

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **4.1 Result**

This section presents a detailed explanation of the final product developed by the researcher, titled “Airport Vocabularies”. The product is an animation-based learning video that is specifically designed to support the learning of vocabulary used in the context of airport operations. The primary target audience for this learning media includes new employees, on-the-job training (OJT), and internship at the airport. The video was divided into two parts based on the reference glossary book and the researcher’s placement during the internship. The product was developed as a video series, focusing on two areas of airport activity: departures and arrivals. Each topic is divided into two parts, resulting in a total of four videos, namely parts one and two with the topic of departure, and parts 3 and 4 with the topic of arrival. Each video is three minutes long and includes an opening, a closing, and a credit scene at the end. The videos use two-dimensional animation to illustrate the process in airport operations in an interesting and informative way. A narrator, acting as a teacher, appears on screen to explain the vocabulary presented in each scene, using language that is easy to understand. Additionally, the videos feature dialogues that describe situations in the airport environment, such as interactions between officers and passengers, presented in English. The videos are also equipped with Indonesian subtitles that appear in sync with the narration and dialogue. Across the full series, a total of 38 vocabulary terms is used in airport operations and interactions with all service users.

The creation of this learning video was based on the results of field observations and interviews with sources who have professional backgrounds in the airport environment. Throughout the video production process, the researcher also followed the suggestions of the supervising lecturer who provided feedback to ensure that the video content was not only informative but also engaging and suitable for the audience. This feedback helped in designing this airport vocabulary learning video in terms of effective material delivery, content alignment with user

needs, and the use of visually appealing animations. The development process of this learning video is based on the Research and Development (R&D) methodology as described by Sugiyono (2023). The researcher implemented 8 out of 10 steps in the R&D process, which include potential and problems, data collection, product design, design validation, design revision, product trial, product revision, and final product.

#### **4.1.1 Potential and Problem**

The development of this airport vocabulary learning video was based on the identification of potentials and problems, which served as considerations in developing the video series. This idea emerged from the researcher's direct experience during an internship at Jenderal Ahmad Yani International Airport in Semarang. This provided a direct understanding of the need for learning media as a reference for vocabulary materials in the airport environment. Airports present significant potential as learning environments due to the use of specific terminology in daily operations, particularly among staff such as airline officers, security officers, and customer service representatives. This role requires effective communication skills and familiarity with airport-related vocabulary.

Unfortunately, this potential has not yet been supported by the availability of adequate learning media. Furthermore, based on the researcher's field experience, there are no learning resources available in the form of printed materials, digital books, or videos that specifically focus on this topic. This situation became the foundation for developing an animation-based airport vocabulary learning video, which presents vocabulary material as well as examples of real situations in airport operations. The video is designed as a teaching resource that can be a learning reference for new employees, on-the-job training (OJT) participants, and interns. The vocabulary material was prepared with careful attention to the needs and characteristics of the target audience to ensure that the final product is not only informative, but also relevant and effective in supporting their roles in the airport environment.

#### 4.1.2 Data Collection

##### 1. Observation

One of the data collection techniques used in this research is observation. The observation was conducted in the airport environment, specifically in the service area, while the researcher was on duty in the terminal and passenger service sections at Jenderal Ahmad Yani International Airport from September 2, 2024, to December 17, 2024. At this stage, non-participant observation was chosen to allow the researcher to flexibly observe activities as they occurred, such as interactions between officers and passengers, OJT participants with passengers, and officers with other officers in various situations. Through these interactions, the researcher was able to gain a clearer understanding of how airport-related vocabulary is used in real-life operational contexts. One example observed was when an intern without an aviation background received a call from the control room to check the aviobridge. The intern did not understand the terms used and asked questions repeatedly until the call was taken over by staff. This case highlighted that the intern was not familiar with the term *garbarata* in English, which led to difficulty in communication during operational tasks.

Then the unstructured observation approach was applied to allow the researcher to observe freely without being limited by specific schedules or situations. This method enabled observations during peak hours, when the terminal was crowded with passengers or during quieter times. This observation also included how staff interacted and communicated with passengers, conversations that took place in the service area, baggage claim, waiting rooms, and security checkpoints. The data collected through this observation process became a crucial foundation for creating learning video content that aligns with real conditions in the field.

## 2. Interview

Interviews were conducted with two individuals who have different experiences and roles in airport operations: the manager of the Airport Operation Landside Terminal and Service Improvement Department, and a Terminal Service staff of the Airport Operation Landside Terminal and Service Improvement Department. These interviews were carried out at different times using the WhatsApp application with the aim of obtaining information regarding vocabulary usage and experiences in communication within the airport work environment. The method employed was combination of unstructured and structured interviews. Unstructured interviews allow the researcher to explore information in depth and with flexibility, while structured interviews are used to gather focused data according to the research objectives, so that the questions asked can be adapted to each interviewee's background and experience. This method allows researchers to ask questions flexibly and follow the flow of the conversation.

The first interview was with Mr. Nyoman Kama, the Manager of the Airport Operation Landside Terminal and Service Improvement Department. This interview took place on March 5, 2025. During the interview, Mr. Kama explained that the development of an educational video on airport vocabulary is very important and necessary as a supporting media for participants in on-the-job training (OJT). 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"*. This suggests that a learning resource would help trainees stay aligned with their responsibilities and tasks at the airport, and that effective learning media are needed to support the adaptation process in carrying out their duties at the airport.

The second informant is Mr. Rizal Syaiffudhin, an airport staff member who has worked for seven years in the Airport Operation

Landside Terminal and Service Improvement Division. In the interview, the researcher gathered information about vocabulary commonly used in daily communication at the airport, as well as frequently asked questions by passengers. Mr. Syaiffudhin explained that the vocabulary often relates to ticketing, baggage claim, and flight service information. He also noted that during training, there were no specific video learning materials addressing operational vocabulary at the airport. Additionally, he mentioned that during the on-the-job training (OJT) period, many students or participants, especially those from non-aviation academic backgrounds, often asked questions about certain vocabulary to clarify their meanings.

The results of the interviews with both informants highlight the importance of vocabulary development in the context of airport operations. The information obtained is a crucial part of the data collection process that will support the development of relevant educational video materials. Through this interview, the researcher was able to identify vocabulary that could serve as reference material such as baggage claim, boarding, and check-in, ensuring that the content created aligns more closely with real situations in the airport environment. The resulting learning videos are designed to make it easier for users to learn airport terms anytime and anywhere. This media is expected to enhance understanding and communication skills, both in interactions with staff and passengers, and to serve as a flexible and repeatable learning resource for working in the airport environment. This allows users to learn independently according to their needs and available time.

### **3. Literature Study**

The researcher conducted a literature study to collect the data needed to create an airport vocabulary learning video. In this process, the researcher reviewed various relevant terms from the book “*Glosarium Kebandarudaraan Indonesia-Inggris-Jepang*” written by Sriwahyu Istana Trahutami, Dwipuspa Widya Ningrum and Putri Fani Rofiqoh,

published in 2024. This book served as the main reference for compiling accurate and context-specific aviation terms. Through this literature study, the researcher ensured that the vocabulary included in the learning materials is accurate and aligned with the operational context of the airport environment.

### **4.1.3 Product Design**

#### **1. Pre-Production**

During the pre-production stage, the researcher was responsible for drafting the script and creating the storyboard based on discussions with two other colleagues. All of these stages were carried out collaboratively to ensure that the resulting ideas could be visualized effectively and aligned with the production objectives.

##### **a. Scriptwriting**

In the pre-production stage, the researcher began with the scriptwriting, which serves as the foundation for the learning video series. The main focus during this phase was developing vocabulary content and dialogues related to airport departure and arrival contexts. In this process, the author first compiled a list of vocabulary input into the video along with its definition. The script was designed using easy-to-understand language with the narration delivered by the on-screen teacher in a monologue format that explains the content of the video series.

The video consists of two parts about departure and two parts about arrival. Dividing the video into four parts, each approximately three minutes long, supports the implementation of the microlearning concept. As stated by Margol (2017), microlearning is a learning strategy that breaks content into small, focused segments, so that the material presented is short and easy to understand. Each video combines theory with examples or practical activities related to the topic. This short presentation of content also results in a short learning time, which fits the needs of the target audience, such as new

employees, on-the-job training (OJT) participants, and interns who have limited time. This format also allows participants to revisit the material whenever they need (as cited in Binus University, 2019).

In addition to the main narration, the script also included English-language dialogues used as voice-overs for animated characters. These dialogues represent real-life scenarios in airport settings, such as check-in procedures, ticket inspection, security checkpoints, customer service interactions, and baggage claim processes. The script was written and developed using Google Docs, allowing team members to easily access, collaborate, and provide feedback during its development. The data used in the script development was obtained from various sources, including observations, interviews, and literature reviews. Further details regarding the script can be found in Appendix 8.

Table 4. 1 Aspect of script

PART	ASPECT
PART 1	Introduction, purpose of the video, benefits of the video, overview of the video structure (departure and arrival), explanation of Estimated Time of Departure (ETD) and Actual Time of Departure (ATD), discussion of the departure process, examples of check-in conversations, explanation of boarding pass, boarding, gate, and closing to the next video.
PART 2	Security check process, example conversation at Security Checkpoint (SCP), boarding process, explanation of liquid rules for flights, asking for directions to the lounge, explanation of the lounge, aviobridge, passenger boarding stairs, pushback, taxiing, runway, holding bay, transfer desk, types of flights (direct flight and connecting flight), and closing to the next video (arrival).

PART 3	Introduction, arrival process, explanation of Estimated Time of Arrival (ETA), arrival hall, Actual Time of Arrival (ATA), landing, swing gate, international arrival inspection stages, explanation of Visa on Arrival (VoA) and Electronic Customs Declaration (e-CD), baggage claim conversation, explanation of baggage claim, baggage tag, lost and found, and closing to the next video.
PART 4	Opening of the final part, explanation of Remain Overnight (RON), Go Around, Return to Apron (RTA), Return to Base (RTB), delay and its causes, transit and transfer, closing, and encouragement for learners.

Table 4. 2 Example of a teacher's on-screen monologue

<b>PART 1 DEPARTURE</b>	
	<i>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//</i>
	<i>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//</i>
	<i>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//</i>

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*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//*

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*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//*

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*Selamat datang di dunia penerbangan! Sebelum mulai/ ada dua istilah penting soal waktu//*

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*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//*

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*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//*

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*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//*

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

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Table 4. 3 Script for animated character voice-overs

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**VOICE-OVER OF CHECK-IN STAFF AND PASSENGER**

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P: Good morning. I'd like to check in for my flight to Singapore.

CS: Good morning. Can I have your passport and booking number?

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**VOICE-OVER OF POTS STAFF AND PASSENGER**

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POTS: May I see your boarding pass and ID please?

P: Sure

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**VOICE-OVER OF SCP STAFF AND PASSENGER**

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SCP: Next please. Place your items in the tray, take off your jacket, belt, and empty your pocket pleas.

P: Sure.

SCP: Any laptops, tablets, or other electronic devices?

P: Yes.

SCP: Please remove them and place them in a separate tray. Do you have any liquids in your bag? Liquids over 100ml aren't allowed, like water, shampoo, lotion, or perfume.

P: No, all of them are less than 100ml.

SCP: "Alright. Step forward please. You can collect your items at the end of the conveyor belt. Enjoy your flight.

P: Thank you so much.

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**VOICE-OVER OF CUSTOMER SERVICE STAFF AND  
PASSENGER**

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P: Excuse me, where can I find the lounge?

CS: The lounge is on the third floor. You can take the escalator on your right.

P: Thank you so much.

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**VOICE-OVER OF CUSTOMER SERVICE STAFF AND  
PASSENGER**

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P: Excuse me, where is the baggage claim area for flight GA 411?

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CS: To the right after you exit the automatic doors. Please check the screen for the flight number.

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## b. Storyboard

After completing the script, the next step was the development of a storyboard, which served as a visual guide for both the production and post-production editing processes. The storyboard is created using the Canva platform to facilitate the design process and organized arrangement of visual elements. The total storyboard consists of 44 scenes. Each section of the storyboard outlines the structure of the video, including timestamps, visual illustrations that represent each scene, voice-over scenes, and the narration content. A more detailed breakdown of the storyboard can be found in the Appendix 9, Appendix 10, Appendix 11, and Appendix 12.

Timestamp: 01:51-02:08	Scene: Dialog karakter animasi Shot: Zoom out karakter animasi	Setting: Area arrival
		Set Plan: Area pengambilan bagasi dengan percakapan antara petugas bandara dan penumpang yang menanyakan informasi area pengambilan bagasi  Acting: Dialog penumpang dan petugas bandara
<b>SCRIPT:</b> 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//		

Figure 4. 1 Example of storyboard

Based on the example of the storyboard image above, there are several elements that form the structure of a storyboard. First, timestamp, which indicates the time or duration of each scene in the video and is used to set when a scene starts and ends. Second, scene, which refers to the main part or theme of the video, such as the opening, material explanation, or closing. Third, shot, which describes the type of camera angle used, for example, close-up, medium shot,

or wide shot. Fourth, set plan, which is the layout or arrangement in the scene location, including the properties used. Fifth, setting, which refers to the location or atmosphere where the scene takes place, such as in the lounge area or baggage claim. Sixth, acting, which is the action or movement of the teacher-on-screen, such as standing or giving a certain expression. Finally, script, which is the script read by the on-screen teacher in a scene, and serves as the main guide for delivering the material.

## **2. Production**

The video production process was carried out by Rakha Pradipa Farhan, with support from the researcher as director, Maftukhatul Rizkiyah as producer, and Mr. Agus Riyan as camera operator. The director was responsible for directing the production process to run according to the script that has been prepared. The producer managed scheduling and collaborated with the camera operator to prepare and check production equipment such as microphones, lighting, and camera before shooting process begins. The camera operator is responsible for the technical aspects of shooting according to the direction of the director and producer.

Filming was conducted in two sessions: the first on May 2, 2025, from 8:00 to 12:00, and the second on May 12, 2025, from 8:00 to 10:00. During the first session, there were five takes, resulting in five separate video files. The durations of the raw video files in the first session were as follows: Take 1, 17:24 minutes; Take 2, 3:34 minutes; Take 3, 17:13 minutes; Take 4, 4:34 minutes; and Take 5, 12:02 minutes. In the second session, there were two takes resulting in four video files in total. The durations were: Take 1, 8:57 minutes; and Take 2, 11:13 minutes.

### **a. On-Screen Teacher**

In the production stage of this animated learning video series, one of the team members responsible for the production process, namely Rakha Pradipa Farhan, acted as the on-screen teacher who

appeared directly in front of the camera. The selection of this on-screen teacher was based on mutual agreement and considered his ability to speak with clear and precise articulation. This role has the responsibility of conveying material verbally to the audience by paying attention to intonation, speech tempo and expression so that the delivery of the material is not monotonous. The on-screen teacher's job is not only to read the script but to ensure that each material is delivered clearly and accurately so that the audience can understand the content well. Therefore, practice is carried out before the shooting process begins, to ensure the smooth delivery of the material.



Figure 4. 2 On-screen teacher

#### **b. Camera Angle**

During the video recording process, the on-screen teacher's position was adjusted to the camera position so that the delivery of the material can be delivered effectively. The Sony a6500 was used for this shooting process, with the Taffstudio CL-Rt110 functioning as a reflector. The camera angle used was a medium shot, which frames the on-screen teacher from the waist up. This technique was chosen to clearly show the on-screen teacher's facial expressions and hand gestures. In addition, the camera was placed at eye level to match the on-screen teacher's line of sight. This angle was selected to create a natural and comfortable impression for audiences, as if the on-screen teacher were speaking directly to them.



Figure 4. 3 Eye level camera angle

### c. Teleprompter

To support the smooth delivery of the material, a teleprompter was used during the shooting process. The teleprompter helped the on-screen teacher read the script smoothly while maintaining eye contact with the camera. The script displayed on the teleprompter was adjusted to match the on-screen teacher's speaking pace and pauses, ensuring a natural flow and making the content easier for the audience to understand.



Figure 4. 4 Teleprompter

### d. Green Screen

In this learning video production, the on-screen teacher was recorded in front of a green screen background. The green screen allowed the editor to replace the original background with animated visuals during post-production. In the context of this series of learning videos, the green screen was replaced with various visual representations of airport operational areas, such as the check-in

counter, security checkpoint, baggage claim area, and other areas. This technique made it appear as if the on-screen teacher was actually present in the airport environment, helping the material feel more realistic, contextual, and easier for viewers to understand.



Figure 4. 5 Green screen background

**e. Microphone Wireless Mini**

To ensure optimal audio quality, a small wireless microphone, the Godox Movelink M2 and a Boya Shotgun mic were attached near the on-screen teacher's collar. This placement was chosen to capture the on-screen teacher's voice clearly and without interference, so that the information could be delivered effectively to the audience.



Figure 4. 6 Microphone mini

**f. LED Video Light**

Two LED video lights, Yongnuo YN-600L, with Takaea Spirit 3 and Taffstudio SN303 as standing lights, were also used to provide proper lighting, resulting in the video looking clear and bright. These lights helped prevent unwanted shadows that could affect the visual

quality of the video. The LED lights served as the main light source to ensure that the lighting on the on-screen teacher's face and body is even. Proper lighting was crucial to produce high-quality video, and the production team carefully adjusted the light positions to match the shooting angle needed. This lighting setup was an essential element in maintaining the overall quality of the recording.



Figure 4. 7 LED video light

### **3. Post-Production**

After the production stage was completed, the process continued to post-production, which included adding subtitles and coordinating with the animator to ensure that the final product matched what had been planned. Detailed information regarding each stage of post-production can be found in the report by Maftukhatul Rizkiyah and is also summarized in the following section.

#### **a. Graphic Artboard**

In the animation production stage, the creation of animated characters is done through discussions between researchers and animators, with reference to a previously prepared storyboard. Each character was designed to represent specific roles in airport operational situations to enhance the delivery of the material and clarify the context in which the vocabulary is used. The storyboard served as the main reference for designing visual elements to support the narration, including settings, characters, and supporting objects.

The animation was created using Adobe Illustrator, Adobe Photoshop, Adobe After Effect, and Adobe Premiere Pro.

**b. Editing**

After completing the animation and audio production, the editing process was carried out. The animation scenes were arranged by the animator in line with the storyboard, which functioned as the primary guide for determining the flow, scene order, and placement of elements such as the on-screen teacher, characters, and text. In this stage, the researcher and animator discussed various technical aspects, including animation design, sound volume settings, font choices, text appearance, and video transitions. Each section of the video was adjusted to ensure smooth transitions, synchronized text and narration or dialogue, and balanced audio elements such as sound effects and background music.

**c. Subtitle**

After the animation was finalized, the team proceeded to add subtitles using CapCut Premium. The purpose of the subtitles was to clarify the material being presented, including both narration and dialogue. Subtitles were synchronized with the audio to help viewers better understand the vocabulary used. Adjusting the subtitles were made to match the subtitle timing with the on-screen teacher's speaking pace so that viewers would not lose context. In addition, the font style, size, and color were selected to ensure the text was easy to read without disrupting the visual presentation.

#### **4.1.4 Design Validation**

In the design validation stage, the researcher consulted with the supervising lecturer to review and evaluate the learning media, covering aspects such as visual design, content, narration, and animation. During the consultation sessions, the supervisor provided feedback and suggestions, particularly related to the script and visual design. All feedback was reviewed and discussed before making revisions. Once revisions were completed, a final consultation was held for approval. The final

validation was marked by the signing of the Product Validation Letter by the supervising lecturer, indicating that the learning media was suitable for use in vocabulary learning related to airport operations.

**SURAT PERNYATAAN VALIDASI  
DOSEN PEMBIMBING TUGAS AKHIR**

Saya yang bertandatangan 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 : Dheandra Kinanti Putri  
NIP : 40020521650103  
Prodi : Bahasa Asing Terapan  
Judul TA : Pre-Production of Learning Video Series: Airport Vocabularies

Setelah dilakukan penilaian atas proyek 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. 8 Validation form

#### 4.1.6 Product Trials

The trial involved 30 respondents, and data were collected using an online questionnaire distributed through Google Forms. The respondents were divided into two main groups: airport employees and students who had internship experience or participated in internship programs within the airport environment. The questionnaire included assessment aspects related to material content, the effectiveness of animation visualization, the clarity of narration and subtitles, as well as the appropriateness of the video's duration.

Table 4. 4 Respondents test result

No.	Criteria	Mean
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
<b>Interval</b>		<b>3.56 (SA)</b>

Table 4. 5 Formula of interval

$$\text{Interval} = \text{Total score} : \text{Total Respondent}$$

Table 4. 6 Interval scoring on the Likert scale

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

Based on the analysis of the respondent data using the Likert scale, the total average score obtained was 44.83 from 12 statements, resulting in an average score of 3.56. According to the Likert scale category, this score falls into the category of "Strongly Agree" (3.25 – 4.00). This means that the respondents gave a very positive assessment of the animated learning video, suggesting that the product is highly effective, engaging, and appropriate for its target audience. The highest score was found in statement number 3, which was 3.70, "The language used in the video is easy for beginners to understand". This shows that the video successfully includes relevant vocabulary needed in real-life airport operations. On the other hand, the lowest mean scores were 3.50, appearing in several items such as "The airport vocabulary material presented in the video is easy to understand", "The narration or dialogue in the video is easy to hear and understand", "The duration of the learning

video is appropriate and not too long." Although this is the aspect that received the lowest rating, it is still included in the "Strongly Agree" category, which means that overall, the respondents were still satisfied.

#### 4.1.7 Product Revision

In the questionnaire, a link to the final video was included via Google Drive, which can be accessed by anyone who opens the link. At the end of the questionnaire, a section was provided for respondents to freely give suggestions. Based on the results, respondents gave positive feedback on the material presented, stating that the video content was easy to understand and the animation was good. This feedback indicates that the learning media has successfully conveyed information effectively to the intended audience.

Table 4. 7 Respondents' feedback results

<b>Responden</b>	<b>Feedback</b>
R1	<i>vidionya sudah sangat mengedukatif</i>
R2	<i>Baik</i>
R3	<i>Videonya sangat bagus untuk edukasi. Semangat terus buat Mba Rika, Mba Kinan &amp; Mas Raka!</i>
R4	<i>Video sudah bagus, keren dan informatif animasinya seru jadi mudah dipahami</i>
R5	<i>Sangat bagus</i>
R6	<i>Bagus, menarik, bermanfaat dan juga gampang di pahami</i>
R7	<i>SANGAT BAIK DALAM MENAMBAH ILMU VOCABULARY TERKAIT KEBANDARUDARAAN</i>
R8	<i>video pembelajaran cukup menarik dan useful</i>
R9	<i>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!</i>

R10	<i>Bagus sekali animasi serta penjelasan sangat informatif</i>
R11	<i>sangat kreatif dan membantu ojt baru untuk mempelajari hal hal baru sebelum memulai ojt, karena hal spt ini tdk disampaikan saat ojt</i>
R12	-
R13	<i>Video animasi sangat menarik dan mudah di pahami terutama bagi pemula yang akan bekerja di area bandara</i>
R14	<i>sangat edukatif</i>
R15	<i>Bagus dan informatif</i>
R16	<i>Sangat menarik dan mudah dipahami untuk pemula</i>
R17	<i>video pembelajaran sangat bagus dan menarik sehingga mudah dipahami</i>
R18	<i>Animasi terlihat bagus dan mudah dipahami.</i>
R19	<i>isi video pembelajaran tersebut sudah sangat lengkap dan cukup mendeskripsikan hal-hal umum terkait dunia penerbangan</i>
R20	<i>Video sangat menarik terlebih untuk edukasi penumpang awam</i>
R21	<i>intonasi dan cara bicara mungkin bisa diperhatikan kembali</i>
R22	<i>Audience cenderung cepat bosan jika yang di tampilkan hanya berupa tulisan, namun terlihat lebih menarik karena terdapat animasi di dalamnya.</i>
R23	<i>Keren sukses selalu yaa!!</i>
R24	<i>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</i>
R25	<i>nice, semoga dapet nilai A</i>

R26	<i>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.</i>
R27	<i>Video pembelajaran sudah sangat cukup untuk dipahami dan menarik serta bermanfaat untuk menambah pengetahuan</i>
R28	<i>Keren banget, sangat bermanfaat untuk para intern</i>
R29	<i>kurang banyaak lagi ehee</i>
R30	<i>Video ini menyajikan informasi yang sangat relevan dengan topik yang dibahas. Materinya disusun dengan baik dan mudah dipahami, sehingga sangat membantu dalam proses belajar.</i>

Based on the respondents' feedback, the learning videos generally received a positive response. The majority of respondents found that the videos were useful, informative, and educational, particularly regarding topics related to airport operations. The use of visuals and animations was considered engaging and helpful in understanding the vocabulary, making the content more enjoyable to follow. Additionally, the language used in the narration was seen as clear and easy to understand, especially for beginners such as interns and on-the-job training participants. Several respondents suggested improving the audio quality to make it more audible and that intonation in the video should be given further attention for better clarity. There were also recommendations to add more content, such as an explanation of the self-check-in process, to enhance the completeness of the information provided. Respondents also emphasized the importance of varying presentations to avoid overloading the video with static text that might cause learners to lose interest. Overall, the video was considered successful in presenting the material particularly in supporting the learning process of airport vocabulary.

#### 4.1.5 Design Revision

Following the validation stage, the next step was to revise the design to improve the product. Revisions were based on the feedback obtained during consultations. The researcher and team re-evaluated the elements of the learning media that are considered to still need to be improved so that the resulting product is truly in accordance with user needs and meets academic and practical standards. In the final revision, there are three main aspects that are the focus of improvement, namely the subtitles, sound volume, and pronunciation of words. Subtitle adjustments were made to enhance visibility, volume levels were rebalanced to avoid overly loud or quiet, and some voice-over recordings were redone due to mispronunciations.

Figure 4. 9 Script revision

BEFORE	AFTER	REVISION
<i>Dibagian pertama, kita akan membahas departure, yaitu segala hal yang berkaitan dengan proses keberangkatan dari bandara.</i>	<i>Dibagian pertama/ kita akan membahas departure/ yaitu segala hal yang berkaitan dengan proses keberangkatan dari bandara//</i>	<b>Commas replaced with "/" and period with "//"</b>
<i>Penumpang: "Selamat pagi, saya ingin check-in untuk penerbangan ke Singapura." Petugas Check-in: "Selamat pagi! Silahkan tunjukkan paspor dan tiket Anda."</i>	<i>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?"</i>	<b>Conversation changed to English</b>

<i>Penumpang: Permisi, di mana ruang tunggu lounge terdekat?</i>	<i>Penumpang: "Excuse me/ where can I find the lounge?"</i>	<b>Conversation changed to English</b>
<i>Petugas bandara: lounge ada di lantai 3. Bisa melewati eskalator atau lift di sebelah kanan ibu.</i>	<i>Petugas bandara: lounge is on the third floor// You can take the escalator on your right//</i>	
<i>Setelah semua penumpang naik ke pesawat, pesawat akan melakukan pushback, merupakan proses dorongan mundur dari tempat parkir pesawat sebelum bergerak menuju landasan pacu.</i>	<i>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//</i>	<b>Removed the word "merupakan" and added "Remember it pushes back to the runway"</b>
<i>Ada dua jenis penerbangan yang perlu Anda ketahui.</i>	<i>Ada dua jenis penerbangan berdasarkan rute perjalanan yang perlu Anda ketahui</i>	<b>Types of flights based on travel routes</b>
<i>Dengan adanya contoh langsung melalui roleplay tadi, semoga pembelajaran ini lebih mudah dipahami.</i>	<i>Dengan adanya beberapa contoh situasi tadi/ semoga pembelajaran ini lebih mudah dipahami//</i>	<b>Removed the word "roleplay"</b>
<i>Selamat datang kembali di bagian kedua seri video</i>	<i>Halo/ saya Rakha Pradipa Farhan/ di seri video pembelajaran kosakata kebandarudaraan</i>	<b>Removed "Selamat datang kembali" because the video is</b>

<i>pembelajaran kosakata kebandarudaraan!</i>	<i>sebelumnya/ kita sudah membahas tentang departure//</i>	<b>new, and the viewers do not return</b>
<i>Selamat datang di tujuan anda!</i>	Welcome to Jenderal Ahmad Yani International Semarang Airport//	<b>Replace with the specific name of the airport</b>
<i>Untuk penumpang internasional, Anda harus melewati 'immigration check'...</i>	<i>Untuk kedatangan internasional/ Penumpang akan melalui beberapa tahapan pemeriksaan//</i>	<b>Changed to the material on the steps of international arrival inspection</b>
<i>Penumpang: "Permisi, di mana baggage claim area untuk penerbangan GA 411?"</i>	<i>Penumpang: "Excuse me/ where is the baggage claim area for flight GA 411?"</i>	<b>Conversation changed to English</b>
<i>Petugas: "Di sebelah kanan setelah keluar pintu otomatis. Cek dilayar untuk nomor penerbangan"</i>	<i>Petugas: "To the right after you exit the automatic doors// Please check the screen for the flight number//"</i>	

Figure 4. 10 Animation video revision

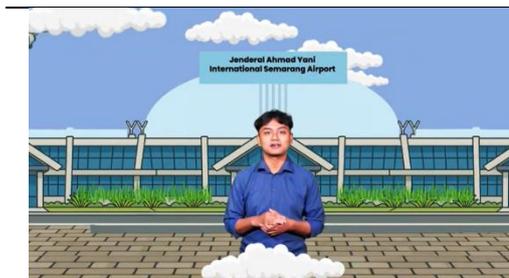




**PART 2**



**PART 3**



## PART 4

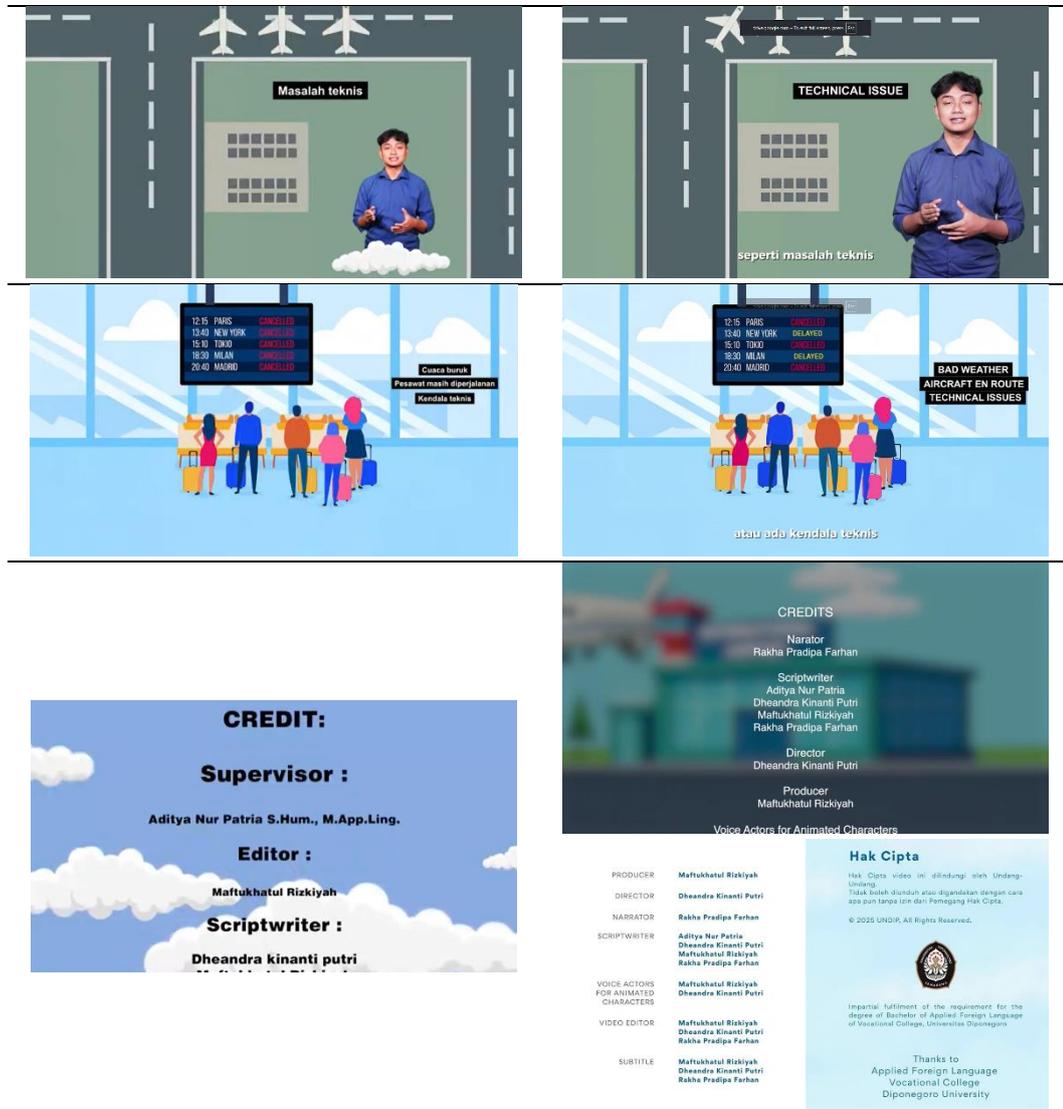


Figure 4. 11 Video text revision

TIMESTAMP	BEFORE	AFTER
<b>PART 1</b>		
0:56	Departures	Departure
1:14	Arrivals	Arrival
1:08	<i>Paspor</i>	Pasport

1:22	<i>Pengambilan bagasi</i>	Baggage claim
	<i>Nomor penerbangan</i>	Flight number
2:59	<i>Nomor kursi</i>	Seat number
	<i>Pintu Keberangkatan</i>	Gate
3:04	May I see your boarding pass And id please?	May I see your boarding pass and ID, please?
<b>PART 2</b>		
0:47	Do you have any Liquids in your bag? Liquids less than 100ml aren't allowed	Do you have any liquids in your bag? Liquids over 100ml aren't allowed
1:40	Allright, Thank you	All right. Thank you
2:48	Jenis jenis	Jenis-jenis
<b>PART 4</b>		
	<i>Masalah teknis</i>	Technical issue
0:56	<i>Kondisi cuaca</i>	Weather conditions
	<i>Pemeriksaan ulang</i>	Aircraft inspection
	<i>Cuaca buruk</i>	Bad weather
1:36	<i>Pesawat masih diperjalanan</i>	Aircraft en route
	<i>Kendala teknis</i>	Technical issues

#### 4.1.8 Final Product

The final product of this research consists of a complete series of animated learning videos about airport vocabulary. The series is divided into four parts: parts 1 and 2 focus on departure process, while parts 3 and 4 explore arrival process. The videos are planned to be published through the official YouTube channel of Applied Foreign Languages Study Program, Vocational College, Diponegoro University, with one video uploaded per month. Part 1 has already been published, titled “Airport Vocabulary Series – Part 1: Departure Area Terms You Should Know”, and has also been registered for Intellectual Property Rights (IPR).

## 4.2 Discussion

The development of this final project product was inspired by the researcher's direct experience during an internship at Jenderal Ahmad Yani International Airport in Semarang. For the learning media, the researcher took inspiration from several sources, including KOCO Indonesia with the title “*Buku Fiksi dan Nonfiksi Bahasa Indonesia*” for elementary students and the video “20 Essential English Terms for Banking” from the YouTube channel LearnEnglishPro. This learning video was created because the researcher and two other colleagues interned in the airport's terminal and service areas, which involved direct interaction with passengers and other service users. From this experience, a gap was found in understanding airport technical vocabulary, especially among interns who did not have an aviation background. Some interns were not familiar with the operational terms used daily by airport staff, so a learning media was needed to help improve understanding as well as be a learning reference.

Based on this idea, the researcher discussed it with the supervising lecturer and decided to create a learning video. The project began by writing the script and creating the storyboard. The preparation of the script and storyboard was carried out with suggestions from the supervising lecturer to ensure the content was well-structured and matched the video's goals. The material was developed based on observations, interviews, and a literature study. After finalizing the script, completely the storyboard, and obtaining approval from the supervising lecturer, the team proceeded with filming at the studio of the Vocational College of Diponegoro University. In the production stage, Mr. Agus Riyan helped arrange the necessary equipment. During the shooting process, the team faced several challenges, such as outside noise interfering with the recordings and voice-over talent making pronunciation mistakes, which required multiple retakes. After the filming was complete, the next step was animation. A professional animator was hired to create visuals of the airport area, characters, and various scenes based on the storyboard that has been provided as a reference. At this stage, there were issues related to the punctuality of the animator's work, which did not match the predetermined timeline. In addition, there was often miscommunication regarding

what the team wanted but had not been done by the animator. To solve this, the team held Google Meet sessions for the final revision to monitor progress and minimize repeated errors.

The final video was then reviewed by the supervising lecturer, and several parts were revised, such as the opening of the video, audio clarity, on-screen teacher placement, pronunciation in the voice-over, text that appear in the video, and credit scenes. After being revised based on suggestions from the supervising lecturer, the next step was to distribute a questionnaire via Google Form to 30 respondents, especially airport employees and students who had interned at the airport. Based on the results of the questionnaire, the video received an average score of 3.56. The highest score, which was 3.70, was for the statement that the video content covered important topics commonly used in airport environment. This high score was assessed because the language used in the video was simple and easy to understand for beginners, as well as the use of English conversation that was easy to understand. The lowest score, which was 3.50, was for several statements related to vocabulary clarity, quality of narration or dialogue, and video length. These lower scores were likely due to some terms were still considered unfamiliar or not explained enough, audio interference during recording such as noise or unclear pronunciation that affected the audibility of the narration, and the video duration of around 3 minutes which for some respondents felt too fast or not deep enough. Despite these points the video met the criteria for a good learning media because the average score is in the strongly agree category on the Likert scale, which shows that the majority of respondents are satisfied with the content, the material suited user needs, and the animation was interesting and informative. The final step was to register the video for copyright (Intellectual Property Rights). This entire process reflects the hard work put into completing this final project successfully.