

CHAPTER I

INTRODUCTION

The internship program provides a gap between academic theory and practical application, especially for students who are preparing to enter the hospitality industry. Through direct involvement in real-life activities in hotels and similar institutions, students gain valuable practical experience, which significantly strengthens their professional readiness and equips them with essential skills such as problem solving, communication, and service excellence. This chapter will discuss the research background, problem formulation, research objectives, research benefits, problem limitation, and research outcomes as outlined in the following sections.

1.1 Background Study

The internship is an activity that seeks to enhance students' competencies while applying theoretical concepts to the real world of work. Internship can also be understood as a process of learning directly from professionals through activities that occur in the field (Sumardiyono, 2014). Meanwhile, experience results from an observation procedure encompassing the five senses, such as sight, smell, hearing, and past experiences (Saparwati, 2012). Through hands-on training in the hospitality industry, students can gain important skills that are useful for preparing themselves for future career needs (Sihombing, 2023).

Based on the findings, it can be summarized that the internship experience is a form of direct learning obtained by students from real activities in the industry, which has an impact on changes in their behaviour to be more prepared to enter the world of work. Students undergoing an internship program also could develop skills in problem solving (Teichler, 2009), as well as the ability to organize, participate, and build emotional intelligence in a social environment (Alpert et al., 2009). By being directly involved in decision-making in realistic situations, students can enhance their professional creating, as they must behave like young professionals (Weible, 2009).

The hospitality industry is a business sector that provides accommodation and food and beverage services to people staying away from their residences. This industry includes mainly large hotels and restaurants, but it also includes businesses such as small inn, food stalls, and fast-food outlets (Ayu et al., 2021). The purpose of a hotel is to innovate to create satisfaction for the guests who stay and visit. Guest satisfaction is a main priority, especially in the field of service in the tourism industry. Selamet (2021) states that improving tourist satisfaction at tourist attractions can give a feeling of comfort, desire, and pleasure to return to visit. From this, it can be concluded that the Front Office (FO) and Food & Beverage (F&B) have an important role in creating a positive experience that will encourage guests to return to visit the hotel.

To create a memorable experience for guests, the role of service becomes a very essential aspect in the hospitality industry. Service in this context can be interpreted as an Intangible experience provided to guests, either by humans (such as waiters in restaurants) or by systems (such as the use of computers that facilitate service). Therefore, the author focuses on the field of hospitality and service (frontliner), especially the service department and front office (Thio, 2004).

Achieving the goal of providing good service to guests requires improving the quality of service in the hospitality industry, one of the ways to improve employee skills. Such skills include the ability to serve guests according to the SOP (Standard Operational Procedures) and the ability to speak foreign languages. SOP is a guidance or reference in carrying out tasks according to the functions and technical, administrative, and procedural performance indicators that apply in the work system of related departments (Tjipto Atmoko, 2011).

In internship practice in the hospitality industry known as on-the-job training, students at least need an understanding of the basics of service and service standards, such as Standard Operating Procedures (SOP) that apply in hotels. Lack of understanding of the reservation system, communication with foreign guests, and standardized complaint handling are the main challenges. SOP is a written document that contains work procedures, systematic work stages, and guidelines for routine and repeated activities that must be carried out by the company

(Syaharuddin & Prajitiasari, 2015). Standard Operating Procedures (SOP) are formed by hotel companies as work guidelines so that managers and employees can work professionally and become reliable company resources (Setiawati, 2015).

In addition, many of the students do not yet have practical experience before entering the world of work; thus, preparing them to face the professional world of work is immature. Therefore, this study aims to help students who will undertake internships in the hospitality industry in understanding their duties, especially in front-line positions such as service and front office.

Indeed, there is an intimate relationship between a person's work readiness and their mastery of knowledge, work attitudes, and skills. Stevani (2015) states that these three aspects are the main pillars in shaping work readiness. This means that the higher a person's command of relevant knowledge, attitudes, and skills, the higher the person's readiness to work professionally. The more ready a person is to face the world of work, the greater the mastery of knowledge, attitudes, and work skills they have. Therefore, these three aspects are closely related and play an important role in determining an individual's readiness to enter the world of work.

The objective of creating a Front Office Internship Conversation Video Guide to Improve Skills and Interaction with Guests in the Hospitality Industry is to facilitate students who will or are interested in joining an internship program by guiding how to interact with guests. The content covers various situations such as welcoming and returning guests, handling guest complaints, and responding to requests for services (amenities).

The urgency of making the video "Hotel English Conversation: Speak like a Receptionist" in addition to the existing materials is its integration of realistic dialog scenarios based on authentic hotel practices, tailored to the needs of vocational education. In contrast to a lot of instructional videos available on platforms such as YouTube-which often isolate language elements such as grammar or generic phrases-this video series mimics actual receptionist tasks, such as welcoming guests, checking in, answering phone calls, and handling complaints using expressions that are in line with Front Office Standard Operating Procedures (SOPs) (Widodo, 2016).

The innovation of this product is mainly in the adoption of Situated Learning Theory (Lave & Wenger, 1991), which emphasizes the importance of contextual and participatory learning through tasks that reflect real-world professional situations. The dialogues featured in the video are not randomly generated but rather developed based on field observations and interviews with hospitality professionals, to ensure that the video content is aligned with the communication challenges that students often face during their internship.

In addition, the video applies Richard Mayer's Cognitive Theory of Multimedia Learning (2001), which states that learning is more effective when information is presented using both visual and verbal channels. By combining images, audio narration and text, this video improves student retention, comprehension and engagement compared to traditional lecture-based or text-only resources (Mayer, 2001).

Compared to widely available learning content that usually presents general hospitality English, this video acts more like a simulation tool, allowing learners to mentally and linguistically exercise in the communicative demands of the Front Office workplace. In addition, its user-friendly design and culturally adapted expressions-such as polite and respectful forms of language that suit Indonesian learners-make the video more engaging.

1.2 Statement Problem

1. How is the process of creating a video conversation for Hotel English Conversation: Speak like a Receptionist?
2. How was the feedback from the staff at Hotel Grandhika Semarang regarding to the video?

1.3 Research Objective

This research aims to describe in detail the process of making a conversation video series, which is designed as a learning media for internship students in the Front Office. This video is expected to help improve students' communication skills when facing real work situations in the hospitality industry.

1.4 Advantage Research

1.4.1 Theoretical Advantage

- a. The study can be used as a reference or an overview of the work in the hospitality industry. The students in Applied Foreign Languages are better prepared for internships in the hospitality industry.
- b. The research contributes to the creating of conversation video in the hospitality field.

1.4.2 Practical Advantage

The use of video as a learning media provides easy access to material anytime and anywhere. This increases the flexibility and efficiency of the learning process. For the internship students, this media helped to understand the real work situation in the hospitality industry in a more practical and contextual way.

1.5 Problem Limitation

1.5.1 Factors included:

The research focused on the hotel industry, with an emphasis on the Front Office (FO) department in a hotel environment. The research explores theoretical aspects such as the lack of understanding among interns regarding reservation systems, guest communication, and complaint handling. It also discusses the importance of preparation before the internship, including an introduction to the hotel working system and basic Front Office terminology. From a practical perspective, the research aims to develop a conversation-based learning video to support Vocational School students, specifically for those from the Applied Foreign Language program at Diponegoro University, in preparing for and guiding their required internship experience in the hospitality sector.

1.5.2 Excluded factors:

To maintain a defined scope research, the study did not examine broader hotel management topics such as marketing strategies, financial operations, or general hotel policies. Focus on product creating, not long-term effectiveness. Additionally, the study did not evaluate the overall success the student internship program, measure the performance individual interns, or investigate the impact company-

level decisions on the internship experience. These areas are outside the focus the study, which only centered on improving communication readiness and practical understanding for Front Office interns using video.

1.6 Output

In this research, the final product is a conversation-based video titled “Hotel English Conversation: Speak like a Receptionist”. The video was developed as a learning medium specifically designed to support vocational students particularly those from the Applied Foreign Language Study Program who are preparing for internships in the hospitality sector. The video was published on YouTube to ensure wide accessibility and self-paced learning. The complete video has a total duration of approximately 10 minutes and 44 seconds.

This video contains a series of realistic and context-based English conversation scenarios that reflect common Front Office service activities in hotels. The content is divided into several chapters, each focusing on different guest service situations, including check-in procedures, check-out interactions, handling guest complaints, and courtesy calls prior to guest departures. The dialogues are based on Standard Operating Procedures (SOPs) commonly used in the industry and adapted from real hotel practices, making the video highly practical and authentic.

By simulating actual Front Office communication tasks, the video aims to help students understand hotel work systems, apply polite and professional English expressions, and respond to guest needs effectively. This instructional approach trains students to become more communicative, professional, and responsive in real-world guest interactions. Moreover, this media helps prevent common mistakes often made by interns, such as inappropriate language use or lack of confidence when speaking to guests, especially in English. As guest satisfaction is strongly influenced by the quality of interpersonal interaction, the use of this video not only supports skill development but also contributes to building a positive guest experience. Therefore, this product plays a significant role in improving students' work readiness, enhancing their confidence, and preparing them to engage in real hospitality environments.