

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

#### **4.1 Results**

This research uses the Research and Development method, consisting of eight stages: Research and Information Collecting, Planning, Developing Preliminary Form of the Product, Preliminary Testing, Revision, Limited Audience Screening, Final Revision, and Dissemination and Implementation. In this study, the researcher describes in detail the process of creating a short documentary film titled *Step Away From Home*, which focuses on the internship experiences of Indonesian university students in Japan. Additionally, the researcher explains the journey through pre-production, production, and post-production, including how each stage contributed to shaping the final documentary film.

##### **4.1.1 Research and Information Collecting**

During the research and information collecting stage, the researcher conducted preliminary interviews with three Applied Foreign Languages students who had been accepted into internship programs in Japan. Rubi Yoshiko Zunaira from the Japanese concentration stated that she had already learned basic knowledge about Japan through her courses. However, she still wanted to know more about the real conditions of living and working in Japan, including both the positive and challenging aspects of the internship experience. Meanwhile, Faiza Latifa Khairunnisa and Silvia Fitri Setyoningrum from the English concentration expressed concerns about language barriers, cultural differences, and adapting to Japanese workplace standards. They stated that they needed more information about daily life and real experiences from former internship participants to help them prepare before departure. The respondents also preferred information from different perspectives because it could provide a more complete understanding of internship life in Japan. Based on these findings, the

researcher concluded that a documentary film could be an appropriate medium to provide authentic information and practical insights for prospective internship participants. In addition, the review of *Beyond the Waves* by Al Rasyid and Dhaifullah (2024) provided references for the documentary structure, interview presentation, and supporting visuals used in the development of the product.

#### **4.1.2 Planning**

The planning stage resulted in the selection of four documentary sources. To facilitate the presentation and discussion of interview findings throughout the study, each source was assigned an identification code, namely P1, P2, P3, and P4, as presented in the sources identification table in the previous chapter. In addition, a set of interview questions was developed based on the themes identified during the research and information collection stage. The questions focused on internship preparation, cultural adaptation, workplace experiences, language challenges, personal growth, and career opportunities. Furthermore, a documentary storyline was developed to guide the production process. This storyline later served as the foundation for organizing the documentary narrative and supporting visuals.

##### **1. Interview Questions**

To ensure that the interviews covered the main themes of the documentary, the researcher prepared a set of questions tailored to the background and experiences of each source. Different question sets were prepared for the current interns and the former interns who had returned to Japan as permanent employees, allowing the documentary to capture perspectives from different stages of the journey. After the questions had been prepared, they were distributed to each source through WhatsApp. This approach allowed the sources to review the topics in advance and recall their experiences before the interview sessions. At the same time, communication through WhatsApp was also used to arrange interview schedules and coordinate the filming process.

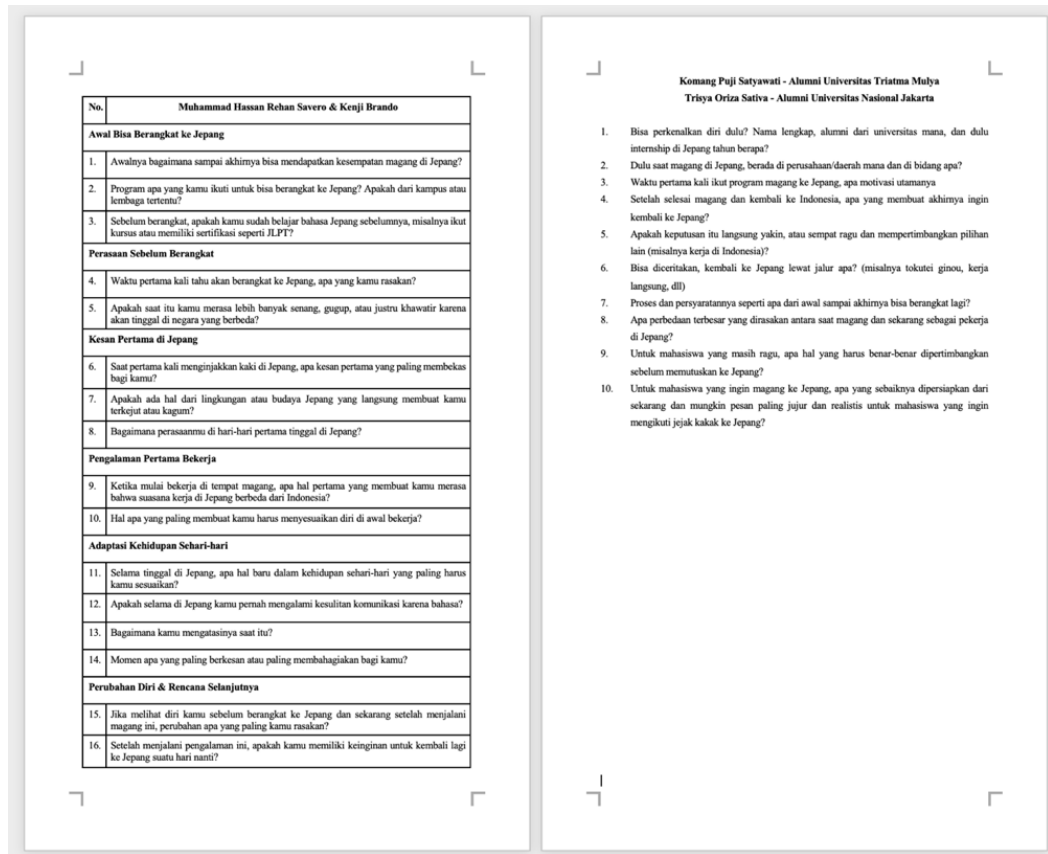


Figure 4.1. Interview questions for sources

## 2. Story line

During the planning stage, the researcher developed a storyline to establish the overall structure and direction of the documentary. The storyline outlined the main premise, key themes, sources, and scene progression that would later guide the production and editing processes. It was designed to ensure that the documentary maintained a consistent narrative flow, beginning with the internship experiences of P1 and P2 and gradually introducing P3 and P4 as former interns who had successfully returned to Japan as permanent employees. The storyline also served as a reference for organizing the documentary into several scenes, covering topics such as internship

preparation, departure to Japan, cultural adaptation, workplace experiences, language challenges, personal growth, and future career opportunities. Since the documentary was interview-based, not all interview questions and responses were expected to be included in the final version. Therefore, the storyline provided a framework for selecting relevant interview segments and arranging them into a coherent narrative.

The following is the result of a short program about the short documentary film *Step Away from Home*

**Film Premise:**

This documentary follows the internship experiences of students in Japan, showing their preparation, journey, and reflections, while also introducing alumni who returned to work in Japan.

**Attribute** : Ambitious, cheerful, reflective, and eager to share their experiences

**Obstacle** : Limited access to internship preparation information for English major students, adjusting to life and work in Japan

**Goals** : To provide a realistic understanding of internship experiences in Japan and guide future students

**Sources:**

1. Kenji Brando: Universitas Nasional Jakarta Student
2. Muhammad Hassan Rehan Savero : Universitas Nasional Jakarta Student
3. Komang Puji Satyawati: Alumna Universitas Triatma Mulya
4. Trisya Oriza Sativa: Alumna Universitas Nasional Jakarta

**Step Outline:**

- **Pre-Opening**

A montage featuring brief footage and interview excerpts from the four sources was used to introduce the documentary and capture the audience's attention.

- **Opening**

Introduction and narration from Gero, giving context to the documentary.

- **Scene 1**

Introduction of Kenji and Bero as the main subjects. Kenji shares his life principles.

- **Scene 2**

Question to Kenji and Bero: “Why did you choose Japan?”

- **Scene 3**

Question to Kenji and Bero: “How did you manage to go to Japan?”

- **Scene 4**

Question to Kenji and Bero: “How did you feel when you learned you were accepted?”

- **Scene 5**

Question to Kenji and Bero: “What was your first impression upon arriving in Japan?”

- **Scene 6**

Question to Kenji and Bero: “What amazed you the most when you first arrived in Japan?”

- **Scene 7**

Question to Kenji and Bero: “What has your work experience in Japan been like?”

- **Scene 8**

Question to Kenji and Bero: “Did you face any language challenges in Japan?”  
(transition to responses)

- **Scene 9**

Narration: internship experience does not stop at temporary learning. Introduces alumni Puji and Sati, showing they started from the same point and returned to Japan as a cooking staff and housekeeping employee.

- **Scene 10**

Puji and Sati explain their reasons for returning to Japan after completing the internship.

- **Scene 11**

Sati explains the type of visa used to work in Japan (Tokutei Ginou) and mentions other visas such as Ginou Jisshu and Gijinkoku.

- **Scene 12**

Back to Kenji and Bero: “What is the biggest change you felt from this journey?”

Transition to messages from Sati and Puji for students planning to go to Japan.

- **Closing**

Reflective moments and closing sequences, showing the journey and experiences of the narrators as the documentary conclusion.

- **Credit Scene**

#### **4.1.3 Developing Preliminary Form of Product**

After completing the planning stage, also known as pre-production, the researcher moved on to the next phase. In this stage, the researcher describes how the documentary film was created and explains the editing process, which is part of post-production.

##### **a. Production**

This stage is the initial or preparatory phase before producing the documentary. It is used as a reference to make the subsequent production stages easier to carry out.

##### **1. Interviews and B-roll Footage Collection**

In this stage, the researcher conducted interviews with 4 sources at 4 different locations.

###### **a. Interview 1**

The first interview was conducted with P1 on March 23, 2026, at Shirayuki in Gero-shi, Japan. The session lasted from 17:00 to 18:00

WIB. During the interview, the questions focused specifically on P1 internship experience as an Indonesian university student in Japan. Topics covered included his daily routine during the internship, challenges he faced while adapting to a new cultural and professional environment.



Figure 4.2 The first interview

b. Interview 2

The second interview was conducted with P2 on March 29, 2026. The interview took place in his apartment room at the Shirayuki in Gero-shi, Japan. The session lasted from 20:00 to 21:00 WIB. Since P1 and P2 participated in the same internship program, the interview topics were similar to those discussed during the first interview.



Figure 4.3 The second interview

c. Interview 3

The third interview was conducted with P3 on March 30, 2026. The interview took place in her apartment room at the Miyamoto building in Gero-shi, Japan. The session lasted from 20:00 to 21:00 WIB. Unlike the previous interviews, the questions focused on P3 experiences as a former intern who had successfully returned to Japan as a permanent employee. The discussion covered her internship experience, the process of returning to Japan through a different program, and the insights and advice she shared for current and future internship students.



Figure 4.4 The third interview


d. Interview 4

The final interview was conducted with P4 on April 2, 2026. The interview took place in her apartment room at the Seifu building in Gero-shi, Japan. The session lasted from 17:00 to 18:00 WIB. Similar to the interview with P3, the questions focused on P4 experiences as a former intern who had returned to Japan as a permanent employee.



Figure 4.5 The fourth interview

During the data collection process, the researcher conducted interviews as the primary source of information for the documentary. In addition to the interview sessions, the researcher carried out separate filming activities to collect supporting footage for the documentary.



**KEMENTERIAN PENDIDIKAN  
TINGGI, SAINS, DAN TEKNOLOGI  
UNIVERSITAS DIPONEGORO  
SEKOLAH VOKASI**

Jalan Prof. Sudarto, S.H.  
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Tembalang, Semarang Kode Pos 52275  
Telepon/Faksimile (0291) 7471374  
www.udiponegoro.ac.id  
Email: vokasi@udiponegoro.ac.id

**Formulir Persetujuan Pembuatan Video**

Saya yang bertanda tangan di bawah ini atas nama Kerji menyatakan bersedia dan setuju menjadi narasumber di dalam video oleh saudara **Ghanim Faheema Damayanti** selaku Mahasiswa Sekolah Vokasi, Universitas Diponegoro, dengan Program Studi Bahasa Asing Terapan, untuk menggunakan citra dan keseruapan saya dan/atau pernyataan wawancara apa pun dari saya dalam publikasi, iklan, atau aktivitas media lainnya (termasuk internet) yang ditujukan untuk Tugas Akhir dengan judul **"CREATING A SHORT DOCUMENTARY FILM TITLED "STEP AWAY FROM HOME" ABOUT THE INTERNSHIP EXPERIENCE OF INDOONESIAN UNIVERSITY STIDENTS IN JAPAN"**. Persetujuan ini dibuat tanpa mengharapkan kompensasi atau remunerasi lainnya, sekarang atau di masa depan.

Persetujuan ini termasuk:

- (a) Izin untuk mewawancarai, memotret, merekam, atau membuat video saya;
- (b) Izin untuk menggunakan nama saya; Dan
- (c) Izin untuk menggunakan kutipan dari wawancara, foto, atau reproduksi saya, dan/atau rekaman saya, sebagian atau seluruhnya, dalam publikasinya, di surat kabar, majalah dan media cetak lainnya, di televisi, radio dan media elektronik (termasuk internet), di media teater dan/atau di surat-surat untuk tujuan pendidikan

Persetujuan ini diberikan selamanya, dan tidak memerlukan persetujuan sebelumnya dari saya.

Nama Lengkap : Kerji Brando

Tanda Tangan : Kerji

Alamat : Jl. H. Saamin HD No.128 Rt 01 Rw 10, Depok

Tanggal : 23 Maret 2026

Figure 4.6 Signed consent form example

During the production process, the researcher used an Apple iPhone 16 Plus to record the interviews and capture supporting footage. A tripod was utilized to stabilize the camera during filming, while a microphone was used to obtain clearer audio, particularly during the interview sessions. These tools were selected to ensure that the visual and audio quality of the documentary effectively supported the storytelling process. The researcher also collected additional footage related to daily life, culture, and the surrounding environment in Japan. These visuals were recorded in several cities, including Osaka, Kyoto, Nara, and Tokyo. The filming process began upon the researcher's arrival in Japan in April 2025 and continued until April 2026. This one-year documentation period enabled the researcher to capture various moments, locations, and atmospheres across different regions and seasons, enriching the visual content of the documentary.

## **b. Post-Production**

The post-production stage began after all interviews and supporting footage had been collected during the production process. During this stage, the researcher reviewed and organized the recorded materials to determine which footage would be used in the documentary. The process included grouping files, creating a rough cut, transcribing the interview results into a script, and preparing a storyboard to support the editing process. After the documentary structure had been established, the researcher continued with video editing, subtitle creation, audio adjustment, and color grading to produce the final version of the documentary.

### **1. Grouping Files**

Grouping files is the process of organizing video recordings, photos, and audio materials before they are edited. After all video files were transferred from the camera

memory to the laptop, the researcher organized them into separate folders based on interviews, supporting footage, and each scene in the documentary. This process helped the researcher find the required files more easily during editing. The photos used for the documentary poster were also collected and placed in a separate folder to make the design process more organized. In addition, the researcher reviewed and listed the audio materials, including background music and sound effects, before importing them into the editing software. By organizing all files beforehand, the editing process became more efficient and easier to manage.

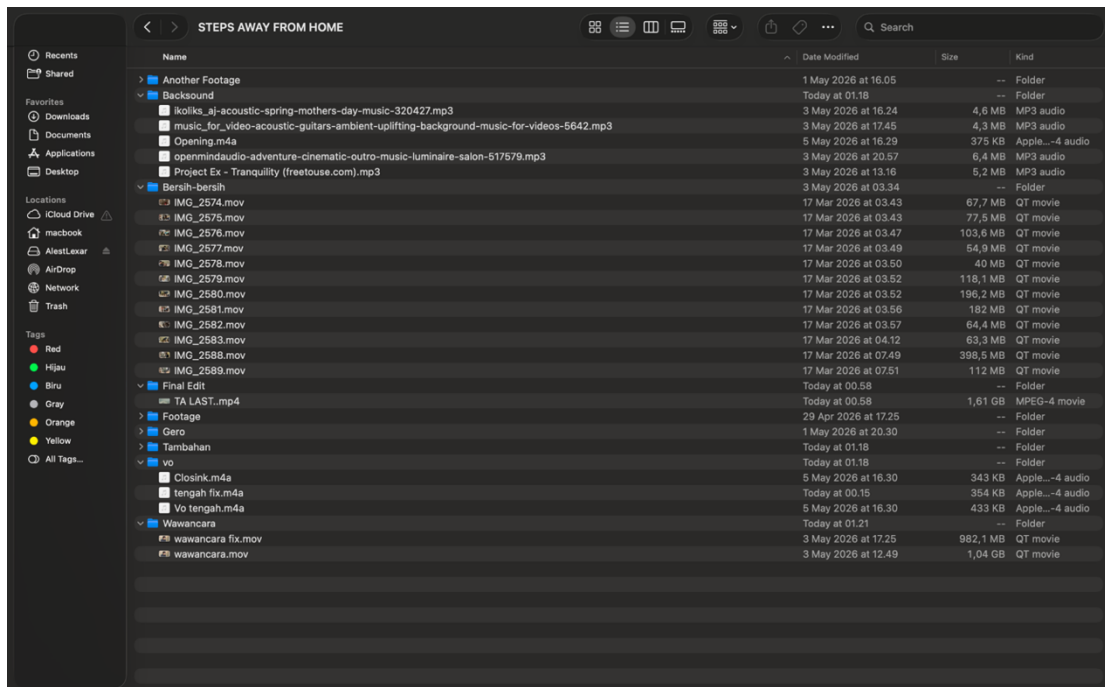


Figure 4.7 Grouping files

## 2. Editing Video

The video editing process began by importing all raw footage into the editing application, CapCut Pro. During this stage, the researcher used the storyline as a reference to organize the documentary structure. The interview recordings from each source were then arranged carefully to ensure that the questions and responses formed

a clear and coherent narrative. The first step involved placing the selected footage into the editing timeline. However, the arrangement was not based solely on a predetermined sequence; it was continuously adjusted according to the responses provided by the sources, particularly P1 and P2, who served as the main focus of the documentary. Their experiences and reflections played an important role in shaping the narrative flow and ensuring that the documentary remained aligned with its main theme. Afterward, the researcher selected supporting footage that matched the interview content and complemented the responses provided by the sources. This process involved reviewing all recordings collected during the production stage to identify visuals that best supported the documentary narrative.

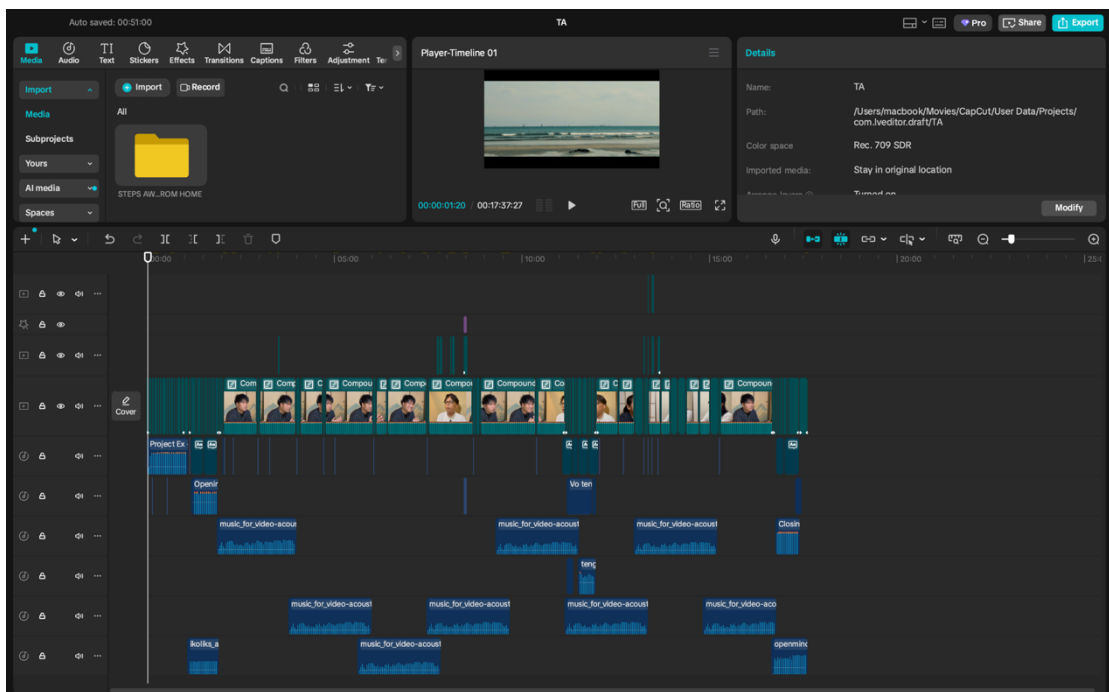


Figure 4.8 Editing video

In this process, the researcher did not include all of the questions asked to the participants. This was done due to the limited duration of the video and to keep the flow of the documentary effective and not too long. Although not all questions were shown, the researcher still selected footage with the best quality, relevant to the

interview content, and containing important moments that supported the theme of the documentary, which is the experience of Indonesian university students during their internship program in Japan. Some information that was not directly presented through the participants answers was still delivered at the beginning of the documentary through narration. Therefore, the audience could still understand the main context of the documentary before moving into the interview section and supporting visuals. The footage selection was also carried out by considering the connection between the participants answers, the storyline, and the message that the documentary aimed to deliver. The following are examples of footage selected in every scene.

a) Scene 1



Figure 4.9 Introduction of the main sources

This scene introduced P1 and P2 as the main sources of the documentary. Their names and academic backgrounds were displayed to provide viewers with basic information before the interview segment began. As the central figures in the documentary, their experiences served as the primary narrative through which the internship journey in Japan was explored. This introduction also

helped viewers become familiar with the sources and understand their roles in the documentary. By presenting the main sources at the beginning, the documentary established a clear focus and created a smoother transition into the discussion of their internship experiences.

b) Scene 2



Figure 4.10 Childhood photo as supporting footage

The question related to the footage shown in the figure concerned the source's reason for choosing Japan. P1 was of mixed heritage, with his father being Japanese. P1 childhood photo was selected as supporting footage because it provided relevant visual context for his identity and background. The footage supported his explanation of why he chose Japan and helped the audience understand his personal connection to the country. By showing a moment from his childhood, viewers could more easily relate to his story and experiences.

c) Scene 3

The second question focused on the process that led P1 and P2 to participate in an internship program in Japan. No additional supporting footage was included in this scene because the discussion relied primarily on the

sources personal experiences and explanations. Through their responses, the audience was able to understand the process they went through before departing for Japan, including their motivations, preparations, and decisions to join the internship program. P2 response was also included to provide a broader perspective and strengthen the narrative presented in this section.

d) Scene 4

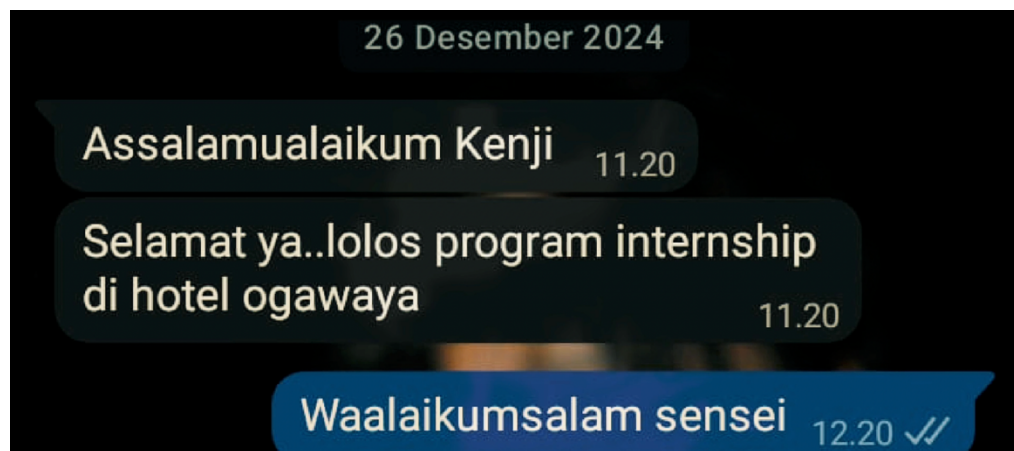


Figure 4.11 Internship acceptance via WhatsApp

Question 3 focused on P1 feelings after learning that he had been accepted into the internship program. To support this scene, a screenshot of the WhatsApp conversation between P1 and his mentor was included as supporting footage. The conversation showed the moment when P1 received confirmation that he had successfully passed the selection process and had been accepted into the internship program at Hotel Ogawaya. This footage was selected because it provided direct visual evidence of a significant moment in P1 internship journey. Rather than relying solely on the interview response, the inclusion of the WhatsApp conversation allowed the audience to see the actual message that informed him of his acceptance. The footage also helped illustrate the beginning of his journey to Japan, as the acceptance message marked the

transition from preparation to the realization of his goal to participate in an international internship program. By combining the interview response with supporting footage from the WhatsApp conversation, the documentary was able to present the event in a more authentic and engaging manner. The scene not only conveyed P1 reaction to the news but also provided additional context that helped the audience understand the importance of the moment and its role in shaping his internship experience in Japan.

e) Scene 5



Figure 4.12 Street view in Japan

In this part, the researcher used street view footage in Japan as supporting visual material for P1 answer. The footage shows a public road, traffic light, buildings, and the surrounding natural scenery. This footage was taken using an extreme long shot, which makes the environment more dominant than the human subject. The camera movement is static, as the frame remains still and focuses on the atmosphere of the location. P1 explained that one of his first memorable experiences happened when he was crossing the street with his friends. At that time, one of his friends who had already lived in Japan crossed the road first, while P1 and another friend tried to follow. However, the traffic light had already changed, and there was a police officer

nearby. As a result, they were warned for violating the traffic rule. This experience made P1 feel nervous and afraid, especially because he had only been in Japan for two days. The footage was selected to help the audience visualize the situation described by P1. The traffic light and street environment support his story about adapting to public rules in Japan.



Figure 4.13 Footage having a meal with friends

Another footage used in this section shows P2 eating together with his friends. This scene was selected to support his explanation of living far from his parents and learning to be independent in Japan. The footage was captured using a medium shot, which clearly shows the participant and his immediate surroundings at the dining table. The camera movement is static, keeping the focus steady on the activity and interactions among the participants. In the interview, P2 described that being in Japan meant managing daily life by himself for the first time. He explained that everything, from preparing meals to organizing his routine, had to be done independently. Sometimes he ate outside with friends, enjoying shared meals, while other times he cooked alone. This footage illustrates these experiences visually, giving the audience insight into the challenges of adjusting to life in a new country.

By including this footage, the documentary emphasizes the personal and practical aspects of adapting to a new environment. It allows the audience to see not only the social interactions, such as eating with friends, but also the self-reliance and responsibility required in daily life. This scene complements P2 narrative, highlighting the first impressions and early experiences that shaped his initial adaptation to living in Japan.

f) Scene 6



Figure 4.14 Matsuri festival in Japan

To describe what he admired most about Japan, P1 shared his impression of a matsuri festival. In this scene, the researcher used footage of a matsuri festival as supporting visual material for P1 response. The footage showed a crowded night festival, participants, decorative lights, smoke effects, and a dragon-shaped performance object. It was captured using an extreme long shot, which emphasized the festival atmosphere, the crowd, and the cultural setting. The camera remained static throughout the scene, allowing the audience to observe the overall environment and activities taking place during the festival.



Figure 4.15 Snowfall scene in Shirakawago

To describe one of his most memorable first impressions of Japan, P2 shared his experience of seeing snowfall for the first time. In this scene, the researcher used footage of a snowy environment in Japan as supporting visual material for his response. The footage showed P2 outdoors wearing a winter jacket, with snow falling around him and several people in the background carrying umbrellas. It was captured using a medium shot, which emphasized his facial expression while still providing sufficient background context. The camera remained static throughout the scene to highlight his reaction to the snowfall. During the interview, P2 explained that he was amazed when he first witnessed snow in person. He compared the experience to the snow he had previously seen through social media platforms and anime, describing it as something he had never expected to experience directly. The footage was selected because it visually represented the moment he described and helped the audience understand his excitement and sense of wonder upon encountering snowfall for the first time in Japan.

g) Scene 7



Figure 4.16 Cleaning their room

To describe their work experience in Japan, the source shared reflections on the discipline, responsibilities, and standards expected in the workplace. In this scene, the researcher used footage of the source cleaning their room as supporting visual material. The footage served as a representation of the attention to detail, responsibility, and work ethic that were also required in their daily tasks during the internship. The footage was captured using a medium shot, which emphasized the source's actions while still providing sufficient background context. The camera remained static throughout the scene, allowing the audience to observe the cleaning process clearly.

h) Scene 8

To describe their experiences with language barriers in Japan, the sources shared the communication challenges they encountered in both daily life and the workplace. Similar to the previous scene, no supporting footage was included in this section because the discussion relied primarily on the sources personal experiences and reflections. This approach allowed the

audience to focus on the interview responses and gain a deeper understanding of the difficulties associated with communicating in a foreign language environment. During the interview, the sources explained that language barriers were among the most challenging aspects of their internship experience. Presenting this topic through interview footage alone emphasized the personal and reflective nature of the experience, allowing the audience to better understand the challenges of adapting to a workplace that operated primarily in Japanese.

i) Scene 9

Scene 9 served as a transition from the experiences of the current interns to the stories of P3 and P4 as former interns who had returned to Japan as permanent employees. The narration emphasized that an internship could become the beginning of a longer career journey. The supporting footage was selected to create a smooth transition between scenes and to introduce the alumni segment of the documentary.

j) Scene 10 & 11

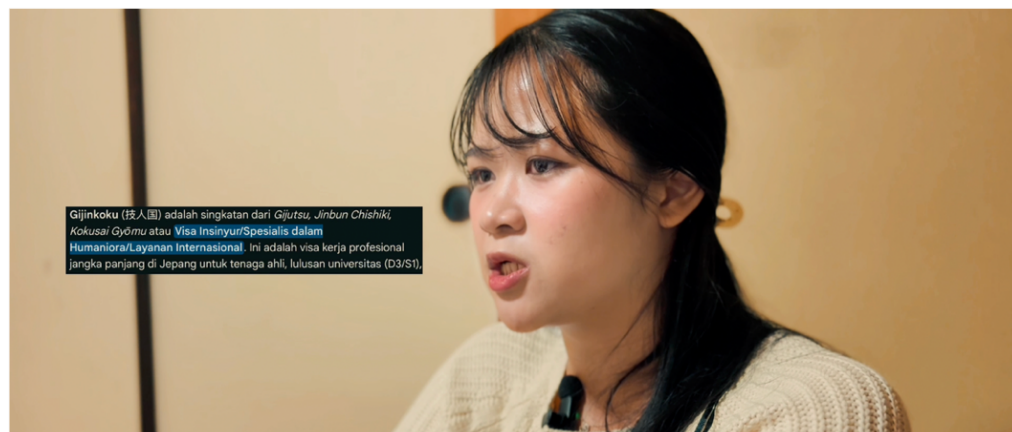


Figure 4.17 Continuing work in Japan after internship

To describe the process of continuing a career in Japan after completing an internship, P3 shared her experience of applying for a Tokutei Gino (Specified Skilled Worker) visa and preparing the required documents. In this scene, the researcher used interview footage accompanied by on-screen text presenting additional information about the visa requirements, language qualifications, and available employment sectors. The camera remained static throughout the scene to maintain the audience's attention on both the interview and the visual information presented. In addition, P4 explained her reasons for choosing to continue her career in Japan. She stated that Japan offered better professional development opportunities, higher compensation, and practical experience that was directly related to her field of work.

#### k) Scene 12

To describe the personal changes they experienced after living and working in Japan, the sources shared reflections on their growth throughout the internship period. Similar to the previous scene, no supporting footage was included because the discussion relied primarily on the sources' personal experiences and reflections. This approach allowed the audience to focus on the interview responses and better understand the impact of the internship on their personal development. During the interview, P2 explained that after nearly one year in Japan, he had become more disciplined, confident, and open in social interactions. He also noticed physical changes resulting from his daily work routine. Similarly, P1 shared that he experienced positive changes in his physical condition and self-confidence throughout the internship period.

### 3. Script Creation

After the interview footage and supporting visuals had been arranged into a preliminary sequence, the researcher proceeded with script creation. At this stage, the

selected interview recordings were transcribed and compiled into a written document. The script was developed based on the footage that had already been chosen during the editing process, ensuring that the written content accurately reflected the documentary material. Since not all interview responses were used in the documentary, only the selected statements that supported the narrative were transcribed and organized according to the sequence of scenes. The script was typed in Microsoft Word using Courier New font, size 12, with multiple line spacing. In addition to serving as a reference for the documentary structure, the script also facilitated the subtitle creation process by providing a complete transcript of the selected interview segments. As a result, the researcher was able to produce subtitles more accurately and efficiently during the later stages of post-production.

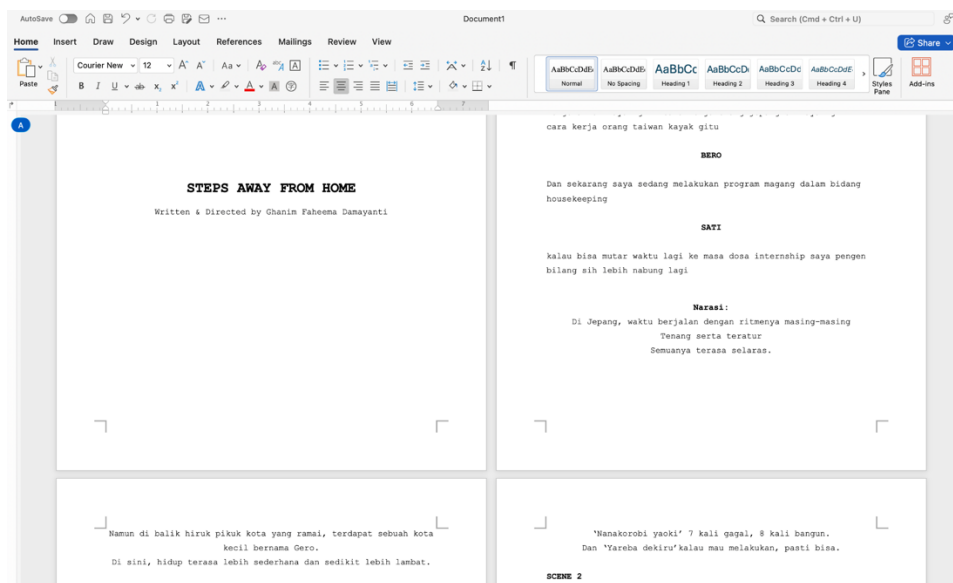


Figure 4.18 Script creation

#### 4. Storyboard

After the script had been completed, the researcher developed a storyboard based on the documentary structure that had already been established during the editing

process. Unlike conventional storyboards that are typically created before filming, this storyboard was produced after the footage had been selected and arranged. Therefore, it functioned as a visual guide for the documentary rather than a shooting plan. The storyboard was created in Microsoft PowerPoint using screenshots taken from the selected footage and interview recordings. Each slide contained visual references, scene descriptions, timestamps, shot information, and the corresponding script to illustrate how the documentary would be presented to the audience. In total, the storyboard consisted of 26 slides, covering the pre-opening, opening, main documentary scenes, closing, and credit section. In addition, the storyboard served as a reference during the final editing stage. It helped the researcher organize interview footage, supporting visuals, transitions, narration, and subtitles more systematically.

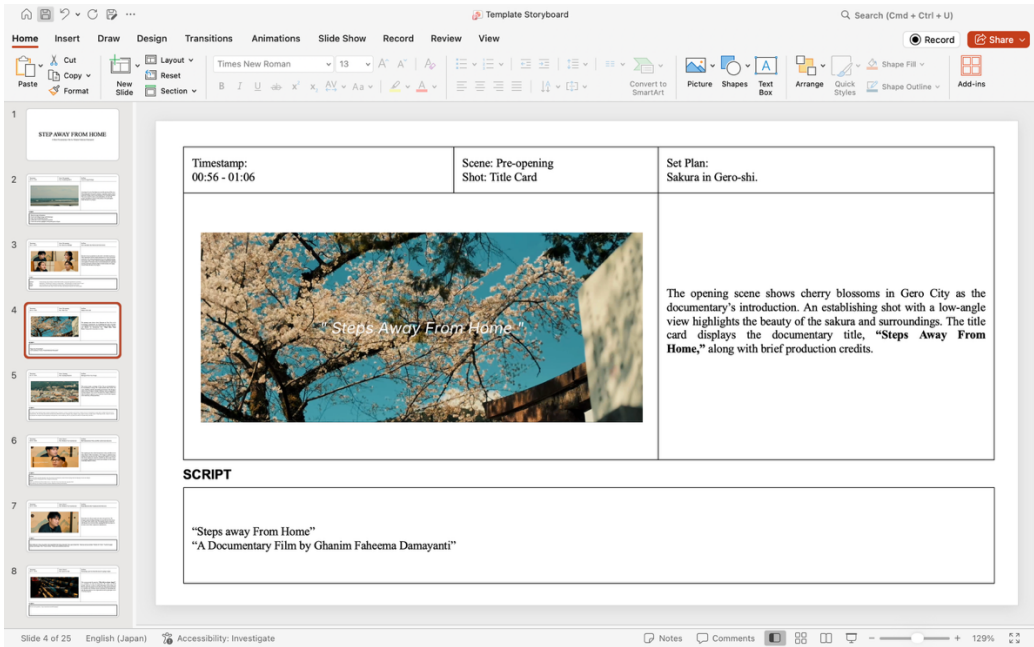


Figure 4.19 Storyboard

## 5. Inputting Sound and Music

Inputting sound and music was done after the rough cut had been completed. In this process, the researcher looked for several music references from Artlist.io. The choice of background sound was adjusted to the needs of each part of the documentary, so the music could support the mood and flow of the story. In the pre-opening section, the background music had a nostalgic and reflective feeling. This was chosen because the pre-opening shows short pieces of footage before entering the main opening, so the music needed to build the audience's emotion and curiosity. After that, in the opening section and from scene 1 to scene 12, the music had a more bright and cheerful tone. This part mostly contains interview scenes, so the music was chosen to keep the atmosphere light, warm, and comfortable to follow. For the closing scene and credit part, the music had a comforting and touching tone. Compared to the opening and interview scenes, this part feels more emotional because it represents the participants journey and how far they have come while living away from home.

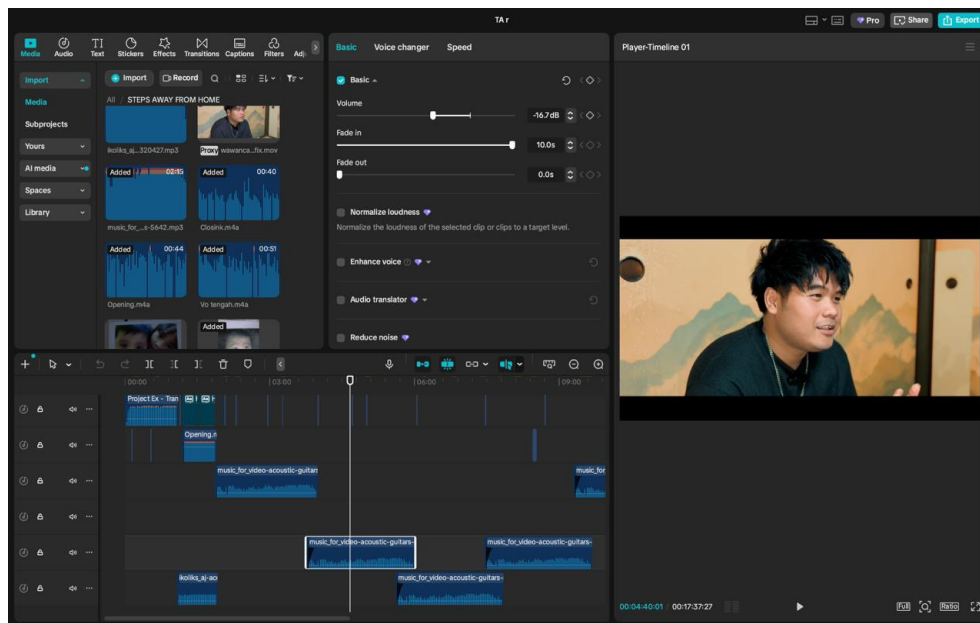


Figure 4.20 Editing timeline for sound and music

## 6. Color Grading

In the documentary film *Step Away from Home*, the color grading process was carried out using the built-in Green Orange color palette in CapCut Pro. This color palette was applied consistently from the beginning to the end of the documentary to create a unified visual tone. The use of this palette helped produce a natural yet cinematic look, with a slightly warm and soft atmosphere that matched the theme of living and experiencing daily life in Japan. The color grading was not intended to create a dramatic or overly sharp visual effect. Instead, it was used to maintain the natural appearance of the footage while improving the overall mood and visual quality. Since the documentary includes interviews, daily activities, city views, and supporting footage from several places in Japan, the Green Orange palette helped make the different visuals appear more balanced and connected. In this documentary, the lighting and color style were adjusted to support the emotional tone of the story. Brighter and softer visuals were used to show daily life, travel moments, and positive experiences of the participants.

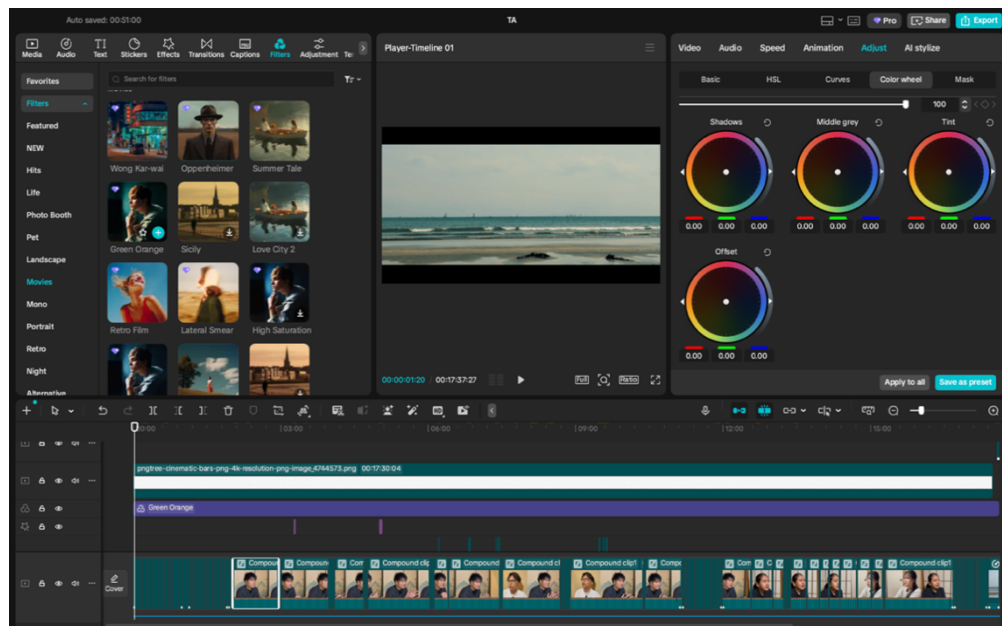


Figure 4.21 Editing timeline for color grading

## 7. Subtitling

The documentary film *Step Away from Home* uses English subtitles. The use of English subtitles aims to reach a wider audience and make the documentary easier to understand for viewers from different backgrounds. The researcher hopes that this documentary will not only be useful for foreign language students who are preparing for internship life in Japan, but also for international audiences who are interested in understanding the experiences of living, adapting, and studying or working away from home. English subtitles are also important because the documentary discusses themes that are relevant to many people, such as cultural adaptation, independence, challenges in a new environment, and personal growth. Therefore, viewers from other countries can still relate to the story even if they do not share the same cultural background. The subtitles were inserted directly by the editor using CapCut Pro.

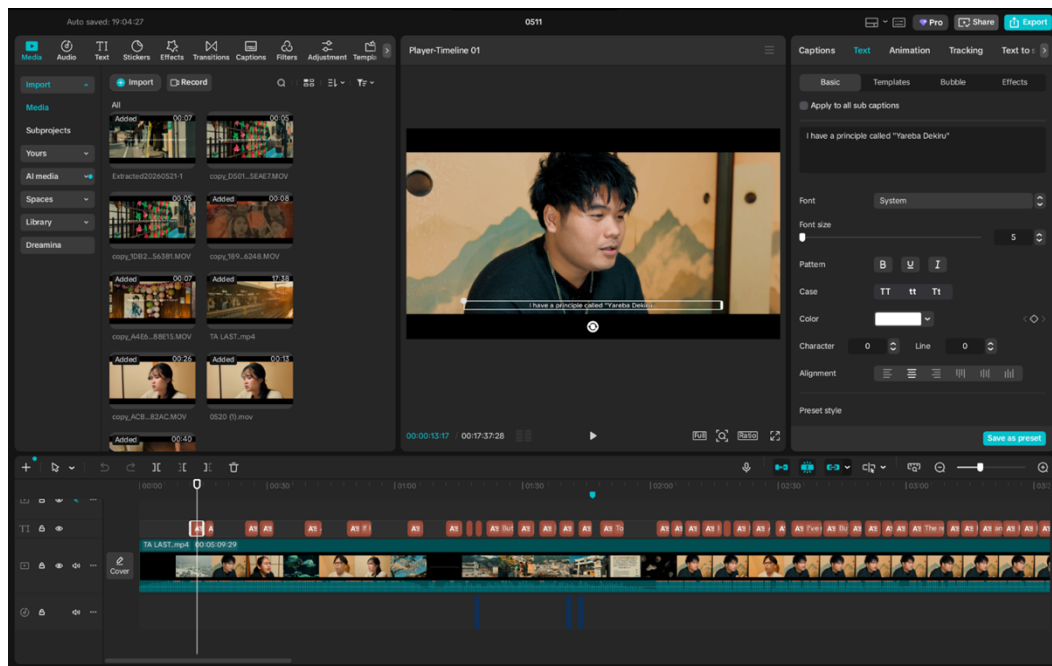


Figure 4.22 Editing timeline for subtitling

#### 4.1.4 Preliminary Field Testing

The preliminary field testing stage was conducted through expert validation involving Aditya Nur Patria, S.Hum., M.App.Ling. as the media and language expert, and Alfie Akmalia, S.Pd. as the content expert. Based on the validation results, both experts agreed that the documentary film was feasible for use. However, Aditya Nur Patria, S.Hum., M.App.Ling. stated that the documentary was feasible with revisions. Several suggestions were provided regarding the documentary content and technical aspects, including transitions between topics, clarity of information, and the overall flow of the documentary. These suggestions were then used as references for improving the documentary before proceeding to the next stage.

**SURAT PERNYATAAN VALIDASI  
DOSEN PEMBIMBING TUGAS AKHIR**

Saya yang bertandatangan di bawah ini:

Nama : Aditya Nur Patria, S.Hum., M.App.Ling.  
NIP : 19901218202021007  
Prodi : Bahasa Asing Terapan

Menyatakan bahwa proyek tugas akhir atas nama mahasiswa:

Nama : Ghanim Faheema Damayanti  
NIM : 40020522650015  
Prodi : Bahasa Asing Terapan  
Judul TA : CREATING A DOCUMENTARY FILM TITLED "STEP AWAY FROM HOME" ABOUT THE INTERNSHIP EXPERIENCE OF INDONESIAN UNIVERSITY STUDENTS IN JAPAN

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, 18 Mei 2026  
Validator


  
Aditya Nur Patria, S.Hum., M.App.Ling.  
NIP. 19901218202021007

Figure 4.23 Media and language expert validation form

Meanwhile, Alfie Akmalia, S.Pd. stated that the documentary was feasible without revision. As the content expert, she considered that the documentary had accurately presented the realities of internship experiences in Japan and provided relevant information that could be useful for prospective internship participants.

**SURAT PERNYATAAN VALIDASI  
TUGAS AKHIR**

Saya yang bertandatangan di bawah ini:

Nama : Alfie Akmalia Hadi, S.Pd.

Jabatan : Pembimbing Program Internship

Menyatakan bahwa proyek tugas akhir atas nama mahasiswa:

Nama : Ghanim Faheema Damayanti

NIM : 40020522650015

Prodi : Bahasa Asing Terapan

Judul TA : CREATING A DOCUMENTARY FILM TITLED "STEP AWAY FROM HOME" ABOUT THE INTERNSHIP EXPERIENCE OF INDONESIAN UNIVERSITY STUDENTS IN JAPAN

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, 16 Mei 2026

Validator



Alfie Akmalia Hadi, S.Pd.

Figure 4.24 Content expert validation form

#### 4.1.5 Revision

At this stage, several issues may still be found in the documentary, such as unstable camera movement or editing transitions that feel too fast. Based on the review of the footage, some scenes may also appear less bright, while the interviewer's voice may become unclear when the background sound is suddenly louder than the main

audio. In addition, although the subtitles already present the intended information, there may still be grammatical errors or writing mistakes that need to be corrected. The revision procedures are described as follows:

## 1. Video Revision

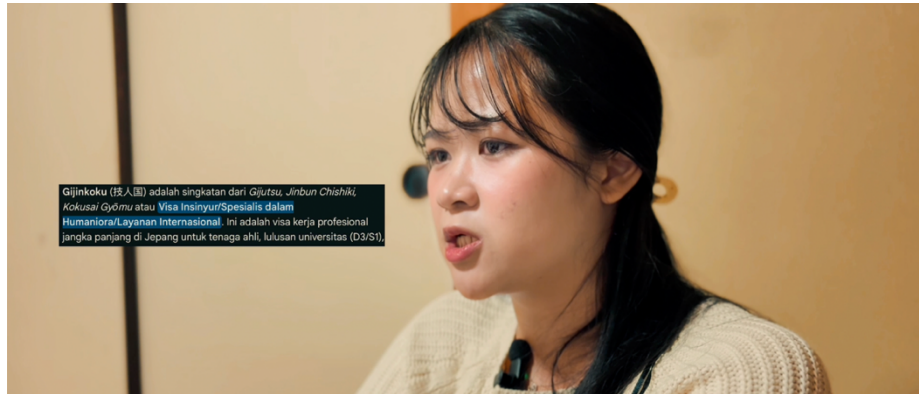


Figure 4.25 Before adjustment



Figure 4.26 After adjustment

The first image shows the documentary before revision. In this scene, information regarding the visa discussed by the source was presented using a screenshot obtained from Google. While the information was relevant to the topic being discussed, the explanation was considered too brief and did not provide sufficient detail for the audience to fully understand the visa category and its requirements. As a result,

the visual information did not effectively support the source's explanation. The second image shows the documentary after revision. In this version, the researcher paraphrased and expanded the visa information to make it clearer and easier to understand. Additional details regarding the purpose of the visa, its requirements, and other relevant information were included to provide better context for the audience. This revision improved the quality of the visual information and allowed it to better support the source's explanation, helping viewers gain a clearer understanding of the topic being discussed.

## 2. Subtitle Revision

Subtitle revision was carried out after the validator completed the subtitle validation process. The researcher then revised the subtitles based on the comments and suggestions provided by the language expert. The feedback addressed several aspects, including grammatical errors, inappropriate word choices, and the use of expressions that sounded unnatural in English. In addition, the validator suggested using more common vocabulary and expressions to ensure that the subtitles were easier for viewers to understand. Therefore, the researcher reviewed each subtitle line and made adjustments where necessary. Particular attention was given to readability, sentence structure, and the use of everyday language that would be more familiar to viewers. In the first version, the subtitles closely followed the sources original speech patterns. However, some expressions were later removed because they functioned only as filler words and did not contribute meaningful information to the message. Words and phrases such as "Okay," "Hmm," and "something like that" were omitted in the revised version to improve clarity and readability.

Table 4.1 Subtitle Revision 1

| <b>Before Revision</b>   | <b>After Revision</b>                           |
|--|---|
| <u>Okay</u> , so my name is Kenji Brando.  | My name is Kenji Brando.                        |
| <u>Hmm</u> , how can I say this?   | How can I say this?                             |
| <u>And after learning</u> I realized that I liked Japan, <u>something like that.</u> | Because of that, I realized that I liked Japan. |

Since the subtitles were derived from interview conversations, several formal expressions were adjusted to contractions to better reflect natural spoken English. For example, phrases such as “was not” were changed to “wasn’t,” “did not” to “didn’t,” “do not” to “don’t,” and “could not” to “couldn’t.”

Table 4.2 Subtitle Revision 2

| <b>Before Revision</b>  | <b>After Revision</b>  |
|---|--|
| I’ve never considered myself smart, and I <u>was not</u> the most diligent person either. | I’ve never considered myself smart, and I <u>wasn’t</u> the most diligent person either. |
| Honestly, I <u>did not</u> have that yet.   | Honestly, I <u>didn’t</u> have that yet.   |
| After the interview, I <u>do not</u> remember how long I waited.                          | After the interview, I <u>don’t</u> remember how long I waited.                          |
| At that moment, I just <u>could not</u> believe it.                                       | At that moment, I just <u>couldn’t</u> believe it.                                       |

This revision was made to clarify the meaning of the subtitles. Some words were changed because the previous version sounded too general, such as “want” being changed to “eager” to show stronger intention. The second sentence was also revised by adding more context, so the audience could understand the source’s story better.

Table 4.3 Subtitle Revision 3

| <b>Before Revision</b>  | <b>After Revision</b>  |
|---|--|
| If you really <u>want</u> to do it, you can do it.                                  | If you really <u>eager</u> to do it, you can do it.              |
| So in the end, I joined too. <u>I just went along with it</u> , and I got accepted. | So in the end, <u>I joined the selection</u> and I got accepted. |

The tense was changed to show that the source’s feeling still continues until now. The word “wanted” was revised to “want” because the participant still has the desire to come back to Japan. The phrase “Japan had been my dream” was also changed to “Japan has been my dream” because the dream started in the past and is still meaningful in the present. Therefore, the revised sentence becomes: “I definitely want to come back, because Japan has been my dream since I was little.”

Table 4.4 Subtitle Revision 4

| <b>Before Revision</b>  | <b>After Revision</b>   |
|---|---|
| I definitely <u>wanted</u> to come back, because Japan <u>had been</u> my dream since I was little. | I definitely <u>want</u> to come back, because Japan <u>has been</u> my dream since I was little. |

#### 4.1.6 Main Field Test

At this stage, the researcher involved 40 respondents, consisting of 30 students from the Applied Foreign Languages Study Program at Universitas Diponegoro and 10 international respondents, as detailed below:

Table 4.5 Respondents in Main Field Testing

| <b>Respondent</b>                  | <b>Number of Respondents</b> |
|------------------------------------|------------------------------|
| 4th Semester Students              | 10 Respondents               |
| 6th Semester Students              | 10 Respondents               |
| 8th Semester Students              | 10 Respondents               |
| International Respondents          | 10 Respondents               |
| <b>Total Number of Respondents</b> | <b>40</b>                    |

In this stage, respondents were asked to complete a questionnaire distributed through Google Forms. The questionnaire consisted of 14 questions, including 13 close-ended questions and 1 open-ended question. The instrument was designed to gather respondents evaluations of the documentary and to collect suggestions that could be used to further improve the final product. The questionnaire assessed three main aspects of the documentary: content, audio-visual quality, and subtitles. Before being distributed, the questionnaire had been reviewed and approved by the research supervisor, indicating that the instrument was appropriate for use in the product testing stage. The close-ended questions provided quantitative data regarding respondents perceptions of the documentary, while the open-ended question allowed respondents to share comments and recommendations based on their viewing experience.

The respondents consisted of fourth-semester and sixth-semester students who were interested in participating in internship programs abroad, eighth-semester students who had previous internship experience in Japan, and international respondents. The following section presents the results of the assessments obtained from all respondent groups:

## 1. Responses from Applied Foreign Languages Students

The feasibility testing data were collected through questionnaires distributed to 30 Applied Foreign Languages students. The questionnaire was used to gather respondents evaluations of the documentary film, particularly regarding the clarity of the information presented, the effectiveness of the audio-visual elements, and the quality of the subtitles. The responses provided quantitative and qualitative data that were used to assess the overall quality of the documentary. The results obtained from these respondents reflected how the documentary was perceived by its intended audience.

Table 4.6 Results from Applied Foreign Languages Students

| No.                      | Statements  | Mean | Remarks       |
|--------------------------|---|------|---------------|
| <b>A. Content Aspect</b> |   |      |               |
| 1.                       | The theme presented in the documentary is easy to understand.             | 4.67 | Strogly Agree |
| 2.                       | The information presented in the documentary draws attention effectively. | 4.77 | Strogly Agree |
| 3.                       | The material presented is comprehensive and detailed.                     | 4.57 | Strogly Agree |
| 4.                       | The content of the documentary film is relevant to needs or interests.    | 4.60 | Strogly Agree |
| 5.                       | The documentary film provides new knowledge or insights.                  | 4.60 | Strogly Agree |

| <b>B. Audio-Visual Aspect</b> |   |             |                |
|-------------------------------|---|-------------|----------------|
| <b>No.</b>                    | <b>Statements</b>   | <b>Mean</b> | <b>Remarks</b> |
| 6.                            | The visual presentation in the documentary film is clear and supports the storyline.                                  | 4.63        | Strogly Agree  |
| 7.                            | The visuals in the documentary film are able to capture the audience's attention.                                     | 4.70        | Strogly Agree  |
| 8.                            | The video footage in the documentary film is appropriate to the theme and discussion.                                 | 4.57        | Strogly Agree  |
| 9.                            | The sound quality, narration, and audio in the documentary film are clear and easy to understand.                     | 4.80        | Strogly Agree  |
| 10.                           | The combination of visuals, sound, and narration in the documentary film is aligned with the message being delivered. | 4.70        | Strogly Agree  |
| <b>C. Subtitle Aspect</b>     |   |             |                |
| <b>No.</b>                    | <b>Statements</b>   | <b>Mean</b> | <b>Remarks</b> |
| 11.                           | The subtitles in the documentary film have an appropriate size, making them easy for the audience to read.            | 4.57        | Strogly Agree  |

|                      |   |             |                      |
|----------------------|---|-------------|----------------------|
| 12.                  | The subtitles in the documentary film are well arranged and do not interfere with the understanding of the video content. | 4.67        | Strogly Agree        |
| 13.                  | The language used in the documentary film subtitles is easy to understand and matches the message being delivered.        | 4.67        | Strogly Agree        |
| <b>Average Score</b> |   | <b>4.65</b> | <b>Strogly Agree</b> |

Based on the results presented in the table, the documentary received an average score of 4.65, which falls into the **Strongly Agree** category. This result indicates that the respondents had a very positive perception of the documentary in terms of content, audio-visual quality, and subtitles. In the content aspect, all statements received mean scores above 4.50, indicating that the respondents found the documentary easy to understand, informative, and relevant to their interests. The highest score was obtained by the statement regarding the documentary’s ability to attract attention effectively, with a mean score of 4.77. This suggests that the documentary successfully engaged the audience while delivering information about internship experiences in Japan.

The audio-visual aspect also received positive evaluations, showing that the visuals, footage selection, and overall presentation supported the documentary’s message effectively. Similarly, the subtitle aspect obtained high scores, indicating that the subtitles were clear, well-organized, and easy to understand.

## 2. Responses from International Respondents

The international respondent group consisted of 10 individuals from different countries, including four respondents from Australia, three respondents from the

United States, two respondents from Taiwan, and one respondent from Hong Kong. The questionnaire was distributed to obtain feedback from an international audience regarding the documentary's content, audio-visual presentation, and English subtitles. The responses from this group were particularly valuable in assessing whether the documentary could be easily understood by viewers from different linguistic and cultural backgrounds.

Table 4.7 Results from International Respondents

| No.                           | Statements  | Mean | Remarks       |
|-------------------------------|---|------|---------------|
| <b>A. Content Aspect</b>      |   |      |               |
| 1.                            | The theme presented in the documentary is easy to understand.             | 4.70 | Strogly Agree |
| 2.                            | The information presented in the documentary draws attention effectively. | 4.50 | Strogly Agree |
| 3.                            | The material presented is comprehensive and detailed.                     | 4.50 | Strogly Agree |
| 4.                            | The content of the documentary film is relevant to needs or interests.    | 4.70 | Strogly Agree |
| 5.                            | The documentary film provides new knowledge or insights.                  | 4.30 | Agree         |
| <b>B. Audio-Visual Aspect</b> |   |      |               |
| No.                           | Statements  | Mean | Remarks       |

|     |   |      |               |
|-----|---|------|---------------|
| 6.  | The visual presentation in the documentary film is clear and supports the storyline.                                  | 4.70 | Strogly Agree |
| 7.  | The visuals in the documentary film are able to capture the audience's attention.                                     | 4.60 | Strogly Agree |
| 8.  | The video footage in the documentary film is appropriate to the theme and discussion.                                 | 4.40 | Agree         |
| 9.  | The sound quality, narration, and audio in the documentary film are clear and easy to understand.                     | 4.90 | Strogly Agree |
| 10. | The combination of visuals, sound, and narration in the documentary film is aligned with the message being delivered. | 4.60 | Strogly Agree |

### C. Subtitle Aspect

| No. | Statements  | Mean | Remarks       |
|-----|---|------|---------------|
| 11. | The subtitles in the documentary film have an appropriate size, making them easy for the audience to read.                | 4.40 | Agree         |
| 12. | The subtitles in the documentary film are well arranged and do not interfere with the understanding of the video content. | 4.80 | Strogly Agree |

|                      |  |             |                      |
|----------------------|--|-------------|----------------------|
| 13.                  | The language used in the documentary film subtitles is easy to understand and matches the message being delivered. | 4.50        | Strogly Agree        |
| <b>Average Score</b> |  | <b>4.58</b> | <b>Strogly Agree</b> |

Based on the results presented in the table, the documentary obtained an average score of 4.58, which falls into the **Strongly Agree** category. This result indicates that the international respondents generally had a positive perception of the documentary. The content aspect received favorable evaluations, particularly regarding the clarity of the theme and the relevance of the information presented. In addition, the audio-visual aspect was rated positively, with sound quality, narration, and overall presentation considered effective in supporting the documentary's message.

Several statements, however, received ratings in the Agree category. These included the documentary's ability to provide new knowledge or insights 4.30, the suitability of certain video footage to the discussion 4.40, and the subtitle size 4.40. Although these aspects were still evaluated positively, the results suggest that there was room for improvement in presenting more detailed information, strengthening the connection between visuals and discussion topics, and enhancing subtitle readability.

#### **4.1.7 Final Product Revision**

The researcher conducted a final revision of the documentary film Step Away from Home before proceeding to the dissemination and implementation stage. This revision was carried out based on feedback received during the main field testing stage. Overall, the respondents evaluated the documentary positively and considered it informative, engaging, and easy to follow. However, one respondent suggested that the subtitle size appeared slightly small when viewed on a mobile phone screen. Therefore,

the researcher adjusted the subtitle size to improve readability and ensure a more comfortable viewing experience across different devices.



Figure 4.27 Before revision



Figure 4.28 After revision

The revision was made by slightly increasing the size of the subtitle text. In the previous version, the subtitle appeared too small, which could make it difficult for the audience to read, especially when the documentary is watched on a mobile phone. Since many viewers may access the video through smaller screens, the subtitle size needed to be adjusted to improve readability. After the revision, the subtitle became clearer and easier to read without disturbing the visual composition of the video. This

adjustment helped the audience follow the narration and understand the message more comfortably.

#### 4.1.8 Dissemination and Implementation

The final stage of this research was dissemination and implementation. After completing the revision process and obtaining the final version of the documentary, the researcher prepared the documentary for online publication. The documentary was subsequently uploaded to the Applied Foreign Languages Program YouTube channel to expand its accessibility and reach a wider audience, particularly students interested in internship programs in Japan. Furthermore, the documentary was registered for copyright protection at the Directorate General of Intellectual Property (DJKI) to secure its intellectual property rights and originality. The copyright certificate obtained from the registration process is included in the appendix section of this report.

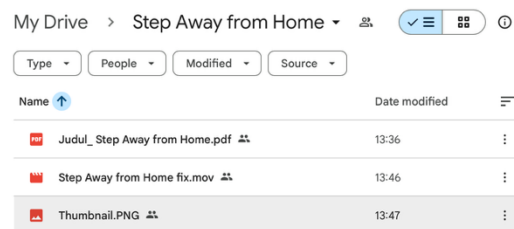


Figure 4.29 Documentary film uploaded in Google Drive

## 4.2 Discussion

This study aimed to develop a documentary film as an informational medium for prospective internship participants in Japan. The findings from the research and information collecting stage showed that students needed more authentic information regarding life and work in Japan. Although participants had received information through pre-departure programs and independent learning, they still wanted to understand the realities of cultural adaptation, workplace expectations, communication,

and daily life from people who had directly experienced the internship program. These findings support Magriyanti and Rasminto (2020), who emphasized the importance of adequate preparation for students participating in international internship programs. The findings also demonstrated that documentary film can function as an effective medium for delivering information through factual experiences and visual storytelling. Similar to the findings of Muharam et al. (2026), the documentary developed in this study was able to communicate information in an engaging and understandable manner through interviews, supporting footage, narration, and subtitles. In addition, the use of factual narratives and real-life experiences was inspired by *Beyond the Waves* by Al Rasyid and Dhaifullah (2024), which similarly utilized documentary film to present cross-cultural experiences through audiovisual storytelling.

The product testing results indicated positive responses from the respondents. The evaluation conducted by 30 Applied Foreign Languages students resulted in an average score of 4.65, while the evaluation conducted by 10 international respondents produced an average score of 4.58. Both results were categorized as **Strongly Agree**, indicating that the documentary was considered informative, relevant, and useful. These findings suggest that the documentary successfully communicated its message to audiences from different educational, linguistic, and cultural backgrounds. Despite these positive results, several limitations were identified during the study. The documentary focused only on internship experiences in Japan and involved a limited number of sources. In addition, limitations in time, budget, and access to certain locations affected the amount of supporting footage that could be collected during production. Therefore, future studies may involve more participants from different internship sectors and regions in Japan, as well as a wider variety of visual materials, to provide a more comprehensive representation of internship experiences.