

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Airport

Airport is something related to the organization of airports and other activities in carrying out the functions of safety, security, smoothness, and orderliness of aircraft traffic flow, passengers, cargo, and/or posts, intra and/or intermodal transfer places, and increasing national and regional economic growth (Indonesia, 2009).

An international airport is a category of airport that has met certain standards and criteria, allowing aircraft to land and take off directly from and to overseas, equipped with sufficient immigration and customs facilities. In this context, overseas airports also refer to international airports that provide flight services between countries. Meanwhile, airports refer to everything related to the operation, management, and function of the airport itself, including regulations, infrastructure, services, and aviation security systems in the airport environment.

Airport is an area on land and/or water with certain boundaries used as a place for aircraft to land and take off, up and down passengers, loading and unloading goods, and a place for intra and intermodal transportation movements, which is equipped with aviation safety and security facilities, as well as basic facilities and other supporting facilities (Law No. 1 of 2009 on Aviation). The national airport order, as referred to in the Article, is prepared with the aim of:

- a. the arrangement of airports in networks and nodes that are structured and dynamic in meeting the demands of air transportation needs;
- b. as a supporter and filler of opportunities in a unified National Airport Order;
- c. adjustments to the level of need, not overlapping, and no duplication in serving air transportation needs;

- d. so as not to be vulnerable to global influences and able to adapt in the face of changing air transportation needs;
- e. as a gateway to the economy, in order to equalize development and balance the development of western Indonesia and eastern Indonesia;
- f. as an opening of isolated and underdeveloped areas and develop the potential of regional industries;
- g. realizing political, economic, social, cultural and defense and security unity, in order to unite the territory of the Unitary State of the Republic of Indonesia

2.2 Vocabulary Comprehension

Vocabulary comprehension refers to a person's ability to know, recognize, and understand the meaning of words in a language. It is an important aspect of language skills, as vocabulary forms the foundation of reading, writing, listening, and speaking. Hatch and Brown (1995) Vocabulary refers to a list or collection of words that may be used by speakers of a language. Therefore, vocabulary can be defined as all the words known or used by an individual, or the entire set of words in a particular language. A person's vocabulary can be defined as the set of all the words they understand or can use to construct new sentences. Below are some expert definitions of vocabulary:

1. According to Tarigan (as cited in Mardika, 2022) the quality of a person's language depends on the quality of their vocabulary. The richer the vocabulary, the greater the possibility of language skills.
2. According to Djiwandono (2008) vocabulary mastery can be divided into active- productive and passive-receptive mastery. The definition of active-productive vocabulary mastery is vocabulary that has been mastered and understood can be used by language learners naturally without any difficulty in communicating or speaking. Passive-receptive vocabulary acquisition is vocabulary that has been mastered can only be understood by language

learners from the language expressions of others, but they are not able to use the vocabulary naturally in communication or language.

Vocabulary, based on the explanation above, can be defined as the set of words a person possesses when communicating, both orally and in writing. The vocabulary that a person commonly uses in daily language activities is called active vocabulary, while the vocabulary that is rarely or never used in communication is referred to as passive vocabulary.

2.3 Learning Video

One of the media of information and communication technology that can reach and is most popular among the wider community is video media. Video is also an electronic media that is able to combine audio and visual technology together to produce a dynamic and interesting show. (Sadiman, 2009).

Arsyad (2013) suggests that teaching through audio visual is the production and use of material whose absorption is through sight and hearing and does not entirely depend on understanding words or similar symbols. Video is an image that moves and is accompanied by sound. Video is one type of audio visual media and can describe a moving object with sound that matches the content of the image. The role of video is as an information presenter.

From the perspective of knowledge construction, instructional video is not merely a delivery tool, but rather a medium that encourages the process of meaning-making by learners (Mayer, 2002). Furthermore, Mayer (2009), in his *Multimedia Learning Theory*, emphasized that learners understand material better when information is presented through both words and images, compared to words alone.

Instructional videos also support self-directed learning because they can be accessed at any time and adapted to suit learners' proficiency levels—for example, through the use of subtitles, animated illustrations, or contextual content that matches learners' needs and language level. Zhang

et al. (2005) stated that interactive video in e-learning can significantly enhance learning effectiveness compared to non-interactive video. Interactive video increases interaction between students and content, which in turn can motivate learners and improve learning outcomes. Providing videos in well-indexed, short segments that are easy to manipulate and integrate into lessons is a crucial first step in realizing their full potential.

Brame (2016) added that well-designed instructional videos can enhance learner engagement, help them grasp complex material, and support active learning. This is particularly relevant in airport training, where OJT (On-the-Job Training) participants need to understand technical terms such as departure gate, boarding pass, ground handling, and more. Through direct visualization in the form of moving images and narrated voice-overs, interns are better able to connect the material with their practical job tasks.

Barnes and Tan (2020) emphasized that “short, concise interactive videos with embedded interactive elements can improve retention and reduce cognitive load on learners.” Similarly, Wisada et al. (2019), in their study, successfully designed and produced a six-minute instructional video as the final product of a media development process. The video was validated and found to be effective in improving learning outcomes. video

2.4 Glossary

A glossary is a crucial form of auxiliary vocabulary, especially in the translation process, particularly when translating terms from English to Indonesian. It contains a list of terms accompanied by their definitions or equivalents in the target language, thereby helping readers or translators accurately and consistently understand the meaning of a term. In the context of translation, a glossary serves as a guide to ensure the consistency of terminology, especially in specialized fields such as technology, medicine, law, or aviation.

According to Susanti (2016), a glossary is an alphabetical list of terms in a specific field of knowledge along with their definitions. It is

typically found at the end of a book and contains terms that are either newly introduced in the book or rarely encountered.

Sudaryanto (1993) stated that glossaries function as tools to assist in understanding terminology used in scientific and technical communication. The terms in a glossary play an important role in maintaining consistency of meaning and enhancing text cohesion, particularly in technical, academic, or translated documents.

A glossary can also be defined as an alphabetical list compiled in a book, paper, or other work, which provides the meaning of terms. Such lists are often arranged alphabetically and usually appear at the end of a document. Glossaries are especially useful for finding the meanings of unfamiliar or difficult words (Susanti, 2016).

According to Maxmudjon (2023), the systematic use of glossaries is essential to ensure that technical terms are translated consistently. This is key to maintaining semantic accuracy in specialized documents. In line with this, Devisme (2023) explains that a glossary functions as a primary reference for translators to apply uniform terminology throughout the text. Meanwhile, Afrila et al. (2019) found that the use of glossaries not only helps improve the quality of translations but also speeds up the translation process and reduces errors. Therefore, glossaries play a significant role in ensuring translations are accurate, efficient, and professional—especially in texts containing specialized or technical terminology

2.5 YouTube

YouTube is a video-based platform that allows users to upload, watch, share, and comment on videos of various types and categories. As part of social media, YouTube provides a space for interaction and active participation of its users.

According to Burgess and Green (2009), YouTube is an example of participatory media, where people are not only consumers, but can also produce and disseminate their own content to a wide audience

According to Rahayu (2022), YouTube is one of the world's largest video-based social media platforms that allows users to create, share, and access various types of video content. In theoretical studies, YouTube is considered a phenomenon that has revolutionized the way humans consume and distribute visual information. This platform not only functions as a medium for entertainment, but also as a tool for learning, marketing, and even social activism. YouTube's popularity continues to rise along with the ease of service and interactive features it offers. Features such as comment, like, share, and subscribe make the user experience more personalized and participatory. In addition, YouTube's ability to provide high-quality online video streaming services also supports its role as an effective learning medium and communication channel in the digital era. With its wide accessibility and ability to connect content creators with a global audience, YouTube has become an important part of today's social media ecosystem and information technology development. Not only as a source of entertainment, but also as an educational tool and a space for digital expression, YouTube plays a strategic role in the lives of modern society.

2.6 Video Making Process

Video production is the process of creating video content from the planning stage to the final product. Video production can be used for various purposes such as education, promotion, documentation, or entertainment. The process is usually divided into three main stages.

2.6.1 Pre-production

According to Jenkinson (2017) as cited in Castillo et al. (2021), by far, the most significant amount of time in the video production process is spent in pre-production. Pre-production refers to the planning stage activities before filming and is well discussed in the literature. Pre-production involves creating a design that uses the power of video production and optimizes it for the audience's learning capabilities. The main goal of the pre-production stage is for creators to have a clearly

structured storyboard as a guide in the production process.

2.6.2 Production

Thorough production planning greatly facilitates the execution process through to the final packaging stage (Castillo et al., 2021). According to Castillo et al. (2021), there are four essential elements in the production phase: lighting, sound, video, and set design. Proper lighting can significantly enhance the visual quality of a video—even when using a smartphone camera—by applying an ideal lighting technique at a 45-degree angle from above and the side of the subject, and by utilizing the inverse square law to create soft and even illumination. If dedicated lighting equipment is unavailable, natural light from windows can be used, with careful adjustment of both angle and intensity.

Next, audio quality plays a crucial role, as videos with clear and crisp sound are generally preferred by audiences. Therefore, recordings should be made in a quiet environment to achieve an optimal signal-to-noise ratio. The use of a green screen also facilitates the alignment of visual elements and content that were conceptualized during the storyboard stage (Arsyad, 2011).

From a visual standpoint, modern smartphone cameras are now equipped with advanced features such as image stabilization, large sensors, and optical zoom, all of which contribute to enhanced image quality. Finally, set design must also be carefully considered; a simple and consistent background helps minimize visual distractions that could divert viewers' attention away from the content. This can be achieved through the use of neutral-colored walls and minimal decorative elements, such as plants or other simple objects.

2.6.3 Post Production

Post-production encompasses all the efforts that take place after shooting or recording. Typically, this includes editing the recorded movie content and adding visual elements, music or other sound effects. Adding these additional video elements can enhance the aesthetics of the video and cue viewers on key concepts or points. Before these elements are added, the organization of the footage shot and the rough cut (draft) of the video should be prepared before it is evaluated and reviewed. The organization of the footage allows the instructor to catalogue the footage based on the date of shooting, the style of video or the lecture material covered. This is often referred to as “content” where a simple table is created listing the file name, date and location of the recording, a brief description of the video content and other useful notes.

2.7 Animated Video

Animated videos are audiovisual media that present moving images created through visual manipulation to produce the illusion of motion, and they have been proven effective as tools for both learning and visual communication. According to Arsyad (2011), animation is a series of images projected sequentially to create the impression of movement, which can capture attention and enhance understanding. In the educational context, Mayer (2009), through the Multimedia Learning Theory, explains that presenting material using both words and images is more effective than using only text or audio. This is supported by Paivio (1986) in the Dual Coding Theory, which states that information received through two different codes—verbal and visual—is more easily processed in memory. Common types of animation include 2D animation, 3D animation, motion graphics, and stop motion, each of which has its own unique way of conveying visual messages (Suyanto, 2005). Overall, animated videos not only increase visual appeal but also enhance the overall effectiveness of communication and learning.

2.8 Previous Works

Previous similar works refer to studies or media productions that share thematic relevance with the current research focus. The findings or approaches in these previous works serve as reference points to highlight the novelty of the present study. The following are several examples of prior works related to learning through video.

First, the previous work is an animated YouTube video titled “Buku Fiksi dan Nonfiksi Bahasa Indonesia” produced by KOCO Indonesia (2023). Using an engaging visual approach, a narrator appears on screen to guide viewers in recognizing the characteristics of fiction and non-fiction books. The video includes simple illustrations, example sentences, and explanatory texts that are easy for elementary school students to understand. This is an important similarity with the educational video developed in this research, in which the narrator also appears on screen to guide the learning process and convey aviation-related vocabulary interactively.

However, there are fundamental differences between this video and the product of this study. In terms of content, the KOCO video discusses Indonesian language lessons about types of books, whereas the present video focuses on technical vocabulary in the field of aviation. The target audience of the KOCO video is elementary school students, while this research targets On-the-Job Training (OJT) participants within the airport environment. Additionally, there is a contrast in visual and textual style: the KOCO video uses cheerful illustrations and simple text aimed at children, whereas the video in this study incorporates more realistic imagery and text suited to a professional aviation context.

Second, the video “A Train Journey” uploaded by the YouTube account Learn English With Kevin (2020) also serves as a reference. It presents English vocabulary through animation and communicative dialogue. The similarity between this video and the one developed in this study lies in the use of animation and the delivery of material through dialog, both aimed at helping learners understand the contextual use of

vocabulary in real-life scenarios.

Nevertheless, there are some significant differences. The “A Train Journey” video is set in the context of a train trip, while the present study situates the learning content within the airport environment. Moreover, the reference video uses a single character as the narrator, whereas the current study includes additional narrators to explain aviation-specific terminology in more depth. Thus, although the media approach is similar, the content focus and presentation style are tailored to meet the needs of airport OJT participants.

Third, another reference is a learning video titled “20 Essential English Terms for Banking” uploaded by the Learn English Pro YouTube account (2020). This video presents key English terms used in banking environments, aimed at helping viewers learn technical vocabulary frequently encountered in professional banking contexts. This aligns closely with the focus of the current study, which is also centered on introducing specialized vocabulary within a specific professional field.

Despite this similarity, there are notable differences. The banking video uses voice-over narration without showing the narrator on screen, whereas the video developed in this study features an on-screen narrator as part of the visual content. Additionally, the reference video employs very simple animation, emphasizing text and static illustrations. In contrast, the current educational video integrates dynamic animation, more contextual visual support, and visually guided narration to enhance learner comprehension of aviation-related terms. These distinctions are intended to improve viewer engagement and enrich the learning experience for OJT participants in airport settings.