

CHAPTER IV

RESULTS AND DISCUSSION

This chapter discusses the results of the learning media development process in the form of English conversation videos for Front Office training, starting from the planning, production, to product testing stages. The development process is based on the Research and Development (R&D) method of the Borg and Gall model, this chapter analyses and interprets the results obtained with the learning theories described in the previous chapter.

4.1 Result

The results of this study indicate that the development of learning media in the form of English conversation videos for guest service training at the Front Office has been created through a Research and Development (R&D) approach, concerning the Borg and Gall model. Although the complete Borg and Gall model consists of 10 stages, this study adopted 8 important stages, namely research and information gathering, planning, development of initial product form, initial field trial, operational field trial, major product revision, final product revision, and dissemination and implementation. The judgment to apply using 8 stages was made due to the limited time, resources, and scope of an academic project at the undergraduate level. The two stages eliminated were “main field test” and “product revision based on main field test”, which are usually more suitable for large-scale and long-term projects. Despite these limitations, the stages adopted were considered sufficient to ensure the quality and effectiveness of the media developed.

The final product consists of four session videos, each approximately 10 minutes and 44 seconds long, featuring common interaction scenarios in the Front Office, including welcoming guests, checking in, handling complaints, and providing information. The video production followed a systematic workflow-pre-production, production, and post-production-ensuring that the quality of the script, cinematography, editing, as well as the addition of text and visual effects, effectively supported student comprehension and engagement. According to the

results of trials and feedback from expert validator, stakeholder and users (students), the developed video is considered suitable, interesting, and relevant to the learning needs in the hospitality workplace.

This product is in accordance with Mayer's Multimedia Learning theory which emphasizes the importance of using visual and verbal channels simultaneously to enhance understanding. In addition, the video also reflects the principles of Lave and Wenger's theory of Situated Learning, which emphasizes the importance of real context in the learning process and is in line with the Communicative Language Teaching (CLT) approach, which emphasizes the use of language in situations of actual communication. Therefore, this video media not only enhances students' English language skills but also helps students understand the service environment and work procedures in the Front Office in a practical and applicable way.

4.1.1 Data and Information Collection

At the data and information collection stage, the researcher was involved in collating materials relevant to guest services at the hotel's Front Office. To understand the work practices and effective communication in the Front Office, the researcher conducted an online interview through the WhatsApp application with the Front Office staff of Grandhika Hotel Semarang on Monday 19-May-2025. The following is an attachment in the form of a screenshot of a conversation via WhatsApp with Front Office staff at Grandhika Hotel Semarang, which was part of the indirect interview process.

The interview results are obtained through chat conversations, considering the busy schedule of the Front Office staff, which makes it impossible to conduct interviews in person. Therefore, communication is conducted flexibly via the WhatsApp application. The results of these conversations are attached in the form of images at the bottom of this document as evidence of the data collection process. The information obtained from the hotel staff was very helpful in understanding the actual work practices at the Front Office and became a reference in developing the conversation video. The documentation in the form of photos with staff is also included as confirmation of their involvement in the data collection process.

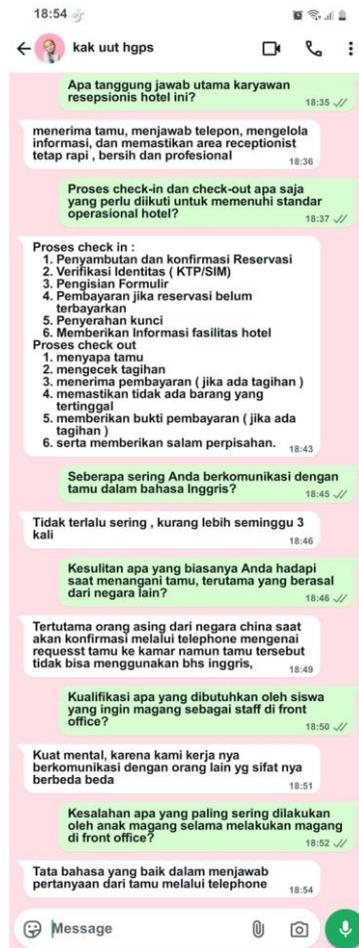


Figure 4.1 Interview with Front Office Staff Hotel Grandhika Semarang

The collection of data was undertaken to obtain information directly from field practitioners who have experience in dealing with hotel guests in a professional manner. This interview aims to identify the types of conversations that often occur, communication manners in English, as well as the attitudes and skills required in Front Office services. The list of interview questions used by the researcher in detail can be seen in Attachment 3.

Table 4.1 Interview Question for Staff Front Office

No.	Question
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?

Based on an interview with Tri Utaminingsih as the Staff Front Office staff of Grandhika Hotel Semarang, the interview obtains information about the duties, work procedures, and challenges faced in guest services. Based on the results of the interview, it is known that the main duties of a hotel receptionist include receiving guests, answering phones, managing information, and keeping the reception area neat, clean, and looking professional.

A check-in procedure that follows the hotel's operational standards consists of six main steps, namely: welcoming guests and confirming reservations, verifying guest identity (ID card/Driver Licence), filling out forms, confirming reservation payments, handing over keys, and providing information about hotel facilities. Meanwhile, the check-out process includes greeting the guest, checking the bill, receiving payment (if any), ensuring that no guest items are left behind, providing proof of payment, and greeting the farewell.

In addition, based on the interviews, it is known that communication in English is not used very often, on average about three times a week. However, challenges still arise when dealing with guests from foreign countries, especially from China, who have difficulty using English when making requests over the phone. The important qualification that needs to be possessed by students who want

to do an internship as Front Office staff is to have a strong mentality. This is because working in the Front Office requires the ability to communicate with various types of guests who have different characters and needs. The most common mistake made by interns is the use of inappropriate grammar when answering questions from guests over the phone.

With the development of the conversation-based video "Hotel English Conversation: Speak like a Receptionist", internship students are expected to be better prepared in facing real work situations in the Front Office. The video is designed based on field data that reflects the tasks, procedures, and communication challenges faced by hotel staff, so the content is contextual and applicable. Through simulated conversations that resemble direct interactions with guests, this video not only strengthens English language skills, but also helps build students' confidence and mental readiness in dealing with guests from various backgrounds. Thus, this learning media is a strategic solution to overcome the gap between theory and practice in the world of hospitality work.

4.1.2 Planning

1. Pre-production

The research was conducted by two researchers who began by gathering ideas for conversations to be presented in the form of video conversations. After a process of discussion and brainstorming, it was decided to create a series of video conversations aimed at improving English language skills in customer service at the hotel front office. The video series consists of one main video of about 10 minutes with the discussion divided into several materials per series of between 2 to 4 minutes. The video materials are divided into three main series, namely:

- 1) Series I: Check-In Guest, with materials "Already booked from OTA (Online Travel Agent)" and "No reservation yet (Walk-in guest)".
- 2) Series II: Check-Out Guest, with the material "Basic Check-Out" and "Departure reminder Check-Out".

Series III: Guest Complaint & Guest Courtesy, which consists of the material “The pillow is not soft”, “The room is not ready at check-in”, and “Guest request amenities”.

In this pre-production stage, both students developed two main scripts. The first script focused on the conversational dialog between the receptionist and the guest, while the second script was prepared for the narrator or tutor who would explain the learning materials or intro/outro in each video series. In addition, the researchers also created storyboards for each material designed with a duration of about 2 to 4 minutes per video, so that the storyline and visuals could be well organized before entering the production stage.

a. Scriptwriting

This stage divided the roles of the dialog writer and the monologue writer. Fakhriya is responsible as the dialog writer for the video. His role includes creating conversations that depict the interaction between receptionists and guests. Meanwhile, Fitri served as the monologue writer for the intro and outro sections of the video series. The monologue serves as the opening and closing narration that connects the overall content of the video, provides an overview and summarizes the main points to be delivered.

The script is written in two languages, English and Bahasa Indonesia, as a form of subtitles displayed in the video. This bilingual approach aims to increase accessibility and comprehension for a wider audience, so that educational content can be well received by viewers with different language backgrounds. Can be seen in table 4.2 until 4.4 dialog section, 4.6 monologue, Full details of each Script can be found in Appendix 1, Appendix 2, Appendix 3 and Appendix 4. (R: Receptionist G: Guest)

Table 4.2 Script of dialog Series I: Check-in Guest

DIALOG SERIES I: CHECK-IN	
Sudah ada reservasi dari OTA (traveloka, tiket.com, dll) /Already have a reservation from Online Travel Agent	
(tamu berjalan dari lobby menuju resepsionis)	
R:	Good day/afternoon/evening. May I help you (Mr./Ms.)
G:	I want to check in. I have booked through Traveloka
R:	Okay (Mr/Mrs), can you help me with the booking under whose name?
G:	On behalf of Rahula
R:	Okay, with Mrs. Rahula for 1 night, room type Deluxe King Room with breakfast, please apologize in advance because there is no special request in our system, do you want a smoking room or a non-smoking room?
G:	Yes, I want a non-smoking room only
.....	
Belum ada reservasi (Walk-in)/No reservation yet (Walk-in guest)	
(tamu berjalan dari lobby menuju resepsionis)	
R:	Good day/afternoon/evening sir. May I help you?
G:	Afternoon, ma'am, just wanted to ask if there are any rooms available today?
R:	Okay, did you have a reservation beforehand?
G:	No miss
R:	Okay, let me check in our system first, sir (checking in the system)
R:	Sir, for today we are still available in all types, please excuse the smoking or non-smoking sir?
G:	I just want the smoking one, how much is the rate, ma'am?
R:	For today our rate is 750k with breakfast for the standard type and 1.5jt in the junior suite type sir, both types are allowed to smoke in the room
G:	Just the standard one, if you can just twin it for one night

Table 4.3 Script of dialog Series II: Check-out Guest

DIALOG SERIES II: CHECK-OUT	
Chcek-Out	
(tamu keluar kamar menuju ke resepsionis)	
R:	Good (morning/afternoon) ma'am. How can we help you?
G:	I want to checkout miss, as well as leave the suitcase for a while, I want to have breakfast too (handing over the key)
R:	Alright ma'am, from room 501 yes ma'am, is there a small mineral water consumption in your room?
G:	Oh no, I didn't consume
R:	Good ma'am, make sure there is nothing left behind ma'am
G:	Yes, I believe there is nothing left behind
R:	Allright thank you ma'am, for the suitcase can be left alone ma'am later I help move it (out of the counter to move the suitcase)
G:	Thank you miss (guests go to the restaurant)
R:	With pleasure ma'am (with a smile)
Departure Reminder Check-Out	
(courtesy departure reminder starts at 10am)	
(dialling the room number on the phone)	
R:	Good morning
G:	Good morning
R:	I am Faya with the receptionist intends to confirm for today plans to check out or extend maybe ma'am?
G:	I will check out today
R:	Alright ma'am, our check out at 12pm if you need a trolley can contact us ma'am
G:	If late check out, is it possible?

R: For our late check, out we will be maximized at 12.30

G: I'll take late check out thank you

R: Alright ma'am, with pleasure

Table 4.4 Script of dialog Series III: Guest Complain & Guest Courtesy

DIALOG SERIES III: GUEST COMPLAIN & GUEST COURTESY

Guest Complains Pillow Not Soft

(phone rings)

R: This is receptionist how may I assist u?

G: Hello, I'm from room 501, how come my pillow is so hard? Please I would like to exchange it, miss

R: I apologize for the inconvenience. For the pillows, would you like to exchange all of them or just one of them?

G: All of them please

R: Understood ma'am, please wait for our officers to deliver new pillows to the room, apologize for the inconvenience ma'am, once again we will remind our housekeeping staff about the condition of the pillows in each room, ma'am

G: Thank you

R: It is my pleasure, ma'am.

The Room Was Not Ready at Check in Time

(the case is that the guest booked the room through ota, but the reservation only appeared in the system at the same time as the guest came to the hotel, most of the rooms that are ready have been blocked to other reservations)

R: Good afternoon ma'am how can we help you?

G: Afternoon, I want to check in I have booked through traveloka

R: Alright ma'am, under whose name?

G: Putri Amalia

R: Alright, with Ms. Putri Amalia for your reservation just entered our system. Can you help me to register beforehand ma'am, and can I be helped for your id card ma'am?

G: Driver Licence is that ok? (handing over Driver Licence)

R: It is okay ma'am, for the registration u can fill your phone number here and an email address if there is any, also because the your room is non-smoking u can sign in the box here ma'am, not allowed to smoke or vape in the room and bring durian and animals to the your room, please (showing a pen to the column of room)

(guests fill out the register form, gsa scan Driver Licence)

R: Ma'am apologizes in advance because in the room reservation voucher you have no special request for now the room that is ready is just a twin bed is that ok?

G: The Check in time is 2 o'clock, It is already 2 o'clock how come the room is not ready yet

R: I apologize for the inconvenience ma'am. Because there were many guests who just checked out at 1 o'clock so the rooms are still being processed with our housekeeping staff.

Guest request amenities

(phone rings)

R: This is receptionist how may I assist u?

G: Can I have an extra soap and a towel exchange?

R: Yes ma'am, would you like the liquid or bar soap?

G: I would like the liquid one please

R: Alright ma'am, there will be our staff who will deliver it to your room, please wait

G: Thank you miss

R: With pleasure ma'am

Table 4.5 Script of Monolog (Into Outro)

Intro and outro Series I: CHECK IN GUEST

Welcome to Hotel English Conversation: Speak like a Receptionist/I'm Faya// In this section I will guide you through professional check-in procedures at the hotel front office// from guest with booking from online to walk-in guest//Let's get started//

And that's how a proper check-in process should go/attentive/ efficient/ and guest-focused/Next, we will go to handle guest check out//

Series II: CHECK OUT GUEST

A smooth and courteous check-out leaves a lasting impression//Next/ we'll dive into handling complaints and special requests//

Series III: Guest Complain and Guest Courtesy

That's how handle guest complaints and courtesy services//a true test of patience/ empathy/ and professionalism//

From handling complaints to delivering prompt service/ every interaction shapes the guest experience//

Thank you for watching/ and may your front office service always reflect the best in hospitality//

b. Storyboard

After script writing is completed, researchers then develop a storyboard that serves as a reference for visuals in the video production process. The storyboard helps the production team to understand the flow of each scene, the placement of dialog, and the visual components that need to be displayed in accordance with the learning objectives.

In the division of tasks, Fakhriya Faya was responsible for developing storyboards for the entire video series. The storyboard developed by Fakhriya became the main guideline in the recording and editing process, as it reflected the flow of dialog, shooting locations, talent expressions, and other technical directions in a visual and structured manner. The storyboard also includes scene divisions by section (check-in, check-out, and guest complaint), as well as the placement of dialog and narration according to learning needs.

Developed eight storyboards for the video series consisting of one hundred and three scenes. Each storyboard depicts the visual details of each scene, including key elements and actions to be performed by the actors. Full details of each storyboard can be found in Appendix 5, Appendix 6, Appendix 7 and Appendix 8.

Table 4.5 Storyboard

<i>STORYBOARD 1</i>	<i>STORYBOARD 2</i>																														
Storyboard Monolog Intro and Outro	Storyboard Check-In Already have a reservation from Online Travel Agent																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="font-size: 8px;">Timestang: 00:01-00:05</td> <td style="font-size: 8px;">Scene: 1 Shot: 1</td> <td style="font-size: 8px;">Set: Dapur</td> </tr> <tr> <td colspan="3" style="text-align: center;">  </td> </tr> <tr> <td colspan="3" style="font-size: 8px;"> Setting: Green Screen (Board) Acting: Posing pemeran menyapa audience </td> </tr> <tr> <td colspan="3" style="font-size: 8px;">SCRIPT</td> </tr> <tr> <td colspan="3" style="text-align: center; padding: 5px;">Halo semuanya</td> </tr> </table>	Timestang: 00:01-00:05	Scene: 1 Shot: 1	Set: Dapur				Setting: Green Screen (Board) Acting: Posing pemeran menyapa audience			SCRIPT			Halo semuanya			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="font-size: 8px;">Timestang: 01:00 - 01:05</td> <td style="font-size: 8px;">Scene: 2 (Guest Arrived at the Reception Desk) Shot: 1</td> <td style="font-size: 8px;">Set: Kamar-konvensional di Dekatnya tamu, menghadap receptionist</td> </tr> <tr> <td colspan="3" style="text-align: center;">  </td> </tr> <tr> <td colspan="3" style="font-size: 8px;"> Setting: Kamar-konvensional di Dekatnya tamu, menghadap receptionist Acting: Receptionist berdirinya ramah, tersenyum menyambut tamu </td> </tr> <tr> <td colspan="3" style="font-size: 8px;">SCRIPT</td> </tr> <tr> <td colspan="3" style="text-align: center; padding: 5px;"> Selamat pagi/siang/ore. Ada yang bisa kami bantu, Ibu? Good day/afternoon/evening. May I help you (Ms./Mrs.) </td> </tr> </table>	Timestang: 01:00 - 01:05	Scene: 2 (Guest Arrived at the Reception Desk) Shot: 1	Set: Kamar-konvensional di Dekatnya tamu, menghadap receptionist				Setting: Kamar-konvensional di Dekatnya tamu, menghadap receptionist Acting: Receptionist berdirinya ramah, tersenyum menyambut tamu			SCRIPT			Selamat pagi/siang/ore. Ada yang bisa kami bantu, Ibu? Good day/afternoon/evening. May I help you (Ms./Mrs.)		
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Storyboard Check-In No reservation yet (Walk-in guest)	Storyboard Check-Out																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="font-size: 8px;">Timestang: 02:37 - 02:41</td> <td style="font-size: 8px;">Scene: 6 (Walk-in Guest) Shot: 1</td> <td style="font-size: 8px;">Set: Dapur</td> </tr> <tr> <td colspan="3" style="text-align: center;">  </td> </tr> <tr> <td colspan="3" style="font-size: 8px;"> Setting: Majlis F&D Acting: Tamu hadir datang, menuju resepsionis </td> </tr> <tr> <td colspan="3" style="font-size: 8px;">SCRIPT</td> </tr> <tr> <td colspan="3" style="text-align: center; padding: 5px;"> R: Selamat siang, Ibu. Ada yang bisa kami bantu? R: Good day/afternoon/evening ma'am, May I help you? </td> </tr> </table>	Timestang: 02:37 - 02:41	Scene: 6 (Walk-in Guest) Shot: 1	Set: Dapur				Setting: Majlis F&D Acting: Tamu hadir datang, menuju resepsionis			SCRIPT			R: Selamat siang, Ibu. Ada yang bisa kami bantu? R: Good day/afternoon/evening ma'am, May I help you?			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="font-size: 8px;">Timestang: 02:00 - 02:05</td> <td style="font-size: 8px;">Scene: 10 (Check-out) Shot: 1</td> <td style="font-size: 8px;">Set: Kamar-konvensional di Dekatnya tamu, menghadap receptionist</td> </tr> <tr> <td colspan="3" style="text-align: center;">  </td> </tr> <tr> <td colspan="3" style="font-size: 8px;"> Setting: Kamar-konvensional di Dekatnya tamu, menghadap receptionist Acting: Tamu yang keluar dan 10 menit sebelum keluar, menuju ke resepsionis </td> </tr> <tr> <td colspan="3" style="font-size: 8px;">SCRIPT</td> </tr> <tr> <td colspan="3" style="text-align: center; padding: 5px;">[Tanpa dialog, aktivitas nonverbal]</td> </tr> </table>	Timestang: 02:00 - 02:05	Scene: 10 (Check-out) Shot: 1	Set: Kamar-konvensional di Dekatnya tamu, menghadap receptionist				Setting: Kamar-konvensional di Dekatnya tamu, menghadap receptionist Acting: Tamu yang keluar dan 10 menit sebelum keluar, menuju ke resepsionis			SCRIPT			[Tanpa dialog, aktivitas nonverbal]		
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<i>STORYBOARD 5</i>	<i>STORYBOARD 6</i>																														
Storyboard Check-Out Departure Reminder	Storyboard Guest Complain Pillow Are Not Soft																														

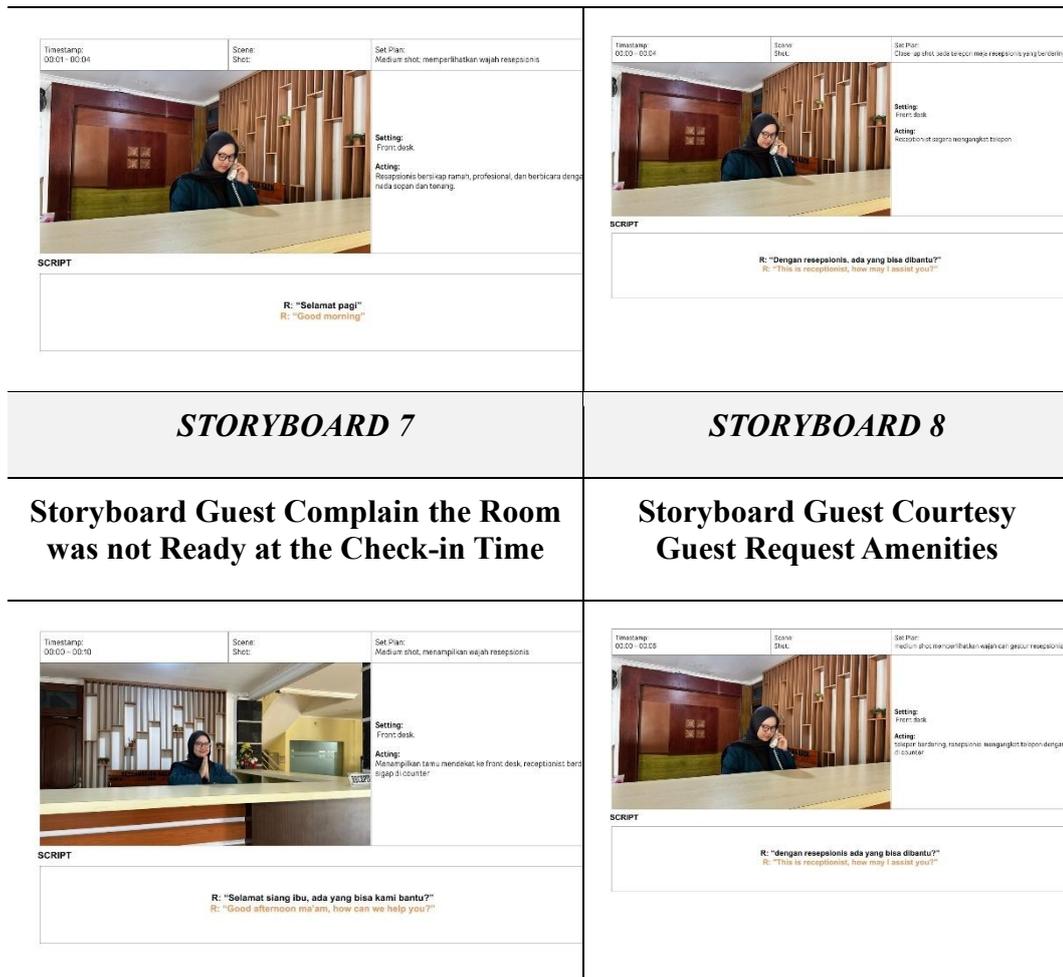


Figure 4.2 Storyboard 1-8

4.1.3 Development of The Initial Form of The Product

Before starting the production stage, the researcher applied to Mrs. Any Ernawati Dwi Astuti, S. Pd and Mr. Sugiyanto Nurrochman, S. Pd for permission to conduct the video recording at SMK Negeri 6 Semarang one week before the production session began. After obtaining permission, the recording was scheduled and carried out on Saturday, May 10, 2025, from 09.00 AM to 14.00 PM.

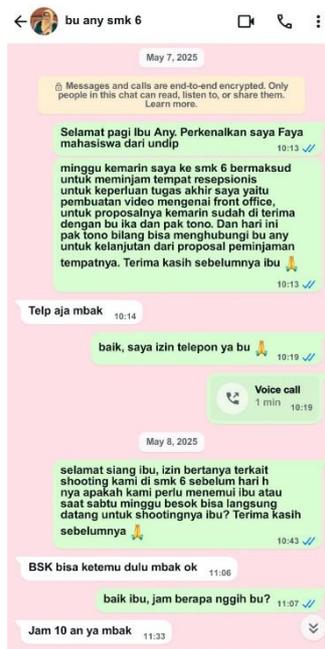


Figure 4.3 Permission to Use Receptionist Desk at SMK N 6 Semarang

2. Production

The production stage was conducted at SMK Negeri 6 Semarang and was carried out for four days during the school holidays, on May 10-11 and May 17-18, 2025. The shooting process started every day at 09.00 to 14.00 WIB. During the recording process, there were several obstacles encountered. One of the main difficulties was in determining the appropriate shot angle, especially related to lighting that was not always stable. In addition, it was difficult to memorize the script, so retakes were needed in some scenes. Another obstacle was the condition of the school environment, which was quite crowded due to activities from outside agencies, which caused interference with the recording results, both in terms of audio and visual.

In making videos, researchers consider various aspects to explain each material about customer service and handling the complaint. Appendix 9.

Table 4.6 Aspects of Scenes

Part	Shot	Aspect
Part 1	Shot 1-7	This narration conveys the purpose of making the video and provides a brief overview of the importance of effective communication in Front Office services. This closing section features a final narration that serves as a summary of the entire video content.
Part 2	Shot 1-15	Shown when a guest comes to the hotel and has made a reservation through an Online Travel Agent (OTA) s. The receptionist performs the data verification process, identity matching, and provides basic information about the hotel facilities to the guest. Aspects featured include the receptionist's friendly demeanour, use of professional greeting phrases, and efficient check-in process.
Part 3	Shot 1-21	A situation where a guest arrives without making a booking beforehand. The receptionist is required to check room availability in real-time and provide explanations regarding room types, prices, and hotel policies. This scene illustrates how the receptionist responds to the guest politely.
Part 4	Shot 1-10	Shows the general guest check-out process, including returning the room key, checking the bill, and closing the administration. The receptionist also gives a polite farewell and ensures that the guest had a pleasant stay. Aspects of professional communication and good end of service.
Part 5	Shot 1-9	The receptionist reminds guests of the check-out time. Guests who wish to check out early are served quickly and responsively. This scene emphasizes the importance of punctuality and clarity of information provided by the Front Office staff.
Part 6	Shot 1-7	Example of a guest complaining about an uncomfortable pillow. The receptionist responds with an empathetic attitude and offers solutions, such as changing the pillow or offering housekeeping assistance. This scene shows the

importance of communication skills in handling guest complaints professionally.

Part 7 Shot 1-21 A situation is recounted where a guest was dissatisfied that the room was not ready when check-in time arrived. The receptionist must be able to provide a reasonable explanation, offer compensation, or ensure the guest feels valued. This scene focuses on problem solving and maintaining a positive image of the hotel.

Part 8 Shot 1-7 Describes how the receptionist responds to a guest's request for additional amenities such as extra towels or toiletries. In this situation, the receptionist is required to demonstrate politeness, prompt service, as well as friendly and clear communication skills.

a. Talent

In the production process of the Front Office guest service conversation learning video, there are two main talents who play a role in the video, namely Fakhriya as a receptionist and Fitri as a hotel guest. Both are students from the Applied Foreign Language Study Program, Diponegoro University Vocational School. Their roles reflect real communication situations that often occur in the Front Office. The videographer position is held by Seftian students from the Applied Foreign Language Study Program, Diponegoro University Vocational School, who is responsible for all technical aspects of shooting. The videographer's duties include setting up the recording equipment, such as cameras, tripods, lighting, as well as ensuring that the recording process runs according to the storyboard that has been compiled previously. Visual documentation of this process can be seen in Figure 4.3, which shows a video shot during the recording process.



Figure 4.4 Documentation of talent

b. Camera Angle

The researcher applied the over the shoulder (OTS) shooting technique as one of the main visual approaches. Over the shoulder shot is a shooting technique done from behind one of the characters, usually by showing some of the character's shoulders and head, while the camera focus is directed at the interlocutor. This used in conversation scenes between guests and receptionists at the Front Office desk, both from the guest's point of view and from the receptionist's point of view. The OTS shot used is medium over the shoulder, so that the facial expressions of the interlocutor are still clearly visible, and the background of the reception room can still be reached visually.



Figure 4.5 Over the Shoulder (OTS) Shot

c. Light

The researcher used a ring light as the main lighting support device. The use of ring light aims to provide even lighting on the talent's face and reduce unwanted shadows during the shooting process. The ring light was chosen because of its ability to produce soft and symmetrically diffused light, making it very effective for highlighting the talent's facial expressions, especially in dialog scenes between receptionists and guests.



Figure 4.6 Ring Light

d. Front Office Background

The shooting in the video production was carried out directly at the location of SMK Negeri 6 Semarang, specifically in the receptionist desk area located in the entrance lobby for the Hospitality department practice. This area is specifically designed to support students' practical learning activities in Front Office subjects, so that the atmosphere and spatial arrangement reflect the real conditions commonly found in hotel work environments.

The selection of this location aims to increase the level of authenticity in the delivery of material through video, so that the audience can more easily imagine and understand the situational context displayed. The setting of the reception desk is equipped with supporting devices such as telephones, and check-in/out forms commonly used in the daily operations of the hotel's Front Office department.



Figure 4.7 Lobby and Receptionist Desk

e. Microphone Wireless Mini

The researcher used a mini wireless microphone as the main audio recording tool. This microphone was chosen because of its compact shape and practical use, so it does not interfere with the movement of the talent during the recording process. The mini wireless microphone can capture sound clearly and directly from the sound source (talent), even at a certain distance from the camera, which greatly supports the audio quality in the dialog and monologue displayed in the video.

The use of this microphone also minimizes the background noise that often occurs when using the built-in microphone of an ordinary camera or recorder, especially in crowded environments such as when recording in schools. With wireless signal transmission, this microphone allows direct connectivity to recording devices or cameras.



Figure 4.8 Microphone Wireless Mini

3. Post-Production

At this stage, all recordings that have been obtained during the production process are processed, edited, and adjusted to produce a video. In this post-production process, various activities are carried out starting from storyboarding, video editing, adding subtitles, audio processing, to visual adjustments.

Fitri has the role of the main editor in the video editing process. Fitri responsible for processing the recordings into a complete video series. The editing process included video cutting, merging clips, adding subtitles in two languages (Bahasa Indonesia and English), inserting back sound, voice over for monologues, and visual adjustments including lighting and colour consistency. CapCut application as the main tool in editing this video, due to its ease of use and features that support pre-production needs.

A. Design of Storyboard

The storyboard is designed to illustrate the storyline, dialog structure, camera position, character expression, and setting used in each scene. Storyboarding allows the production team to have a clear and systematic picture before the shooting process begins. The storyboarding was done by Fakhriya Faya, who acts as a dialog writer as well as a visual narrative designer. Fakhriya compiled a total of seven main storyboards and Fitri compiled monologue storyboards covering eight video scenarios, starting from the opening and closing monologues, to communication situations that occur between the receptionist and hotel guests, such as the check-in process, check-out, complaint handling, and guest requests.

Each storyboard is equipped with detailed information about the number of shots per scene, dialog or narration, camera direction, and other technical information that supports the smooth production process. With the storyboard, the recording process becomes more directed, efficient, and in accordance with the expected learning objectives. Full documentation of the

storyboard can be seen in Appendix 1, Appendix 2, and Appendix 3 and Appendix 4.

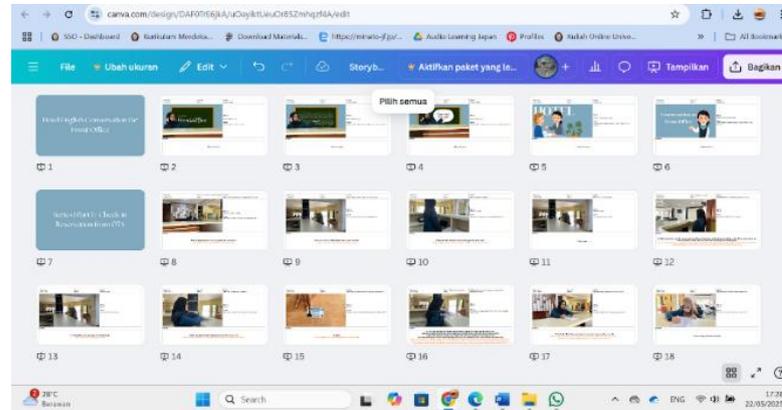


Figure 4.9 Storyboard

B. Editing Process and Application

At this stage, Fitri has the role of the main editor in the video editing process including all raw footage that has been obtained during the production process is compiled, sorted, and organized according to the sequence of scenarios and storyboards that have been designed previously. We used CapCut, a desktop and mobile-based video editing software. The first step in the editing process was to import all video files into the CapCut platform. Then, researchers trimmed irrelevant parts, including shooting errors, dialog errors, or audio glitches. After that, the clips were arranged according to the narrative flow of the dialogs and monologues, creating a visual. Including inserting video footage of talent, adding video titles, and adjusting the duration of the appearance of each element to stay in sync with the narrative and visuals. Transitions between scenes were also added to maintain visual fluidity between scenes.

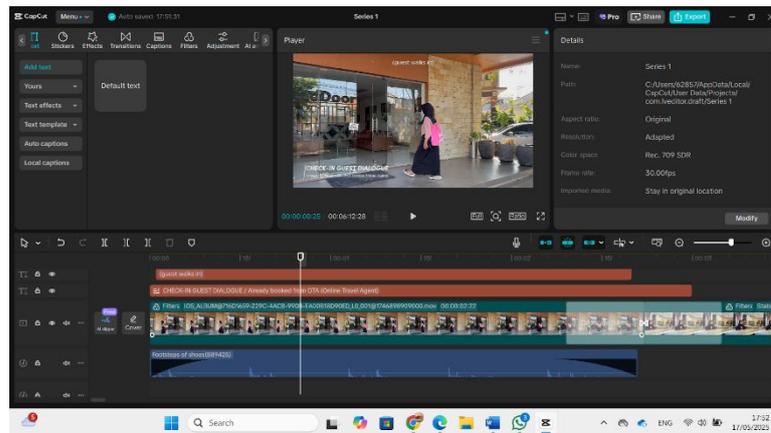


Figure 4.10 Editing Process

C. Subtitle Development

To improve accessibility and audience understanding of the video content, the process of developing subtitles as a part of the post-production stage. The subtitles were prepared in two languages, Indonesian and English, to support the bilingual learning approach relevant to students of the Applied Foreign Language study program. Fakhriya Faya was responsible for translating and composing the English subtitles based on the dialogue and monologue scripts, while Fitri oversaw inputting the subtitles into the video using the CapCut editing application, as well as ensuring the synchronization of the text's running time with the audio, the readability of the visual display, and the accuracy of the language context. This collaboration aims to ensure that the text that appears in the video not only supports content comprehension but also helps students in recognizing terms and sentence structures used in professional interactions in the Front Office industry.



Figure 4.11 Add Subtitle Indo-Eng

D. Voice Over and Audio Enhancement

The voice over was recorded separately using a Mini wireless microphone to produce clear sound and minimal noise. The voice over narration was taken from a pre-designed monologue script and adjusted to the duration of the accompanying visual display. Audio processing also includes noise reduction, volume adjustment between clips, and synchronization of sound with the talent's lips to ensure the audience's comfort when watching and listening to the video material.

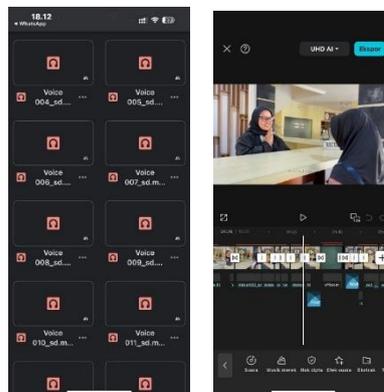


Figure 4.12 Voice Over and Audio Enhancement

E. Visual Consistency & Brightness Adjustment

Visual consistency in learning videos should not cause distractions that interfere with the learning process. Therefore, researchers adjusted the overall visual appearance, including brightness, contrast, colour saturation, and frame alignment. Brightness adjustments were made mainly to improve uneven lighting conditions during the recording process, especially due to

the recording location at SMK N 6 Semarang which has limited natural lighting and is affected by outdoor activities. The use of ring light during production helped, but some parts still needed additional digital correction.



Figure 4.13 Brightness Adjustment

4.1.4 Preliminary Video Testing

After the video editing process in the development of the final project entitled “Hotel English Conversation: Speak like a Receptionist” was completed, the researcher proceeded to the trial stage to assess whether the video that had been developed was running well and had met the learning objectives and expected quality. The test was conducted by sharing the video link via Google Drive to the supervisor to get a review of the feasibility of the content, dialog structure, and technical quality of the video. After the review, the supervisor gave some important inputs, including simplifying the dialog writing to be more concise and effective, improving the transition between scenes to make the flow smoother, and adding titles to each video section at the beginning of the segment to clarify the structure of the material delivery. Based on this feedback, the researcher then conducted a re-editing process for the video to match the recommendations given. This trial stage is an important step in learning media validation to ensure that the resulting video conversation series is truly effective in the context of Front Office learning, both in content and visual presentation.

Table 4.7 Trials

No.	Trials	Information
1.	Video playback via laptop or mobile phone	The video is played on Google Drive via laptop or cell phone. In the playback process there are criticisms and suggestions from the Supervisor as a Media Expert and Material Expert.
2.	The video has been uploaded to the YouTube platform	Video playback was done through the YouTube platform. During the playback process, there were no problems in terms of image display, colour quality, or sound clarity, so the video could be enjoyed well by the audience.

The validation test was conducted on the video to measure the suitability of the material content with the purpose of developing learning media. The expert validation test was conducted by the final project supervisor from the Applied Foreign Language Study Program, who acted as a media expert as well as a material expert. The following is a validation statement from the supervisor of the final project product.

Form of Validation Product
Hotel English Conversation: Speak Like a Receptionist

Validator : Alfin Rosyidha, S.Pd., M.A.

Date : 5 Juni 2025

Material Expert Validation

Please checklist one of the selected answers (v)

1. Is the material provided accurate and consistent with current standards?

<input type="radio"/> Not Suitable	<input type="radio"/> Fairly Suitable	<input checked="" type="radio"/> Suitable	<input type="radio"/> Very Suitable
------------------------------------	---------------------------------------	---	-------------------------------------

2. Is the content being relevant to the intended audience and learning objectives?

<input type="radio"/> Not Relevant	<input type="radio"/> Fairly Relevant	<input checked="" type="radio"/> Relevant	<input type="radio"/> Very Relevant
------------------------------------	---------------------------------------	---	-------------------------------------

3. Is the conversational language (grammar, vocabulary, tone) is suitable for the student's level?

<input type="radio"/> Not Suitable	<input type="radio"/> Fairly Suitable	<input checked="" type="radio"/> Suitable	<input type="radio"/> Very Suitable
------------------------------------	---------------------------------------	---	-------------------------------------

4. Is the dialogue spoken realistic, natural, and reflects conversation in common scenarios?

<input type="radio"/> Not Realistic	<input type="radio"/> Fairly Realistic	<input checked="" type="radio"/> Realistic	<input type="radio"/> Very Realistic
-------------------------------------	--	--	--------------------------------------

5. Are the series structure and chronology effective in supporting the learning goals?

<input type="radio"/> Not Effective	<input checked="" type="radio"/> Fairly Effective	<input type="radio"/> Effective	<input type="radio"/> Very Effective
-------------------------------------	---	---------------------------------	--------------------------------------

6. Does the material make it easy for students to communicate with foreign guests?

<input type="radio"/> Not Easy	<input type="radio"/> Fairly Easy	<input checked="" type="radio"/> Easy	<input type="radio"/> Very Easy
--------------------------------	-----------------------------------	---------------------------------------	---------------------------------

7. Do subtitles accurately capture the original language's meaning when translated?

<input type="radio"/> Not Accurate	<input checked="" type="radio"/> Fairly Accurate	<input type="radio"/> Accurate	<input type="radio"/> Very Accurate
------------------------------------	--	--------------------------------	-------------------------------------

8. Are the scenarios, dialogues, and examples being realistic and suitable for the setting of the subject?

<input type="radio"/> Not Suitable	<input type="radio"/> Fairly Suitable	<input checked="" type="radio"/> Suitable	<input type="radio"/> Very Suitable
------------------------------------	---------------------------------------	---	-------------------------------------

9. Is there more information that needs to be added to this video? If yes, please explain.

No. The information is fairly enough.

10. Criticism and suggestion.

⊛ Please remove the actor's expression from the subtitle.

⊛ Please ensure that the subtitle is in accordance with the utterances.

Form of Validation Product
Hotel English Conversation: Speak Like a Receptionist

Validator : Alfin Rosyidha, S.Pd., M.A.
 Date : 5 Juni 2025

Media Expert Validation

Please checklist one of the selected answers (v)

1. Is the visual appearance of the video attractive, consistent, and in line with the Front Office service?

<input type="radio"/> Not Suitable	<input type="radio"/> Fairly Suitable	<input type="radio"/> Suitable	<input checked="" type="radio"/> Very Suitable
------------------------------------	---------------------------------------	--------------------------------	--

2. Is the image quality clearly visible and supports the content of the material?

<input type="radio"/> Not Visible	<input type="radio"/> Fairly Visible	<input checked="" type="radio"/> Visible	<input type="radio"/> Very Visible
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3. Audio (narration/dialogue voice) is clear, easy to understand, and not distracting?

<input type="radio"/> Not Clear	<input type="radio"/> Fairly Clear	<input checked="" type="radio"/> Clear	<input type="radio"/> Very Clear
---------------------------------	------------------------------------	--	----------------------------------

4. Is the subtitle or text helpful in understanding the content of the video?

<input type="radio"/> Not Helpful	<input type="radio"/> Fairly Helpful	<input checked="" type="radio"/> Helpful	<input type="radio"/> Very Helpful
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5. Transitions and flow of delivery in the video are smooth and not confusing?

<input type="radio"/> Not Appropriate	<input checked="" type="radio"/> Fairly Appropriate	<input type="radio"/> Appropriate	<input type="radio"/> Very Appropriate
---------------------------------------	---	-----------------------------------	--

6. Is the length of the video appropriate, not too long or too fast?

<input type="radio"/> Not Appropriate	<input type="radio"/> Fairly Appropriate	<input checked="" type="radio"/> Appropriate	<input type="radio"/> Very Appropriate
---------------------------------------	--	--	--

7. Is the layout of visual elements (text, images, sound) well arranged?

<input type="radio"/> Not Arranged	<input checked="" type="radio"/> Fairly Arranged	<input type="radio"/> Arranged	<input type="radio"/> Very Arranged
------------------------------------	--	--------------------------------	-------------------------------------

8. Is the text/subtitle displayed in a punctual and clearly readable way?

<input type="radio"/> Not Suitable	<input type="radio"/> Fairly Suitable	<input checked="" type="radio"/> Suitable	<input type="radio"/> Very Suitable
------------------------------------	---------------------------------------	---	-------------------------------------

9. Is there more information that needs to be added to this video? If yes, please explain.

10. Criticism and suggestion.

⊗ please add bumper video and clear transitions.
~~from~~

**SURAT PERNYATAAN VALIDASI
DOSEN PEMBIMBING TUGAS AKHIR**

Saya yang bertandatangan dibawah ini:

Nama : Alfin Rosyidha, S.Pd., M.A.

NIP :199512092024062001

Prodi : Bahasa Asing Terapan

Menyatakan bahwa projek tugas akhir atas nama mahasiswa:

Nama : Fitri Kurnia Sari

NIM : 40020521650038

Prodi : Bahasa Asing Terapan

Judul TA : Creating A Video Conversation Series For Front Office

Setelah dilakukan penilaian atas projek tersebut dapat dinyatakan:

	Layak digunakan tanpa revisi
√	Layak digunakan dengan revisi sesuai aturan
	Tidak layak

Demikian surat validasi ini dibuat agar dapat digunakan sebagaimana mestinya.

Semarang,
Validator,



Alfin Rosyidha, S.Pd., M.A.
NIP 199512092024062001

Catatan:
Pengisian kolom diberi tanda (V)

4.1.5 Main Product Revision

Revisions to the main product in the form of conversation videos were made after going through a validation process by experts who have competence in the fields of learning materials, language, and video-based learning media. The validator who provided input and direction in this process was Alfin Rosyidha, S.Pd., M.A., who doubled as Material Expert and Media Expert. The following are the details of the revisions carried out based on the results of discussions and considerations with validators:

1. Adding Intro and Outro Segments to Videos

Based on the recommendation of the media aspect validator, the researcher added intro and outro segments to each video in the series “Hotel English Conversation: Speak like a Receptionist” series. The intro segment serves to introduce the title of the video, the topic of the conversation, as well as the identity of the media developer, namely the relevant study program and university. Meanwhile, the outro segment is used to provide a reaffirmation of the learning objectives and an invitation to continue to the next video in the series.

2. Removal and Refinement of Irrelevant Subtitles

Validators also identified subtitles that did not align with the audio or the context of the dialog. Some parts of the subtitles were judged to be linguistically inaccurate, or unnecessary as they only repeated simple speech that could be understood directly from the audio. Therefore, the distracting subtitles were removed, as well as improvements to the writing of other subtitles to conform to good and correct English grammar.

3. Change of “Miss” to “Ma'am” in Dialogue

In the conversation scenario between front office staff and female guests, the greeting “Miss” was initially used. However, based on the validator's evaluation of the linguistic aspects and the appropriateness of the professional context, the use of “Miss” is considered inappropriate in a formal work environment such as hospitality, as it contains unnecessary personal nuances. The validator recommended the use of “Ma'am”, which is more

neutral, polite, and in line with formal communication standards in the service industry. Therefore, the dialog in the video was revised to replace the greeting.

All these revisions were carried out in direct coordination between the researcher and the validator to ensure that the final video product not only met visual and technical standards but was also linguistically accurate and relevant to the needs of vocational learning in hospitality. The contributions from the validators added significant value to the quality and feasibility of the video as a learning media designed to improve students' communication competence in internship practice at the hotel front office.

4.1.6 Main Field Testing

Respondent testing was applied to 35 individuals who are students at the Applied Foreign Language Study Program in the class of 2022. The number of respondents was determined based on the research methodology, research objectives, and resource availability, with a focus on obtaining high-quality data while maintaining a balance between research coverage and affordability. This sample of 35 respondents was chosen because it is in line with the target audience of the developed product. The conversation video series titled “Hotel English Conversation: Speak like a Receptionist” was evaluated through a developed survey.

Table 4.8 Respondents Table Result

No	Criteria	Mean
1.	Video conversation content can be understood	3.37
2.	The depth and completeness of material in conversation videos are already comprehensive	3.37
3.	The presentation of video quality in the conversation videos is already good	3.37
4.	The volume of sound can be heard clearly	3.37
5.	synchronization between audio and visual is already suitable	3.43
6.	The language used is easy to understand	3.43
7.	The subtitles are already synchronized with the audio	3.37
8.	Subtitles follow grammatical standards	3.46

9. The presentation of subtitles in the conversation videos is clear and visible	3.49
Interval: 3.41 (SA)	

Table 4.9 Formula of Internal

Interval = Total score: Total Respondent
--

Table 4.10 Interval Scoring on the Likert Scale

No	Criteria	Interval	Score
1.	Strongly Disagree	1	1.00 until 1.75
2.	Disagree	2	1.75 until 2.50
3.	Agree	3	2.50 until 3.25
4.	Strongly Agree	4	3.25 until 4.00

Based on the results of the main field testing involving 35 students of the Applied Foreign Language Study Program class of 2022, it can be concluded that the learning video entitled “Hotel English Conversation: Speak like a Receptionist” received very positive responses from the respondents. The assessment was conducted through nine statements covering various aspects of video quality, such as content, appearance, audio, synchronization, language, and subtitles. From the analysis, a total score of 1072 was obtained with 35 respondents, resulting in an overall average score of 3.41. Based on the Likert scale, this value is in the “Strongly Agree” category, which indicates that most respondents are satisfied with the quality of the learning video. The statement with the highest score is the clear and easy-to-read subtitles, while some other aspects such as the completeness of the material and audio quality can still be improved. This is in line with the researcher's note that although this video is effective for introductory learning, there is still room for improvement in enriching the content with more complete and diverse materials.

4.1.7 Final Product Revision

The focus of this media is for vocational students who will carry out internships as direct users, so the main evaluation through questionnaires is directed at them to assess the comprehensibility, relevance, and practical benefits of the video. While hotel staff are part of the stakeholders in the development of Front Office learning media, the questionnaire was not included for them because the instrument was specifically intended for students as the target users.

However, the involvement of hotel staff as stakeholders is still accommodated through the content validation process. Hotel staff will be asked for feedback through interview sessions discussing the accuracy, feasibility, and suitability of the video from various aspects, including dialogue flow, language use, and suitability to real work situations in the Front Office. With this approach, input from professional practitioners remained an important part of refining the video product, even though it was not included in the written questionnaire. The results of the feedback from hotel staff can be seen in the attached documentation and images, which show their involvement in the validation process and feedback on the video content developed.

The results obtained during the interview process regarding feedback on the video that had been developed showed that the video was very accurate in describing the work of the Front Office. The Front Office staff assessed that the workflow shown, the use of English in the dialogue, and the quality of the subtitles were very good and in line with work practices in the field. Overall, the video was considered feasible and effective as a learning medium for interns to understand the tasks and communication that occur at the Front Office. The following are the photos of the interview regarding the video feedback.

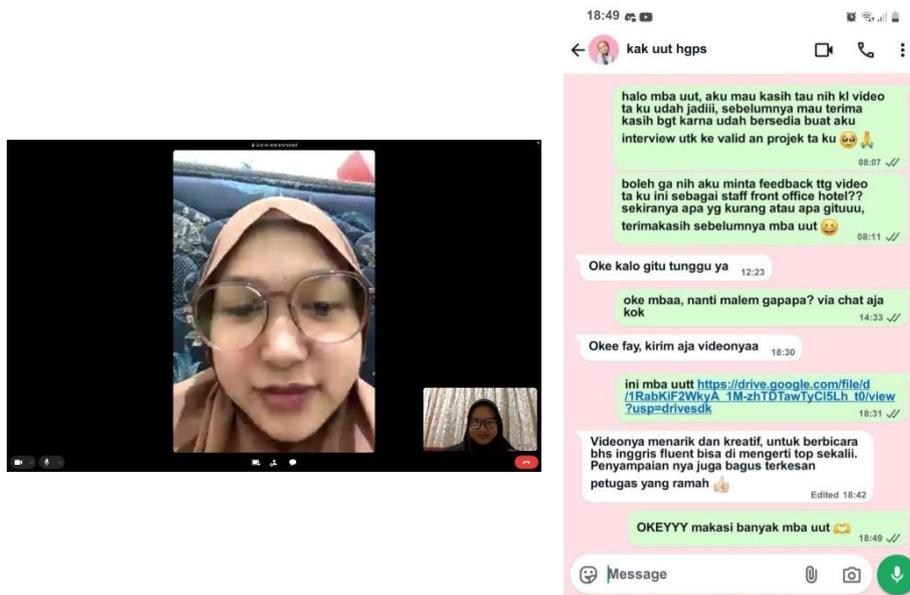


Figure 4.13 Interview Feedback Overall Video

In the questionnaire, the researcher included a link to the final video entitled “Hotel English Conversation: Speak like a Receptionist”, which had been revised and approved by the supervisor. The video was shared via Google Drive so that it could be accessed by anyone who had the link. At the end of the Google Form, the researcher added a comment column for respondents to give their opinions on the video. Based on the results of filling out the questionnaire, most respondents stated that it was considered enough. The following are the results of the respondents' feedback. The original version can be found in Appendix 10.

Table 4.11 Results of Respondents Feedback

Respondent	Feedback
R1	Very good
R2	On the video transition, the text and duration may be a little bigger and longer so the viewers may notice the transition on different situation.
R3	The pronunciation could be improved a little more because there are some

	words that are not pronounced correctly.
R4	Maybe the audio sounds a little unnatural, like a voice-over, and in some parts, the audio and subtitles could be better synchronized. Also, the transitions between parts could be made clearer, not like that. Keep up the good work! 🙌
R5	Can be added when there are many guests, how the front office handles it. When there are many complaints from guests, how the front office handles it.
R6	Overall, I think the video is well put together and because it uses simple English, it is very easy to understand. The subtitles make it even easier for viewers to understand what is being discussed in the video. Good luck and success to the older siblings 🙌
R7	It's great, in fact, I think it's very complete, and it's similar to when checking in at a hotel and everything is covered based on previous experience, such as checking in at a hotel and calling the receptionist.
R8	Already good
R9	The sound in some parts is faint—it would be better if the volume could be increased so that the message is conveyed more clearly.
R10	The opening conversation immediately shows the essence of the situation. Overall, the video is good and well organized.
R11	Transitions between scenes can be made smoother so that the flow of conversation is easier to follow.

R12	Subtitles are very helpful for understanding, especially for beginners.
R13	It would be more interesting if the facial expressions and gestures were emphasized more to make it more convincing, like a professional receptionist.
R14	-
R15	It's already good, keep it up! 🍷
R16	In terms of audio, the bass could be slightly increased in volume, but otherwise it's okay and understandable. 👍
R17	It's already good.
R18	The expression and pronunciation could be improved a bit, but the rest is already good.
R19	Some parts of the audio and subtitles are slightly delayed, but overall it's good.
R20	ok
R21	-
R22	The video is good and easy to understand.
R23	-
R24	It's quite good and easy to understand.
R25	Add a little background ambience (lobby sounds or soft music).
R26	-
R27	The video is cool, keep up the good work!

R28	The volume can be standardized so that no part is too soft or too loud.
R29	
R30	Maybe the audio needs some improvement.
R31	The receptionist's expression looks a little stiff.
R32	Quite interesting.
R33	👍
R34	Cool, quite helpful.
R35	Could be improved in terms of expression and pronunciation, but overall it's good.
R36	It's good. The video is cool. For a trainee, it's okay, like a friendly officer.

4.1.8 Dissemination and Implementation

The researcher included the final revised video based on the feedback from the supervisor in the questionnaire. The video was provided as a publicly accessible link via Google Drive. In addition, the researcher added a comment column at the end of the Google Form as a means for respondents to express their opinions regarding the conversation video series shown. Based on the findings from the questionnaire, most respondents expressed satisfaction with the videos, so no further revisions were required.

4.1.9 Discussion

At the beginning of this Final Project, our team needed early direction to determine the work to be created. Inspired by our six-month internship in the hospitality industry, we didn't want the experience to go unrewarded. Therefore, we decided to take up the hospitality theme by making a learning video titled Hotel English Conversation: Speak like a Receptionist, which is intended to help junior

students, especially the class of 2022 in the Applied Foreign Language Study Program, who will be doing their mandatory internships.

The video consists of four series of conversations covering common interactions in the Front Office, namely the check-in process, check-out, receiving calls from guests, and handling guest complaints. We both have experience working in customer service in different companies, so we understand how important English language skills are in providing services, especially to foreign and domestic guests. The idea for this video came from the real challenges we faced during our internships, which we then translated into practical learning media.

During the production process, we faced various obstacles, such as difficulties in finding a location that matched the real reception desk, limited recording equipment, a less conducive atmosphere that made it difficult to memorize dialogue, and time management. Luckily, we received permission to use the reception area at SMK 6 Semarang. We are very grateful to Ms. Ika, Mr. Tono, and Ms. Any for their support and assistance.

The entire production process—from scriptwriting, shooting, to editing—was done independently. Seftian helped in the shooting process, Fitri served as editor, and Faya wrote the script. We also acted as talent in the video. The shooting process took four days, followed by a two-week editing process. Some obstacles arose, such as retakes due to dialog pronunciation errors and concentration difficulties due to outside agencies carrying out activities that coincided around the school that took place on location. However, we were able to overcome them through regular evaluations and moral support to keep the talent confident during the production process.

The post-production stage includes editing the raw video, synchronizing the audio with lip movements, adding subtitles and translations, adjusting the sound, replacing the monologue with a visual background, cutting the video to smooth the transitions, and adjusting the lighting. After the editing process was complete, we submitted the results to our supervisor for revision. The revisions we made included the subtitles and the opening of each series. After the final revision is complete, the

last step we take is to register this work for Intellectual Property Rights (IPR) protection as a form of official recognition of the learning media work, we created.

The development of the video focused on developing communication skills rather than referring to grammars. First, the main purpose of this media is to prepare students for real-world situations of communication in the hospitality industry, especially in the Front Office. The ability to interact with guests naturally and appropriately is more important than the grammatical precision of language. Most interactions in the Front Office require fluency, clarity, and confidence, rather than complex grammatical structures.

Secondly, the target users of this media are students from Applied Foreign Language who need practical use of language, especially in handling service-related tasks, such as greeting, explaining, responding to complaints, and providing information. Therefore, focus is made on the functional language and situational dialogs that reflect actual scenarios that they might face during their internship or work.

Also, an undue attention to grammar in a video format can minimize its accessibility and engagement. Students may find grammar-intensive content less interactive and more difficult to retain in a short time frame. By concentrating on conversation, this video aims to develop learners' communicative competence, which is in line with the principles of Communicative Language Teaching (CLT) - which prioritizes meaning, context, and interaction over form. Although grammar remains important in language learning, it is assumed that students have received grammar instructions in a classroom.