

## CHAPTER III

### METHODOLOGY

This study used an applied Research and Development (R&D) approach by referring to the systematic framework of Borg and Gall in designing and validating a conversation guide video entitled “Hotel English Conversation: Speak like a Receptionist.” Through direct observation and interviews with hotel front office staff, this research aims to produce practical and accessible self-learning media to improve the communication skills of Applied Foreign Language Study Program students who are preparing for internships. This chapter includes the research methodology, development stages, implementation schedule, cost details, and division of tasks, as can be seen in the following explanation.

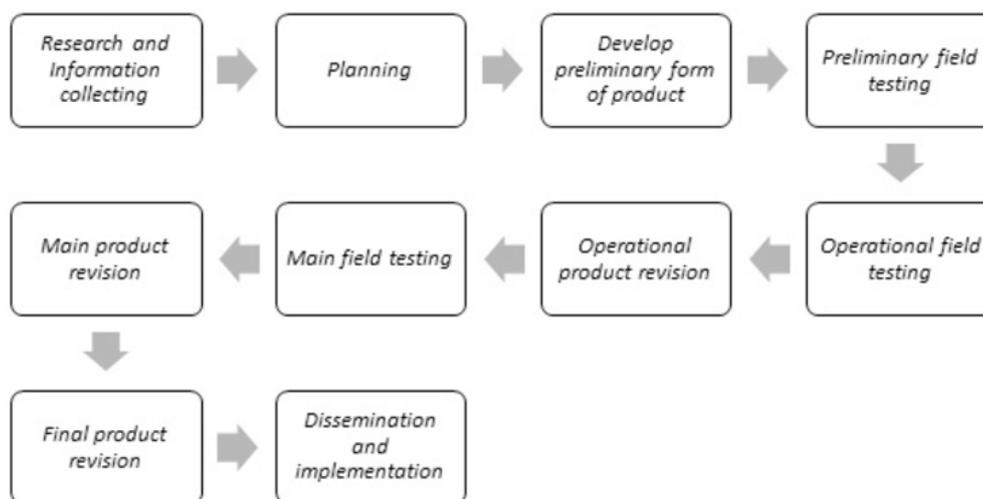


Figure 3.1 search and Development by (Borg and Gall, 1983)

#### 3.1 Methodology

This final project applies the Research and Development (R&D) method proposed by Borg and Gall (1983), which is widely used for developing educational products through a systematic and iterative process. The original Borg and Gall model consists of ten stages: (1) Research and Information Collecting, (2) Planning, (3) Develop Preliminary Form of Product, (4) Preliminary Field Testing, (5)

Operational Field Testing, (6) Operational Product Revision, (7) Main Field Testing, (8) Main Product Revision, (9) Final Product Revision, and (10) Dissemination and Implementation.

In this study, the researcher adapted eight out of the ten stages, excluding Stage 6 (Operational Product Revision) and Stage 7 (Main Field Testing). The main reason for this adjustment is to ensure that the research process remains feasible, efficient, and manageable within the limited time and resources available for an undergraduate final project. As noted by Sidik (2019), the R&D method is flexible and can be adapted based on the scope of the research and the complexity of the product being developed. The selected eight stages ranging from data collection to dissemination are considered sufficient to produce a functional and effective product. This decision was also made to avoid excessive time and logistical constraints, especially since scale operational field testing and iterative revisions are more appropriate for broader-scale research or commercial product development (Sugiyono, 2015).

Furthermore, the core purpose of this research is to develop a practical and accessible learning video for vocational students preparing for internships in the hospitality sector, specifically in the Front Office department. The product is designed to fill the gap between theoretical knowledge and real-world communication skills in guest service. According to Borg & Gall (1983), R&D is most suitable when the primary goal is product development for direct use by a specific target group, which in this case are students from the Applied Foreign Language program.

### **3.2 Research and Developing Steps**

The Research and Development (R&D) method is a systematic approach used to develop new products or programs through a series of stages. This process includes in-depth research activities as well as product creating based on the relevant findings from the research. In this study, researchers adapted the eight stages of development from the Borg and Gall (1983) model, namely: (1) Research and Information Collecting, (2) Planning, (3) Develop preliminary form of product,

(4) Preliminary field testing, (5) Operational field testing, (6) Main product revision, (7) Final product revision, and (8) Dissemination and Implementation.

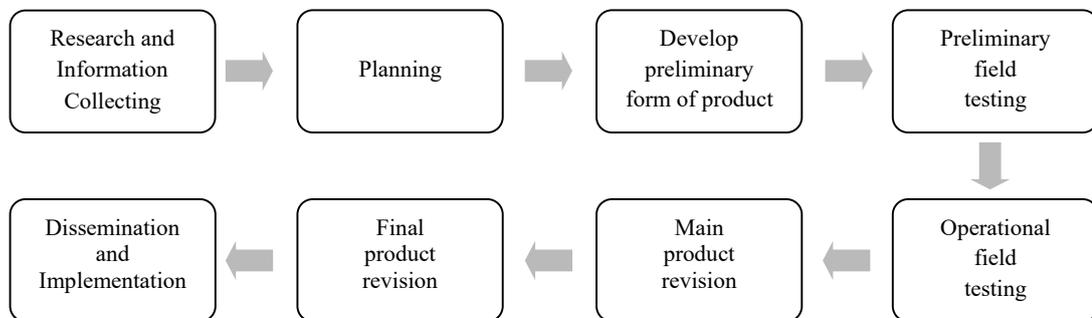


Figure 3.2 Procedure Research and Development

These stages were selected and adapted to the needs of the research to ensure that the creating process can proceed more efficiently without reducing the quality of the resulting product. These adjustments were also made to save research time without abandoning the basic principles of R&D. Through this method, the researcher developed learning media in the form of a conversation-based video internship guide in English for Front Office positions. This product is designed to be an effective self-learning tool in increasing the understanding of professional communication in a hospitality work environment.

### 3.2.1 Research and Information Collecting

The first stage in this research process is the collection of data and information through two main collection techniques, which are direct observation and interviews with hotel staff at the Front Office Hotel Grandhika Semarang. This step aims to obtain a real overview of the front office's service activities, work communication, and general situation, which will then be used as the main basis for the development of a conversation-based internship video guide.

#### 1) Observation

This first step includes needs analysis, literature review, small-scale research and standardized reports. a) Needs analysis: To conduct a needs analysis, there are several criteria, namely 1) Is the product to be developed something that is important for education? 2) Does the

product have the possibility to be developed? 3) Are there human resources who have the skills, knowledge and experience to develop the product? 4) Is there enough time to develop the product? c) Literature study: A literature study is conducted for a provisional introduction to the product to be developed. This literature study is done to collect research findings and other information pertinent to the planned product development. d) Small-scale research:

The observation was directly conducted in a hotel to observe the work activities of the Front Office (FO) staff. The purpose of this observation was to gain a real understanding of the workflow, forms of interaction with guests, and the use of spoken English in the context of service in the hospitality industry. The researcher observed important processes such as the reception of guests during check-in, handling complaints, to the check-out process. In addition, the researcher also paid attention to how the FO staff demonstrated a professional attitude, verbal and non-verbal communication skills, and how they carried out the hotel's standard operating procedures (SOPs). The results of observations are used as an initial reference in developing the content framework and dialog flow of the internship guide video, so that the product developed truly reflects the work situation.

## **2) Interview**

The researcher interviewed one of the hotel's Front Office staff. The interview aims to gain in-depth information about the main tasks in the Front Office, including the competencies required, and their experience in guiding internship students. The questions in the interview include:

- 1) What are the main duties of the Front Office staff in this hotel?
- 2) What are the check-in and check-out procedures must be carried out according to hotel operational standards?
- 3) How often do you use English in communication with guests?

- 4) What challenges do you usually face when serving guests, especially foreign ones?
- 5) What skills must be possessed by students who will intern in the Front Office?
- 6) What are some mistakes that are often made by Front Office interns?

The information obtained from the interviews is used as a consideration in determining the content, dialogue, and situations that will be simulated in the video, to match the work reality and learning needs of students from the Applied Foreign Language Study Program.

### **3.2.2 Planning**

The planning stage was conducted following data collection through observations and interviews with the Front Office staff of the hotel. R&D research planning includes: 1) formulating objectives; 2) estimating funds, labour, and time; 3) formulating the qualifications of researchers and the form of their participation in the research. At this stage, the researcher designed the content and scenario of an English conversation-based internship guide video that corresponds to real situations in the Front Office, such as the check-in, check-out process, complaint handling, and telephone service. The researcher also determined the script, visual flow, and video format, and by real work, to ensure that the video developed is under the needs of students who will do internships in the hospitality industry.

At this stage, researchers began to compile the content and scenarios for the English conversation-based internship guide video that reflected real situations at the Front Office. The scenarios developed included conversations during check-in, check-out, handling complaints, and telephone service, all of which were taken from common situations encountered in the hospitality industry.

To strengthen the authenticity and professionalism of the expressions used in the dialogues, researchers refer to sources from the English4Hotels.com website, which provides phrases and conversation structures commonly used by Front Office staff. For example:

1. In the check-in dialogue, expressions such as “Good afternoon. Welcome to our hotel. Do you have a reservation?” which is a common opening greeting when serving guests (English4Hotels – Reception Dialogue).
2. For handling complaints, phrases such as “I’m sorry about that, Sir. Let me check with housekeeping and get back to you shortly” are used as a polite form of feedback to guest complaints (English4Hotels – Dealing with Complaints).
3. In telephone service, expressions such as “Good morning. Front Desk, how may I help you?” are used to familiarize students with answering the phone professionally (English4Hotels – Telephone Skills).

The references from the English4Hotels website were not used in their entirety but were selected and adapted to the needs of the video, particularly that the dialogues remained relevant to the context of vocational student internships in the Front Office and depicted situations that commonly occur in the hospitality industry.

### **3.2.3 Develop a Preliminary Form of the Product**

At this stage, the researcher determines the design of the video, including the structure of the conversation, the sequence of scenes, and the visual style used. In addition, the facilities and infrastructure needed during the production process, such as editing software, subtitles, and sound recordings, were also determined. The researcher also designed the stages of conducting design trials in the field and described the roles and responsibilities of the parties involved, such as resource persons, video editors, and talents. The video conversation has been created for a month, from 1<sup>st</sup> to 31<sup>st</sup> May 2025.

### **3.2.4 Preliminary Field Testing**

This stage is an early field trial carried out on a limited scale involving several individuals. Researchers conducted trials involving material experts and media experts as a form of validation to evaluate the feasibility of the conversation-based internship guide video that had been produced. The experts referred to in this

research and creating stage are the supervisors. The validation steps include three stages as follows:

- 1) The supervisor, as a material expert as well as a media expert, provides an assessment of the feasibility aspects of content/material, linguistic aspects, as well as aspects of presentation and visual appearance in the video entitled “Hotel English Conversation: Speak like a Receptionist”. In addition, the supervisor also provided suggestions and criticisms related to the content and presentation of the media in the video.
- 2) Data from the creating process was analysed based on the assessment, criticisms, and suggestions provided by the experts.
- 3) The product was developed and revised based on the criticisms and suggestions that had been received to improve the quality of the video produced.

Table 3.1 Expertise Requirement

<b>Field of Expertise</b>	<b>Requirement</b>	<b>Subject</b>
Material Expert	Material and Linguistic Aspects	Alfin Rosyidha, S.Pd., M.A.
Media Expert	Aspects of Video	Alfin Rosyidha, S.Pd., M.A.

### **3.2.5 Main Product Revision**

This stage was aimed at improving the designs or early models based on the results of the limited field trials that had been conducted previously. Revisions were made as a form of response to input, criticisms, and suggestions obtained from experts involved in the initial validation stage. This refinement emphasizes more on the approach with the focus on process evaluation. Therefore, the improvements made are aimed at improving the feasibility and quality of the product before it is tested on a wider scale.

### **3.2.6 Main Field Testing**

This stage is a wider test of product effectiveness after revisions have been made in the previous limited trial. In the research entitled “Hotel English

Conversation: Speak like a Receptionist", testing was carried out by involving 36 students from the Applied Foreign Language Study Program, who were the main target users of video conversation media with relevant scientific backgrounds, to provide validation of the feasibility of the products developed.

Data were obtained through the distribution of Likert scale-based questionnaires. According to Borg and Gall (1983), a questionnaire is a data collection technique by provides several written statements filled out by respondents to measure perceptions of certain phenomena. The questionnaire was used to measure the success of the video as a communication learning media in the Front Office.

The assessment of this questionnaire will cover several relevant aspects, such as clarity of content, quality of presentation appeal, audio-visual, and linguistic aspects in the video. The following is a list of statements in the questionnaire:

Table 3.2 Questionnaire statement list

No.	Criteria
1.	Video conversation content can be understood
2.	The depth and completeness of the material in conversation videos are already comprehensive
3.	The presentation of video quality in the conversation videos is already good
4.	The volume of sound can be heard clearly
5.	Synchronization between audio and visual is already suitable
6.	The language used is easy to understand
7.	The subtitles are already synchronized with the audio
8.	Subtitles follow grammatical standards
9.	The presentation of subtitles in the conversation videos is clear and visible

Table 3.3 Interval scoring on a Likert scale

No	Criteria	Interval	Score
1.	Strongly Agree	1	1.00 until 1.75
2.	Agree	2	1.75 until 2.50

3.	Disagree	3	2.50 until 3.25
4.	Strongly Disagree	4	3.25 until 4.00

### 3.2.7 Final Product Revision

This stage is conducted to refine the product based on the evaluation results in the main field test. Refinements to ensure that the product developed in “Hotel English Conversation: Speak like a Receptionist”, has reached the optimal level of effectiveness and feasibility. The final product produced at this stage is considered to have met the creating objectives and has a reliable level to be used by Applied Foreign Language students as an independent learning medium in facing the world of work in the hospitality industry.

### 3.2.8 Dissemination and Implementation

The last stage of the final product is video with entitled “Hotel English Conversation: Speak like a Receptionist ”, The selection of the YouTube platform in this study aims to reach students of the Applied Foreign Language Study Program more widely, to facilitate access to learning materials independently.

### 3.3 Schedule

The activity will take place at SMK N 6 Semarang, from May 1 to 31, 2025. The series of activities began on the first day of recording on the 1st with a time that was adjusted to the video shooting setting (available time) flexibly, without disturbing other student’s SMA N 6 Semarang. The following is a list of activities that will be carried out based on the Borg and Gall (1983) method:

Table 3.4 Schedule Creating Video

Activity	March	April	May	June	July	August
Research and Information Collecting						
Planning						
Develop preliminary form of product						
Preliminary field testing						

Main product revision		
Main field testing		
Final Product Revision		
Dissemination and Implementation		

### 3.4 Cost

Below is a table of the budget spent on several tools for shooting and places in implementing the making of the final project with the entitled “Hotel English Conversation: Speak like a Receptionist”:

Table 3.5 Expenses Cost

No.	Expenses	Costs
1.	Ringlight	Rp.74,515
2.	Capcut Pro	Rp.15,000
3.	Place Rental	Rp.78,000
4.	Meal cost for 3 persons	Rp.622,000
5.	Transportation cost	Rp.97,000
Total:		Rp.886,515

### 3.5 Distribution Tasks

The final project entitled “Hotel English Conversation: Speak like a Receptionist” was conducted by two students from the Applied Foreign Language Study Program. The resulting product is a learning video containing English conversations commonly used in hotel Front Office services. The video is divided into several parts of guest service situations, such as check-in, check-out, complaint

handling, and courtesy calls. In the development process, the author was responsible for the dialog arrangement and video production in the courtesy call service section and acted as a voice over as well as a learning instructor. The entire production process was carried out collaboratively by both students, with the guidance of academic supervisors, to produce learning media that is applicable for internship students in the hospitality industry.

Table 3.6 Distribution Tasks

Category	Description
Talent: As Front Office Staff: Fakhriya Faya Hanifa	Became talent video
As Hotel Guest: Fitri Kurnia Sari	
Director: Fakhriya Faya Hanifa	Responsible for setting the scene, expression, intonation of conversation, and dynamics of interaction between characters to match the script and learning objectives.
Producer: Fitri Kurnia Sari	Organize production planning, resource management, and ensure the entire process runs according to schedule and budget.
Cameraman: Seftian Fakhriya Faya Hanifa Fitri Kurnia Sari	In charge of organizing the visual composition, shooting angle, and stability of the footage.
Storyboard: Fakhriya Faya Hanifa Fitri Kurnia Sari	The idea is to describe the visual flow of each scene before the recording process begins.
Scriptwriter: Alfin Rosyidha Fakhriya Faya Hanifa Fitri Kurnia Sari	The script is based on common situations that often occur in hotel front offices, using English that is appropriate for a professional context.
Editor: Fitri Kurnia Sari	In charge of compiling the recordings into a complete video unit, adding transitions, text, and ensuring audio and visual quality