, particularly for teachers, on how to utilize the application to assist them in conducting their speaking classes. This indicated the importance of developing such a learning tool for teachers to guide them in facilitating the speaking classes by utilizing the Cake App as a digital language learning application, which they can prepare the speaking lessons considering various outlined teaching speaking ideas. In addition, carrying out this study would also provide a positive impact to motivate students to become more interactive and engaged during the speaking classes. Hence, this study aimed to develop infographics of the Cake App-based teaching speaking ideas for the 12th-grade Tourism Vocational High School English teacher, which was expected that by integrating the developed infographics, the teacher would be assisted in creating the teaching speaking plans, all at once to aid enhance and master the students' speaking competence as the notably crucial and challenging aspect of the language aspects.

## METHOD

This study aimed to develop infographics of the Cake App-based teaching speaking ideas and find out the quality of the developed infographics. The study was conducted at a Tourism Vocational High School in Buleleng Regency, Bali namely SMK Pariwisata Triatma Jaya Singaraja with a 12th-grade English teacher who was involved as the subject of the study. The Design, Development, and Evaluation (DDE) model proposed by Richey & Klein (2014) was used with the quantitative approach to analyze the data. Three instruments have been previously validated and used to determine the product quality, namely the content experts' judgment with the media and design experts' judgment, as well as the user's review sheet to obtain the review from the teacher as the user of the developed infographics. The results of the validation of the instruments were analyzed by using the Gregory formula (2000). Three specific phases were done in this study. The first phase was the design., which several activities have been conducted, namely interviewing the teacher, analyzing documents such as syllabus, and preparing the

blueprint for developing the infographics based on the analysis results. Subsequently, in the development phase, the infographics as the developing product prototype were developed using the previous blueprint. Before it was confirmed to be ready for use by the teacher, its quality was measured using the experts' judgment sheet filled by two experts for evaluation. The judgment results were then analyzed using the quantitative approach using the formula proposed by Tegeh & Kirna (2013). Afterward, the data attained were qualified based on a level of accomplishment by Agung (2010) as the guidance, which the developed products are deemed successful and do not need revision if they have achieved the first and second highest levels of quality. On the other hand, if it does not achieve the determined qualification, the products are deemed to be revised again. Subsequently, both from the content and, the media and design experts' judgment, it was figured out that the infographics developed in this study were categorized as 'excellent products'. Moreover, another evaluation was done by considering the positive review provided by the teacher as the potential user of the prototype. Using the user's review sheet, it was discovered that it has successfully gained great reviews regarding its content, design, and practicality.

## RESULTS AND DISCUSSION

### Results

#### Design Display of the Infographics

After gathering and analyzing the collected data, the infographic designs began to be developed. The infographics development procedure was conducted using the Canva editing application, which presented the information regarding teaching speaking by utilizing the Cake App as the digital learning platform to enhance the students' speaking competence. Various teaching ideas for conducting speaking classes have been developed and supplied through the Quick Response (QR) Code revealed on the button side of the infographics. The detailed designs can be perceived in the following pictures:



**Figure 1.** The Infographic on the First Topic



**Figure 2.** The Infographic on the Second Topic



**Figure 3.** The Infographic on the Third Topic



**Figure 4.** The Infographic on the Fourth Topic



**Figure 5.** The Infographic on the Fifth Topic

**Infographics Quality Evaluation**

After completing the development procedures, determining the quality of the developed infographics was considered essential to discovering the level of qualification. In this study, the quality of the developed infographics was assessed using the experts' judgment, in which two experts were involved to provide judgment regarding the infographics both for their content and media using the content expert judgment sheet and the media and design expert judgment sheet respectively. Subsequently, results of the infographic quality assessment indicated that they were categorized as excellent products, namely a learning tool for the teacher used in teaching speaking which did not need to be revised since it attained great scores. The detailed results of the analysis regarding the infographic quality assessment are shown as follows:

**Table 1.** Result of the Infographics Judgments

Judgments	Judge 1 (%)	Judge 2 (%)
Contents Evaluation	89%	91%
Design Evaluation	90%	95%

Based on the results of the experts' judgment conducted above, it can be seen that the first expert provided a percentage of the judgment of 89% for the content and 90% for the media and design which both indicated excellent products. Furthermore, the second expert provided a percentage of 91% and 95% for each content including the media and design of the infographics which were also categorized as excellent products. Using the level of accomplishment by Agung (2010), these expert evaluations then indicated that the content, media, and infographic design were high quality and did not require revisions. The final results obtained through the calculation of expert judgment confirmed the successful development of infographics as a learning tool for the teacher. It met the required standards regarding content, media, and design and also effectively conveyed relevant information regarding teaching speaking using the Cake



App on each English topic, as well as adhered to the principles of good visual media. In addition, another evaluation regarding the quality of the developed infographics was demonstrated from the review provided by the teacher who participated as the subject of this study; it was indicated that utilizing the Cake App would create an engaging and collaborative learning environment that offered the innovative approach to teaching speaking in tourism contexts. The teacher also expressed hope that implementing the interactive designs and practical activities, along with the guidelines for utilizing the Cake App for conducting the speaking practice in classes on the offered teaching speaking ideas would facilitate more creative teaching and learning both for teacher and students.

## **Discussion**

Regarding the previous findings, several things can be discussed. The development of the infographics in this study was employed as a learning tool for the teacher, both in preparing and conducting the speaking lessons in classes, as there was a need for developing guidance for the teacher in using the Cake App to enhance the students' speaking competence. AL-NAZER, SALEH, & OSAMA (2020) discussed that infographics facilitated a clearer and more effective convey information by transforming the data into a visual representation of data, making it more comprehensible, educational, and engaging. As developed in this study, several concise points were presented visually with various engaging related elements to highlight the essential information and make it easier for the teacher to comprehend the speaking ideas offered through the infographics. The presence of images aided the teacher in discovering the thumbnails of the Cake App learning video that would be utilized as the learning content, which can be easier to find with the keyword search provided in the infographics. Using the Cake App, a teacher may show the learning video with subtitles and also invite the students to directly listen and repeat the pronunciation as the interactive practice to enhance their vocabulary and phrases, including their speaking competence. The developed infographics also offered straightforward language and instruction providing a simple yet comprehensive lesson plan, which can be utilized in various phases of the lesson, including pre-activity for brainstorming, whilst-activity for practice, and post-activity for evaluation, making them a valuable tool in different educational settings. The positive review then provided by the involved teacher as an innovative approach to teaching speaking in tourism contexts can be achieved through the Cake App, creating an engaging and collaborative learning environment. Hence, the infographics assisted the teacher in preparing to create the lessons for practices to enhance the student's competence.

## **CONCLUSION**

This research highlighted the essential of developing guidance, namely infographics as a learning tool for the teacher in preparing and conducting the speaking practices in classes, particularly in utilizing the Cake App as a digital language learning to enhance speaking competence. Infographics are crucial tools for facilitating clear and effective information through visual data to make it more comprehensible for readers. The development was intended for the 12<sup>th</sup> grade English teacher at a tourism vocational high school based on the current implemented curriculum at the school and the teacher's need in teaching speaking. Through the development of infographics, the teacher may utilize them as references in teaching speaking using the Cake App as one of the English language learning applications to aid in engaging the students in enhancing their speaking competence. In addition, refinement as review is critical for optimizing the quality and ensuring the efficacy of the developed infographics.

## ACKNOWLEDGMENTS

The highest and most sincere gratitude is acknowledged to the almighty God for the strength, perseverance, and blessings that have enabled the author to accomplish this research and have had a journey that has challenged and allowed the author to grow significantly in all the moments that have been through. Additionally, the author would offer the closest personal connections thanks to the divine and unwavering support.

## REFERENCES

- Agung, A. (2010). *Evaluasi Pendidikan*. Singaraja: Universitas Pendidikan Ganesha.
- Al-Nazer, H. A., Saleh, N. A., & Osama, A. (2020). Infographic and Its Use As a Tool For Electronic Marketing. *International Journal of Multidisciplinary Studies on Management, Business, and Economy*.
- Anwar, M. T. (2023). Consequential Factors Influencing Student's Learning Experience in Online Team Teaching of Computer Programming Courses. *BRAC University*.
- Bui, L. (2023). Some Techniques to Improve English Speaking Skills for Non-English Major at Tan Trao University. *Scientific Journal of Tan Trao University*, 78.
- Chotimah, C. (2022). The Use Of Cake Application On Students' Speaking Skill In English For Specific Purposes (ESP). *LINGUA Jurnal Pendidikan Bahasa*, 18(1).
- Fitria, A., Dwimaulidiyanti, A., & Sapitri, S. N. (2021). The Implementation of Cake Application in Learning English Speaking Skills. *International Conference on Education of Suryakencana*. doi:<https://doi.org/10.35194/cp.v0i0.1326>
- Malini, N. L., Sukarini, N. W., Yadnya, I. B., & Maharani, S. A. (2022). Exploring Needs Analysis of English Language Training: An Evidence from Small Hotel and Restaurant in Nusa Lembongan, Bali, Indonesia. *Indonesian Journal of Applied Linguistics*, 216.
- Mimoza Kotollaku, P., & Lenida Lekli, P. (2024). English Language, An Interactive Communication Tool Among Tourism Sector Employees and Foreign Tourists. *British Journal of Multidisciplinary and Advanced Studies*, 80.
- Mukhtarul, & Tantri. (2020). Psychological Problems in Speaking English of the Students of Vocational Senior High School. *E-Link Journal*, 73-74.
- Prasetyowati, E. (2023). Communication Strategy Used by the Students of Vocational School on Speaking Class. *Indonesian Journal of Multidisciplinary Educational Research*, 59.
- Rattan, M. B. (2023). English Language Skills and Their Significance in Efficiency of Performance Workplace. *International Journal for Multidisciplinary Research*, 2.
- Richey, R. C., & Klein, J. D. (2014). *Design and Development Research: Methods, Strategies, and Issues*. New York: Routledge.
- Ridhallah, R., Yoestara, M., & Faudi, F. (2024). An Analysis of Intermediate Level Speaking Students' Perception of Cake Application for Speaking Skill Improvement. *IJELR: International Journal of Education, Language, And Religion*, 6(1).
- Tegeh, I. M., & Kirna, I. M. (2013). *Pengembangan Bahan Ajar Metode Penelitian Pendidikan dengan ADDIE Model*. Jurnal Pendidikan. doi:<http://dx.doi.org/10.23887/ika.v11i1.1145>