

CHAPTER IV

RESULT AND DISCUSSION

4.1 Result

The result was a platform designed to illustrate existing problems in order to gain a comprehensive understanding of the subject. This analysis was necessary to draw conclusions from the issues identified. In this study, the final project outcome was a series of animated videos with educational content, narrated by a voice-over that provided information on various technical terms used at the airport. The videos consisted of approximately four episodes, each ranging in duration from 3 minutes and 4 seconds to 3 minutes and 40 seconds. During the video production process, the researcher followed a step-by-step guide recommended by the final project supervisor. The researcher also referred to various sources throughout the production process, including script reading, colour adjustment, animation effects, and camera angles. Based on the above problem analysis, the research employed the Research and Development (R&D) method by Sugiyono (2023) which involved three stages of video production: pre-production, production, and post-production.

4.1.1 Potential and Problem

The development of this airport vocabulary learning video was driven by the identification of both potential and challenges found in the airport environment, particularly regarding the availability of relevant and contextual learning media. The idea to develop this medium originated from the researcher's firsthand experience during an internship program at Jenderal Ahmad Yani International Airport in Semarang, which took place from September 9, 2024, to March 9, 2025. This internship experience provided the researcher with the opportunity to be directly involved in airport operational activities and to interact with various stakeholders within the airport setting. Through this experience, the researcher gained valuable insights into the need for effective learning tools and vocabulary references that are appropriate to the operational context of an airport.

The airport environment provides a rich environment for developing vocabulary learning materials, given the diverse professions involved—such as airline staff, customer service officers, check-in agents, and security officers—all of which require effective communication skills in formal situations. Unfortunately, this potential is not yet supported by adequate learning media, especially those that present vocabulary in practical and easy-to-understand visual contexts. There are no animated learning videos available in the airport environment specifically designed to introduce vocabulary related to aviation professions and situations, such as animated learning videos that can provide valuable visual context and real-world communication examples to help On Job Training (OJT participant) and new employees understand and apply vocabulary more effectively.

Therefore, an animated learning video need to be developed to introduce airport-related vocabulary along with examples of its usage in relevant situations. This medium is designed not only to present terminology but also to provide visual context and real-life communication examples that will help users- such as (OJT participants) and new employees to better understand and apply the vocabulary. This initiative is expected to serve as a contextual learning solution and offer optimal benefits in supporting training and enhancing language competence within the airport environment.

4.1.2 Data Collection

After identifying the potential and existing issues related to the subject, the next step was data collection. This stage is crucial, as the information and data gathered serve as the foundation for developing the learning video. Data were obtained through direct field observations, particularly during the researcher's internship at Jenderal Ahmad Yani International Airport in Semarang, specifically in the Airport Operation Landside and Terminal Service Improvement (AOLTSI) unit, which took place from September 9, 2024, to March 9, 2025. Additionally, data were also collected through interviews with relevant parties, such as the manager of the AOLTSI unit and staff members within the work environment.

Moreover, supporting data were gathered through literature review, one of which referred to the *Buku Glossarium Kebandarudaraan Tiga Bahasa: Indonesia–Inggris–Jepang*, authored by Dwipuspa Widya Ningrum and Putri Fani Rofiqoh, students of the Applied Foreign Languages Study Program at Diponegoro University. This glossary served as a primary reference in the accurate and context-appropriate selection and translation of aviation-related terms. All information collected covered various key components in media development, such as content structure, visual elements, audio quality, and linguistic accuracy—all of which were carefully analyzed to produce effective and practical learning media suited to the airport environment.

a. Observation

Observation was one of the data collection methods used to obtain direct information from real-life situations in the field. In this study, the observation was carried out in the working environment of the AOLTSI (Airport Operation, Landside, Terminal, and Service Information) unit at Jenderal Ahmad Yani International Airport in Semarang. A non-participatory observation method was applied, where the researcher observed the activities and interactions between the staff and their work environment without being directly involved in their daily operations.

b. Interview

To gather comprehensive data, this study involved two informants through interviews. The first informant was Mr. Nyoman Kama, the Manager of the AOLTSI Unit at Jenderal Ahmad Yani International Airport, who was interviewed on March 5, 2025. One of the key statements he conveyed during the interview was that the learning video is considered highly important and relevant as a supporting medium for On-the-Job Training (OJT) participants. He noted that "*dengan memahani kosa kata teknis/operasional atau kita sebut bahasa penerbangan, maka Peserta OT sudah on tune dalam pelaksanaan On*

Job Training, tinggal memahami proses bisnisnya seperti apa dalam dunia penerbangan". According to his explanation, the presence of such media aligns with the principles of contextual learning, which facilitates the understanding of technical and procedural content in the aviation industry. He also provided strategic insights regarding terminal service policies, workflow, and essential technical vocabulary that airport staff are required to master.

The second informant was Mr. Rizal Syaiffudhin, an airport staff member who has worked for seven years in the AOLTSI Unit at Ahmad Yani Airport. During the interview, the researcher obtained information about vocabulary commonly used as an example like boarding, baggage claim, and check in in daily airport operations and frequent questions asked by passengers. Mr. Rizal explained that frequently used terms typically relate to ticketing, baggage claim, and flight service information. He also pointed out that during his training, there were no video-based learning materials specifically designed to support the study of operational airport vocabulary. Moreover, he noted that many OJT participants—especially those from non-aviation educational backgrounds—often asked about technical terms that they were unfamiliar with during their training period. Many students or participants—especially those with non-aviation backgrounds—often asked questions about certain technical terms.

c. Literature Study

In the process of collecting data for the development of this learning media, the researcher referred to the *Buku Glossarium Kebandarudaraan Tiga Bahasa: Indonesia–Inggris–Jepang*, which was compiled by Dwipuspa Widya Ningrum and Putri Fani Rofiqoh, students from the Applied Foreign Languages Study Program at Diponegoro University. This glossary contains a collection of important terms in the field of aviation translated into three languages—

Indonesian, English, and Japanese—making it highly relevant as a reference in the context of technical vocabulary learning within the airport environment.

The glossary was created with the aim of assisting students, professionals, and prospective workers in understanding and accurately using aviation-related terms in various work situations that require cross-language communication skills. By referring to this glossary, the researcher was able to ensure that the vocabulary selection and presentation in the learning video are accurate, contextual, and aligned with user needs, particularly for internship students and on-the-job training (OJT) participants at the airport.

4.1.3 Product Design

1. Pre-Production

This research was conducted by three students from the Applied Foreign Languages Program at the Vocational School of Diponegoro University and began with the process of gathering ideas related to the learning content to be delivered in the form of animated videos. After discussions and idea exchanges within the group, it was decided to develop a series of animated videos aimed at enhancing users' understanding of vocabulary used in the airport environment. During the pre-production stage, the initial concept development was carried out by Dheandra Kinanti Putri, including the content structure and the initial design of the video. The researcher also contributed to the development of the storyboard and script to ensure that the narrative flow would be presented in an engaging and easily understandable manner. More detailed information regarding the pre-production stages can be found in the section prepared by Dheandra Kinanti Putri.

a. Scriptwriting

The scriptwriting process was carried out collaboratively using Google Docs, which allowed the team to edit in real-time and track changes in an organized manner. The content used in the script was

derived from field observations and interviews with relevant parties. A complete version of the script can be found in the appendix or the product development section. According to Margol (2017), learning materials that were originally lengthy have been transformed into short videos lasting between 1 to 3 minutes, and can even be summarized into a single infographic sheet. This approach aims to reduce learners' cognitive load, making the information easier to understand and remember. Delivering content through a microlearning strategy results in materials that are concise, efficient, and flexible, allowing them to be accessed anytime and anywhere as needed.

Table 4. 1 Script Example

PART 1 DEPARTURE

Halo dan selamat datang di seri 'Video pembelajaran kosakata kebandarudaraan! Perkenalkan saya Rakha Pradipa Farhan mahasiswa Bahasa Asing Terapan Sekolah Vokasi Universitas Diponegoro/ yang akan memandu Anda dalam video pembelajaran ini//

Dalam dunia penerbangan/ banyak sekali istilah teknis yang digunakan setiap hari dalam operasional Bandara Internasional// Maka dari itu video ini dibuat khusus untuk membantu peserta magang/ On-the Job Training/ dan karyawan baru untuk dapat memahami istilah istilah yang sering digunakan// Dengan memahami istilah istilah ini/ anda dapat berkomunikasi lebih efektif/ menghindari kesalahpahaman informasi/ dan memberikan pelayanan yang efisien//

Dibagian pertama/ kita akan membahas departure/ yaitu segala hal yang berkaitan dengan proses keberangkatan dari bandara// Anda akan mempelajari kosakata yang digunakan dalam situasi seperti check-in/ prosedur keamanan/ hingga persiapan sebelum penerbangan//

Kemudian di bagian kedua/ kita akan membahas arrival/ yaitu segala hal yang berkaitan dengan proses kedatangan penumpang di bandara// Mulai dari proses pesawat mendarat hingga pengambilan bagasi//

Setiap bagian akan disertai dengan contoh penggunaan kosakata dalam kalimat dan percakapan sehari-hari// Dengan begitu/ anda tidak hanya memahami arti kata-kata tersebut tetapi juga tahu bagaimana menggunakannya dalam konteks pekerjaan//

Mari kita mulai pembelajaran ini bersama-sama// Pastikan anda memperhatikan setiap bagian dalam video ini/memahami istilah-istilah bandara akan memudahkan anda dalam menjalankan tugas sehari-hari//

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

Estimated Time of Departure (ETD) yaitu perkiraan waktu pesawat akan berangkat dan Actual Time of Departure (ATD)/ yaitu waktu pesawat benar-benar terbang atau lepas landas// biasanya ini ditampilkan di layar flight information display system//

Oke/ sekarang kita masuk area keberangkatan atau departure// Apa saja ya yang perlu kita tahu?/ Keberangkatan dimulai dari proses Check-in/ di mana penumpang melaporkan booking number dan bagasi mereka untuk mendapatkan boarding pass sebelum penerbangan// Berikut adalah contoh percakapan pada saat check-in/ petugas check-in wajib meminta paspor dan booking number dari penumpang//

Setelah check-in/ penumpang akan mendapatkan boarding pass/ yaitu tiket untuk naik pesawat saat boarding atau proses masuk pesawat yang berisi informasi penting seperti nomor penerbangan/ nomor kursi/ dan pintu keberangkatan atau gate//

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

b. Storyboard

Following the completion of the scriptwriting phase, the next step was to create a storyboard that served as a visual reference throughout the video production and post-production stages. The storyboard outlined the sequence of scenes, dialogues, and technical instructions for filming and editing.

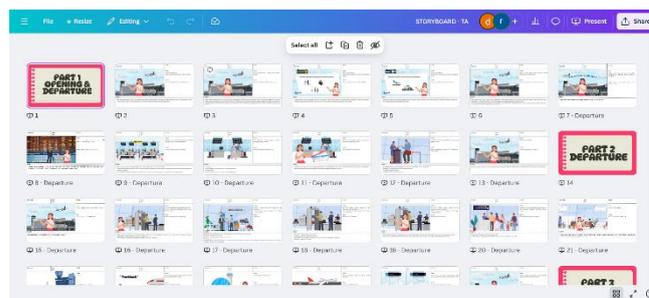


Figure 4 1 Storyboard

To facilitate collaboration and accessibility among team members, the storyboard was created using Canva, a platform chosen for its practicality, ease of use, and flexibility in designing visuals to suit the needs of the animated vocabulary learning video. The storyboard consists of a total of 49 panels. The details of the storyboard will be included in the appendix.

2. Production

The video shooting process was carried out over two separate days. The first day of filming took place on May 2, 2025, from 08:00 AM to 12:00 PM, resulting in five takes. During this session, five raw video files were recorded with the following durations: the first take lasted 17 minutes and 24 seconds, the second take 3 minutes and 34 seconds, the third take 17 minutes and 13 seconds, the

fourth take 4 minutes and 34 seconds, and the fifth take 12 minutes and 2 seconds. The second day of filming was conducted on May 12, 2025, from 08:00 AM to 10:00 AM with two takes that resulted in two raw video files lasting 8 minutes and 57 seconds and 11 minutes and 13 seconds, respectively. The output of the shooting process produced four segments of learning videos, with each pair focusing on different sets of airport vocabulary topics related to departure and arrival.

The researcher acted directly as the talent in the video, delivering the monologue that formed the core of the material. During the production process, the researcher faced challenges in memorizing the script, and the use of a teleprompter became a helpful solution to present the material in a more natural and less rigid manner compared to reading from a written text. Before filming, the researcher practiced reading the script to speak more fluently and confidently during the shoot. Throughout the video production, the researcher also took into account important aspects of content delivery, to ensure that the information was presented logically and in a way that was easy for the audience to understand.

a. On-Screen Teacher

In the production of the airport vocabulary learning video, the role of the main on-screen teacher was to deliver the material both verbally and visually to the audience, specifically targeting new employees undergoing On-the-Job Training (OJT), as well as students or interns working in the airport environment.



Figure 4 2 On-Screen Teacher

As the on-screen teacher, each airport-related term needed to be pronounced clearly, accompanied by appropriate facial expressions and voice intonation to ensure that the information was engaging and easy for the audience to understand. Additionally, posture, gestures, and eye contact with the camera had to be maintained to create a professional and communicative impression. During the recording process, careful attention was paid to camera framing, lighting, and background to maintain visual clarity and professionalism. Multiple takes were often necessary to ensure accurate delivery, appropriate timing, and natural expression. After recording, the footage was reviewed to ensure clarity, engagement, and alignment with the intended educational objectives.

b. Eye Level Camera Angle

Although not acting as the videographer, the on-screen teacher's role also involved paying attention to the technical team's directions regarding eye-level camera angles. The on-screen teacher's position was carefully arranged to stay within the camera's focal point, typically using a medium shot composition that captures the upper body from the waist up, highlighting facial expressions and hand gestures.

The use of an eye-level camera angle was chosen because it created a natural and neutral perspective, allowing viewers to feel as if they were having a direct, face-to-face interaction with the speaker. This perspective helped build a sense of engagement and approachability, which was important in an educational context.

Other types of camera angles, such as high angles or low angles, were avoided because they tend to convey unintended power dynamics. A high-angle shot could make the speaker appear weak or less authoritative, while a low-angle shot could make the speaker seem overly dominant or intimidating—both of which were not suitable for a friendly and instructional learning atmosphere.

Choosing the right angle was essential to ensure that the delivery appeared proportionate and professional on screen. Moreover, the on-screen teacher followed instructions to minimize movement to maintain visual focus and avoid complications during the post-production editing process. During the video shooting process, the researcher used a single camera unit as the main recording device. The use of one camera was sufficient to support the production needs, as the video concept was monologue-based with a relatively fixed front-facing eye level camera angle focused on the On-Screen Teacher. The recording process utilized a Sony A6500 camera to produce sharp and stable image quality.



Figure 4 3 Eye Level Camera Angle

c. Teleprompter

One of the main tools used during filming was the teleprompter. This device greatly assisted the on-screen teacher in reading the prepared script without needing to look down or sideways.



Figure 4 4 Teleprompter

With the help of a teleprompter, the on-screen teacher could maintain direct eye contact with the camera, helping the audience feel

visually connected. The script displayed on the teleprompter was adjusted to match the on-screen teacher's natural speaking pace and pauses, allowing the on-screen teacher to focus on delivering proper expression and intonation without being distracted by memorization. The teleprompter is placed inside the camera and aligned with the on-screen teacher's face so that it is easy to read.

d. Green Screen

The video was recorded using a green screen background. This allowed for greater flexibility during editing, enabling the green background to be replaced with various relevant visual displays such as animated airport terminals, information boards, or vocabulary illustrations. The green screen is attached to the wall directly behind the on-screen teacher so that it can cover the full body of the on-screen teacher.



Figure 4 5 Green Screen

e. Microphone

To ensure the on-screen teacher's voice was recorded clearly and without interference, a mini wireless microphone was attached near the collar or upper part of the clothing. This microphone effectively captured audio without the constraints of cables and reduced background noise. Audio was recorded using a Godox Movelink M2

wireless microphone, as well as Rode and Boya shotgun mics to capture sound optimally.

During recording, the on-screen teacher maintained a stable speaking volume and clear articulation to ensure that each term was delivered comprehensibly. High-quality audio was a key factor in the successful delivery of the educational content. The microphone is installed near the neck and collar of the on-screen teacher so that it can capture sound clearly and not be seen in front of the camera.



Figure 4 6 Wireless Microphone

f. LED Video Light

Lighting was a crucial element in supporting the on-screen teacher's role in the video production. LED video lights were used to provide even lighting on the on-screen teacher's face and body, avoiding harsh shadows that could disrupt visual quality.

The lighting team adjusted the positioning and intensity of the lights to align with the camera angles, producing a bright, balanced, and professional visual appearance. Good lighting not only enhanced image quality but also facilitated smoother editing and ensured optimal use of the green screen without shadow interference. The two main light sources were the Yongnuo YN-600L LED light. There are two LED video lights used in the studio, placed right in front of the right and left of the on-screen teacher.



Figure 4 7 LED Video Light

3. Post-Production

The post-production stage is the final phase in the process of creating the learning video. Once all video recordings were completed, the next step was to edit each part of the footage into a cohesive whole, ready to be presented to the audience. This process included arranging scene sequences, synchronizing audio and visual elements, and adding other supporting components such as text or background music. More detailed information regarding the post-production stages can be found in the report prepared by Maftukhatul Riskiyah.

a. Graphic Art Board

At this stage, the process of creating visual elements was carried out and arranged on a single art board or digital canvas. The art board served as the main workspace to organize the entire set of graphic elements used in the learning video. This design became the visual foundation supporting the script content, while also acting as a guide for animated content production.

The development of animated characters was conducted through intensive discussions, referring to the storyboard previously created to ensure visual and narrative alignment.

All graphic elements—including characters, icons, and backgrounds—were designed using Adobe Illustrator and structured to be integrated into the animation flow through Adobe Premiere. The visual

design maintained a consistent style, using a blue and white color combination as the dominant palette, which represented a clean and professional atmosphere while preserving a cohesive visual identity across the video series.

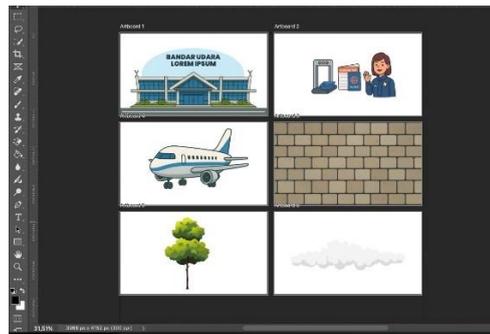


Figure 4 8 Graphic Art Board

b. Editing

All aspects of animation and motion graphics editing in this learning video were carried out with the assistance of a professional animator. The involvement of an animator was essential to ensure that the animations aligned with the storyline, visual rhythm, and educational objectives previously planned.

The animation design process strictly followed the storyboard, allowing each visual scene to be implemented systematically and consistently.

c. Subtitle

Subtitles were incorporated into the learning videos to clarify each spoken word or narration. Their presence greatly aided viewers in understanding the content, especially for those who might struggle with auditory processing or who require visual reinforcement.

With text appearing in sync with the narration, subtitles made it easier for audiences to follow the explanations and enhanced comprehension of airport-related vocabulary. Furthermore, subtitles

played a crucial role in ensuring inclusivity, making the videos more accessible to a wider audience, including individuals with hearing impairments, and creating subtitles using the CapCut app. The Researcher also participated in the creation of subtitles for part 3 of the vocabulary learning video.

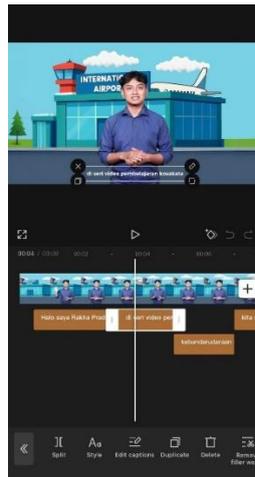


Figure 4.9 Process editing Subtitle

4.1.4 Design Validation

At this stage, a consultation process was conducted with the academic supervisor as part of the validation of the developed instructional video. The consultation aimed to gather suggestions and feedback regarding the feasibility of the material content, as well as the appropriateness of the linguistic aspects used in the video narration.

The academic supervisor served as the validator, providing assessments and approval of the content, both in terms of the substance of the airport-related vocabulary and the linguistic accuracy. This validation process was an essential step to ensure that the instructional video met academic standards and was suitable to be used as an educational medium for internship students, airport staff, and OJT (On-the-Job Training) participants.

**SURAT PERNYATAAN VALIDASI
DOSEN PEMBIMBING TUGAS AKHIR**

Saya yang bertanda tangan di bawah ini:

Nama : Aditya Nur Patria, S.Hum., M.App.Ling
NIP : 199012182020121007
Prodi : Bahasa Asing Terapan

Menyatakan bahwa proyek tugas akhir atas nama mahasiswa:

Nama : Rakha Pradipa Farhan
NIM : 40020521650107
Prodi : Bahasa Asing Terapan
Judul TA : Production of English Learning Video Series: Airport
Vocabularies

Setelah dilakukan penilaian atas proyek tersebut dapat dinyatakan:

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

Demikian surat validasi ini dibuat agar dapat digunakan sebagaimana mestinya.

Semarang,
Validator,

Aditya Nur Patria, S.Hum., M.App.Ling
NIP 199012182020121007

Catatan:
Pengisian kolom diberi tanda (✓)

Figure 4.10 Validation Form from Supervisor

4.1.5 Design Revision

Following the validation process, the next stage was to revise the design based on the feedback provided by the academic supervisor. The initial version of the video was reviewed and adjusted to reflect the suggested improvements, whether in terms of visuals, narration, or other supporting elements.

Several key aspects were the focus of the revision process, including synchronizing subtitles more precisely with the narration, and re-recording the voice-over to enhance intonation, articulation, and the accuracy of certain terms. These revisions were carried out to ensure that the final version of the instructional video met the expected quality standards before being declared ready for publication or use as a learning resource.

After being tested by the supervisor, there were several criticisms that needed to be revised in the video:

Table 4. 2 Script Revision

Before	After	Information
<p><i>Halo dan selamat datang di seri 'Video pembelajaran kosakata kebandarudaraan!' Perkenalkan saya Karina yang akan memandu Anda dalam video pembelajaran ini.</i></p>	<p><i>Halo dan selamat datang di seri 'Video pembelajaran kosakata kebandarudaraan! Perkenalkan saya Rakha Pradipa Farhan/ mahasiswa Bahasa Asing Terapan Sekolah Vokasi Universitas Diponegoro/ yang akan memandu Anda dalam video pembelajaran ini//</i></p>	<p>The use of the symbols. and becomes /</p>
<p>Penumpang:</p> <p><i>"Selamat pagi, saya ingin check-in untuk penerbangan ke Singapura."</i></p> <p>Petugas Check-in:</p> <p><i>"Selamat pagi! Silahkan tunjukkan paspor dan tiket Anda."</i></p>	<p>Penumpang:</p> <p><i>"Good morning/ I'd like to check in for my flight to Singapore//"</i></p> <p>Petugas Check-in:</p> <p><i>"Good morning/ can I have your passport and booking number?"</i></p>	<p>Change to English</p>
<p>Penumpang: <i>Permisi, di mana ruang tunggu lounge terdekat?</i></p>	<p>Penumpang: <i>"Excuse me/ where can I find the lounge?"</i></p> <p>Petugas bandara: <i>"The lounge is on the third floor//"</i></p>	<p>Added dialogue "Where can I find the lounge"</p>

Petugas bandara: Untuk lounge ada di lantai 3. Bisa melewati eskalator atau lift di sebelah kanan ibu.

You can take the escalator on your right/”

“Setelah semua penumpang naik ke pesawat, pesawat akan melakukan **pushback**, merupakan proses dorongan mundur dari tempat parkir pesawat sebelum bergerak menuju landasan pacu.”

“Setelah semua penumpang naik ke pesawat/ pesawat akan melakukan **pushback**/ proses dorongan mundur dari tempat parkir pesawat sebelum bergerak menuju landasan pacu/ **"Remember it pushes back to the runway//"**

Removing the word is and adding a short sentence: “Remember it pushes back to the runway.”

“Sekarang kita masuk ke jenis-jenis penerbangan. Ada dua jenis penerbangan yang perlu Anda ketahui. **'Direct flight'** adalah penerbangan langsung tanpa transit. Sedangkan **'connecting flight'** memerlukan transit dan ganti pesawat. Jika transit diperlukan, kunjungi pesawat/ **'transfer desk'** untuk mengurus penerbangan lanjutan Anda.

“Sekarang kita masuk ke jenis-jenis penerbangan/ Ada dua jenis penerbangan berdasarkan rute perjalanan yang perlu Anda ketahui// **'Direct flight'** adalah penerbangan langsung tanpa transit// Sedangkan **'connecting flight'** memerlukan transit dan ganti pesawat// Jika transit diperlukan/ kunjungi **'transfer desk'** untuk mengurus penerbangan lanjutan Anda//

Added explanation based on travel route

"Itulah tadi kosakata penting tentang bagaimana proses keberangkatan atau departure! Dengan adanya contoh langsung melalui roleplay tadi, semoga pembelajaran ini lebih mudah dipahami. Sampai jumpa di video berikutnya tentang arrival!"

"Itulah kosakata penting tentang bagaimana proses keberangkatan atau departure// Dengan adanya beberapa contoh situasi tadi/ semoga pembelajaran ini lebih mudah dipahami. Sampai jumpa di video berikutnya tentang arrival!"

The word Roleplay was removed because it was deemed not to exist in all expressions.

"Selamat datang kembali di bagian kedua seri video pembelajaran kosakata kebandarudaraan! Di video sebelumnya, kita sudah membahas tentang departure. Sekarang, saatnya kita terbang ke area arrival atau kedatangan. Let's go!"

"Selamat datang bersama saya Rakha Pradipa Farhan/ di seri video pembelajaran kosakata kebandarudaraan! Di video sebelumnya/ kita sudah membahas tentang departure// Sekarang/ saatnya kita terbang ke area arrival atau kedatangan// Let's go!"

Removal of the word Back because viewers do not Return to new videos

*"Proses mendaratnya pesawat di landasan pacu disebut **landing**. Selamat datang di tujuan anda!"*

*"Kemudian proses mendaratnya pesawat di landasan pacu disebut **landing**// Selamat datang di tujuan anda! Welcome to*

Addition of the words "Welcome to General Ahmad Yani Semarang Airport"

Jenderal Ahmad Yani
Semarang Airport//”

“Untuk penumpang internasional, Anda harus melewati **'immigration check'**, di mana petugas akan memeriksa dokumen perjalanan sebelum penumpang diizinkan masuk ke negara tujuan. Beberapa negara menawarkan **visa on arrival (VoA)**, yaitu visa yang bisa Anda dapatkan saat tiba di bandara.”

“Untuk **kedatangan Penumpang** internasional/ akan melalui beberapa tahapan pemeriksaan// Tahap pertama adalah **screening kesehatan/ yaitu pemantauan suhu tubuh oleh petugas** Balai Karantina Kesehatan (BKK)// Selanjutnya/ bagi warga negara asing yang memerlukan **Visa on Arrival (VoA)**/ dapat mengurusnya di stan yang telah disediakan di bandara// Setelah itu/ penumpang melanjutkan ke bagian Imigrasi untuk pemeriksaan paspor dan verifikasi data// Setelah melewati imigrasi/ penumpang melakukan pengisian formulir Electronic Customs Declaration (e-CD)/ yang dapat dilakukan secara online maupun offline// Setelah mengisi formulir/ penumpang menuju area pengambilan bagasi dan kemudian menjalani

Notification if immigration checks apply at international airports.

pemeriksaan Bea Cukai dengan menunjukkan paspor dan formulir deklarasi kepada petugas//”

Penumpang: "Permisi, di mana baggage claim area untuk penerbangan GA 411?" **Penumpang:** "Excuse me/ where is the baggage claim area for flight GA 411?" Changes using English

Petugas: "Di sebelah kanan setelah keluar pintu otomatis. Cek dilayar untuk nomor penerbangan” **Petugas:** "To the right after you exit the automatic doors// Please check the screen for the flight number//”

Table 4. 3 Video Revision

Before	After
PART 1	
	



PART 2



PART 3





PART 4



CREDIT:

Supervisor :
Aditya Nur Patria S.Hum., M.App.Ling.

Editor :
Maftukhatul Rizkiyah

Scriptwriter :
Dheandra kinanti putri

CREDITS

Narator
Rakha Pradipa Farhan

Scriptwriter
Aditya Nur Patria
Dheandra Kinanti Putri
Maftukhatul Rizkiyah
Rakha Pradipa Farhan

Director
Dheandra Kinanti Putri

Producer
Maftukhatul Rizkiyah

Voice Actors for Animated Characters

PRODUCER **Maftukhatul Rizkiyah**
 DIRECTOR **Dheandra Kinanti Putri**
 NARRATOR **Rakha Pradipa Farhan**
 SCRIPTWRITER **Aditya Nur Patra
 Dheandra Kinanti Putri
 Maftukhatul Rizkiyah
 Rakha Pradipa Farhan**
 VOICE ACTORS
 FOR ANIMATED
 CHARACTERS **Maftukhatul Rizkiyah
 Dheandra Kinanti Putri**
 VIDEO EDITOR **Maftukhatul Rizkiyah
 Dheandra Kinanti Putri
 Rakha Pradipa Farhan**
 SUBTITLE **Maftukhatul Rizkiyah
 Dheandra Kinanti Putri
 Rakha Pradipa Farhan**

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4.1.6 Product Trials

The product trial was conducted by involving the academic supervisor as a validator to assess the feasibility of the learning media from both media and linguistic aspects. The evaluation was carried out using a questionnaire instrument containing several statements related to content quality, visual appearance, audio clarity, and language accuracy. Each statement was rated using a Likert scale, and the results were analyzed to determine whether the video met the eligibility criteria.

Overall, the average score from the evaluation results indicated that the product was deemed suitable for use as an airport vocabulary learning medium. The documentation of the average scores from the questionnaire is presented in a table format.

Table 4. 4 Respondent Test Result

No.	Criteria	Means
1	The Airport Vocabulary material presented in the video is easy to understand.	3.5
2	The animated video is interesting to watch and not boring.	3.56
3	The content of the video material covers important topics that are often used at the airport.	3.7
4	The animated video provides examples of airport vocabulary used in real-life situations.	3.56
5	The visuals and animations in the video are clear	3.53

	and pleasant to look at.	
6	The illustrations and visual elements in the video Support a good understanding of the material	3.56
7	The visual and audio in the video are synchronized and play smoothly.	3.6
8	The narration or dialogue in the video is easy to hear and understand.	3.5
9	The subtitles appear on time and match the spoken audio.	3.6
10	The language used in the video is easy for beginners to understand	3.63
11	The duration of the learning video is appropriate and not too long.	3.5
12	Subtitles are visible and easy to read on the screen	3.56
		42.83
	Interval	3.56 (SA)

Table 4. 5 Interval Scoring on the Likert Scale

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

Table 4. 6 Formula of Interval

$$\text{Interval} = \frac{\text{Total Score}}{\text{Total Respondents}}$$

Based on respondents' evaluations of various aspects of the Airport Vocabularies, an average score of 3.56 (SA) was obtained, which is above the feasibility threshold of 3.25. This indicates that the learning video received positive

responses from the viewers who had watched it. The highest score was given to the statement, “The content of the video material covers important topics that are often used at the airport,” with a score of 3.56 (SA), indicating that the video material was considered relevant and aligned with the needs of the airport environment. Meanwhile, the lowest score was found in the statement, “The narration or dialogue in the video is easy to hear and understand,” with a score of 3.5, suggesting that although still within the good category, the narration or dialogue aspect could be improved to make it easier for the audience to comprehend.

4.1.7 Product Revision

After the trial and evaluation process conducted by the academic supervisor and respondents, revisions were made to several key aspects of the learning video. The revisions focused on three main components: voice-over, subtitles, and audio volume. For the voice-over, re-recordings were carried out for several parts of the narration that were considered unclear or delivered too quickly. Adjustments in intonation and pronunciation were also made to ensure that the material was conveyed more naturally and was easier to understand.

Next, the subtitles were revised to better match the narration tempo and were expanded into bilingual subtitles (Indonesian and English) to accommodate users with different language backgrounds. Meanwhile, in terms of volume, adjustments were made to stabilize the sound levels—particularly to reduce imbalances between the on-screen teacher's voice and the background music—so that the overall audio was balanced and pleasant to listen to. These revisions aimed to improve the overall quality of the video, making it more effective as a learning medium for airport vocabulary.

After the revisions were completed, the video was reviewed once more by the academic supervisor for final approval before publication. The final product was declared suitable for use as an airport vocabulary learning medium and was ready to be uploaded to YouTube as an open-access learning resource. There were also feedback from respondents highlighted several strengths of the video. Many described it as engaging, informative, and easy to understand due to its appealing

animation. Respondent appreciated how the video effectively enriched their vocabulary related to airport operations and described it as a highly creative tool. Additionally, it was seen as particularly beneficial for new employees and OJT (On-the-Job Training) participants, as it introduced important concepts and terms that were often not explained during actual OJT sessions. Overall, the video was considered a helpful and innovative learning medium that supported learners in preparing for real-world airport experiences. For a more complete overview of the respondents' feedback, the detailed responses are presented in Appendix 11.

4.1.8 Final Product

After the production process was completed, the airport vocabulary instructional video was uploaded with title “Production of English Video Series : Airport Vocabularies” to the YouTube channel of the Department of Applied Foreign Languages, Diponegoro University, which serves as the primary platform for dissemination. This platform was selected due to its high accessibility and its ability to reach a wide audience, particularly interns, airport staff, and On the Job Training (OJT) participants. The first video in this learning series was uploaded on June 17, 2025, marking the initial step in the open distribution of the content.

To ensure consistency and learning effectiveness, the videos are released gradually, with one part uploaded each month. This regular publishing schedule allows viewers ample time to fully comprehend the material before moving on to the next section, thus supporting a more structured and effective learning process.

4.2 Discussion

In the process of developing our Final Project product, our team began by consulting with our academic advisor to determine the type of product to be created. The educational video we developed was intended for new employees and student interns participating in On the Job Training (OJT), as we ourselves were undergoing an internship at Jenderal Ahmad Yani International Airport in Semarang. The three of us were assigned to the Airport Operation Landside and Terminal Service Improvement (AOLTSI) unit, where we also interacted with many students from non-aviation academic backgrounds. This encouraged us to create a learning

medium that could help them understand commonly used airport-related terminology, so they would be better prepared to enter the professional environment of the airport.

During the animation production process, our team collaborated with a professional animator and actively participated in determining the character designs to align with the learning concept. The recording and video production were carried out at the E-Learning Studio of the Vocational School, Diponegoro University, with full support from experienced technical staff. Throughout the production process, we encountered several challenges, such as repeated dialogue recordings and a lack of self-confidence when appearing on camera. However, through team evaluations and discussions, these challenges were successfully resolved, allowing the production process to proceed smoothly to completion.

After the editing process and revisions to both visual and audio elements were completed, the final video was submitted for Intellectual Property Rights (HAKI) registration. This step was taken as a means of protecting our work and ensuring the originality of the product. The entire series of processes was the result of solid teamwork and continuous guidance from our academic advisor, who played a crucial role in ensuring that this learning video met the quality standards required to serve as an effective educational medium for learning airport-related vocabulary.

For comparison and reference, we also refer to the video *Learn English Pro: 20 English Terms for Banking (2020)*. Both videos share the same objective, which is to introduce English vocabulary to learners. They also utilize audiovisual media as a means of delivering the material, combining audio elements and visual components to enhance understanding of each term presented. In addition, both videos feature vocabulary relevant to specific professional contexts, namely banking and aviation.

However, there are several significant differences in terms of presentation style, instructional approach, and learning context. The video *Learn English Pro: 20 Essential English Terms for Banking* is presented in a listicle format, providing brief

explanations of banking terms accompanied by text and pronunciation. Its delivery style is concise, direct, and includes minimal contextual illustrations, making it more suitable for learners who need a quick introduction to specific terms without in-depth elaboration.

In contrast, the Airport Vocabulary Series adopts a more communicative and contextual approach. The terms are explained directly by a presenter, complete with usage examples in real-life situations within the airport departure area. The interactive and expressive presentation, along with supportive visuals, makes the learning process more engaging and easier to understand, especially for participants of the On the Job Training (OJT) program in the aviation environment. An illustration of this method can be found in the video titled "Airport Vocabulary Series – Part 1: Departure Area Terms You Should Know," published on YouTube on June 17, 2025.

Based on feedback from 30 respondents, the airport learning video generally received very positive responses with an average score of 3.56 (SA) — exceeding the feasibility threshold of 3.25, which indicates a high level of acceptance. The majority of respondents found the video to be highly educational and beneficial, especially for interns (OJT participants), trainees, and new employees in the airport environment. The material presented was considered clear, structured, and easy to understand, making it very helpful in the learning process. The animation and visual elements also received high praise, as they were seen as engaging, informative, and effective in clarifying concepts that might be difficult to grasp through text alone. The delivery of the content was not boring, and the creative visual presentation further reinforced the positive impression of the video.