

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 Airport**

The airport, also known as an air transportation terminal, is an essential facility designated for specific uses in any area and plays a crucial role within the transportation system (Sheikholeslami et al., 2023). According to the International Civil Aviation Organization (ICAO, 2018), an airport is a certain area on land or on water (including buildings, installations, and equipment) designated in whole or in part for the arrival, departure, and movement of aircraft. Meanwhile, based on Regulation of the Minister of Transportation Number 39 (2019, p.2), “airports refer to all aspects related to the organization of airports and other activities in carrying out the function of safety, security, and order of aircraft traffic, passengers, cargo and/or post, intra and/or intermodal transfer places and increasing national and regional economic growth”.

In its function, the Regulation of the Minister of Transportation Number 39 (2019) also states that airports are places for government activities and business activities. As a place for government administration, airports function as operational bases for government agency work units that carry out their duties in accordance with laws and regulations. These include responsibilities related to aviation oversight, customs, immigration, and quarantine activities. To implement this function, airports conduct various structured and integrated operational activities. Airport activities include technical operational aspects such as passenger and cargo services, aircraft movement management, security monitoring, and air traffic control.

#### **2.2 Vocabulary Comprehension**

Understanding is the main foundation for individuals to be able to master and use language effectively. According to Carin and Sund (1980), understanding is the ability to explain and interpret something. This implies that a person who has understood or acquired understanding of a concept will be able to explain or restate

what they have learned, and be able to provide broader and more adequate descriptions, examples, and further explanations that are relevant to current conditions (as cited in Susanto, 2016). Carin and Sund (1980) further explain that understanding is a process consisting of seven stages of ability, as follows: (1) translating major ideas into one's own words; (2) interpreting the relationships among major ideas; (3) extrapolating or going beyond the data to understand the implication of major ideas; (4) applying knowledge and understanding to solve new problem in unfamiliar situations; (5) analyzing or breaking down an idea into its component and demonstrating an understanding of their relationships; (6) synthesizing or combining element to form a new pattern and produce a unique communication, plans, or abstract relations; and (7) evaluating or making judgment based on evidence. In summary, understanding is not limited to the ability to recall information, but also includes the capacity to connect, interpret, and apply it in various contexts. A person who has truly understood a subject is able to re-explain it in their own words, relate it to others concepts, and apply the acquired knowledge or information to different situations. This indicates that understanding reflects an individual's ability to think critically and apply their knowledge effectively in communication.

Kridalaksana (1982, p. 186) describes “vocabulary as a collection of words, a treasure trove of words, and a lexicon”. The term lexicon itself is a list of meaningful units in a language that functions as an important component in forming and using words based on remembered concepts, acting like a personal dictionary in the mind that helps the process of speaking and understanding language (Pesina & Yusupova, 2015). Furthermore, Miranti et al. (2015) emphasizes that vocabulary is one of the most essential elements to understand in language learning. Without an understanding vocabulary, language learning becomes significantly more difficult (as cited in Basri et al., 2021). To avoid misunderstandings in communication, mastering vocabulary is therefore essential. Based on these viewpoints, it can be said that vocabulary is a collection of words that holds meaning and usage information in a language. Through vocabulary, individuals are

able to understand and express messages effectively across various communication contexts.

Comprehension and vocabulary have a mutually influencing relationship. As one of the fundamental components of language, vocabulary plays a crucial role in both spoken and written communication. The quality of a person's language skills depends on the quantity and quality of their vocabulary. The richer the vocabulary, the greater the potential for developing strong language skills (Tarigan, 2011). Cameron (2001, p. 78) explains that "knowing about a word involves understanding its form (how it sounds, how it is spelled, and how it changes grammatically), its meaning (its conceptual content and how it relates to other words and concepts), and its use (its patterns of occurrence with other words and in specific types of language use)". This vocabulary comprehension requires a learning process, as explained by Hatch and Brown (1995), outline five 'key steps' in vocabulary learning based on research on learning strategies: (1) having sources for encountering new words; (2) forming a clear of the word forms, whether visual, auditory, or both; (3) learning the meaning of the words; (4) creating a strong memory connection between the forms and meaning of the words; (5) using the words. Looking at these five steps, it is evident that each step is not a one-time action but rather a repeated process, so that each time something new is learned or remembered (as cited in Cameron, 2001).

### **2.3 Learning Video**

Munir (2012) identifies video as a technology for capturing, recording, processing, storing, transferring, and reconstructing a sequence of still images so that scenes can be presented in the form of moving images electronically. Similarly, Agnew et al., (1996) define video as "digital media that presents a sequence of images, creating the illusion, image, and fantasy of moving images. Essentially, video can also be said to be a combination of still images arranged in a specific order and displayed at a certain speed. These combined images are referred to as frames, while the speed at which they are shown is called the frame rate, with units of fps (frames per second). When played at high speed, the illusion of smooth motion is created, the higher the frame rate, the smoother the motion appears" (as

cited in Munir, 2012, p. 348). Video is classified as audiovisual media that combines both sound and visual elements (Sanjaya, 2016).

Video is considered one of the most effective media to help the learning process, whether in mass, individual, or group learning. One key advantage of using video as a learning medium is its flexibility of the display size that can be adjusted to suit users' needs. As a non-printed teaching material, video is capable of conveying complete information directly to learners, and presenting a direct learning experience through a combination of moving images and sound. This characteristic allows learners to feel like they are in the same place as the context shown in the video, creating an immersive learning experience. Video can also enhance memory retention by simultaneously engaging both auditory and visual senses. By integrating audio and sequential visuals, video becomes particularly useful for illustrating processes or transformations over time. Video can also be combined with animation to demonstrate dynamic concepts or events. The ability of video to visualize contents makes it highly effective, especially for explaining subjects that require demonstration of certain movements, expressions, or atmospheres. Through interesting visualizations, video helps to boost learners' attention and motivation. Messages conveyed through visual imagery can also be delivered quickly and clearly, thereby accelerating the comprehensive understanding of the material (Daryanto, 2010). In line with this, Riyana (2007) stated that learning video is a medium that combines audio and visuals containing learning messages, including concepts, principles, procedures, or applied knowledge, to assist in learning material (as cited in Norma, 2021).

According to Brame (2016), the optimal length for a learning video is less than six minutes. Learning videos should be kept short and divided into segments to enhance learners' engagement. With a shorter duration, learners are more likely to watch the videos in full because they remain focused and do not easily become bored. This aligns with the findings of Nonthamand (2022), who states that one of the main factors affecting attention, persistence, and interest in learning is the length of the video. Three to five minutes is the ideal durations for educational videos. Since learners frequently lose concentrations and interest after six minutes of

watching, short videos are more persuasive and effective than longer videos. Therefore, short learning videos can help sustain learners' focus and motivation. This recommended duration highlights the importance of making learning videos effective. Segmenting the content is important so that video objectives can be reached, the content becomes easier to understand, and it can fulfil learners' needs (Mega et al., 2020).

Based on the explanation above, video is an audio-visual learning media that has significant potential in increasing the effectiveness of the learning process. With its characteristics that combine visual and audio elements, video is able to convey information completely, interestingly, and in an easily understood way. Video can also condense many events over a long period of time into something shorter and clearer that can be replayed as needed. This advantage allows learners to access and understand the material at their own pace, supporting individualized learning. Moreover, as explained by Mayer (2002), people learn more deeply when they are given explanation that combined both texts and pictures, instead of using only text. The words can be presented text on computer screen or device, or as spoken words delivered through device speakers. The visual elements may include static graphics such as photos, illustrations, figures, charts, maps, and tables, or moving visuals such as video or animation.

#### **2.4 Animation Video**

Animation is considered one of the most engaging ways to present visual content. It describes the dynamic visual medium that involves the simulation of movement through a sequence of images, often created by hand or with computer technology. This definition highlight three key aspects: animation is a form of visual images, it shows motion, and it involves object that are not real but are created artificially through drawing or digital methods. In comparison, video captures real movement by recording actual object. Likewise, an illustration is a still image made through drawing or digital design, while a photograph is a still image of real-life objects. In short, animation is different from videos, illustrations and photos because it shows made-up pictures moving (Mayer & Moreo, 2002). According to Furniss (2016), animation refers to a wide range of techniques used to create the

illusion of motion is created by displaying a sequence of images in rapid succession. It is generally categorized into three subcategories: 2D animations, which involves a series of drawn or painted images; stop-motion animation, which uses physical objects or puppet that is modified in form of position frame by frame to simulate motion; and 3D animation, which utilizes computer-generated imagery to create images that appear to exist in a three-dimensional space. Overtime, animation has evolved into an ever-changing and developing media that helps people express creativity by bringing characters, stories, and object to life in fields like education, advertising, entertainment, and games. This development has made animation become an important way for storytelling and for making ideas come alive on screen (Hushain, et al., 2023).

Animation is not only used for entertainment but also as a tool for communication by combining moving image and sound to tell stories, show emotions, and share ideas. It uses many various techniques and styles to create its own kind of “language”. With advances in technology such as augmented reality (AR), virtual reality (VR), and artificial intelligence (AI), animation has expanded and can now be combined with other art forms and media to produce more engaging experiences (Katsaridou & Kostopoulou, 2023). Animation as a learning tool, as stated by Mayer and Moreno (2002), can be highly effective in education, especially when combine with narration and the use both words and pictures. People learn better when information is presented using both visual and auditory channels because memory can process more information efficiently when it is distributed between what we see and what we hear.

There are many benefits to using animation in learning. In the field of education, the use of animation in educational videos has proven to increase students’ interest and help them understand difficult concept more easily (Sani, 2024). Animations also provide real-world or simulated context and examples of technical ideas and principles to enrich the learning process. Moreover, animations can support learning tasks and assessments, making education more interactive and meaningful (Liu & Elms, 2019). Animation presents material more clearly and attractively, makes learning more efficient since students can watch it multiple

times, and improve the quality of learning outcomes. Animation also helps overcome the limitations of space and time between teachers and students, and it can create a sense of depth that positively influence students' attitudes towards learning (Fitri, et.al, 2022).

## **2.5 Glossary in Industry**

A glossary is a reference source in both writing and learning contexts, used to explain specialized, unfamiliar, or specific terms found in a text. The term “glossary” itself comes from the Latin word *glossarium*, which means a collection of words specific to a particular field of knowledge. Each item within a glossary is known as a gloss, meaning a word, a comment, an explanation or an interpretation. A glossary typically takes the form of an alphabetical list of terms and explanations of specialized or technical words, such as a glossary of computer terms. Sometimes it is linked to a particular text, such as the glossary of the medical terminology appendix in a clinical trial report. Glossaries usually appear at the end of a book as an appendix. The person who compiles a glossary is called a glossarist (Indira Gandhi National Open University, 2017). Over time, the meaning evolved to refer not only to the word itself but also to a short definition or a brief explanation of such a word (Maslova, 2024).

Several experts have defined what a glossary is. A glossary or list of terms is a compilation of words (foreign language, regional language, or slang) in a book that are classified as important terms, typical words, or difficult words that need to be known (Trim, 2019). The purpose of a glossary is to make it easier for readers to find out the meaning or significance of a term or phrases. Glenn (2016) as cited by Gunawan (2017) outlines several benefits of using a glossary:

1. Estimate the scope of material in a book, allowing readers to determine its relevance to their field of study and how deeply the reader will study the book.
2. Provide definitions of unfamiliar or technical terms that may be confusing, especially if the terms are newly introduced, to avoid misunderstandings and facilitate understanding of the written content.

3. Makes it easier to understand the content so that the author's intent and message are conveyed more clearly to the reader.
4. Used as a reference for checking the translation of phrases or terms.

As a learning resource, glossaries play a crucial role in bridging understanding between general readers and specific fields of knowledge. According to Horton (2006), a glossary let us look up the meaning of terms as we encounter them. A well-designed glossary can define terms, spell out abbreviations, and help us avoid the embarrassment of mispronouncing the specialized terms of our chosen professions. In addition to the definition, a glossary may include: (1) illustrations or links to pop-up illustrations; (2) synonyms and other related words, each linked to its definition; (3) pronunciation, both spelled out in text and linked to a voice pronunciation; (4) the part of speech, for example, noun or adjective; (5) usage notes to guide learners in using the term correctly. Glossaries are almost mandatory in e-learning that involve unfamiliar terminology for learners or that aims to teach correct use of terminology. A glossary makes strange words familiar and guides learners in their use. Maslova (2024) concluded that a glossary of terms is a comprehensive reference tool that can benefit linguists, translators, interpreters, and especially ESP (English for Specific Purposes) learners. It is a lexicographical resource of terminology that can bridge a gap between experts and non-experts, between native-language professionals and foreign language learners, and also enhance knowledge development, information sharing, and collaboration in a multicultural environment.

Thus, a glossary not only facilitates understanding of certain terms but also has a role as a valuable learning material. Furthermore, glossaries are not only available in printed form, but have also been developed in digital formats such as e-books or web-based applications. These digital glossaries can be more easily accessed anytime and anywhere, thereby supporting flexible learning. Then the digital glossaries are often equipped with interactive features such as audio pronunciation and visual illustrations of the term, which are expected to improve the understanding of its users.

## 2.6 YouTube

YouTube is an online video-sharing platform that enables users to create channels, upload content, watch, like, and comment on videos. The platform was founded by three former PayPal employees, Chad Hurley, Steve Chen, and Jawed Karim, who conceived the idea of video-sharing service. The development of the YouTube site began in February 2005 and was officially launched in December of the same year (Sahlin & Botello, 2007). Today, YouTube operates in more than a hundred localized versions and supports over 80 languages. It has become the second-largest search engine globally, following Google. According to the (GMI Research Team, 2025), YouTube has more than 2.70 billion monthly active users, with over 122 million people accessing YouTube on a daily basis through its website and mobile apps. YouTube's user base has grown substantially from 0.8 billion in 2012 to 2.70 billion in 2025, adding approximately 1.9 billion new users over the past decade. The most frequently watched content categories on the platform include music, entertainment, and educational videos.

The development of YouTube as one of the most popular social media platforms is an opportunity in the field of education. Education has a very important role in developing quality human resources. Education is required to be creative and innovative in creating new and interesting teaching media. In a learning context, YouTube can be used as one of the teaching media that allows users to independently search for and share information in the form of knowledge and practical demonstration. Using YouTube as a learning medium can enhance interest in understanding certain theories or knowledge. Compared to traditional learning sources such as textbooks, the material presented through YouTube is generally more interesting, making it easier to understand. Its dynamic visual and audio presentations also help reduce boredom while learning. This is believed to be able to increase interest and motivation in the learning process (Mujiyanto, 2019).

YouTube is a free and easily accessible platform, making it usable by anyone, anytime and anywhere through various devices. Moreover, YouTube provides various learning materials ranging from theoretical explanations, practical demonstrations, to animations and visual illustrations. This aligns with Harsanto

(2017) who stated that YouTube social media is very relevant for use in educational activities. The platform functions as a video sharing medium that supports both teaching and practical demonstrations (as cited in Rahmasari, 2021). The benefits of YouTube as a learning medium according to Suryaman (2015) are: (1) Informative, meaning that YouTube provides information on various developments in science and technology that are currently occurring; (2) cost effective, meaning that YouTube can be accessed for free via the internet; (3) potentially impactful, as a very popular with an ever-growing collection of videos, this site can significantly influence education; (4) practical and complete, meaning that YouTube can be used easily people of all backgrounds and many videos can be used as information; (5) shareable, videos can be shared to other sites by sharing the link; and (6) interactive, meaning that YouTube can facilitate questions and answers and discussions through the comments sections (as cited in Setiadi et al., 2019).

## **2.7 Video Making Process**

Reid and Sanders (2021) said that in general the video making process consists of three different stages, pre-production, production, and post-production. These three stages are planning, shooting, and assembling the video. All stages in the video making process have an equally important role and cannot be considered more or less important than the others, because errors in one part can have a big impact on the final result. Although each stage has its own challenges, by dividing them into separate stages, the video making process is easier to manage and control.

### **2.7.1 Pre-Production**

Pre-Production is the planning stage that takes place before the camera starts rolling. This stage is the main foundation of the entire process, as the quality of the final result depends heavily on how well the planning is done. At this stage, the steps taken include: (1) defining the concept and developing the script as the main guide for production; (2) creating a storyboard to systematically visualize the storyline; (3) selecting filming locations and scheduling production timeline; (4) organizing the equipment and human resources involved in the production; and (5) managing location permits and other supporting logistical aspects needed during

production. Pre-production is very important because good planning can minimize obstacles during the production process (Reid & Sanders, 2021).

In this research, the pre-production stage is responsible for several tasks in the development of the learning videos. The process begins with identifying the need for learning materials, specifically airport terminology or vocabulary related to aviation that will be used as the main material in the video. This is followed by determining the purpose of making learning videos to ensure that the intended outcomes can be achieved properly and the focus of the content is in accordance with learning needs. The pre-production stage also includes a scriptwriting, which outlines dialogue, explanations, and sequence of the content. Then is the design of the storyboard as a visual representation of each scene in the video, such as the division of scenes, dialogue, situations, and the placement of visual elements like text, illustrations, and the sequence of materials. A storyboard is a primary tool used during pre-production to visually plan each scene in the video in a frame-by-frame, shot-by-shot sequence based on the shooting script. These conceptual illustrations enhance and clarify the storyline, enabling the entire production team to plan and coordinate complex actions in advance and guarantee the desired visual result before the actual filming starts (Hart, 2008). Finally, decisions are made for editing style to be used, including the selection of animation style, character design, color scheme, audio, and other supporting graphic elements. All aspects in this stage are designed to ensure that the production is more streamlined and the final video has both visually appealing and educationally effective, making it easy to understand by the target audience.

### **2.7.2 Production**

Once all preparations are complete, the process continues to the production stage, namely the stage of filming and recording sound according to plan. At this stage, the steps taken are: (1) shooting on location based on the storyboard and script; (2) paying close attention to technical aspects such as lighting, framing and sound quality; (3) recording supporting audio, including interviews, narration, or background sounds if necessary; (4) arranging time management and coordination between teams so that all scenes can be recorded as schedule; (5) making

adjustments or taking additional footage if needed to enrich the content. Production is the core of video creation because this is where the raw materials in the form of visual and audio are gathered (Reid & Sanders, 2021).

The production process in this learning video uses on-screen talent who acts to deliver the material directly to the audience. The presence of an on-screen talent in learning videos helps create a more personal and interactive learning atmosphere so that learning videos become more effective (Carmichael et al., 2018). Filming takes place in a recording studio to ensure optimal audio and visual quality. The studio is equipped with a green screen, allowing for easier editing during post-production as the background can then be changed with chosen still images or motion pictures, producing a unique and creative final video that align the visual content with the educational goals and plans established during the pre-production stage (Blacer-Bacolod, 2022). Additionally, professional cameras, microphones, and proper lighting are used to produce clear visuals and sound because factors such as sound quality and camera operation affect the overall quality of the result (Ayudya, 2023). To support the smooth delivery of the material, a teleprompter is also used which allows the speaker to read the script while maintaining eye contact with the camera, giving a professional impression while maintaining the credibility of the delivery of the material. The use of eye-level camera angles in learning videos creates a more personal situation, makes the audience feel like they are interacting directly with the educator, helps convey the material clearly, increases learners' positive perceptions of the educator and the material, and supports learning objectives effectively (Olsen, 2021).

### **2.7.3 Post-Production**

The final stage is post-production, which involves processing and completing the video into a final product. Reid and Sanders see this stage not only as a technical process but as a creative process. At this stage, the steps taken include: (1) reviewing and selecting all the best footage from the recorded material; (2) arranging video clips according to the storyline by adjusting the timing and rhythm; (3) adding supporting elements such as background music, sound effects, graphics, title text, and transitions between scenes; (4) doing color grading to improve the

visual appearance for consistency and aesthetic quality; (5) making revisions and improvements based on feedback from the team or related parties; and (6) rendering and exporting the final video in a format suitable for distribution (Reid & Sanders, 2021).

In the post-production stage, the video editing process is carried out. According to Pratista (2018), video editing is a technique used to connect each shot. In this stage, the video clips that have been recorded are selected, processed, and arranged into a complete series (as cited in Ezriani & Sondra, 2022). The editing process not only combines images but also builds emotions and curiosity in the audience so that the presentation is visually interesting in a series of stories. To support professional video final results, editing software such as Adobe Illustrator, Adobe Photoshop, Adobe After Effect, and Adobe Premiere Pro are used. In this project, the editing process includes not only combining the video footage, but the editor also incorporating sound effects, background music, text information, and integrating animations with the on-screen teacher in accordance with the storyboard and script that have been designed in the previous pre-production stage.

Overall, these three stages, pre-production, production, and post-production, are a series of processes that are integrated and essential in making videos. The success of a video depends heavily on the implementation of the steps at each stage in a planned, organized, and creative manner to produce high quality work that effectively conveys its intended messages to the audience (Reid & Sanders, 2021). Then there is video distribution that represents the final step in the video production process to ensuring that audiovisual content reaches the right audience effectively. Once the pre-production, production, and post-production stages are complete, distribution acts as the connecting point between the created content and its audience. To achieve the best result, it is important to choose the right platform that can reach the target audience widely. In today's digital era, distribution often happens through online platforms like YouTube, Instagram, and TikTok. These platforms not only help share the videos but also allow creators to interact with viewers and receive feedback. By using these platforms strategically, creators can

broaden their audience and customize how they deliver content based on what their audience prefers and how they behave.

## **2.8 Previous Works**

In the first previous work, reference is made to a video titled "*Buku Fiksi dan Nonfiksi Bahasa Indonesia*" from (KOCO Indonesia, 2023) YouTube channel. This video presents a lesson on the differences between fiction and nonfiction books. This video opens by explaining the differences between fiction books such as novels, short stories, and fairy tales, and nonfiction books such as biographies and scientific books. The narrator also provides examples of each category as well as the particular characteristics that define them apart. In the closing segment, the narrator explains to the audience to keep reading and exploring various types of books. The key difference between this video and the one created by the researcher found in the material and target audience. The KOCO video is designed for grade 8 junior high school students and focuses on Indonesian language material, while the researcher's video discusses the use of English vocabulary in the airport context, targeting new employees, on-the-job training participants, and internship participants. Another difference is in the visualization approach, the KOCO's video primarily uses images and text to explain the material, while the researcher's video uses animation with characters and real-life situations relevant to the context. However, both have similarities of featuring the narrator as an on-screen narrator using a green screen so that the narrator interacts directly with the audience. A study by Rashid et al., (2024), showed that in comparison to textual resources or traditional teaching methods, students taught using animation-based methods remembered information more effectively. Animation improves information retention through storytelling techniques, visual content, and simplified visual representations, which help enhance understanding and support long-term memory. These findings support validity to the idea that animation makes students more curious and focused, which can lead to improved learning outcomes. In the work environment, as explained by Bui (2021), animation also has benefits particularly in corporate training. Animation helps make complex concepts simple. In professional settings, sometimes employees are often faced with dense statistics or

difficult subject matter that can be overwhelming or dull. Videos in the form of animation can visualize complex material to be simpler and easier to understand. Then animation can also create a new atmosphere than just a traditional PowerPoint slides. Based on the studies mentioned above, the use of animation in learning is effective for various age groups and backgrounds. For junior high school students, animation increases motivation and understanding of abstract concepts. Meanwhile, for adult workers, animation helps simplify complex concepts, offers realistic scenarios, and reduces training costs, making it an effective tool in employee development. Thus, animation is a flexible and effective learning tool in various educational contexts.

The second video is titled “Learn English With Conversation - A Train Journey” from the YouTube channel (Learn English with Kevin, 2020). This video focuses on learning the English language through conversations set in a situation at a train station. The main material consists of a dialogue between passengers and officers at the train station, starting from purchasing tickets, choosing ticket types, platform information, departure schedules, and travel routes. This video uses animation in the form of dialogue text to make it easier for the audience to follow the conversation. The narrator also explains the vocabulary and phrases relevant to the train station situation. At the end, the video presents a summary of important vocabulary mentioned throughout the dialogue, such as ticket office, platform, express train and return ticket, which aims to recall and deepen the audience's understanding of the terms that have been discussed. The difference between the video product made by the researcher found in the use of narrator and setting. The previous video uses voice-over narration only, with no on-screen appearance, and takes place in a train station. In contrast, the researcher's video has an on-screen narrator and is set in the airport. However, both videos share similarities, particularly in their use of animation to clarify real-life situations and in presenting characters engaged in context-based dialogue.

The final reference is from the (LearningEnglishPRO, 2020) channel entitled "20 Essential English Terms for Banking". This video introduces English vocabulary related to banking. The content focuses on explaining around 20 terms

such as credit transfer, direct debit, overdraft, loan, checking account, and interest. Each term is explained with a definition and relevant example sentences to illustrate how it is used in a real-life banking context. There are similarities between this previous work video and the one made by the researcher, especially in presenting terminology along with definition and usage examples. Both also make use of visual elements in delivering the material. Meanwhile, there are differences in the aspects of presentation style and use of visuals. The researcher's video features an on-screen narrator and incorporates animation in almost every term discussed, while the LearningEnglishPRO video narrator is only voice-over narration or dubbing with simple animation and is dominated by text-based.

Based on the review of the previous works, there is a clear research gap regarding the use of animation in educational videos designed specifically for adult learners in professional settings, particularly for learning English language in airport contexts. While existing videos (e.g., KOCO Indonesia, Learn English with Kevin, and LearningEnglishPro) show that animation can help students understand and remember information better, they mainly target younger audience, focus on general conversation, or rely mostly on text and voice-over narration without much contextual depth. In contrast, the researcher's video addresses this gap by using full animations, real-life job narrations, and an on-screen teacher specifically for new employees and trainees in the airport environment. This approach enhances engagement, contextual understanding, and vocabulary retention, which previous studies (Rashid et al., 2024; Bui, 2021) have shown to be effective, but it has not yet been widely used in this specific context. In summary, further research is needed to explore this approach.