



Developing Infographics of Cakeapp Based Teaching Speaking Ideas for English Teacher in 10th Grade Odd Semester at SMK Negeri 2 Singaraja

I Wayan Gunawan, Universitas Pendidikan Ganesha, Singaraja, Indonesia

gunawan@gmail.com

Abstract

This study aims to develop infographics of learning ideas to improve speaking skills through CakeApp at SMKN 2 Singaraja. The method used in this study is ADDE, with the subjects of the study being English teachers of grade 10. The data in this study were obtained through document analysis, observation, and interviews which were then processed using quantitative and qualitative methods. The results of the study indicate that computer-based learning media are still rarely used and require teaching innovation. The results of the study showed that the infographics developed obtained a score of 90-93% with a very good category from experts regarding content and products. This study is expected to provide innovation for computer-based speaking skills learning for students in the tourism industry.

Keywords: *CakeApp; Speaking skills; Learning media.*

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1. Introduction

The use of contemporary techniques based on information and communication technology (ICT) is crucial to improving the educational experience, particularly in the tourism industry where communication is crucial. Learning must advance and follow the development of science and technology, particularly vocational school learning in Indonesia. In his study, Halidi et al., (2015) found that while many students still face challenges, ICT usage may improve student learning outcomes and motivation when studying English, or EFL. From there, it can be inferred that there are obstacles in the learning process, highlighting the need of creative learning approaches that give communication skills first priority.

In this sense, teachers are essential in encouraging active learning and making sure that students are interested in the subject matter. Teachers may create a more engaging learning environment by incorporating technology into their lessons, such as via interactive projects that allow students to work together. But as it turns out, a lot of students still prioritise their marks above developing their speaking abilities. In order to counter this, teachers must provide a variety of speaking practice and learning opportunities and create an engaging learning environment to motivate students to participate (Lingga et al., 2021).

The Cake App is a promising tool for enhancing English language learning among students. The app offers engaging content that can be accessed at any time, making it a flexible resource for teachers and learners (Wahyuni et al., 2022). However, many educators lack the training to

effectively integrate CakeApp into their teaching strategies. This study aims to develop an infographic-based teaching method -utilizing CakeApp to improve speaking skills in tourism vocational schools. By providing structured activities aligned with curriculum requirements, this approach seeks to empower teachers and improve students' practical communication skills, preparing them for real-world challenges in the tourism industry.

Theoretical Review

Teaching Speaking for EFL students

The teacher-facilitated learning process aims to instill values and character in students while increasing their knowledge. Teachers play an important role in conveying important information and must be fluent in English to communicate effectively with colleagues. By using methods such as pronunciation and speaking techniques, teachers improve students understanding and retention of knowledge (Liu, 2023). In the digital era, teachers must also utilize technology to improve English language proficiency through virtual interactions and video tutorials Utilizing digital media, such as CakeApps, helps the learning process by providing structured levels for students This is especially important in Tourism Vocational Schools, where mastery of English pronunciation and speaking skills is essential (Sholichah et al., 2021).

Utilization and Advantages of the Developed Infographics

Infographics present information in a clear and engaging format, combining visuals and text to help readers quickly understand complex messages. This visual approach can enhance communication effectiveness compared to text alone (Quaresma et al., 2015:265). According to Kurniasih (2016), infographics simplify the conveyance of complicated information, making it faster and easier to comprehend while enabling the monitoring of variations in data. In the context of English language learning, infographics serve as effective visual tools that improve students' speaking abilities. They foster positive responses among students, enhancing comprehension, confidence, and enjoyment in learning. By visualizing intricate facts and data, infographics make extensive content more accessible and understandable (Senjaya et al., 2019).

ICT and CakeApp

The technological revolution has provided significant benefits to all industries, including 21st-century education, which encourages teachers to leverage relevant technology to enhance student learning. The appropriate use of information and communication technologies (ICT) promotes a more comprehensive approach to education, empowers students, and improves teaching outcomes. To implement technology effectively, strategic analysis is essential to minimize failures and inefficiencies Teachers need advanced technology, teaching methodologies, and training to make the most of these tools. Resources that describe learning methods through mobile platforms or applications, such as CakeApp, provide step-by-step guidance. CakeApp enhances the learning experience, encourages engagement, and improves student learning outcomes (Paramita et al., 2022).

Empirical Review

This study is grounded in empirical findings derived from the outcomes of prior investigations as outlined. *First*, A study by Melsiani et al., (2023) titled "Developing Students' Speaking Ability through Infographics Media at MAN 4 Bone". This study is qualitative research with the findings indicated that Infographics Media effectively enhanced students' speaking skills. The eloquence of children reinforces it. The average score before the test was 4.82, whereas the average score after the test was 7.58. The average pre-test score for students' accuracy was 5.10, whereas the post-test average rose to 7.79. The t-test demonstrated both accuracy and fluency values exceeding the t-table value ($17.82 > 1.701$), with the accuracy value of the t-test also surpassing the t-table value ($16.61 > 1.701$). Consequently, the Null hypothesis was rejected, leading to the acceptance of the Alternative Hypothesis.

Second, A study by Husna & Surjowati (2022) titled "Majoring in Fashion Through Podcast Media At Smk N 8" was conducted. This study employs a qualitative approach, revealing that in the pre-cycle, only 7 students, or 21%, were adopted. The study concluded that infographics media enhances students' speaking ability. students achieved the baseline standard score. During cycle I, 14 students, representing 42% of the cohort, achieved the minimum standard score. In contrast, cycle II saw an increase, with 30 students, or 90% of those in X Fashion 2, successfully meeting the minimum standard score. The findings indicated that the students' speaking abilities could be enhanced through the integration of podcasts in the teaching and learning process.

Third, a study by Pertiwi & Kusumaningrum (2021) titled "the Infographic Projects in Speaking Activities". This study is qualitative in nature, and the findings suggest that the infographic project has the potential to enhance speaking activities. The students demonstrated favourable reactions in developing infographics, collaborating on project-based learning (PBL), and delivering presentations of the infographic content. The conditions suggest that the infographic project was effectively utilised to enhance the students' speaking activity.

These reviews are important to this study and demonstrate the differences and results on the issue of CakeApp learning media in education. The study emphasis has varied in past studies. Variation analysis will highlight research gaps and innovation in this study. The researcher proposes utilising CakeApp to create digital infographics for teaching speaking, assisting English teachers in selecting appropriate themes for learning activities in the speaking class.

2. Method

This study uses design and development (DnD) as its research design. DnD research develops processes for analysing and evaluating research products. The DDE model suggested by experts Richey & Klein (2014) was used to perform this investigation. The Design and Development research phases include design, development, and assessment. This research used document analysis, observation, and interview as data collection. The research subject in this instance was an English teacher at SMK N 2 Singaraja who teaches grade 10. To validate the findings, the researcher used calculation expert judgment, and user review. Expert judgment validation include content judgment, media judgment, and product judgment. The researcher used quantitative to calculate the score from expert judgment and quantitative to explain more detail the findings.

3. Findings

Teachers may utilise CakeApp-based infographics to teach speaking and replace traditional lesson plans using digital learning material. The generated infographics include creative lesson ideas and technological integration for teaching speaking. Initially, the researcher did a needs study, comprising observation, interviews, and document analysis. An examination of these factors is shown below.

Results of Potential and Problem Analysis

The analysis of potential and problems related to this study was derived from the findings of observations and interviews conducted with the teachers at SMK N 2 Singaraja.

No	Identification	Conditions
1.	Learning media	1. Class 10 learning syllabus. 2. It is very rare to find media based on computer-based on learning media in the learning process.

2.	Teachers conditions	<ol style="list-style-type: none"> 1. Teachers said that they often use PowerPoint and Canva for learning tools and never ever utilise learning tools like digital learning apps. 2. Teachers need innovation in learning media, especially computer-based learning media, such as using online learning applications to attract students' attention to the material being presented.
3.	Classroom learning analysis	<ol style="list-style-type: none"> 1. Still teacher centered.

Infographic Developments

The subsequent finding relates to the creation of infographics that provide comprehensive guidance and thorough lesson preparation. The infographics for CakeApp-based teaching ideas intended for English teachers in tourism vocational high schools involve several steps: taking into account the content and design (including text arrangement, visual representation of the topic, and CakeApp content) that address the speaking instruction needs within the classroom, with detailed information available through QR code access. The procedures for product development include analyzing the syllabus, designing the infographics (which connect to the CakeApp content and additional files through QR codes), and revising the infographics until the products meet the educational needs and are beneficial for teachers, particularly in the context of tourism vocational schools.

Here is the sample designs of infographics, for the first sample is about greeting and self-introduction and the second is alphabet and number/money (counting). The primary infographic on greet and self-introduction focusses on learning exercises to improve students' comprehension of tourist language and phrases. Teachers may use CakeApp videos to help students learn tourist terminology and phrases, and practise mentioning them. The QR code lesson plan assists teachers in preparing lessons and allows students to practise speaking skills using current conversations and vocabulary assignments (e.g., work sheets). Then continued with second design about alphabet and number/money (counting). An infographic dedicated to the alphabet and numerical counting highlights various activities that aid in the mastery of letter recognition and basic counting skills. Educators can incorporate CakeApp videos to introduce students to the alphabet and provide opportunities for counting practice. Additionally, the lesson plan accessed via QR code offers valuable resources for teachers to effectively prepare lessons, while also enabling students to refine their counting skills through interactive assignments and practical exercises (such as worksheets).



The Quality of Infographics being Developed

The final step in this research was to evaluate the quality of the infographics developed. This involved using expert judgement validation, which included both content and product/media validation.

Table 1 Content expert evaluation adapted from Findawati & Suprianto (2014)

Name of instrument	Criteria	Notes	
		R	NR
Content Expert Evaluation result	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	✓	

According to the table preceding, both ESP experts evaluated the CakeApp-based teaching speaking concepts' infographic material to be appropriate for the program at SMK Negeri 2

Singaraja, taking into account the students' level, learning goals, and learning requirements. Thus, it is possible for teachers to continue using the infographics that are being generated in the classroom.

Table 2 Product or Media Expert Judgment Validation adapted from Findawati & Suprianto (2014)

No	Name of instrument	Criteria	Notes	
			R	NR
1.	Product or Media Expert Judgment Validation	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	✓	

Below are also presented calculations or assessments from the two experts regarding content and media or products.

Table 3 Content expert judgment result

Judges	Total score	Percentage (%)
Expert I	72	90
Expert II	73	91

Content experts evaluated the infographics, the principal outcome of this study, and gave them a very good qualifying score. The first expert provided a score of 90%, while the second expert gave a slightly higher score of 91% for additional details. The results reflect significant agreement on the infographic's quality and effectiveness.

Table 4 Product Expert Judgment Calculation

Judges	Total score	Percentage (%)
Expert I	36	90
Expert II	38	93

The product expert evaluation findings show that the infographic earned 90% from the first expert and 93% from the second. The product generated in this research is rated as "very good" (85%-100%) and does not need additional adjustment.

In the quality step there is also used user review, this feedback helps determine how well the infographics are received and whether they fulfil the teacher's instructional requirements. The response (as can be seen below) indicates that the CakeApp's content, design, and functionality are not only engaging and relevant, but also practical and straightforward to deploy in the classroom setting.

Table 5 User review results

Aspect	Descriptions	Comments
Content	Comprehensive and relevant teaching ideas; aligns well with	The design is related to the learning objectives that can be seen from effectiveness of the features. The use of Cake

	the need vocational tourism students; demonstrates effective use of the CakeApp features for speaking skills.	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.

4. Discussions

This study product was created using document analysis and data collected from the teacher. The development process includes core data for product creation (syllabus or ATP) for tourist and vocational high school teacher, as well as learning media and infographics adapted to teaching requirements. This infographic helps teacher promote student learning and communication in the classroom. Using technology in the classroom may improve teacher-student relationships and enhance learning outcomes. Modifying English learning in the classroom may improve students' motivation. According to Hammer (1991) and Wimolmas (2014), classroom conditions, teaching methods, and learning media all have an impact on students' motivation (Nurbaety & Hartini, 2020). Teachers, particularly at Tourism Vocational Schools, should enhance their teaching abilities and inventiveness by using technology effectively.

Expert I received a score of 90% and Expert II received a score of 91% based on the results of the topic expert judgement or assessment. It indicated that students speaking abilities might be enhanced via infographics. These ratings show broad agreement about the infographic's efficacy and quality, making it a top-notch tool. Conversely, the expert's assessment fell into the "very good" category. This area is determined by a number of evaluation standards, including as design, interaction, and the media's capacity to communicate ideas coherently. This high rating suggests that the infographic is both relevant to the learning goals and able to accommodate students' demands throughout the teaching and learning process.

This result was consistent with earlier research by Melsiani et al., (2023), and Husna & Surjowati (2022). Research by Melsiani et al., (2023) demonstrates that infographic media enhances MAN 4 Bone students' speaking abilities. Fluency and accuracy pre-test scores rose from 4.82 to 7.58 and 5.10 to 7.79, respectively. The findings of the T-test confirm that infographic media improves speaking abilities. According to research by Husna & Surjowati (2022), students at SMK N 8 Surabaya talk more effectively when they utilise podcast media. Just 21% of pupils met the minimal benchmark score during the pre-cycle. It rose to 42% during cycle I and to 90% during cycle II. To sum up, podcasts work well for helping students become more proficient speakers.

The findings of this study and earlier research show that the creation of infographics based on speaking-related instructional ideas significantly affects students' speaking ability. Through interactive and visual information presentation, infographics make speaking sessions more engaging and enjoyable while also encouraging student participation in the learning process. Expert

I's and Expert II's scores of 90% and 93%, respectively, for the product, which are categorised as very good, support this. This research differed from other studies in that it examined user reviews of the product in addition to infographic development and creation. The researcher gained insight into the benefits and drawbacks of infographics in the context of teaching speaking skills by including instructor reviews. This enables the researcher to comprehend how these infographics might assist educators in enhancing their pupils' speaking abilities while offering helpful criticism for future growth. As a result, this research offers a more thorough understanding of infographic efficacy based on actual user experiences as well as development.

Content validity testing findings show that the research-developed CakeApp's infographics are of very good quality and suitable for usage by ESP teacher of the tenth grade at SMK Negeri 2 Singaraja. According to the product quality findings, the study's digital learning tool meets all the criteria, especially for ESP teacher at the tourist vocational high school. In the end, CakeApp's infographics scored the top among experts in every parameter of the study product and ESP lesson learning material. For improved speaking instruction regarding the classroom, those goods provide complex concepts and instructional learning designs that use technology-based learning. CakeApp's infographics meet the criteria of product judgement validation put forth by Findawati & Suprianto (2014). These criteria include: creative design, media effectiveness, compatibility with a range of hardware and software, communicative media, and ease of use and operation. The goods are appropriate for the anticipated notion of instructional design and technology, according to the characteristics and criteria of product validation. It has been shown that CakeApp's infographics can meet the demands of ESP teachers and provide comprehensive advice, particularly when it comes to teaching students how to communicate.

5. Conclusion and Suggestion

Based on the findings of the study, several conclusions can be drawn regarding the development of infographics using CakeApp to assist teachers at SMK N 2 Singaraja in improving their teaching strategies. This study addresses two main questions the infographic development process and its quality assessment. Following the DnD method by Richey & Klein (2014), the development process involved four stages analysis, design, development, and evaluation. The infographics covered seven main topics, including greetings, numbers, days of the week, basic questions, hotel vocabulary, and instructional language. Data collection methods included document analysis, observation, and interviews, with validation using Gregory's formula. Expert evaluation revealed content quality scores of 90% and 91%, and product quality scores of 90% and 93%, categorizing the infographics as excellent. In addition, teacher feedback indicated that the infographics were a valuable resource, providing comprehensive knowledge and practical guidance for teaching speaking skills, while effectively facilitating monitoring of student progress.

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