

CHAPTER IV

RESULT AND DISCUSSION

The results of the research are presented in this part along with a thorough analysis of the implications. The results are categorized according to the study's key objectives, providing for a straightforward comparison between expected and actual data that can be seen below.

4.1 Result

The results of the study, a research and development (R&D) strategy based on the Borg and Gall model was used to create learning materials in the form of English conversation videos for the front office customer service training. This study used eight key stages, there are research and information gathering, planning, development of the initial product form, initial field trial, operational field trial, major product revision, final product revision, dissemination and implementation. Even though the full Borg and Gall model has ten stages, the decision to use eight steps was made because undergraduate academic projects have limited time, money, and scope. "Main field test" and "product revision based on main field test," which are typically better suited for lengthy and extensive projects, were the two stages that were removed. Although these limitations, the phases chosen were thought to be acceptable to guarantee the quality and effectiveness of the media developed.

Based on the results of trials and feedback from expert validators, stakeholders, and users (students), the developed video is deemed appropriate, engaging, and relevant to the learning needs in the hospitality workplace. The final product consists of four videos, each lasting roughly 10 minutes and 44 seconds, and features common interaction scenarios in the Front Office, such as welcoming guests, checking in, handling complaints, and providing information. The video production followed a systematic workflow pre-production, production, and post-production, ensuring that

the quality of the script, cinematography, editing, as well as the addition of text and visual effects, effectively supported student comprehension and engagement.

Mayer's Multimedia Learning theory, which highlights the value of utilizing both verbal and visual channels at the same time to improve comprehension, is in line with this product. Furthermore, the video aligns with the Communicative Language Teaching (CLT) approach, which emphasizes the use of language in actual interaction scenarios, and the principles of Lave and Wenger's theory of Situated Learning, which highlights the significance of real context in the learning process. As a result, in addition to improving students' English language proficiency, this video content gives them a useful and applicable understanding of the Front Office work environment and procedures.

4.1.1 Data and Collecting Information

During the data and information gathering phase, the researcher assisted in compiling materials related to the hotel's front office guest services. On Monday, May 19, 2025, the researcher used the WhatsApp app to conduct an online interview with the Grandhika Hotel Semarang's front office staff in order to learn about their work procedures and efficient communication methods. A screenshot of a WhatsApp chat with the Grandhika Hotel Semarang's front office staff that was a component of the indirect interview process is attached.

Due of the front office staff's hectic schedules, in-person interviews are not possible, so the interview results are collected through chat discussions. As a result, the WhatsApp app is used for flexible communication. As proof of the data collection procedure, the outcomes of these discussions are included as photos at the bottom of this document. The data gathered from the hotel employees served as a reference for creating the conversation video and was very helpful in comprehending the real work procedures at the front office.

Additionally, screenshots of staff members are included as documentation of their participation in the data collection process.



Figure 4.1 Interview Grandhika Hotel Semarang Staff

The purpose of the data collection was to get information directly from field practitioners who have professional experience interacting with hotel customers. The purpose of this interview is to determine the kinds of talks that frequently take place, proper English communication techniques, and the dispositions and abilities needed for front office services. The list of interview questions used by the researcher in detail can be seen in Attachment 3.

Table 4.1 Interview Question for Staff Front Office

No.	Question
1.	What are the main duties of the Front Office staff in this hotel?
2.	What are the check-in and check-out procedures that must be carried out according to hotel operational standards?
3.	How often do you use English in communication with guests?

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

Grandhika Hotel Semarang's front office staff members, Tri Utaminingsih, was interviewed to learn more about the responsibilities, working methods, and difficulties associated with providing guest services. According to the interview's findings, a hotel receptionist's primary responsibilities include greeting visitors, taking phone calls, handling information, and maintaining a tidy, clean, and professional reception space.

Six primary steps make up a check-in process that follows to the hotel's operational standards: greeting and confirming reservations, confirming guest identity (ID card/Driver License), completing forms, confirming payment for reservations, transferring keys, and giving information about hotel amenities. Greeting the guest, reviewing the bill, collecting payment (if any), making sure no guest belongings are left behind, presenting evidence of payment, and bidding them farewell are all part of the check-out procedure.

Furthermore, it is known from the interviews that English communication is not utilized frequently on average, only three times per week. Dealing with foreign visitors, particularly those from China, who struggle to use English while making phone requests, still presents difficulties. Students who wish to work as front desk interns must possess a strong mentality as a necessary prerequisite. This is due to the fact that working in the front office necessitates having the capacity to interact with a wide range of guests, each of whom has unique requirements and personalities. When answering phone calls from visitors, interns most frequently make the error of using improper grammar.

The creation of the dialog based video "Hotel English Conversation: Speak like a Receptionist" is anticipated to improve internship students' communication skills when they encounter actual front office real scenarios. The material of the video is relevant and contextual because it was created using field data that depicts the duties, protocols, and communication difficulties encountered by hotel employees. In addition to improving students' English language proficiency, this video helps them become more confident and mentally prepared to cope with guest from different backgrounds by simulating talks that mimic in person interactions. Therefore, this educational resource is a calculated way to bridge the knowledge gap between theory and practice in the hospitality industry.

4.1.2 Planning

1. Pre-production

In order to perform this study, two researchers first gathered suggestions for instructional materials that would be presented through video discussions. Following a brainstorming and discussion process, the decision was made to produce a series of video discussions with the goal of enhancing the English language proficiency of hotel front office staff. The video series comprises a single, roughly ten minute main video with many, two to four minute long discussion items per series. The three primary series into which the video materials are separated are as follows:

- Series I: Check-In Guest, dengan materi “Already booked from OTA (Online Travel Agent)” and “No reservation yet (Walk-in guest)”.
- Series II: Check-Out Guest, yang membahas “Basic Check-Out” and “Departure reminder Check-Out”.
- Series III: Guest Complaint & Guest Courtesy, yang terdiri dari materi “Pillows are not soft”, “The room was not ready at check-in time”, and “Guest request amenities”.

Two primary scripts were created by both researchers during this pre-production phase. While the second script was written for the narrator or tutor who would explain the learning contents or the intro/outro in each video series, the first script concentrated on the conversational dialogue between the receptionist and the client. To ensure that the plot and images were well organized prior to the production phase, the researchers also made storyboards for each piece of content, each lasting between two to four minutes.

a. Scriptwriting

The duties of the dialog writer and the monologue writer were separated at this point. Faya is in charge of writing the video's dialogue. One of her responsibilities is to design dialogues that illustrate how receptionists and guests communicate. In the meantime, Fitri wrote the intro and outro monologues for the video series. In addition to providing an overview and summarizing the key themes to be presented, the monologue functions as the opening and closing narration that ties the entire video's material together.

The script, which appears as subtitles in the video, is written in both English and Bahasa Indonesia. In order for viewers with diverse linguistic origins to benefit from instructional information, this multilingual method seeks to improve accessibility and comprehension for a larger audience. Can be seen in table 4.2 until 4.4 dialog section, 4.6 monologue, Full details of each Script can be found in Appendix 1, Appendix 2, Appendix 3 and Appendix 4.

(R : Receptionist G : Guest)

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

DIALOG SERIES I : CHECK-IN
Sudah ada reservasi dari OTA (traveloka, tiket.com, dll)

/Already have a reservation from Online Travel Agent
(tamu berjalan dari lobby menuju resepsionis)
Receptionist: Good day/afternoon/evening. May I help you (Mr./Ms.)
Guest: I want to check in. I have booked through Traveloka
Receptionist: Okay (Mr/Mrs), can you help me with the booking under whose name?
Guest: On behalf of Fitri
Receptionist: Okay, with Mrs. Rahula for 1 night, room type Deluxe King Room with breakfast, please apologize in advance because there is no special request in our system, do you want a smoking room or a non-smoking room?
Guest: Yes, I want a non-smoking room only
.....
Belum ada reservasi (Walk-in)/No reservation yet (Walk-in guest)
(tamu berjalan dari lobby menuju resepsionis)
Receptionist: Good day/afternoon/evening sir. May I help you?
Guest: Afternoon, ma'am, just wanted to ask if there are any rooms available today?
Receptionist: Okay, did you have a reservation beforehand?
Guest: No miss
Receptionist: Okay, let me check in our system first, sir (checking in the system)
Receptionist: Sir, for today we are still available in all types, please excuse the smoking or non-smoking sir?
Guest: I just want the smoking one, how much is the rate, ma'am?

Receptionist: For today our rate is 750k with breakfast for the standard type and 1.5jt in the junior suite type sir, both types are allowed to smoke in the room
Guest: Just the standard one, if you can just twin it for one night

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

DIALOG SERIES II : CHECK-OUT
(tamu keluar kamar menuju ke resepsionis)
Receptionist: Good morning ma'am. How can I help you?
Guest: I want to checkout miss, as well as leave the suitcase for a while, I want to have breakfast too (handing over the key)
Receptionist: Alright ma'am, from room 501 right ma'am, is there a small mineral water consumption in your room?
Guest: Oh no I didn't consume
Receptionist: Alright ma'am, make sure there is nothing left behind ma'am
Guest: Yes I believe there is nothing left behind
Receptionist: Well thank you ma'am, for the suitcase can be left alone ma'am later I help move it (out of the counter to move the suitcase)
Guest: Thank you miss (guest go to the restaurant)
Receptionist: With pleasure ma'am (with a smile)
Departure Reminder
(courtesy departure reminder starts at 10am)
(dialing the room number on the phone)
Receptionist: Good morning
Guest: Good morning

Receptionist: I am Faya with the receptionist intends to confirm for today plans to check out or extend maybe ma'am?
Guest: I will check out today
Receptionist: Alright ma'am, our check out at 12pm if you need a trolley can contact us ma'am
Guest: If late check out is it possible?
Receptionist: For our late co we will maximized at 12.30
Guest: Ok I'll take late co thank u
Receptionist: Alright ma'am, with pleasure

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

DIALOG SERIES III : GUEST COMPLAIN & GUEST COURTESY
Guest complain Pillow Not Soft
(phone rings)
Receptionist: This is receptionist how may i assist u?
Guest: Hello, I'm from room 501, how come my pillow is so hard? Please i would like to exchange it, miss
Receptionist: I apologize for the inconvenience. For the pillows, would you like to exchange all of them or just one of them?
Guest: All of them please
Receptionist: Understood ma'am, please wait for our officers to deliver new pillows to the room, apologize for the inconvenience ma'am, once again we will remind our housekeeping staff about the condition of the pillows in each room, ma'am
Guest: Thank you
Receptionist: It's my pleasure, ma'am.

The room was not ready at check in time
(the case is that the guest booked the room through ota but the reservation only appeared in the system at the same time as the guest came to the hotel, most of the rooms that are ready have been blocked to other reservations)
Receptionist: Good afternoon ma'am how can we help you?
Guest: Afternoon, I want to check in I have booked through traveloka
Receptionist: Alright ma'am, under whose name?
Guest: Fitri
Receptionist: Alright, with ms. putri amalia for your reservation just entered our system. Can you help me to register beforehand ma'am, and can I be helped for ur id card ma'am?
Guest: Driver license is that ok? (handing over driver license)
Receptionist: It's okay ma'am, for the registration u can fill ur phone number here and an email address if there is any, also because the ur room is non-smoking u can sign in the box here ma'am, not allowed to smoke or vape in the room and bring durian and animals to the ur room, please (showing a pen to the column tnc room)
(guests fill out the regist form, Guest Service Agent scan the driver license)
Receptionist: Ma'am apologize in advance because in the room reservation voucher you have no special request for now the room that is ready is just a twin bed is that ok?
Guest: The check in time is 2 o'clock, it's already 2 o'clock how come the room is not ready yet

Receptionist: I apologize for the inconvenience ma'am. Because there were many guests who just checked out at 1 o'clock so the rooms are still being processed with our housekeeping staff.
Guest request amenities
(phone rings)
Receptionist: This is receptionist how may i assist u?
Guest: Can I have an extra soap and a towel exchange?
Receptionist: Yes ma'am, would you like the liquid or bar soap?
Guest: I would like the liquid one please
Receptionist: Alright ma'am, there will be our staff who will deliver it to your room, please wait
Guest: Thank you miss
Receptionist: With pleasure ma'am

Table 4.5 Script of Monolog (Into+Outro)

Intro and outro Series I : CHECK IN GUEST
Welcome to Hotel english conversation : speak like a Receptionist/I'm Faya// In this section I will guide you through professional check-in procedures at the hotel front office// from guest with booking from online to walk-in guest//Let's get started//
And that's how a proper check-in process should go/attentive/ efficient/ and guest-focused/Next we will go to handle guest check out//
Series II : CHECK OUT GUEST
A smooth and courteous check-out leaves a lasting impression//Next/ we'll dive into handling complaints and special requests//
Series III : Guest Complain and Guest Courtesy
That's how handle guest complaints and courtesy services//a true test of patience/ empathy/ and professionalism//

From handling complaints to delivering prompt service/ every interaction shapes the guest experience//
 Thank you for watching/ and may your front office service always reflect the best in hospitality//

b. Storyboard

Following script writing, researchers create a storyboard, which is used as a guide for visuals during the video production process. The storyboard aids the production crew in comprehending how each scene should flow, where dialogue should be placed, and which visual elements should be included in order to meet the learning objectives.

Created eight storyboards for the 103 sequences in the video series. The visual details of each scene, including important components and actions that the performers must do, are shown in each storyboard. Each storyboard's complete information are in the Appendix 5, Appendix 6, Appendix 7, and Appendix 8.

Table 4.6 Storyboard

<i>STORYBOARD 1</i>	<i>STORYBOARD 2</i>
Storyboard Monolog Intro and Outro	Storyboard Check-In Already have a reservation from Online Travel Agent
<p>Storyboard 1 details: A woman in a hijab stands in front of a green screen with the text 'Front Office'. The storyboard includes metadata: Timestamp: 00:01-00:05, Scene: 1, Shot: 1, Set Plan: Di dalam ruangan. Setting: Green Screen (Board), Acting: Posisi pemeran menyapa audience.</p> <p>SCRIPT: Halo semuanya</p>	<p>Storyboard 2 details: A woman in a hijab stands behind a reception desk. The storyboard includes metadata: Timestamp: 01:00-01:05, Scene: 2, Shot: 1, Set Plan: Kamera statis di belakang tamu, mengarah ke receptionist. Setting: Lobi Hotel, Meja Front Office, Acting: Receptionist berdiri ramah, tersenyum menyambut tamu.</p> <p>SCRIPT: Selamat pagi/langkore. Ada yang bisa kami bantu, bu? Good day/langkore/lanwaring. May I help you (Ms./Mx.)</p>
<i>STORYBOARD 3</i>	<i>STORYBOARD 4</i>

Storyboard Check-In No reservation yet (Walk-in guest)

Timestamp: 02:27 - 02:41	Scene: 6 Walk-in Guest Shot: 1	Set Plan: Medium shot dari arah pintu masuk ke meja FO
		
Setting: Meja FO Acting: Tamu mendekati meja resepsionis		
SCRIPT R: "Selamat siang, Ibu. Ada yang bisa kami bantu?" R: "Good afternoon ma'am, how may I help you?"		

Storyboard Check-Out

Timestamp: 00:00 - 00:05	Scene: 1 Check out Shot: 1	Set Plan: Medium Shot, Hotel Lobby, suasana terang
		
Setting: Front Desk, Morning Light Acting: Tamu yang keluar dari lift sambil membawa tas, menuju ke meja resepsionis		
SCRIPT [Tanpa dialog, aktivitas nonverbal]		

STORYBOARD 5

STORYBOARD 6

Storyboard Check-Out Departure Reminder

Storyboard Guest Complain Pillow Are Not Soft

Timestamp: 00:01 - 00:04	Scene: Shot:	Set Plan: Medium shot, memperhatikan wajah resepsionis
		
Setting: Front desk Acting: Resepsionis berpakaian ramah, profesional, dan berbicara dengan nada sopan dan tenang		
SCRIPT R: "Selamat pagi" R: "Good morning"		

Timestamp: 00:00 - 00:04	Scene: Shot:	Set Plan: Close up shot pada tampilan meja resepsionis yang berbaring
		
Setting: Front desk Acting: Resepsionis dengan mengangkat telepon		
SCRIPT R: "Dengan resepsionis, ada yang bisa dibantu?" R: "This is receptionist, how may I assist you?"		

STORYBOARD 7

STORYBOARD 8

Storyboard Guest Complain The Room was not Ready at the Check-in Time

Storyboard Guest Courtesy Guest Request Amenities

Timestamp: 00:00 - 00:10	Scene: Shot:	Set Plan: Medium shot, menampilkan wajah resepsionis
		
Setting: Front desk Acting: Menyampaikan tamu mendekati ke front desk, resepsionis berdiri sigap di counter		
SCRIPT R: "Selamat siang Ibu, ada yang bisa kami bantu?" R: "Good afternoon ma'am, how can we help you?"		

Timestamp: 00:00 - 00:05	Scene: Shot:	Set Plan: medium shot memperhatikan wajah dan gestur resepsionis
		
Setting: Front desk Acting: tampilan berbaring resepsionis mengangkat telepon dengan sigap di counter		
SCRIPT R: "dengan resepsionis ada yang bisa dibantu?" R: "This is receptionist, how may I assist you?"		

4.1.3 Development of the Initial Form of the Product

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

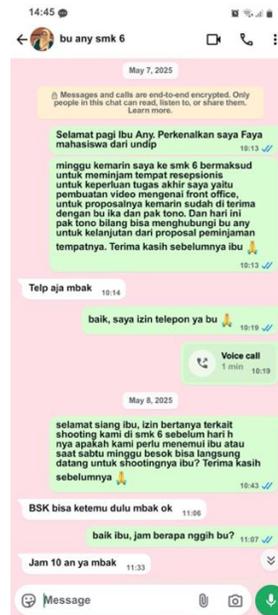


Figure 4.2 Permission to Use Receptionist Desk at SMK N 6 Semarang

1. Production

The production stage took place at SMK Negeri 6 Semarang and continued for four days during May 10–11 and May 17–18, 2025, during school holidays. Daily shooting began at 9:00 and lasted till 14:00 WIB. A number of challenges arose during the recording procedure. Choosing the right shooting angle was one of the biggest challenges, particularly in light of the occasionally erratic lighting. Additionally, certain scenes required retakes because it was hard to memorize the script. Another challenge was the state of the school, which was quite packed

because of outside activities. This interfered with the audio and video output of the recordings.

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

Table 4.7 Aspects of Scenes

Part	Shot	Aspect
Part 1	Shot 1-7	This narration conveys the purpose of making the video and provides a brief overview of the importance of effective communication in Front Office services. This closing section features a final narration that serves as a summary of the entire video content.
Part 2	Shot 1-15	Shown when a guest comes to the hotel and has made a reservation through an Online Travel Agent (OTA) s. The receptionist performs the data verification process, identity matching, and provides basic information about the hotel facilities to the guest. Aspects featured include the receptionist's friendly demeanor, use of professional greeting phrases, and efficient check-in process.
Part 3	Shot 1-21	A situation where a guest arrives without making a booking beforehand. The receptionist is required to check room availability in real-time and provide explanations regarding room types, prices, and hotel policies. This scene illustrates how the receptionist responds to the guest politely.

Part	Shot	Aspect
Part 4	Shot 1-10	Shows the general guest check-out process, including returning the room key, checking the bill, and closing the administration. The receptionist also gives a polite farewell and ensures that the guest had a pleasant stay. Aspects of professional communication and good end of service.
Part 5	Shot 1-9	The receptionist reminds guests of the check-out time. Guests who wish to check out early are served quickly and responsively. This scene emphasizes the importance of punctuality and clarity of information provided by the Front Office staff.
Part 6	Shot 1-7	Example of a guest complaining about an uncomfortable pillow. The receptionist responds with an empathetic attitude and offers solutions, such as changing the pillow or offering housekeeping assistance. This scene shows the importance of communication skills in handling guest complaints professionally.
Part 7	Shot 1-21	A situation is recounted where a guest was dissatisfied that the room was not ready when check-in time arrived. The receptionist must be able to provide a reasonable explanation, offer compensation, or ensure the guest feels valued. This scene focuses on problem solving and maintaining a positive image of the hotel.

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

a. Talent

Two primary actors, Faya as a receptionist and Fitri as a hotel guest, are involved in the creation of the Front Office guest service interaction learning video. Both are enrolled at Diponegoro University Vocational School's Applied Foreign Language Study Program. Their responsibilities mirror actual communication scenarios that frequently arise in the front office. Seftian students from Diponegoro University Vocational School's Applied Foreign Language Study Program serve as videographers, handling all technical aspects of filming. Setting up the cameras, tripods, lighting, and other recording equipment is part of the videographer's job. Another is making sure the filming process follows the previously created storyboard.

Visual documentation of this process can be seen in Figure 4.2, which shows a video shot during the recording process.



Figure 4.3 Documentation of Talent

b. Camera Angle

One of the primary visual approaches used by the researcher was the over the shoulder (OTS) shooting technique. The over the shoulder shot is a shooting technique in which the camera focuses on the interlocutor while capturing a portion of the character's head and shoulders from behind. Both the visitor's and the receptionist's perspectives are employed in dialogue situations involving guests and receptionists at the front desk. The medium over-the-shoulder OTS shot is employed to preserve the interlocutor's facial emotions and provide for visual access to the reception room's background.



Figure 4.4 Over The Shoulder (OTS) Shot

c. Light

The primary lighting support tool employed by the researcher was a ring light. Ring lights are used to minimize undesirable shadows and give uniform lighting on the performer's face while filming. The ring light was picked

because it effectively highlights the talent's facial expressions, particularly in dialogue moments between receptionists and guests, by producing soft, symmetrically spread light.



Figure 4.5 Ring Light

d. Front Office Background

Directly at the location of SMK Negeri 6 Semarang, more precisely in the receptionist desk area in the entry lobby for the hospitality department practice, the video production was shot. The ambiance and physical organization in this space are specifically created to enhance students' hands-on learning activities in Front Office disciplines, reflecting the real conditions typically seen in hotel work environments.

In order to improve the audience's ability to visualize and comprehend the situational context shown, this setting was chosen to enhance the realism of the video content delivery. Supporting equipment including phones and check-in/check-out forms that are frequently utilized in the hotel's front office department's daily operations are set up at the reception desk.



Figure 4.6 Lobby and Receptionist Desk

e. Microphone Wireless Mini

The primary instrument utilized by the researcher to record audio was a tiny wireless microphone. Because of its small size and usefulness, this microphone was selected to avoid obstructing the performer's mobility during recording. Even at a distance from the camera, the small wireless microphone can clearly and immediately record sound from the talent, which significantly improves the audio quality of the dialogue and monologue that are shown in the video.

Additionally, employing this microphone reduces background noise that frequently arises when using a regular camera or recorder's built-in microphone, particularly in packed settings like schools. This microphone enables direct access to cameras or recording devices via wireless signal transfer.



Figure 4.7 Microphone

2. Post-production

At this stage, a video is created by processing, editing, and adjusting all of the recordings that were acquired during the production process. A number of tasks are completed during the post-production phase, including storyboarding, video editing, audio processing, subtitle addition, and visual modifications.

Faya was in charge of creating the storyboards for the complete video series as part of the job division. Because it visually and systematically represented the dialogue flow, shooting locations, talent expressions, and other technical instructions, Faya's storyboard served as the primary guide during the recording and editing process. Along with segmenting scenes by check-in, check-out, and guest complaint, the storyboard also arranges dialogue and narrative in accordance with learning objectives.

The primary editor in the video editing process is Fitri. Fitri is in charge of turning the recordings into a full series of videos. Cutting videos, combining clips, adding subtitles in English and Bahasa Indonesia, adding background, adding voice overs for speeches, and making visual tweaks like lighting and color consistency were all part of the editing process. Because of its capabilities that assist pre-production demands and convenience of use, the CapCut application was used as the primary tool for editing this video.

a. Design of Storyboard

Each scene's plot, dialogue structure, camera angle, character expression, and scenery are all depicted in the storyboard. Before shooting starts, storyboarding gives the production team a clear and organized vision. Faya, who serves as both a visual narrative designer and a dialog writer, completed the storyboarding. In total, Faya created seven main storyboards, and Fitri created monologue storyboards that covered eight video scenarios. These included the opening and closing monologues as well as communication scenarios between hotel guests and the receptionist, including check-in and check-out procedures, handling complaints, and guest requests.

The quantity of shots per scene, dialogue or narration, camera direction, and other technical details that facilitate a seamless production process are all included in each storyboard. The storyboard makes the recording process more focused, effective, and consistent with the desired learning outcomes. Full documentation of the storyboard can be seen in Appendix 1, Appendix 2, and Appendix 3 and Appendix 4.

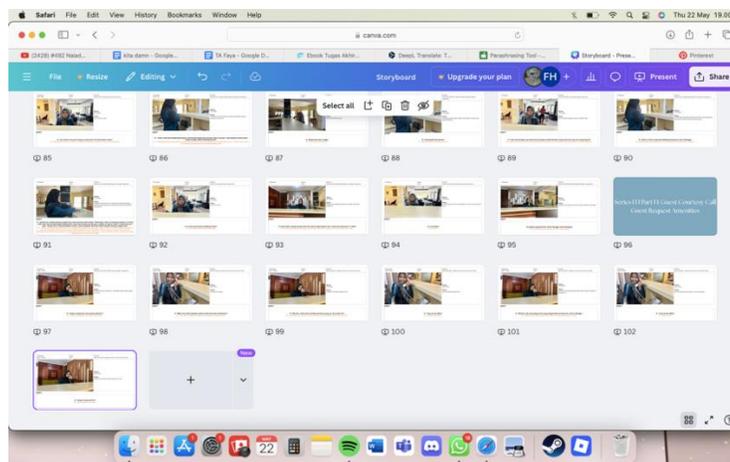


Figure 4.8 Storyboard

b. Editing Process and Application

As the primary editor at this point in the video editing process, Fitri is responsible for compiling, sorting, and organizing all of the uncut footage that was acquired during the production process in accordance with the previously created storyboards and scenario sequence. We made use of CapCut, a video editing program that works on both desktop and mobile devices. maintain alignment with the story and images To keep the visual flow between scenes, transitions were also included.

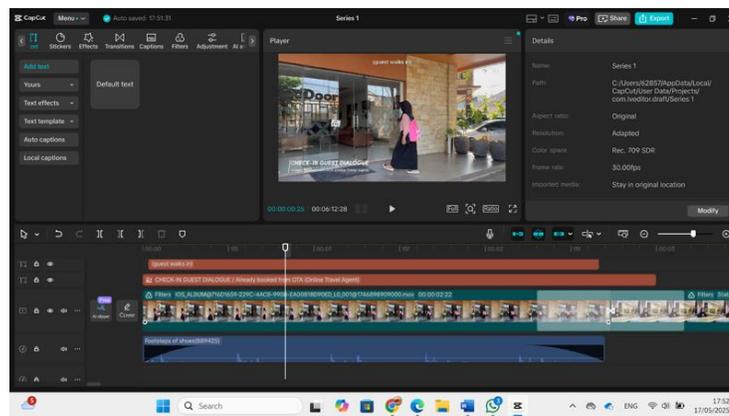


Figure 4.9 Editing Process

c. Subtitle Development

The process of creating subtitles as a post-production step aims to increase accessibility and audience comprehension of the video content. In order to promote the bilingual learning strategy that is pertinent to students enrolled in the Applied Foreign Language study program, the subtitles were prepared in both Indonesian and English. While Fitri was in charge of entering the subtitles into the video using the CapCut editing program, Faya was in charge of translating and creating the English subtitles based on the dialogue and monologue scripts. Fitri also had to make sure that the visual display was readable, the language context was accurate, and the text's running time matched the audio.



Figure 4.10 Add Subtitle (Indo-Eng)

d. Voice Over and Audio Enhancement

To ensure clear sound and low noise, the voiceover was recorded independently using a tiny wireless microphone. A pre written monologue screenplay served as the source of the voice over narration, which was then modified to fit the length of the visual show. To guarantee that the audience is comfortable while seeing and listening to the video content, audio processing also entails noise reduction, volume adjustment between clips, and lip synchronization.

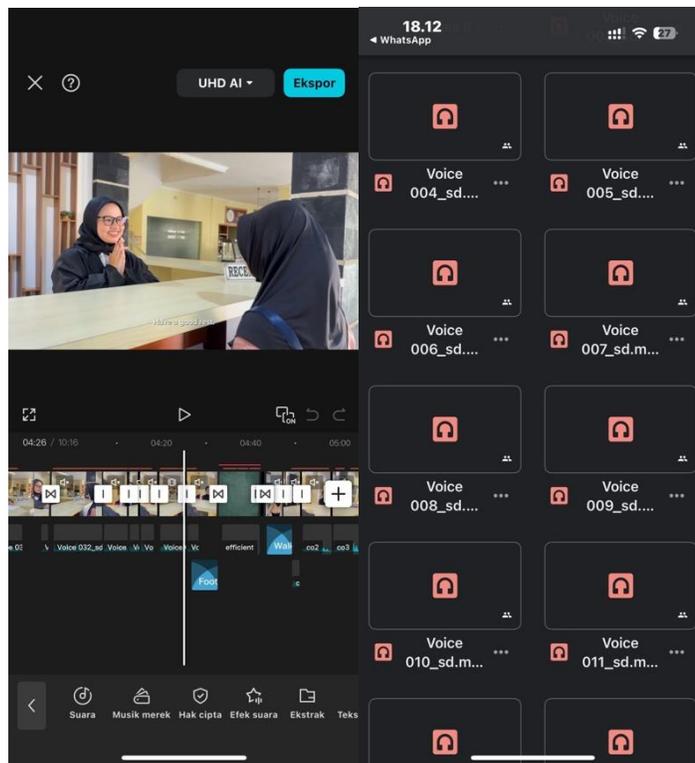


Figure 4.11 Voice Over and Audio Enhancement

e. Visual Consistency & Brightness Adjustment

Distractions that disrupt the learning process should not be caused by visual consistency in instructional videos. As a result, researchers changed the whole visual look, including frame alignment, color saturation, contrast, and brightness. Since the recording location at SMK N 6 Semarang has little natural

lighting and is impacted by outside activities, brightness modifications were mostly applied to enhance uneven lighting conditions during the recording process. Ring light was used during production, which helped, but further digital correction was still required for some areas.

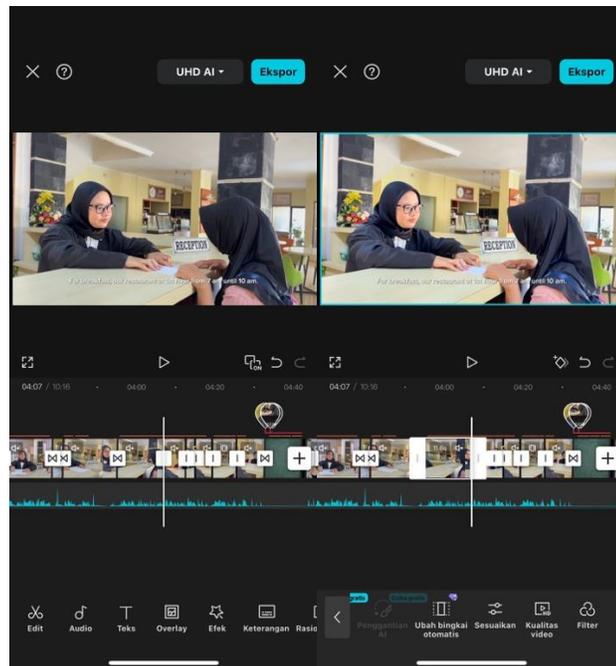


Figure 4.12 Brightness Adjustment

4.1.4 Preliminary Video Testing

Following the completion of the video editing process for the final project, "Hotel English Conversation: Speak like a Receptionist," the researcher moved on to the trial phase to determine whether the produced video was functioning properly and had fulfilled the learning objectives and quality standards. The test was carried out by sending the supervisor the video link via Google Drive so they could evaluate the viability of the dialogue structure, technical quality, and content of the video. Following the review, the supervisor made some significant suggestions, such as making the dialogue writing simpler and more efficient, enhancing the scene changes to create a more seamless flow, and giving each video segment a title at the start to

make the structure of the material delivery more clear. The researcher then re-edited the video in accordance with the suggestions made in light of this feedback. In order to make sure that the final video discussion series is genuinely effective in the context of Front Office learning, both in terms of content and visual presentation, this trial stage is a crucial step in learning media validation.

Table 4.8 Trials

No.	Trials	Information
1.	Video playback via laptop or mobile phone	The video is played on Google Drive via laptop or cell phone. In the playback process there are criticisms and suggestions from the Supervisor as a Media Expert and Material Expert.
2.	The video has been uploaded to the YouTube platform	The video already uploaded to the YouTube platform on Applied Foreign Language’s official YouTube channel.

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

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

Date : 5 Juni 2025

Material Expert Validation

Please checklist one of the selected answers (v)

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

<input type="radio"/> Not Suitable	<input type="radio"/> Fairly Suitable	<input checked="" type="radio"/> Suitable	<input type="radio"/> Very Suitable
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2. Is the content being relevant to the intended audience and learning objectives?

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

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

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

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

<input type="radio"/> Not Realistic	<input type="radio"/> Fairly Realistic	<input checked="" type="radio"/> Realistic	<input type="radio"/> Very Realistic
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5. Are the series structure and chronology effective in supporting the learning goals?

<input type="radio"/> Not Effective	<input checked="" type="radio"/> Fairly Effective	<input type="radio"/> Effective	<input type="radio"/> Very Effective
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6. Does the material make it easy for students to communicate with foreign guests?

<input type="radio"/> Not Easy	<input type="radio"/> Fairly Easy	<input checked="" type="radio"/> Easy	<input type="radio"/> Very Easy
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7. Do subtitles accurately capture the original language's meaning when translated?

<input type="radio"/> Not Accurate	<input checked="" type="radio"/> Fairly Accurate	<input type="radio"/> Accurate	<input type="radio"/> Very Accurate
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8. Are the scenarios, dialogues, and examples being realistic and suitable for the setting of the subject?

<input type="radio"/> Not Suitable	<input type="radio"/> Fairly Suitable	<input checked="" type="radio"/> Suitable	<input type="radio"/> Very Suitable
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9. Is there more information that needs to be added to this video? If yes, please explain.

No. The information is fairly enough.

10. Criticism and suggestion.

- * Please remove the actor's expression from the subtitle.
- * Please ensure that the subtitle is in accordance with the utterances.

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

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

Date : 5 Juni 2025

Media Expert Validation

Please checklist one of the selected answers (v)

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

<input type="radio"/> Not Suitable	<input type="radio"/> Fairly Suitable	<input type="radio"/> Suitable	<input checked="" type="radio"/> Very Suitable
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2. Is the image quality clearly visible and supports the content of the material?

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

3. Audio (narration/dialogue voice) is clear, easy to understand, and not distracting?

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

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

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

<input type="radio"/> Not Appropriate	<input checked="" type="radio"/> Fairly Appropriate	<input type="radio"/> Appropriate	<input type="radio"/> Very Appropriate
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6. Is the length of the video appropriate, not too long or too fast?

<input type="radio"/> Not Appropriate	<input type="radio"/> Fairly Appropriate	<input checked="" type="radio"/> Appropriate	<input type="radio"/> Very Appropriate
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7. Is the layout of visual elements (text, images, sound) well arranged?

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

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

<input type="radio"/> Not Suitable	<input type="radio"/> Fairly Suitable	<input checked="" type="radio"/> Suitable	<input type="radio"/> Very Suitable
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9. Is there more information that needs to be added to this video? If yes, please explain.

10. Criticism and suggestion.

Please add bumper video and clear transitions.
~~from~~

**SURAT PERNYATAAN VALIDASI
DOSEN PEMBIMBING TUGAS AKHIR**

Saya yang bertandatangan dibawah ini:

Nama : Alfin Rosyidha, S.Pd., M.A.
NIP : 199512092024062001
Prodi : Bahasa Asing Terapan

Menyatakan bahwa projek tugas akhir atas nama mahasiswa:

Nama : Fakhriya Faya Hanifa
NIM : 40020521650047
Prodi : Bahasa Asing Terapan
Judul TA : Conversation Video Series: A Guide To Improve Front Office
Intercation Skills

Setelah dilakukan penilaian atas projek tersebut dapat dinyatakan:

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

Demikian surat validasi ini dibuat agar dapat digunakan sebagaimana mestinya.

Semarang,
Validator,



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

Catatan:
Pengisian kolom diberi tanda (V)

4.1.5 Main Product Revision

After undergoing a validation procedure by professionals with expertise in language, learning materials, and video based learning media, the main product conversation videos was revised. As a Material Expert and Media Expert, Alfin Rosyidha, S.Pd., M.A., was the validator who contributed to and guided this process. The specifics of the changes made in response to the outcomes of talks and considerations with validators are as follows:

1. Adding Intro and Outro Segments to Video

The researcher added intro and outro segments to each video in the “Hotel English Conversation: Speak Like a Receptionist” series based on the media aspect validator’s advice. The video’s title, the subject of the discussion, and the identification of the media developer specifically, the university and study program in question are all introduced in the introductory part. A reminder of the learning objectives and an invitation to see the next video in the series are given during the outro part.

2. Removal and Refinement of Irrelevant Subtitles

Additionally, captions that did not fit the audio or the dialog’s context were noted by the validators. Since the subtitles just reproduced basic speech that could be understood immediately from the audio, several of them were seen to be linguistically incorrect or superfluous. As a result, the annoying subtitles were eliminated, and the other subtitles were revised to follow proper and proper English grammar.

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

The salutation “Miss” was first employed in the conversation situation between female customers and front desk employees. However, because it involves superfluous personal nuances, the use of “Miss” is deemed improper in a formal work environment like hospitality, according to the validator’s assessment of the linguistic features and the appropriateness of the professional context. Since “Ma’am” is more neutral, courteous, and consistent with official communication

standards in the service sector, the validator suggested using it. As a result, the greeting was changed in the video’s dialogue.

In order to guarantee that the finished video product not only satisfied technical and visual requirements but also was linguistically correct and pertinent to the requirements of vocational learning in the hospitality industry, all of these changes were made in close cooperation between the researcher and the validator. The validators’ input greatly enhanced the video’s quality and viability as a teaching tool intended to help students become more proficient communicators during their internship at the hotel front office.

4.1.6 Main Field Testing

The respondent testing was carried out by 35 individuals who are students of the Applied Foreign Language class of 2022 and one individuals who are Front Office staff of Grandhika Pemuda Semarang Hotel. The number of respondents was set by the research methodology, objectives, and available resources, with a focus on getting quality replies while balancing scope and feasibility. We expect that our target audience will ultimately benefit from our sample of 36 responders, which is directly tied to the video series’ target product. The video conversation series “Hotel English Conversation: Speak Like a Receptionist” was evaluated using this survey.

Table 4.9 Respondents Table Result

No	Criteria	Mean
1.	Video conversation content can be understood	3.37
2.	The depth and completeness of material in conversation videos are already comprehensive	3.37
3.	The presentation of video quality in the conversation videos is already good	3.37
4.	The volume of sound can be heard clearly	3.37

No	Criteria	Mean
5.	synchronization between audio and visual is already suitable	3.43
6.	The language used is easy to understand	3.43
7.	The subtitles are already synchronized with the audio	3.37
8.	Subtitles follow grammatical standards	3.46
9.	The presentation of subtitles in the conversation videos is clear and visible	3.49
Interval:		3.41 (SA)

Table 4.10 Formula of Internal

Interval = Total score: Total Respondent
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Table 4.11 Interval Scoring on the Likert Scale

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

The respondents gave the learning video "Hotel English Conversation: Speak Like a Receptionist" very positive reviews. Nine statements that addressed several facets of video quality, including content, appearance, audio, synchronization, language, and subtitles, were used to conduct the assessment. With 36 responders, the analysis yielded a total score of 1072, or an average score of 3.41 overall. This result

falls into the "Strongly Agree" category on the Likert scale, indicating that the majority of respondents are happy with the learning video's quality. The clear and simple to read subtitles received the highest score, but there is still room for improvement in a few other aspects, like the audio quality and the completeness of the content. This supports the researcher's observation that while the video works well for initial learning, it might still be enhanced with more comprehensive and varied resources.

4.1.7 Final Product Revision

Although hotel staff are stakeholders in the development of Front Office learning media, the questionnaire was not included for them because the instrument was specifically designed for students as the target users. The main focus of evaluation through questionnaires is directed at vocational students who are going to do internships as direct users in order to assess the video's comprehensibility, relevance, and practical benefits.

Even though it was not part of the written questionnaire, the content validation process still allows hotel staff to be involved as stakeholders. Through interview sessions, hotel staff will be asked to provide feedback on the video's accuracy, feasibility, and suitability from a variety of perspectives, such as dialogue flow, language use, and suitability to real work situations in the Front Office. The results of the hotel staff's feedback are shown in the attached documentation and images, which demonstrate their involvement in the validation process and feedback on the video content developed.

Overall, the video was deemed feasible and effective as an educational tool for interns to understand the tasks and communication that occur at the Front Office. The following are the photos of the interview regarding the video feedback. The results obtained during the interview process regarding feedback on the developed video showed that the video was very accurate in describing the work of the Front Office. The Front Office staff evaluated that the workflow shown, the use of English in the

dialogue, and the quality of the subtitles were very good and in line with work practices in the field.

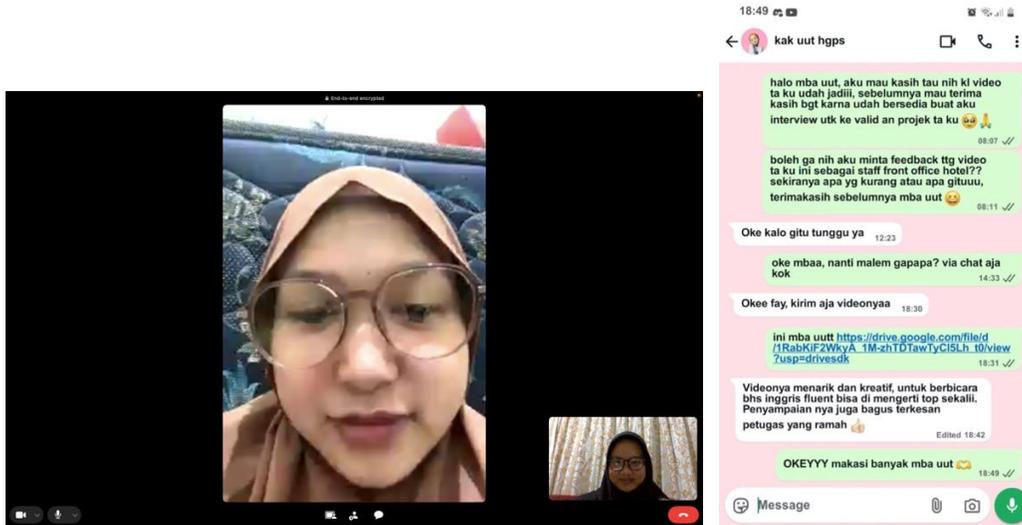


Figure 4.13 Documentation of Interview

A link to the final video, "Hotel English Conversation: Speak like a Receptionist," which had been edited and approved by the supervisor, was included in the questionnaire. The video was shared via Google Drive so that anyone with the link could view it. The researcher included a comment column at the end of the Google Form for respondents to share their thoughts on the video, and based on the results of the questionnaire, the majority of respondents said that it was acceptable. The original results of the feedback can be seen in Appendix 10.

Table 4.12 Results of Respondents Feedback

Respondents	Feedback
R1	Very good
R2	On the video transition, the text and duration may be a little bigger and longer so the viewers may notice the transition on different situation.
R3	The pronunciation could be improved a little more because there are some words that are not pronounced correctly.

Respondents	Feedback
R4	Maybe the audio sounds a little unnatural, like a voice-over, and in some parts, the audio and subtitles could be better synchronized. Also, the transitions between parts could be made clearer. Keep up the good work! <input type="checkbox"/> <input type="checkbox"/>
R5	Can be added when there are many guests, how the front office handles it. When there are many complaints from guests, how the front office handles it.
R6	Overall, I think the video is well put together, and because it uses simple English, it is very easy to understand. The subtitles also make it easier for viewers to understand what is being discussed in the video. Good luck and success to all of you! <input type="checkbox"/> <input type="checkbox"/>
R7	It's great. In fact, I think it's very comprehensive, and it's similar to the hotel check-in process. Everything is covered based on previous experiences, such as hotel check-in and calling the receptionist. <input type="checkbox"/>
R8	Good enough
R9	The sound in some parts is faint—it would be better if the volume could be increased so that the message is conveyed more clearly.
R10	The opening conversation immediately reveals the essence of the situation. Overall, the video is well-made and neatly organized.
R11	Transitions between scenes can be made smoother so that the flow of conversation is easier to follow.
R12	The subtitle is pretty helpful for beginner
R13	It would be more appealing if facial expressions and gestures were emphasized further to make it more convincing, like a professional receptionist.
R14	-
R15	Good enough, good luck <input type="checkbox"/>
R16	In terms of audio, it might be better to increase the volume a little bit, but other than that, it's fine and understandable. <input type="checkbox"/>
R17	Already good enough
R18	The expression and pronunciation could be improved further, but everything else is good.

Respondents	Feedback
R19	Some parts of the audio and subtitles are a little late, but overall it's good.
R20	Ok
R21	-
R22	The video is good enough easy to understand
R23	-
R24	Pretty good and easy to understand
R25	Add a little background ambience (lobby sounds or soft music)
R26	-
R27	Cool video, good luck
R28	The volume can be standardized so that no particular section is too quiet or too loud.
R29	-
R30	Maybe a bit off on the audio
R31	The receptionist's expression still looks stiff.
R32	Quite interesting
R33	□
R34	Cool, so helpful
R35	Could be improved in terms of expression and pronunciation, but overall it's good.
R36	The video is great. For a trainee, it's okay, like a friendly officer.

4.1.8 Dissemination and Implementation

The researcher included the final revised video based on the feedback from the supervisor in the questionnaire. The video was provided as a publicly accessible link via Google Drive. In addition, the researcher added a comment column at the end of the Google Form as a means for respondents to express their opinions regarding the conversation video series shown. Based on the findings from the questionnaire, the

majority of respondents expressed satisfaction with the videos, so no further revisions were required.

4.1.9 Discussion

Our group needed early assistance in deciding what we wanted to create for the Final Project. We came up with the idea for this conversation series video because, after completing a six-month internship in the hospitality industry, we didn't want our hard work to be in vain. Therefore, we chose hospitality as the subject of our final project and set out to assist our juniors who would be completing their required internship. We created a conversation series video with four series, including how to check-in and check-out, guest calls, and handling guest complaints, for Applied Foreign Language students, particularly the class of 2022, who will be needed for an internship, which inspired us to create a conversation video. Given our shared experience as internship students, the conversation video we are presenting for this Final Project is targeted toward the hospitality industry. We both worked in customer service for separate companies, so we were aware of how important English is to customer service. Speaking English is important when providing customer service because some of the guests are both domestic and foreign. We came up with the concept to find out this by creating products through customer service learning videos with conversation series based on the challenges we experienced as interns.

For several of reasons, the video's creation prioritized communication skills improvement over grammar reference. First and foremost, this media's primary goal is to get students ready for communication scenarios that arise in the actual world of the hospitality industry, especially in the front office. More significant in this situation than grammatical accuracy is the capacity to communicate with guests in a natural and suitable manner. Fluency, clarity, and confidence are more important in front office contacts than intricate grammatical patterns. Additionally, the intended audience for this media consists of Applied Foreign Language students who require the practical application of language, particularly when handling service-related duties including

greeting, elucidating, addressing problems, and providing information. As a result, emphasis is placed on situational dialogues and functional language which reflect real-world situations that individuals would encounter while working or internship. Furthermore, a video format's accessibility and interest may be reduced by paying too much attention to language. Grammar-heavy material may be less engaging for students and harder for them to remember quickly. In accordance with the principles of Communicative Language Teaching (CLT), which place an emphasis on meaning, context, and interaction over form, this video seeks to enhance learners' communicative competence by emphasizing discussion. It is presumed that students have received grammar instruction in a classroom, despite the fact that grammar is still crucial to language acquisition.

The place we chose as the shooting location was SMK 6 Semarang. We would like to thank Mrs. Ika, Mr. Tono and Mrs. Any for letting us borrow the reception desk at school. During making the conversation series video, we did everything ourselves. Starting from recording the scenes with the help of our classmate Seftian, editing with Fitri, and creating the script with Faya. In the video, we also became the talent itself. In the process of making the video, we needed 4 days for the shooting process and 2 weeks for editing process. When creating the product, we had difficulties such as in finding a proper place to shoot because we were required to choose a setting with the actual reception desk, limited recording equipment, memorizing dialog due to unfavorable surrounding conditions and in managing time.

In the production process, we had obstacles, namely, repeating the video several times because the talent was wrong in pronouncing the dialogue and hard to memorize because when we took shooting at the school, there are Institutions that borrow the place for outside activities as well that it makes the talent losing her focus. However, we can overcome this by conducting evaluations and providing moral support to the talent so that they feel confident and can be maximized in completing the production process.

Post-production was the final step we had to complete, where we had to edit the unprocessed recordings. There were a few challenges in this process, such as modifying the audio from the record to the video based on mouth movements because we also recorded separate audio on different devices, combining the subtitles with the video, modifying the subtitle translation to Indonesian, adjusting the sound, modifying the monologue with background and text replacement, modifying the video crop with the continuous video to make it smoother, and modifying the light. The supervisor was then notified of the completed editing findings so that they could be corrected. We then promptly made revisions to a number of sections, including the subtitle section and the introduction to each series. After making revisions, the following process was to submit an application for an Intellectual Property Rights (IPR) certificate to the appropriate parties. All of the procedures we underwent were the outcome of our diligent efforts to produce the greatest final project.