

DEVELOPING INFOGRAPHICS FOR TEACHING SPEAKING IDEAS BY USING CAKEAPP FOR TOURISM STUDENT IN THE FIRST SEMESTER OF GRADE 12

Ketut Aya Sasmitha¹, IGA Lokita Purnamika Utami², Dewa Ayu Eka Agustini³

^{1,2,3} English language Education, Universitas Pendidikan Ganesha.

aya@undiksha.ac.id

ABSTRACT

Nowadays, incorporating technology into language instruction is crucial for enhancing students' speaking abilities, particularly in a professional setting. One of the fundamental skills in learning English is speaking, which is crucial for students in the tourism industry attending vocational high schools (SMK). This is due to the fact that the tourism industry needs employees who can interact with foreign visitors in a variety of service contexts. This study employs the ADDE (Analysis, Design, Development, and Evaluation) learning approach in conjunction with the design and development (DnD) model put forth by Richey & Klein, (2005). The goal of the design and development strategy is to produce an attractive infographic that will aid English teachers at Buleleng's vocational high schools in better understanding how to teach speaking with CakeApp. The goal of this project is to create infographics that teach speaking skills to SMK Pariwisata class XII students using the Cakeapp application. In addition, the results of expert validation show that the resulting infographics are of very high quality, with an average validation value of 91.5% given by experts. Based on these findings, it shows that the use of CakeApp-based infographics helps tourism students practice speaking skills effectively. The practical implication of this study is that teachers at tourism vocational schools can use this CakeApp-based infographic to support students' speaking learning process in class.

Keywords: Infographics; CakeApp; Vocational Education; ESP; Teaching Speaking; Tourism.

INTRODUCTION

In the current era of digital transformation, incorporating technology into language instruction is crucial for enhancing students' speaking abilities, particularly in a professional setting. One of the fundamental skills in learning English is speaking, which is crucial for students in the tourism industry attending vocational high schools (SMK). This is due to the fact that the tourism industry needs employees who can interact with foreign visitors in a variety of service contexts (Widodo, 2016). Therefore, the most crucial and vital elements of effective language learning are speaking abilities. According to Sumadi, (2010), are the capacity to articulate a sound or words that express, state, and transmit an idea, feeling, or thought. according to (Sumadi, 2010), Speaking is fundamentally an active, fruitful, and impromptu oral communication skill. For students majoring in tourism at vocational high schools, mastery of this skill is becoming more and more important. given that the Mandalika Special Economic Zone and other tourist destinations are part of the ongoing growth of the Indonesian tourism industry.

Even though speaking abilities are crucial, teaching them is still fraught with difficulties. According to Derakhshan et al, (2016), oral language proficiency necessitates both message-transmission abilities and an understanding of the language used (vocabulary, grammar, and the use of proper forms for particular purposes). Contextual learning materials and approaches are becoming more and more necessary when learning English for Specific Purposes (ESP), like tourism. There are still many barriers to speaking instruction in tourism vocational schools, including a dearth of creative and contextual learning materials and low student motivation for active speaking practice (Salisna et al., 2019).

As digital technology advances, using language-learning apps like CakeApp is an additional way to help students become more proficient speakers. Students can improve their speaking abilities on their own and have fun with CakeApp's interactive features, which include conversation videos, pronunciation drills, and automatic feedback (Wu & Kuwajima, 2022). Additionally, CakeApp offers a ton of fascinating English fractions-related video clips.

CakeApp videos have excellent audio quality and transcription, which helps viewers comprehend the content (Rahmani et al., 2021). The software is an excellent tool for improving students' speaking abilities when used with video clips of English conversations. Still, a lot of educators have not been able to use CakeApp to help their students become more proficient speakers. As a result, when teaching speaking skills, teachers must obtain examples or instructions for using CakeApp learning materials. Technology that can condense all of the Cakeapp illustrations or procedures into brief and engaging ones is required so that teachers can quickly comprehend how the illustrations or procedures help students develop their speaking abilities. Therefore, one tool that can assist in implementing the use of CakeApp for students' speaking skills is the use of infographics.

Information and graphics are combined to create infographics. This idea conveys information to readers in a clear and simple manner by using data and design. Infographics show various formats that have been widely used for this application and are distinguished by graphics, large and long text, and vertical layouts that present various facts (Pertiwi & Kusumaningrum, 2021). It has been demonstrated that using infographics as a teaching tool increases students' motivation to learn and their comprehension of concepts, particularly when learning English (Nhan & Yen, 2021). Contextual infographics can convey information succinctly, visually, and with ease, which makes them ideal for assisting with real-world speaking instruction in the tourism industry. Teachers can utilize infographics as a tool to help students practice speaking by using CakeApp. Gebre (2018) asserts that infographics help audiences or readers quickly and easily understand complex material by visualizing data or information relevant to a given topic. As a result, instructors can teach students how to use CakeApp by using infographics. In order to give teachers ideas for teaching speaking skills and to help them understand how to use CakeApp to help students learn English, infographics with visually appealing designs and CakeApp, which offers a variety of helpful features, are a great combination.

The purpose of this study is to enhance students' speaking skills by utilizing pre-existing technology, particularly CakeApp and infographics. Infographics are used to give teaching ideas for tourism students' speaking abilities, while CakeApp is used to improve speaking abilities. Cakeapp is used to boost student interest and facilitate the development of speaking abilities. Prior research has demonstrated the efficacy of Cakeapp in high school English language instruction. The impact of using CakeApp on enhancing student skills was examined in earlier research by Wahyuni & Fitri, (2023), Octavianita et al, (2022), Chaniago, (2022), and Hermawati et al, (2023). As of right now, no research has been done on the use of infographics to give teachers ideas for improving the speaking abilities of their tourism students. Further research on a larger population is required because previous studies only looked at junior high and high school students; very few studies looked at tourism students. Development research is the main topic of this study. The primary goal of this research is to enhance the English-speaking proficiency of tourism students in order to facilitate communication with foreign visitors and prepare them for future employment in the tourism sector. Additionally, the study aims to enhance the quality of instruction provided by SMK Tourism teachers in speaking skills through the use of technology.

METHOD

This study employs the ADDE (Analysis, Design, Development, and Evaluation) learning approach in conjunction with the design and development (DnD) model put forth by Richey & Klein, (2005). The design and development strategy aims to create a visually appealing infographic that will help English teachers at the vocational high schools in Buleleng better understand how to use CakeApp to teach speaking. This study also examines the effectiveness of infographics in teaching high school students enrolled in a tourism vocational

program CakeApp speaking skills. The design and development (D&D) approach is a useful technique for creating technology-based learning resources and instructional learning concepts. The infographics for this study will be made using an iterative cycle that includes analysis, design, development, and testing. To ensure the effectiveness and usefulness of the final findings, cooperation between researchers, educators, and users is also necessary for this study. The final product of the study is an oral learning tool that is based on an infographic and was created using CakeApp's ADDE (Analysis, Design, Development, and Evaluation) learning methodology.

The four stages of ADDE (Analysis, Design, Development, and Evaluation) are used to collect ideas for speaking skills instruction using infographics based on Cakeapp. To perform a needs analysis for the first phase, interviews are conducted with English teachers in the first semester of grade twelve at SMKN 1 Singaraja. Students' needs in learning English, especially in speaking, are identified through this interview process, which also highlights the value of using infographics to give teaching ideas for speaking skills using CakeApp. The purpose of this interview is to gain more insight into the problems teachers face when teaching English to students, teachers who have trouble utilizing digital learning resources, and students who are not motivated to learn the language or involved in class. Additionally, document analysis is done to see how the English teachers at SMK N 1 Singaraja use the syllabus or learning objectives for the odd semester of grade twelve. Additionally, during the design phase, infographic designs are created using editing programs like Adobe Illustrator or Canva. In order to achieve this, researchers reduce learning objectives, images, content structure, etc. in order to consider aesthetics when designing. Creating visually appealing and educational infographics that are tailored to look good is part of this design process. Everything is carried out in greater detail during the development phase by incorporating the analysis and design process; at this point, the Canva creation and editing process is carried out in detail. All content is easily and quickly accessible once development is finished. and lastly, the evaluation stage, which is crucial in assessing how well researchers meet the intended learning goals. It's critical to analyze and appraise the infographics' quality. Depending on how well this infographic is made, the expert and teacher will review and rate the finished product. Feedback on the use of infographics that offer teaching ideas using Cakeapp for tourism students' speaking skills will be given by educators and specialists.

RESULTS AND DISCUSSION

Result

The goal of this project is to create infographics that teach speaking skills to SMK Pariwisata class XII students using the Cakeapp application. The D&D stages, needs analysis, design, product development, and product evaluation are used to carry out the development process. The study's findings are methodically displayed as follows:

A. Need Analysis Result

In-depth interviews with English teachers at SMKN 1 Singaraja were used to conduct the needs analysis for this study. Semi-structured interviews were used to learn about the challenges teachers face when teaching students to speak, the difficulties students and teachers face, and the needs of using learning media to improve speaking skills. The goal of this activity was to create cakeapp-based infographic media that is relevant to the travel industry.

Speaking is one of the most difficult skills to teach SMK Pariwisata students because many of them struggle to express their thoughts or opinions in English, according to the findings of interviews with English teachers at SMKN 1 Singaraja. According to the instructor, the majority of pupils lack the courage to actively voice their opinions or use English in class. Despite having a basic understanding of the language, the majority of students are also not

accustomed to actively using it. Students' primary challenges are a lack of proficiency in tourism-specific vocabulary, a lack of confidence when speaking, and a lack of opportunities to practice in authentic settings that mimic the workplace. As a result, students are more likely to rely on written materials and be passive during speaking learning activities, which hinders their ability to communicate effectively.

Additionally, direct observations revealed that teachers are more likely to employ instructional teaching strategies like project-based learning, problem-based learning, role-playing, peer work, etc. Teachers encounter difficulties in every step of the teaching process when it comes to students' speaking performance, even though these teaching methods are intended to help students develop their speaking abilities (Faisal Razil et al., 2015). Furthermore, students continue to struggle with vocabulary mastery, proper pronunciation, and articulating their thoughts while learning. Teachers have responded to this by directly addressing students who are deficient in speaking by providing them with additional speaking practice time; however, this has proven less successful because many students still lack these skills and teaching time is extremely limited.

Furthermore, rather than giving students relevant context, learning frequently concentrates on memorization and repetition. A lot of the time, students don't comprehend what they are creating. Students are uncomfortable, bored, and less motivated to learn when using this method. By displaying the completed assignments in front of the class, teachers help students develop their speaking abilities. For example, presenting a guide to a Bali tourist destination in front of the class. Not all students have the same opportunity or enough time to learn the material, and they only memorize the assignments without comprehending what is being presented. Speaking abilities are also crucial in the tourism sector when interacting directly with international visitors. Therefore, teaching that does not address these particular needs will not adequately prepare students for challenges in the workplace. Therefore, a teaching method that inspires students to learn is required. Teachers must give students reinforcement in order to increase their motivation to learn speaking skills. For example, they can give students extra points or values to make them more engaged and motivated to learn. Gardner, (2012) claim that when students present themselves as capable of learning English at a level appropriate to their educational background and freely express their psychological needs for success, they become more motivated to learn. The study's findings demonstrated that one of the factors influencing students' success in learning the target language is their level of self-integrity.

Understanding one's own thoughts and the subject matter is more important for learning than merely memorizing facts from multiple sources (Stage et al., 1989, p. 35). This needs to be taken into account in the classroom by observing how eagerly students participate in class instruction. by keeping an eye on whether students find it difficult to solve problems and learn how to use technology to improve their language skills. One example is the use of CakeApp, which tests students' knowledge of particular subjects by asking them to answer questions. If they are successful, they receive points. Teachers at SMKN 1 Singaraja have identified the students' ineffective communication and lack of awareness of the target language as their biggest challenges. For students to achieve the best learning outcomes, teachers must therefore offer a strategic learning process that includes learning activities and interactions. In keeping with the integration of technology and innovation in speaking skills learning for EFL students, researchers give English teachers a research product about the use of infographics as a teaching idea using Cakeapp in students' speaking skills. Teachers must be adept at using technology in order to improve their skills and creativity in the classroom (Henriksen et al., 2018). Teachers at SMKN 1 Singaraja will have new ideas for teaching speaking skills that are relevant to the curriculum thanks to the infographics this researcher produced. With the aid of this research product, teachers can provide engaging lesson plans, learning designs, and Cakeapp usage

guidance to help students develop their speaking abilities in the classroom. Speaking skills are essential for preparing students for careers in the tourism sector or two other fields.

B. Document Analysis Result

To guarantee that the materials created adhere to the relevant curriculum. The researcher examined the ATP and syllabus utilized by grade 12 students at SMKN 1 Singaraja during the odd semester. The English curriculum that the teachers of the tourism department at SMKN 1 Singaraja provided is the main subject of this analysis. The acquired syllabus serves as the foundation for creating educational resources in the form of infographics that combine speaking exercises with Cakeapp content. Finding pertinent subjects and learning goals that require improvement in order to become more creative teaching materials is the aim of this syllabus analysis. To ensure that the developed content is in line with the needs of students and the context of vocational learning being pursued, the researcher records and assesses it using a syllabus analysis matrix.

The researcher hopes to create speaking exercises that are both pedagogically sound and applicable to real-world situations by coordinating the infographic content with the syllabus under analysis. As evidenced by the lesson plan and learning exercises, the primary goal is to help students become more proficient speakers. The purpose of this speaking exercise is to mimic actual communication tasks that students would encounter in a setting related to the tourism industry. The importance of a hands-on, experiential learning approach is emphasized in the learning demonstration activities that are conducted. This approach helps students develop the communication skills necessary in the tourism industry. A matrix table of the syllabus analysis's findings is shown in the section that follows. It includes learning objectives and topics that are utilized in infographic-based speaking materials for grade XII students at SMKN 1 Singaraja that use Cakeapp.

Table 1. Matrix of syllabus analysis

No.	Learning Objective	Material/topic	Sub topic
1.	<ul style="list-style-type: none"> a. Students are able to design an interesting tour itinerary, and are able to explain the details of the trip clearly to the tour participants. b. Students are able to convey the reasons for choosing a tourist destination orally with logical arguments, including the uniqueness, attractiveness, and relevance of the destination for tour participants. 	Tour Planning	<ul style="list-style-type: none"> a. Design tour intinerary b. Reason for choosing a touris destination c. Explain the details of the trip
2.	<ul style="list-style-type: none"> a. Students can verbally explain the flight reservation process to customers. b. Students are able to convey important flight-related information, such as the flight number, schedule, and baggage policy, clearly. c. Students are able to answer customer questions or requests related to reservations and ticketing, and provide 	Airline Reservation and Ticketing	<ul style="list-style-type: none"> a. Flight Reservation b. Flight related information c. Flight number, schedule, and baggage policy, clearly. d. Answer customer question and request.

satisfactory solutions in challenging situations.

3.	<ul style="list-style-type: none"> a. Students can discuss digital marketing strategies with clients. b. Students can interact with customers/clients on social media. 	Digital Marketing	<ul style="list-style-type: none"> a. Discuss digital marketing strategiest b. Interact with clients
4.	<ul style="list-style-type: none"> a. Students can communicate with related parties, such as vendors, service providers, and event participants, when conducting negotiations. b. Students are able to communicate with clients regarding the project. 	MICE (Meetings, Incentives, Conferences, Exhibitions)	<ul style="list-style-type: none"> a. Communication with related parties b. Negotiations c. Communication with clients
5.	<ul style="list-style-type: none"> a. Students are able to handle ground handling service situations, such as check-in, boarding, and baggage handling processes in accordance with applicable standards. b. Students are able to conduct formal conversations related to the ground handling process. 	Ground Handling	<ul style="list-style-type: none"> a. Handle ground handling service b. Handling Check in c. Handling Boarding

C. Product Development Process

The development process in this study yielded five infographics based on the needs analysis and the teacher's ATP or syllabus analysis. In order to help students at SMKN 1 Singaraja improve their speaking abilities in professional settings, infographics were created as a teaching tool. The topics chosen were adjusted to the syllabus or ATP obtained from the teacher, including Airline Reservation and Ticketing, Digital Marketing, MICE, Ground handling, and Tour planning. After that, these subjects were examined and modified to fit modern work procedures.

There are various elements in the infographics that are created, including: 1. Tourism vocabulary, which includes terms that are frequently used in the travel and tourism sector and that are pertinent to the industry's circumstances. 2. A QR code that offers more comprehensive educational resources and information about the subject to be studied, 3. Role play, which is explained in an engaging manner and that students can use immediately in conversation, helps them comprehend the order of conversation (e.g., starting a conversation, addressing customer complaints, helping guests, and concluding interactions with guests). 4. Speaking exercises, which include activities set up in pairs (pair work) to allow students to practice the language as it is used in everyday conversations. In order to meet the needs of teachers in teaching speaking skills, content and design (including text, color, shape, and visuals on the topic and content of Cakeapp) were taken into consideration during the creation of the infographic component of teaching speaking students based on Cakeapp. A number of procedures have been used in the product development process, including syllabus analysis, infographic design related to CakeApp content, and expert revision of the infographics until all of them meet the requirements for teaching speaking skills to vocational high school tourism teachers.



Figure 1. Sample of Infographic Design "Airline Reservation and Ticketing"

With the help of the cakeapp content already included in the infographic, teachers will find it easier to teach speaking skills in the first infographic design with the topic "Airline Reservation and Ticketing." For more thorough and in-depth information, scan the QR code in the infographic. Teachers can better teach speaking skills for airline reservations and ticketing by using the information in this infographic, which includes key phrases, tourism vocabulary, role-playing, assignments, and assessments. By following the infographic guide, teachers can improve their students' motivation to learn and their speaking abilities. Every component has been created in compliance with the specified learning objectives so that teachers can follow the guidelines and achieve successful learning outcomes in the classroom.



Figure 2. Sample of Infographics Design "MICE"

Researchers are more concerned with students' learning of key phrases, scenario demonstrations, and mouse-related vocabulary for the second infographic design on the topic of "MICE." Students will engage in a lot of role-playing in this activity to help them learn the language more rapidly and how to deal with clients from other countries. A lot of Cakeapp content is included in the infographic so that students can practice speaking in line with the content and gain a deeper understanding of it. On the other hand, having all the materials at their disposal will assist teachers in getting ready and forcing students to practice speaking using the materials.



Figure 3. Sample of Infographics Design "Digital Marketing".

In order to make learning easier for students, the information is presented in an infographic design with the topic "Digital Marketing" in a way that is more straightforward, understandable, and relevant. Students can learn key phrases, tourism vocabulary, and scenario demonstrations from the infographic. Simpler, more aesthetically pleasing, with eye-catching colors, hierarchical information, and balanced elements, is the infographic design. Teachers can access Cakeapp's video learning contexts and more comprehensive content through QR codes, which encourage more active learning. because it has been thoughtfully arranged in accordance with learning objectives, making it easily accessible to both teachers and students. In order to encourage students to put what they have learned into practice, the infographic also offers project-based assignments.

C. Expert Validation Result

Two professionals with expertise in their respective domains validated this study. to evaluate the effectiveness of infographics in teaching students how to speak using Cakeapp. Two experts evaluated infographics using two criteria: media and product design evaluation and content expert evaluation. Validation was conducted using a Likert scale-based assessment sheet instrument (1–5) that covers a range of assessment components in accordance with learning media quality standards.

In the first assessment, content experts assessed a variety of assessment aspects, such as the following: grammar, depth of content, appropriateness of learning materials with learning objectives, appropriateness of learning strategies, interactivity of content in learning, and increasing student learning motivation with the content used. Taking these factors into consideration, the evaluation results showed that the first content expert had an average validation score of 73 out of 80, or 91%, which is in the "very good" category. The results of the study showed that the second expert scored 74 out of 80, or 92.5%, on average, which is in the "Very Good" range. On the subjects of expressive authenticity and interactive learning, both experts produced superb assessment notes that can increase students' motivation to learn. Furthermore, the information is delivered in a clear and succinct manner that satisfies students' needs and improves their abilities at the Tourism Vocational School. The experts also shared their thoughts to guarantee that each topic has a student assessment and video references.

Table 2. Result Of Content Expert Judgment Rubric

Assessor (judges)	Percentage
Expert 1	91%
Expert 2	92,5%

The researcher then assessed several aspects of the evaluation by media and design experts, such as interactive design, creative design, effective media use, design results that work with different hardware and software, choosing the right application type for design, and consistency in the use of elements across infographics. Considering these variables, the study's results showed that the first media and design expert gave an average validation score of 36 out of 40, or 90%, which is in the "Very Good" range. The results of the study showed that the second expert scored an average of 37 out of 40, or 92.5%, which is in the "Very Good" range. Both specialists offered perceptive assessments of the researcher's methodology. The experts also commended the infographic's design, emphasizing how the elements and color scheme make for a visually appealing composition. The experts also provided some design suggestions, like using letters to make the text seem clearer and easier to read and adding several icons that match the provided content.

Table 3. Media and Design Expert Judgment Rubric

Assessor (judges)	Percentage
Expert 1	90%
Expert 2	92,5%

Taking everything into account, the validation results demonstrate that the learning media product, which takes the form of infographics, for teaching speaking skills using Cakeapp, has very high feasibility in terms of both learning content and infographic media and design. According to two experts, it has an overall average value of 91.5%, placing it in the "very valid" category. Two experts' validation offers a solid foundation for moving on to the implementation phase, which involves giving tourism teachers designs and assessing how well the media supports the speaking abilities of SMK Pariwisata students.

Infographics were created as supplementary materials for cakeapp-based speaking instruction in English for SMKN 1 Singaraja students. This was done in response to the students' desire for engaging instruction that would boost their motivation and be applicable to the travel and tourism sector. The analysis of documents and all information gathered from

teachers served as the foundation for the research product. According to the results, the development process includes infographic design that is tailored to the learning objectives in the teaching and learning process, learning media, and document analysis (ATP / Syllabus). Additionally, the primary purpose of this Cakeapp infographic is to help English teachers support or aid students in developing their speaking abilities through engaging, innovative teaching and learning activities and the learning goals to be met. The infographics are tailored to the real-world communication that occurs in the tourism industry and that students majoring in tourism will primarily encounter, such as managing airport reservations, recommending tourist destinations, digital marketing, and addressing complaints from visitors. This study backs up Marden & Herrington, (2022) claim that asynchronous technology-based communication enhances students' language and cognitive skills in the classroom. Since Cakeapp content includes videos featuring native speakers in the travel industry, students can observe real-world English usage through the integration of QR codes into infographic designs that contain all of the content. This technology's use is consistent with cognitive load theory and multimodal learning (Chen et al., 2012) . which places a strong emphasis on using audio-visual aids to support the gradual presentation of information.

Airline reservations and ticketing, digital marketing, MICE, ground handling, and tour planning are the subjects of five infographics that have been created on the subject of vocabulary in the tourism industry (tourism service business). The infographics include speaking exercises, learning objectives, role-playing, key phrases, and vocabulary related to tourism. This infographic's design is tailored to the teacher's ATP and learning objectives to encourage students to actively participate in structured speaking exercises. According to Richards & Rodgers, (2014) ESP learning materials should support students' mastery of language and practical communication skills while also respecting their integrity.

Infographics have been shown to be a useful tool for raising student engagement and motivation in the classroom. With clear visual aids and speaking assignments, students are observed actively engaging in the learning process during pair work and role-playing. Teachers reported that they were able to save time and focus more on feedback exercises by using infographics to explain vocabulary and context. This backs up Derakhshan et al. (2016)'s claim that students' ability to accurately and fluently present real world conversations in the target language is what determines how effective speaking instruction is. This research product combines context, learning media, and content in an approachable manner in accordance with the learning design principles put forth by Lunga & Howard (2022). With an average validation value of 91.5% supplied by experts, the results of expert production show that the infographics created are of extremely high quality. These values demonstrate exceptionally high quality in terms of pedagogical relevance, media effectiveness, usability, appealing visuals, and content accuracy. These specifications are in line with Findawati & Suprianto's (2014) standards for product validation, which cover media efficacy, hardware and software compatibility, usability, creative design, and successful media communication.

Additionally, during the product revision process, professional input on grammatical errors, layout consistency, visual aesthetics, and the appropriateness of speech components, all of which show a high level of attention to the ongoing improvement of infographic design and user oriented design was taken into account. The completed infographic serves as a best practice model for integrating technology with learning objectives in addition to offering ESP teachers clear instructions on how to use Cakeapp to teach speaking skills.

CONCLUSION

In order to teach speaking skills to English teachers in vocational high schools (SMK) that specialize in tourism, particularly in SMKN 1 Singaraja, this study intends to design and develop digital learning materials in the form of infographics with teaching ideas using

cakeaap. According to Richey and Klein (2005), this study uses the Design, Development, and Evaluation (DDE) model in conjunction with the Design and Development (DnD) approach. The collection of data relied on a series of techniques such as teacher interviews, document analysis (ATP or Syllabus) and expert validation, which was undertaken with the aim of verifying the tools, contents and final products. Several tools were applied and put together, they were media and design expert judgment sheets, matrix analysis syllabuses, interview guide, infographic blueprint and content expert judgment sheets. All of these tools are used to process and analyze the data needed for the product development process.

A needs analysis, which includes document analysis and interviews with English teachers, is the first step in the creation of educational materials. After an infographic design is created using the results of the needs analysis, it is revised using input from subject-matter experts, data from observations, interviews, and infographic blueprints. This infographic blueprint lists the essential components that the infographic product must have in order to meet learning needs. Up to five infographics on travel-related subjects were successfully produced by researchers: 1. Airline Reservation and Ticketing; 2. Digital Marketing; 3. MICE; 4. Ground handling; and 5. Tour Planning. Each infographic includes components of a learning plan, learning objectives, CekaApp content, important terms, tourism-related vocabulary, and role-playing or scenario demonstrations in the tourism industry. Media, design, and content experts verify the finished infographic after the revision process is finished. This evaluation acts as a formative assessment to ensure that the final infographic product is of the highest caliber. The validation results show that the infographic product is considered to have excellent design, content, and relevance to learning objectives based on workplace demands.

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