CHAPTER IV
RESULT AND DISCUSSION

4.1 Results

In this study, the final product developed was an animated video as a media for learning airport vocabulary. The video-making process began with a needs analysis based on observations and interviews with airport employees to determine a list of important and frequently used vocabulary, such as terms in the check-in, boarding, security, and passenger service processes. Based on the results of the analysis, the researcher compiled a script and storyboard, then continued the production process in the form of shooting with a narrator delivering the material in front of the camera, as well as supporting visuals such as text and illustrations. After that, an editing process was carried out to perfect the final result, adjust the order of the material, and add subtitles. This video is designed to be interesting, interactive, and easy to understand by learners. According to Mayer (2009), the combination of verbal narrative and visual elements in learning media can significantly increase understanding. There are 4 video parts, each lasting between 3 and 4 minutes. Each video features a narrator delivering the material directly with the support of visual elements that support contextual understanding of vocabulary. The resulting video was then validated by stakeholders who gave positive responses to the delivery of the material, attractive visuals, and the suitability of the content to the needs of new employees, on-the-job training, and interns.

In the process of making the video, the researcher used the stages that have been set in the Research and Development (R&D) method according to the development model by Sugiyono (2023). The researcher also paid attention to input from the supervising lecturer and several references related to video production techniques, such as shooting techniques and audio-visual editing so that the video results are more interesting. The Research and Development (R&D) method used in this study consists of ten stages. However, in this study, the researcher only carried out eight stages due to considerations of the limited

research time. Therefore, all learning media results in the form of animated videos of airport vocabulary are compiled and explained based on the eight stages, which will be described in detail in the next section.

4.1.1 Potential and Problem

This study began with the data collection stage to identify the potential and problems that form the basis for developing video-based English vocabulary learning media in the airport work environment. Data were collected through observation, interviews, and literature study. The airport environment shows great potential as ancontextual learning place because it contains various professions that must communicate across divisions and sometimes across languages, such as between check-in officers, technicians, ground handling staff, security, and immigration. The need to understand each other and respond quickly makes communication an important component in work. English is one of the main communication tools, especially in interactions with foreign passengers, procedural documentation, and flight information systems.

Through the researcher's observations during her internship at Jenderal Ahmad Yani Airport Semarang, the researcher found that using aviation terms had become part of the work routine. Certain vocabulary, such as boarding pass, arrival gate, baggage claim, or flight delay, often appears in operational conversations. This shows that the airport work environment has great potential to be used as a real and applicable English learning context. In addition, interns, on-the-job training, and new employees show high interest in improving language skills, especially if the media used is visual, practical, and relevant to their duties. However, this potential is not yet supported by the availability of appropriate learning media. The training materials used in the field are still general and do not specifically teach terms that are often used in the context of airport work. As a result, many interns and on-the-job training have difficulty understanding work instructions or answering questions from foreign passengers. Some of them even feel awkward or not confident when they have to speak English, even though they understand the meaning of words or

sentence structures theoretically. Another problem is the adaptation process, which tends to take place through trial and error, without the support of systematic learning media. Interns generally learn through direct experience in the field, which often causes anxiety because they are afraid of making mistakes in communicating. This can affect the speed of adaptation and the effectiveness of their work in the early weeks.

Based on these findings, the researcher concluded that it is necessary to develop a learning media that can bridge the needs of work communication in the airport environment. The media in question should be able to present real vocabulary and situations through audio-visual displays, so as to help participants learn not only from theory, but also from the real context and use that they encounter every day.

4.1.2 Data Collection

Data collection in this study aims to obtain accurate and relevant information regarding user needs, field conditions, and the basis for designing learning media. Data collection is carried out to support the process of identifying needs and ensuring that the media designed is in accordance with the reality in the field. Data is collected through three main techniques, namely observation, interviews, and literature study.

1. Observation

One of the data collection techniques in this study is observation. Observation in this study was carried out through a non-participant observation method. This was chosen so that researchers could observe flexibly in ongoing activities, such as interactions between officers and passengers, interns with passengers, and officers with other officers. This observation was conducted in the airport environment, especially while on duty in the airport terminal area, a place where there is a lot of interaction between officers and passengers, especially the customer service section at Jenderal Ahmad Yani International Airport from September 2 to December 4, 2025.

Researchers observed various ongoing activities, such as interactions between officers and passengers, communication between officers, and the use of technical vocabulary in everyday work situations. One of the observations was when an intern from a non-flight picked up the phone from the control room to check on the aviobridge, but was still not familiar with the term used, and was then taken over by the officer. This was then used as a reference in compiling scripts and dialogues in learning media. Then the unstructured observation approach was used in the study because it could be freely used to conduct observations without being limited by time and situation, such as during rush hour and many passengers or when it was quiet. This observation also includes how the attitude and communication of officers with passengers, conversations that occur in the service section, baggage claim, waiting room, and security checks. Data collected through this method is one of the bases for making the content of airport vocabulary learning videos, so that they are in accordance with real conditions in the field.

2. **Interviews**

After the observation was conducted, the next data collection technique was an interview. This interview aims to dig deeper into information regarding the need for work vocabulary in the airport environment, as well as to find out the perceptions of stakeholders regarding previously available learning media. The interview was conducted using a mixed method, namely structured and unstructured, so that the data obtained was more flexible but still focused. In a structured interview, the researcher first compiled a list of questions that focused on the use of vocabulary in the context of customer service at the airport, the suitability of existing learning materials with work needs, and suggestions for developing video-based learning media. Meanwhile, unstructured interviews were conducted by providing space for the informants to explain their experiences and opinions freely, allowing researchers to obtain additional information that was broader.

Interviews were conducted with two informants from the Airport Operation Landside Terminal and Service Improvement units, which are part of the airport service management. Communication was conducted online via the WhatsApp application, considering the limitations of time and location. Although conducted virtually, the interview process was still effective and informative. Before the interview was conducted, the researcher had asked for permission from the informants regarding participation in the research. The informants expressed their willingness to provide the information needed and understood the purpose of the interview. The consent form can be found in Appendices 10 and 11.

The first resource person, Mr. Nyoman Kama, as Airport Operation Landside Terminal and Service Improvement Manager on March 5, 2025, said that airport vocabulary learning videos have an important role as supporting media in carrying out work in the airport environment. He emphasized that understanding vocabulary in English is a basic need in daily communication between officers and passengers. Therefore, learning media such as learning videos are considered very helpful in providing practical and visual understanding for prospective workers and employees who are undergoing training.

Vocabulary is very important and necessary as a supporting media for on-the-job training participants. He noted that "*dengan memahami kosa kata teknis/operasional atau kita sebut bahasa penerbangan, maka Peserta OJT sudah on tune dalam pelaksanaan on job trainingnya, tinggal memahami proses bisnisnya seperti apa dalam dunia penerbangan*". Based on the informant's statement, it can be concluded that understanding technical or operational vocabulary in the world of aviation is very important for on-the-job training participants. By mastering this vocabulary, participants are already on the right track when implementing on-the-job training and only need to adjust to the business processes that occur in the aviation industry. This shows that learning media that discuss airport

vocabulary will greatly help trainees to be more prepared and adaptable in the real world of work.

The second resource person is an airport staff member with Rizal Syaiffudhin, who has seven years of work experience. Through interviews, researchers obtained several important information regarding vocabulary commonly used in daily interactions in the airport environment, as well as the types of questions often asked by passengers. According to the resource person, the terms that most often appear in operational conversations include things related to tickets, baggage claim, and flight service information. He also said that during the job training period, there was no learning media in the form of videos that specifically discussed airport operational vocabulary. Furthermore, the resource person said that during the on-the-job training, many students, especially those from non-aviation backgrounds, had difficulty understanding certain technical terms. This causes them to often ask questions related to vocabulary used in fieldwork practices.

Based on the results of interviews with two sources, it was concluded that there was a real need for learning media that focuses on airport operational vocabulary. Both highlighted the importance of learning materials that are contextual, applicable, and easily accessible, especially for students or training participants with non-aviation backgrounds. By the time the interview was conducted, there was no educational media available that specifically discussed airport technical terms in a practical form such as animated videos, so the development of such media is considered very relevant and useful to support the learning process and work readiness in the airport environment.

3. **Literature Study**

In addition to the data obtained through observation and interviews, the researcher used the *"Glosarium Kebandarudaraan"* released 2024, written by Sriwahyu Istana Trahutami, Dwi Puspa Widyaningrum and Putri Fani Rofiqoh as the primary reference in compiling the vocabulary featured

in the learning videos. By referring to this source, the researcher ensured that all terminology used in the script and animations aligned with the standards currently applied in the aviation industry.

4.1.3 Product Design

1. **Pre-production**

   In the pre-production process, which involves initial planning such as developing ideas, determining visual concepts, and preparing video materials, the work was carried out by Dheandra Kinanti Putri. However, in this stage, the researcher contributed as the scriptwriter, designing both the dialogue and the narration. The script was developed in two formats: an Indonesian monologue for the narrator and English dialogue intended for the animated character voice-overs. For a more detailed explanation of the pre-production process, refer to the research conducted by Dheandra Kinanti Putri.

   a. **Scriptwriting**

   At this stage, the researcher began to compile the learning video material by designing a script containing vocabulary and dialogues around the context of departure and arrival at the airport. The compilation was carried out in stages, starting with making a list of relevant airport vocabulary based on the results of the interview.

   After the vocabulary list was complete, the researcher began to design a script consisting of two types. First, a monologue narrator script written in Indonesian functions as the main explanation in the video. Second, a dialogue script in English is used for the voice-over of animated characters, describing the real situation at the airport. The script was written using Google Docs to make it easier to revise, collaborate, and change the content of the material. The use of this platform also makes it easier for researchers to store and access documents from various devices during the development process. Details of each script can be seen in Appendices 5 and 6.

Table 4.1 Script Example

PART 1 DEPARTURE
Halo dan selamat datang di seri 'Video pembelajaran kosakata kebandarudaraan! Perkenalkan saya Rakha Pradipa Farhan mahasiswa Bahasa Asing Terapan Sekolah Vokasi Universitas Diponegoro/ yang akan memandu Anda dalam video pembelajaran ini//
Dalam dunia penerbangan/ banyak sekali istilah teknis yang digunakan setiap hari dalam operasional Bandara Internasional// Maka dari itu video ini dibuat khusus untuk membantu peserta magang/ On-the Job Training/ dan karyawan baru untuk dapat memahami istilah istilah yang sering digunakan// Dengan memahami istilah istilah ini/ anda dapat berkomunikasi lebih efektif/ menghindari kesalahpahaman informasi/ dan memberikan pelayanan yang efisien//
Dibagian pertama/ kita akan membahas departure/ yaitu segala hal yang berkaitan dengan proses keberangkatan dari bandara// Anda akan mempelajari kosakata yang digunakan dalam situasi seperti check-in/ prosedur keamanan/ hingga persiapan sebelum penerbangan//
Kemudian di bagian kedua/ kita akan membahas arrival/ yaitu segala hal yang berkaitan dengan proses kedatangan penumpang di bandara// Mulai dari proses pesawat mendarat hingga pengambilan bagasi//
Setiap bagian akan disertai dengan contoh penggunaan kosakata dalam kalimat dan percakapan sehari-hari// Dengan begitu/ anda tidak hanya memahami arti kata-kata tersebut tetapi juga tahu bagaimana menggunakannya dalam konteks pekerjaan// *Mari kita mulai pembelajaran ini bersama-sama// Pastikan anda memperhatikan setiap bagian dalam video ini/memahami istilah-istilah bandara akan memudahkan anda dalam menjalankan tugas sehari-hari//*

Selamat datang di dunia penerbangan! Sebelum mulai/ ada dua istilah penting soal waktu// Estimated Time of Departure (ETD) yaitu perkiraan waktu pesawat akan berangkat dan Actual Time of Departure (ATD)/ yaitu waktu pesawat benar-benar terbang atau lepas landas// biasanya ini ditampilkan di layar flight information display system//

Oke/ sekarang kita masuk area keberangkatan atau departure// Apa saja ya yang perlu kita tahu?/ Keberangkatan dimulai dari proses Check-in/ di mana penumpang melaporkan booking number dan bagasi mereka untuk mendapatkan boarding pass sebelum penerbangan// Berikut adalah contoh percakapan pada saat check-in/ petugas check-in wajib meminta paspor dan booking number dari penumpang//

Setelah check-in/ penumpang akan mendapatkan boarding pass/ yaitu tiket untuk naik pesawat saat boarding atau proses masuk pesawat yang berisi informasi penting seperti nomor penerbangan/ nomor kursi/ dan pintu keberangkatan atau gate//

Itu tadi beberapa contoh dari proses keberangkatan// Di video berikutnya kita akan belajar tentang pemeriksaan keamanan sampai mulai penerbangan//

b. **Storyboard**

After the script was completed, the researcher created a storyboard that was used as a reference in the video production and editing process. The researcher developed four storyboards according to the number of videos produced. Each storyboard describes the visual details of each scene, including important elements, dialogue, and actions shown in the video. This storyboard was created using Canva because the platform provides convenience in arranging the appearance of each scene neatly and practically. Details of each storyboard can be seen in Appendices 3 and 4.
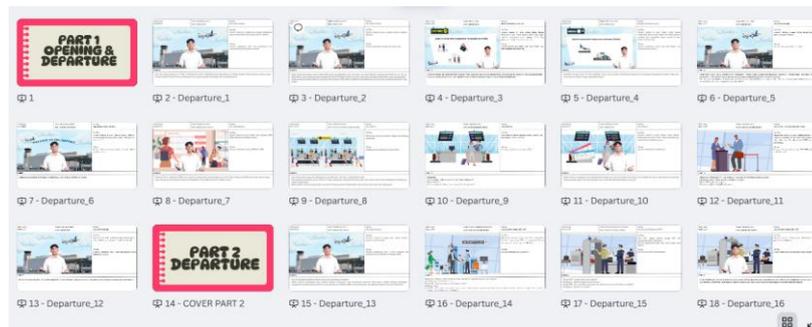
Figure 4.1 Design of Canva

2. Production

The video production process was carried out by Rakha Pradipa Farhan with the help of several other roles, including the researcher as producer, Dheandra Kinanti Putri as director, and Agus Riyan as camera operator. Rakha Pradipa Farhan is responsible for delivering the material directly in front of the camera, while the other team helps prepare all technical aspects before and during the shooting process. Before the shooting process begins, the team helps prepare the script, arranges the sequence of scenes based on the storyboard, and conducts briefings related to expressions, body positions, and speaking tempo to match the video flow. The producer is responsible for handling the overall coordination of the production, including logistics, scheduling, and team communication. Meanwhile, the director provides direct direction to the narrator during the shooting process, ensuring that each scene runs according to the concept designed in the pre-production stage. And work with the camera operator to set the equipment. For a more detailed description of the production process, refer to the research prepared by Rakha Pradipa Farhan.

The video recording process was carried out at the studio Vocational College Diponegoro University, with two sessions. The first session was held on May 2, 2025, at 08.00 A.M–12.00 P.M. The second session was held on May 12, 2025, at 08.00 A.M–10.00 A.M.

a. On-Screen Teacher

In the process of making an animated video for learning about airport vocabulary, the researcher involved one talent, namely Rakha

Pradipa Farhan. As an on-screen teacher, he is responsible for conveying the material verbally and visually to learners. The on-screen teacher plays an important role in ensuring that each airport term is pronounced clearly, articulately, and delivered with appropriate expressions so that the audience can well receive the information.

Figure 4.2 Documentation of On-Screen Teacher

b. Camera Angle

Camera angle is used to adjust the position and orientation of the camera towards the subject or scene being recorded. In this video production, the shooting angle plays a very important role in creating the appropriate visual impression and maintaining the audience's focus on the delivery of the material.

The researcher used an eye-level camera angle, which is the position of the camera parallel to the human eye and is placed directly in front of the on-screen teacher. The composition of the shot used is a medium shot, which shows the narrator's body from the waist up. The shooting in this production was done using a Sony a6500 camera.

Figure 4.3 Eye Level Camera Angle

c. Teleprompter

    Teleprompters are used in the video production process to help narrators read a previously prepared script, without having to look up or to the side. This device consists of a screen that displays text and reflective glass that allows the narrator to read the script while still looking at the camera lens. The script displayed on the teleprompter has been adjusted to the natural speech tempo and pauses, so that the delivery of the material sounds more natural and expressive.

Figure 4.4 Teleprompter

d. Green Screen Background

    Green screen, also known as chroma key background, is a visual effects technique used in video production to replace the original background with another, more relevant image or video. In this process, the subject is recorded in front of a green screen, which is then replaced with a new background during post-production using video editing software.

    In this learning video, the green background is replaced with visual elements such as airport information boards, boarding areas, or check-

in counters, so that the final appearance is more in line with the theme of airport vocabulary. During the recording process, the on-screen teacher is asked to stay within the boundaries of the green screen area so that the background replacement process runs smoothly.

Figure 4.5 Green Screen background

e. Microphone Wireless Mini

In video production, researchers use a mini wireless microphone to record the on-screen teacher's voice more practically and flexibly. This device is a small microphone that is portable and wireless, allowing the narrator to deliver material hands-free without being disturbed by cables or other additional devices.

The use of this microphone supports clearer and more stable audio quality during the recording process, especially when the on-screen teacher has to move or use body gestures. In the voice recording process, the on-screen teacher uses a Godox Movelink M2 wireless microphone. Meanwhile, during the dubbing process carried out in the post-production stage, a Rode Shotgun microphone was used.

Figure 4.6 Microphone Wireless Mini

f. LED Video Light

In the process of producing educational videos, researchers use LED video light as the main lighting source to support visual quality. LED video light is a lighting device designed to provide soft, even, and consistent light, so that the recording results look brighter, clearer, and more professional. Good lighting is very important so that facial expressions, body movements, and backgrounds displayed in the video look optimal and do not cause disturbing shadows. To support these lighting needs, two types of LED lights are used, namely Takara Spirit 3 and Taffstudio sn303.

Figure 4.7 LED Video Light

3. **Post-production**

After the entire recording process is complete, the next step is to edit each part of the video until it becomes a whole unit that is ready to be watched by the audience. In this video editing process, researchers are

assisted by animators to work on the animation and motion graphics aspects. Some of the applications used in this process include Adobe Illustrator and Adobe After Effects. At this stage, the editor will cut and rearrange the video clips, add music or audio and appropriate sound effects.

a. Graphic Artboard

At this stage, the process of creating and collecting visual elements that will be used in the video is carried out. These elements are created in one artboard or design canvas as the main workplace for compiling all graphic assets. creating animated characters according to the storyboard that has been created.

This artboard functions as a visual basis that will support the narrative and material in the learning video. Elements are created using the Adobe Premiere Illustrator application to create more detailed and precise illustrations. In this process, the team designed several images and icons related to the airport context, such as: illustration of airport officers serving passengers, departure and arrival information boards, airplane and airport icons, illustration of check-in counters and boarding gates. All of these elements are created with a consistent visual style, using sky blue and white as the dominant colors. The choice of these colors aims to create a professional, clean, and easily recognizable impression, and reflects the formal but friendly atmosphere at the airport. According to Elliot et al. (2016), blue hues are typically linked to feelings of trust, calmness, and mental clarity, making them ideal for conveying professionalism, while white is associated with purity, simplicity, and neutrality, enhancing clarity and visual cleanliness in instructional media. After all the graphic elements have been designed, these elements are exported in PNG format (without background) to make it easier to arrange in the video editing process.
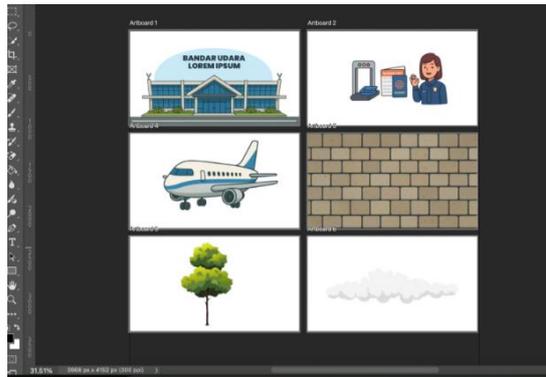
Figure 4.8 Artboard Part 1

b. Editing

The video editing process is a series of steps taken to process raw footage into a final result that is ready to be broadcast. This stage includes selecting and arranging video clips, cutting unnecessary parts, adding visual effects, transitions, and adjusting audio, such as background music and sound effects. In addition, the editing process also includes adding text, adjusting colors, and adjusting the rhythm so that the video runs according to the narrative and learning objectives that have been designed. These adjustments aim to produce videos that are not only informative but also interesting and easy for learners to understand.

In the video editing process, the researcher was assisted by an animator in handling all aspects of animation and motion graphics. All animated designs were developed based on the storyboard that had been prepared beforehand. The researcher also held discussions with the animation team to ensure that each visual element and movement effectively supported the delivery of the material. Several software programs were used throughout the editing process, each serving a complementary function. Adobe Illustrator was used to design vector characters and primary graphic elements, while Adobe Photoshop was used to create background visuals and additional graphic assets. All character and background animations were executed using Adobe After Effects, which also handled transitions and motion effects. Finally,

Adobe Premiere Pro was used as the main platform for compositing, bringing together all video, animation, and audio elements into a cohesive and polished learning product.

To support a more engaging and enjoyable learning atmosphere, the researcher included background music that aligns with the theme of the video. All audio elements used in this video come from legal sources and are free from copyright infringement. One of the sound effects featured is a transition sound titled *"Swoosh"*, which was downloaded from the Envato Elements platform. This effect was created by WistanSound and was officially licensed on June 22, 2025, under the registered project name *"Braus"* by the user Rathalos Hell. In addition, the main background music used in the video is *"Education Corporate"* by 331Music, which was also obtained from Envato Elements and licensed on the same date. This track was selected for its educational and formal tone, which complements the instructional purpose of the video.

Besides the two audio elements from Envato, the video also utilizes additional music from Pixabay, a platform that provides royalty-free audio content. The music, provided by the user *BackgroundMusicForVideos* (officially owned by Maksym Malko), is used in several parts of the video to enhance the narration. According to Pixabay's licensing policy, this music is completely free to use for both commercial and non-commercial purposes without attribution. By using audio from safe and officially licensed sources, the learning video avoids any risk of copyright infringement, making it suitable for distribution across educational platforms and social media.

c. **Subtitle Editing**

The researcher added subtitles to the learning videos to clarify the narrator's speech and make it easier for the audience to understand the material. Subtitles function as visual support that helps the audience to follow the narrative more clearly, especially in parts that contain technical airport terms in English. The addition of subtitles is also

beneficial for viewers who have hearing limitations or are in an environment that does not allow the use of audio. The timing of the subtitles is also set so that they are neither too fast nor too slow. The subtitles are displayed long enough to allow the audience to read comfortably, but still in tune with the rhythm of the narrator's speech. With the text appearing in sync with the narration, the delivery of information becomes more effective. Synchronisation is done appropriately so that the text appears in line with the narrator's speech, thus conveying information more effectively. In terms of appearance, the researcher adjusted the colour, size, and font type of the subtitles to make them easily readable by the audience. This is in line with the opinion of Cintas and Remael (2014), who state that subtitles in audio-visual media can increase accessibility, support content understanding, and expand audience reach in the context of learning. Subtitles were also added using the CapCut application to improve viewer comprehension.
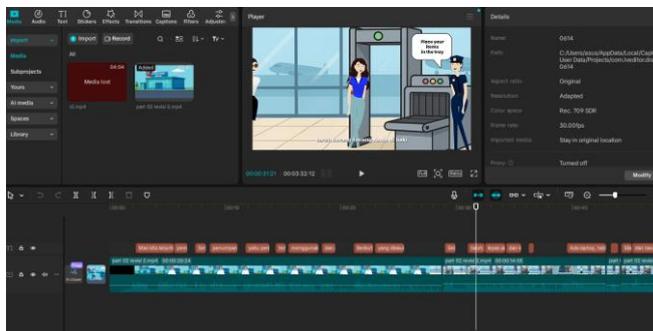

Figure 4.9 Editing Subtitle

4.1.4 Design Validation

At this stage, the researcher conducts a direct consultation process with the supervising lecturer to review the edited learning video. The supervising lecturer acts as a validator who provides input and feedback on the content and its presentation. The validation carried out includes two main aspects, namely the material aspect and the linguistic aspect. The researcher readjusts the video content based on the direction given by the supervising lecturer until final approval is obtained as a form of validation of the product's feasibility. After

the supervising lecturer reviewed the airport vocabulary learning video, several parts were found that needed to be improved. Based on these suggestions, the researcher carried out a revision and re-editing process on the video according to the direction given. This stage aims to ensure that the final product truly meets the standards expected by the researcher and the supervising lecturer.

SURAT PERNYATAAN VALIDASI
DOSEN PEMBIMBING TUGAS AKHIR

Saya yang bertanda tangan di bawah ini:

Nama	: Aditya Nur Patria, S.Hum., M.App.Ling
NIP	: 199012182020121007
Prodi	: Bahasa Asing Terapan

Menyatakan bahwa proyek tugas akhir atas nama mahasiswa:

Nama	: Maftukhatul Rizkiyah
NIM	: 40020521650099
Prodi	: Bahasa Asing Terapan
Judul TA	: Post-Production of English Learning Video Series: Airport Vocabularies

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, 12 Juni 2025
Validator,

Aditya Nur Patria, S.Hum., M.App.Ling
NIP 199012182020121007

Catatan:
Pengisian kolom diberi tanda (√)

Figure 4.10 Validation Form of Supervisor in Final Project

4.1.5 Design Revision

After getting validation from the supervisor, the researcher revised the design based on the input that had been given. The revised video product was

then reviewed again with the supervisor to ensure that all improvements followed the established standards.

The revision was carried out by paying attention to the direction of the supervising lecturer as a validator, until the learning video product was deemed worthy and ready to be displayed as the final result of the learning video-making process.

Table 4.1 Before After Script Revision

Before	After	Explanation
Dibagian pertama, kita akan membahas departure, yaitu segala hal yang berkaitan dengan proses keberangkatan dari bandara.	*Dibagian pertama/ kita akan membahas departure yaitu segala hal yang berkaitan dengan proses keberangkatan dari bandara//*	Replace the dot or comma symbol with the / or // symbol
Penumpang: "Selamat pagi, saya ingin check-in untuk penerbangan ke Singapura." *Petugas Check-in: "Selamat pagi! Silahkan tunjukkan paspor dan tiket Anda."*	Penumpang: "Good morning/ I'd like to check in for my flight to Singapore//" Petugas Check-in: "Good morning/ can I have your passport and booking number?"	Replaced using English
Penumpang: Permisi, di mana ruang tunggu lounge terdekat? *Petugas bandara: Untuk lounge ada di lantai 3. Bisa melewati eskalator atau lift di sebelah kanan ibu.*	Penumpang: "Excuse me/ where can I find the lounge?" Petugas bandara: "The lounge is on the third floor// You can take the escalator on your right//"	Added short dialogue: Where can I find the lounge?

"Setelah semua penumpang naik ke pesawat, pesawat akan melakukan pushback, merupakan proses dorongan mundur dari tempat parkir pesawat sebelum bergerak menuju landasan pacu."	*"Setelah semua penumpang naik ke pesawat/ pesawat akan melakukan pushback/ proses dorongan mundur dari tempat parkir pesawat sebelum bergerak menuju landasan pacu/* "Remember it pushes back to the runway//"	Remove the word is and add a short English phrase: Remember it pushes back to the runway
Ada dua jenis penerbangan yang perlu Anda ketahui.	*Ada dua jenis penerbangan berdasarkan rute perjalanan yang perlu Anda ketahui//*	Added based on travel route
Dengan adanya contoh langsung melalui roleplay tadi, semoga pembelajaran ini lebih mudah dipahami.	*Dengan adanya beberapa contoh situasi tadi/ semoga pembelajaran ini lebih mudah dipahami//*	The word Roleplay was removed
"Selamat datang kembali di bagian kedua seri video pembelajaran kosakata kebandarudaraan!	*"Selamat datang kembali bersama saya Rakha Pradipa Farhan/ di seri video pembelajaran kosakata kebandarudaraan!*	The word "Back" was removed and replaced with "Selamat datang Kembali bersama saya
Selamat datang di tujuan anda!"	Welcome to Jenderal Ahmad Yani Semarang Airport//	Replaced using English
"Untuk penumpang internasional, Anda harus melewati 'immigration check'	*"Untuk kedatangan internasional/ Penumpang akan melalui beberapa tahapan pemeriksaan//*	Replaced that applies at international airports

Penumpang: "Permisi, di mana baggageclaim area untuk penerbangan GA 411?" *Petugas: "Di sebelah kanan setelah keluar pintu otomatis. Cek dilayar untuk nomor penerbangan"*	Penumpang: "Excuse me/ where is the baggage claim area for flight GA 411?" Petugas: "To the right after you exit the automatic doors// Please check the screen for the flight number//"	Replaced using English

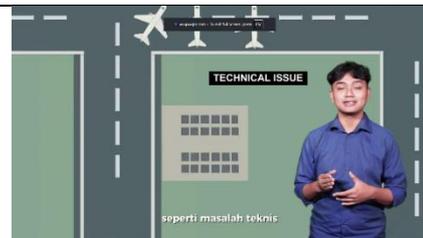*Table 4.2 Video Revision*

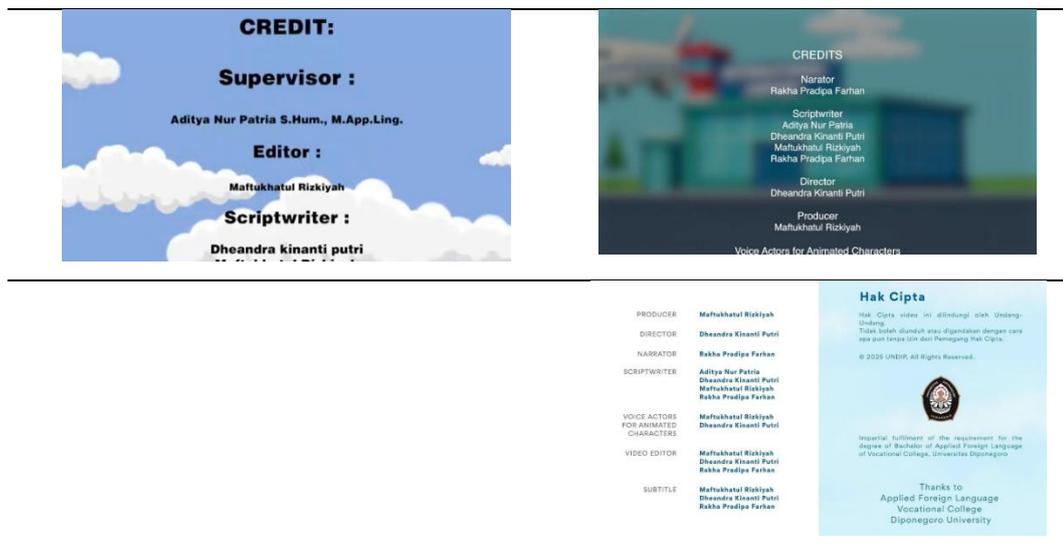| Before	After
Part 1	

| Part 2 | |

Part 3

Part 4

4.1.6 Product Trials

After the video has finished going through the editing and revision stages, the researcher conducted a product trial by involving the supervising lecturer as a validator of media experts and linguistic experts. The purpose of this stage is to evaluate whether the animated video learning media is appropriate in terms of visual appearance, material delivery flow, and the accuracy of language use in the airport context. In addition, the researcher also distributed an assessment questionnaire to 30 respondents consisting of aviation and several students who had internships in the aviation sector. This questionnaire instrument assesses several aspects, such as content, visual design, audio, and linguistics.

Table 4.3 Respondent Test Results

No	Criteria	Means
1.	The Airport Vocabulary material presented in the video is easy to understand.	3.5
2.	The animated video is interesting to watch and not boring.	3.56
3.	The content of the video material covers important topics that are often used at the airport.	3.7

4.	The animated video provides examples of airport vocabulary used in real-life situations.	3.56
5.	The visuals and animations in the video are clear and pleasant to look at.	3.53
6.	The illustrations and visual elements in the video support a good understanding of the material.	3.56
7.	The visual and audio in the video are synchronized and play smoothly.	3.6
8.	The narration or dialogue in the video is easy to hear and understand.	3.5
9.	The subtitles appear on time and match the spoken audio.	3.6
10.	The language used in the video is easy for beginners to understand.	3.63
11.	The duration of the learning video is appropriate and not too long.	3.5
12.	Subtitles are visible and easy to read on the screen.	3.56
		42.83
	Interval	3.56 **(SA)**

Table 4.4 Formula of Interval

Interval = Total score : Total respondent

Table 4.5 Interval Scoring on the Likert Scale

No	Criteria	Score	Interval
1.	Strongly Disagree (SD)	1	1.00 – 1.75
2.	Disagree (D)	2	1.75 – 2.50
3.	Agree (A)	3	2.50 – 3.25
4.	Strongly Agree (SA)	4	3.25 – 4.00

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Based on the assessment results, an average score of 3.56 was obtained, which means that the video product received a very good response from respondents. This value exceeds the threshold of eligibility (>3.25), so it can be concluded that the learning video media is suitable for use. The highest score was obtained in statement number 3 of 3.7, which indicates that the content of the video material covers important topics that are often used at the airport in the video is considered very good. While the lowest score of 3.5 appeared in statements number 1, 8, and 11, which stated that the material presented in the video is easy to understand, the narration or dialogue in the video is easy to hear and understand, and the duration of the learning video is appropriate and not too long, need to be improved.

4.1.7 Product Revision

In the process of distributing the questionnaire, the researcher included a link to the final video that had gone through a revision stage based on input from the supervising lecturer. The video was shared in the form of a Google Drive link that could be accessed by anyone who received the link, to make it easier to watch the video before filling out the questionnaire. The questionnaire was distributed using Google Forms, and at the end of the form, the researcher added a comments column so that respondents could provide feedback or responses directly regarding the animated video that had been watched.

Based on the results of the questionnaire, the majority of respondents stated that the animated video was good and educational, because it was considered adequate and able to meet the needs of the audience. This shows that the learning video product that was developed has been well received by the target learners.

Table 4.6 Results of Respondent Feedback

Responden	Feedback
R1	*vidionya sudah sangat mengedukatif*
R2	*Baik*
R3	*Videonya sangat bagus untuk edukasi.*

	Semangat terus buat Mba Rika, Mba Kinan & Mas Raka!
R4	*Video sudah bagus, keren dan informatif animasinya seru jadi mudah dipahami*
R5	*Sangat bagus*
R6	*Bagus,menarik, bermanfaat dan juga gampang di pahami*
R7	*SANGAT BAIK DALAM MENAMBAH ILMU VOCABULARY TERKAIT KEBANDARUDARAAN*
R8	*video pembelajaran cukup menarik dan useful*
R9	*Materi yang disampaikan ke audiens sangat jelas, videonya juga sangat menarik dan tidak membosankan. Kemungkinan dapat ditambah lagi untuk volume pada video agar lebih terdengar. Great job!*
R10	*Bagus sekali animasi serta penjelasan sangat informatif*
R11	*sangat kreatif dan membantu ojt baru untuk mempelajari hal hal baru sebelum memulai ojt, karena hal spt ini tdk disampaikan saat ojt*
R12	*-*
R13	*Video animasi sangat menarik dan mudah di pahami terutama bagi pemula yang akan bekerja di area bandara*
R14	*sangat edukatif*
R15	*Bagus dan informatif*
R16	*Sangat menarik dan mudah dipahami untuk pemula*
R17	*video pembelajaran sangat bagus dan menarik sehingga mudah dipahami*
R18	*Animasi terlihat bagus dan mudah dipahami.*
R19	*isi video pembelajaran tersebut sudah sangat lengkap dan cukup mendeskripsikan hal-hal umum terkait dunia penerbangan*
R20	*Video sangat menarik terlebih untuk edukasi penumpang awam*

R21	*intonasi dan cara bicara mungkin bisa diperhatikan kembali*
R22	*Audience cenderung cepat bosan jika yang di tampilkan hanya berupa tulisan, namun terlihat lebih menarik karena terdapat animasi di dalamnya.*
R23	*Keren sukses selalu yaa!!*
R24	*Visual yang Menarik dan Informatif* *Animasi dalam video ini sangat menarik dan membantu memvisualisasikan konsep kebandarudaraan yang mungkin sulit dipahami jika hanya dijelaskan secara teks. Warna, gerakan, dan transisi yang digunakan sangat mendukung penyampaian materi.*
R25	*nice, semoga dapet nilai A*
R26	*Secara keseluruhan video yang disampaikan sudah sangat bagus apalagi video ini ditujukan kepada peserta magang/ojt dan juga karyawan baru di bandara. Di bagian* departure *juga sudah dijelaskan ada alur penumpang melakukan check in di counter yang ada staffnya. Mungkin kalau ada mesin* self check-in *di bandara untuk penumpang bisa melakukan check in mandiri tanpa harus ke counter, bisa ditambahkan penjelasan mengenai hal itu agar lebih jelas alur check in yang ada.*
R27	*Video pembelajaran sudah sangat cukup untuk dipahami dan menarik serta bermanfaat untuk menambah pengetahuan*
R28	*Keren banget, sangat bermanfaat untuk para intern*
R29	*kurang banyaak lagi ehee*
R30	*Video ini menyajikan informasi yang sangat relevan dengan topik yang dibahas. Materinya disusun dengan baik dan mudah dipahami, sehingga sangat membantu dalam proses belajar.*

Based on feedback from 30 respondents, consisting of airport staff, interns, and students, it can be concluded that the "English Learning Video Series: Airport Vocabularies" learning video received a very positive response. The majority of respondents stated that the video was interesting, informative, easy to understand, and very useful for beginner learners in the airport environment. The animation element was considered a prominent aspect because it successfully helped visualize airport concepts that might be difficult to understand if explained only through text. Several respondents also provided input, such as increasing the audio volume, the use of speaking intonation, and suggestions that the video material could be expanded to include information on how to use the self-check-in machine. Overall, this video was considered quite effective as a learning medium for new employees, on-the-job training, and interns in the airport environment.

4.1.8 Final Product

In the final stage, the researcher uploaded a learning video entitled "English Learning Video Series: Airport Vocabularies" which consists of 4 video series with the Departure and Arrival areas. All videos were uploaded to the official YouTube platform of the Applied Foreign Language Study Program, Vocational School of Diponegoro University. The video upload process is carried out in stages, with a release schedule of one video every month for each series, to reach the audience sustainably. In carrying out the distribution of this video, the researcher was assisted by Ms. Jihan, as the admin of the study program. To protect the originality and intellectual property of the developed learning materials, the researcher also registered the video series under copyright protection through the intellectual property rights system.

4.2 Discussion

This discussion aims to examine in depth the results of learning media development in the form of animated videos of airport vocabulary and to evaluate the process carried out in the eight stages of the Research and Development (R&D) method according to Sugiyono. This research is designed to produce interesting and relevant learning products according to the needs of

learners, especially students or employees in the field of customer service related to the airport environment.

Based on the results of the development that has been carried out, it can be concluded that the animated video developed is able to answer the needs of learning airport vocabulary. This is supported by a thorough planning process, starting from data collection through observation in the airport environment to compiling vocabulary and dialogue. These observations allow researchers to compile materials that are not only theoretical but also applicable, following the context of interaction in the aviation industry. In terms of product design, the use of narrators in videos with a two-way visual communication approach provides added value for learners. The use of medium shots with eye-level camera angles, as well as teleprompter support, helps the narrator appear more professional and connect directly with the audience. In addition, the use of green screens and the use of airport visual backgrounds successfully strengthens the learning context. The editing process used Adobe Illustrator and Adobe After Effects to improve the visual quality of the video. Transitions, character animations, and sound quality recorded using a wireless microphone also support the effectiveness of material delivery. In terms of audio-visual, the results of trials on narration, illustrations, and delivery structures show that videos have their own appeal compared to conventional learning media.

When compared to the previous learning video entitled "20 Essential English Terms for Banking" (2020), the video developed in this study shows a more contextual and interactive approach. The reference video only displays the text of the terms and voice narration without supporting visuals or real situations, so it tends to be monotonous and less interesting for learners. In contrast, this video uses a live narrator, visual illustrations, and subtitles that are adjusted to the speech tempo, which overall increases the appeal, understanding, and relevance of the context. This makes the developed video more effective as a learning media, because it not only conveys information but also simulates the use of vocabulary in real work situations.

The validation results by the supervising lecturer as a material expert and media expert showed that the developed product had met the eligibility criteria, both in terms of content and presentation. In addition, the results of respondents from the user trial of the airport vocabulary video totaling 30 respondents, showed that the video was well received. The average value obtained was 3.56, which means it was above the eligibility standard (3.25). The highest score of 3.7 was obtained in the aspect of video visual quality and clarity of material delivery, which shows that the design of the display and visual narrative are the main strengths of this video. This is supported by the use of real footage with a narrator, animation, and subtitles that are arranged in harmony with the content of the material. Meanwhile, the lowest score of 3.5 was obtained in the aspect of material content. Several respondents felt that the video could still be deepened, especially in terms of the variety of additional vocabulary. This is an important note that even though the delivery is good, the content can be developed more widely in the next stage.

Overall, these results indicate that the developed learning video product has fulfilled its function as an effective learning medium. Videos not only convey information, but are also able to bridge the practical needs of users to easy-to-understand material. The use of short videos of 3-4 minutes per section has proven to be quite effective in maintaining the attention of the audience, without reducing the depth of the main message to be conveyed.