DEVELOPING YOUTUBE VIDEO-BASED ENGLISH FOR HOTEL'S RECEPTIONIST FOR TOURISM STUDENTS AT GUNADARMA UNIVERSITY

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ABSTRACT

YouTube, being one of the most popular inventions on the internet, could be used as a learning medium in class, such as studying English for specific purposes, in this example for the tourism industry. As a result, the purpose of this study was to create video-based English teaching material for Gunadarma University's tourism students, as well as to gather feedback on the product and students' comprehension. The writer employed a mixed-method approach and the R&D method developed by Borg and Gall in this study for creating a learning video. This study produced English teaching materials in video form that were uploaded on YouTube. The video product was reviewed by media and material experts, as well as 30 tourism students in academic year 2020/2021. The result has shownfor display quality by experts was 86,00 %, media quality was 81,33% and for lesson quality was 85,45%. While the result from students showed for display quality was 86,25% and for material presentation was 92,88%. Among display quality and material presentation in students' survey, the highest percentage score was material presentation which got 92,88%. In conclusion, based on the feedback from tourism students, the product video was considered interesting and helpful for learning English for tourism students.

Keywords: R&D, tourism, learning video, English teaching materials

1. INTRODUCTION

YouTube is nowadays a popular media in education for sharing materials online. It grows rapidly through years and used by many lecturers and educators from all degrees. Almurashi (2016) claims that the use of YouTube in teaching the English language plays a leading role in helping learners understand their English lessons. There are numerous learning videos for all degrees in YouTube website. The use of YouTube as media learning has enhanced during Covid-19 pandemic in 2020. While schools are held online, many teachers share their presentation of materials in YouTube so the students able to understand the materials clearly and can repeat the videos anytime if needed.

On the other hand, the writer discovered that it's difficult for some lecturers to give materials online as they are not familiar with digital learning. There are many lecture videos on YouTube that the writer has found, but most of them still lack of editing skill, hence make them not interesting to watch. Furthermore, the writer discovered that within tourism program's teaching-learning activities in Gunadarma University, online media has not been used extensively. Therefore, the writer developed animation video learning program to make the learning video more engaging for the students.

This study was carried out with the aim of developing video-based teaching materials for tourism students to learn English and obtaining input on the English teaching materials themselves in order to enhance conversation capacity relevant to tourism/hotel discussions. YouTube has been chosen as the media learning platform for Gunadarma University's tourism students.

2.   METHODOLOGY

As this research is meant to generate a product for educational purposes, this research employs R&D as a research approach. The product is YouTube video-based English learning program for hotel's reception that is created for Tourism Students at Gunadarma University. The video contains a conversation between hotel's reception and hotel's guest with two topics included which are describing hotel's facilities and explaining local tourist attractions to hotel's guest. This product is expected to be helpful for Tourism Students at Gunadarma University or any party who need it.

Borg and Gall (1983, p. 772) defines educational research and development (R&D) as a process used to develop and validate an educational product. In developing the product, the writer used three stages of the model of the educational R&D; First, Pre-Model Developing, which is the planning of program ideas. Second, Model Developing of Video Production which includes Pre-production Planning: The Idea and The Script, Production, and Pos- Production activity. The third step is Model Evaluation which means the video product is being evaluated by experts. And the last is Model Practice which is the product video is used by tourism students in Gunadarma University.

a. Findings and Discussion
b. Production Progress
    1. Preproduction
        In the first stage of production, the writer gathered ideas and materials in making script for the learning video. Afterwards, the writer wrote the video script in storyboard form to help the editing process later. In writing the script and the storyboard, the writer studied the materials from LSP module for English Literature by Gunadarma University as a guidance to make the conversation between the receptionist and the guest using the materials the writer has read in LSP module.

2. Production

Figure 1.
Powtoon video making
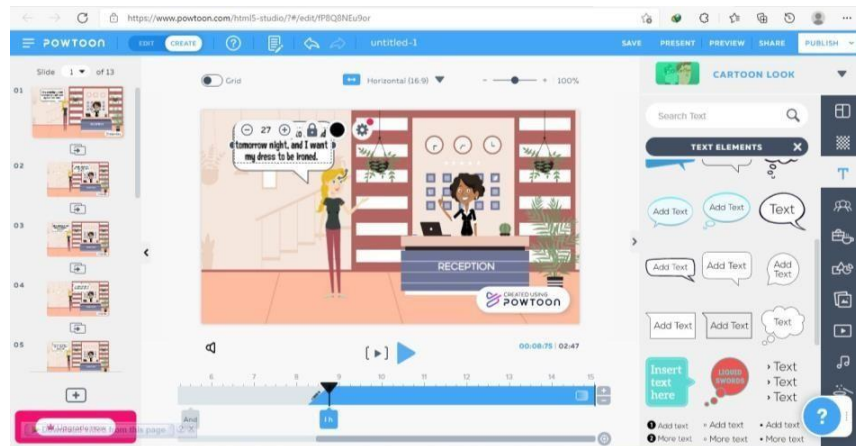
In production stage, the writer created the learning video by using online animation maker called Powtoon. It is simple to use as it's similar with using Powerpoint and provides fascinating animation movements for the characters so the video appears more alive. For the free account, Powtoon could function so well with properties, backgrounds, characters, templates that are already provided. Post-Production

3. Post-Production

In this stage, the writer used Adobe Premiere Pro as editing software to finish the process of video production. When everything was finished, the writer dubbed the video using a microphone directly in Adobe Premiere Pro. The writer dubbed the reception character as well as the narrator. To make the video more enjoyable to watch, the writer added background music when the presenter's voice-over appears in the video while doing the introduction, explanation, and closing segments. In conclusion, the learning animation video titled *English for Tourism – Hotel's Receptionist* is total 13.34 minutes long. The writer then posted the video to YouTube as a source for respondents to complete the survey, with the link https://youtu.be/2-gg5RWvJH8.

c. Data Analysis

The writer delivered the survey to 5 media and material specialists as well as 30 students enrolled in Gunadarma University's tourism department and from other universities for the academic year 2020/2021. The survey includes display, media, and lesson quality aspects that advisors and experts must complete in order to determine whether the product is suitable for application. The survey for tourism students, on the other hand, includes display and material presentation quality to determine product feedback from students studying English conversation for tourism utilizing a video-based learning program.

Table 1.

Score criteria.

Percentage	*Value*
0% - 19,99%	*Very Poor*
20% - 39,99%	*Poor*
40% - 59,99%	*Fair*
60% - 79,99%	*Excellent*
80% – 100%	*Very Excellent*

The survey score is given on a scale ranging from Very Poor to Excellent, with the Likert Scale used to gauge opinions and perceptions regarding the features. Respondents will be asked to choose one of the following options: 1, 2, 3, 4, or 5. The values are represented by numbers as follows: (1) Very Poor (2) Poor (3) Fair/Average (4) Good and (5) Excellent.

1. Experts Evaluation

The writer conducted the evaluation by distributing a survey to 10 experts to assess the product's suitability. It can be converted into a percentage using the formula below.

$$P = \frac{x}{Xi} \; x \; 100\%$$

P = Percentage
X = Total answer score (Excellent + Good + Fair + Poor + Very Poor)
Xi = Total ideal score (Total questions x total participants x ideal score)

- Display Quality

Figure 2.
Display Quality

No	Aspects	E	G	F	P	VP
1.	Use of fonts type and size	2	3			
2.	Color composition	3	2			
3.	Graphic and Picture	3	1	1		
4.	Video	3	2			
5.	Animation	2	2	1		
6.	Voice / narrative clarity	2	1	1	1	
7.	Music and sound effect	2	2	1		
8.	Screen design	2	2	1		
9.	Term explanation	1	4			
10.	Language utilization	2	3			
	Total	22	22	5	1	

Using the formula above, if the optimal score is obtained when all participants answer 5 questions for each question, the total ideal score (Xi) is 10 times 5 times 5, resulting in is equal to 250

Total answer of Excellent	=	*22 x 5*	*= 110*
Total answer of Good Total answer of Fair	=	*22 x 4*	*= 88*
Total answer of Poor	=	*5 x 3*	*= 15*
	=	*1 x 2*	*= 2* **+**
Total (X)	=		**215**
Percentage	=	$\frac{215}{250}$ *x 100%*	
	=	**86,00**	

- Media Quality

  This section of the survey has 15 questions about the product's media quality. If the ideal score is obtained when participants answer 5 for each question, the overall ideal score (*Xi*) is 15 times 5 times 5, which equals **375**. Based on the data, the highest amount of total score for media quality aspect is (G) or Good with 47 that received 7 votes for 2 aspects in audio clarity makes the video more interesting and Compatibility of text layout. With the total percentage of all 15 aspects is 81,33%, it can be concluded that the media quality is considered as good by the experts.

- Lesson Quality

  This part of survey contains of 11 questions regarding to lesson quality aspects. If the ideal score is when the participants answer 5 for each question, then the total of ideal score (Xi) is 11 times 5 times 5 which equals 275. Based on the data, the highest amount of total score for lesson quality aspect is (G) or Good with 28 and total percentage from all 11 aspects is 85,45%. Therefore, this last aspect is considered good as well.

2. Survey by Tourism Students

Based on a field test conducted by sending a survey to 30 Gunadarma University and other universities' tourism students, it can be converted into a percentage using the same formula as for the experts one.

- Display Quality

  This survey includes 8 questions about display quality, with the greatest score being. If the optimal score is when participants respond 5 for each question, the total of the ideal score (Xi) is 8 times 30 times 5, which equals **1200**.

  According to the data, the most popular value among responders is (G) or good, with 113 votes. The highest percentage score obtained by image display quality aspect with 90,6% and 17 votes for (E) or Excellent, followed by presentation of the text quality with 90% and got 17 votes as well for (E) or Excellent. It is possible to conclude that the video's image display quality is the most noticeable aspect from the video. Furthermore, the total percentage for display quality is 86,25%. It signifies that the video is regarded as very excellent.

- Quality of Material Presentation

  This survey covers 12 questions about the product's material presentation quality, with the maximum score being 5 for excellent (E) and the lowest score being 1 for very poor (VP). If the optimal score is when participants respond 5 for each question, the total of the ideal score (Xi) is 12 times 30 times 5, which equals 1800.

  In accordance with the data, the most voted value is (E) for Excellent with total score

  207. This is also confirmed by the overall percentage, which has reached 92,88 %, which, based on the score criteria in table 1, indicates that the material value is excellent. As a result, it is possible to infer that the material offered in the video is high quality and capable of assisting students in their learning. Students also agreed that the learning video might encourage them to learn English better.

- Comprehension Evaluation

  The comprehension evaluation consists of 10 multiple-choice questions about the two topics in the video-based learning program, covering comprehension, grammar, vocabulary questions in random order. Based on the data below, the highest percentage question answered correctly by the respondents is question number 10 with 90% and the incorrect percentage reaches only 10%. Meanwhile, the lowest percentage question answered correctly is question number 3 with 56,7% but still higher than the incorrect percentage which reached 43,3%. The second lowest is question number 8 with 60% correct percentage and got 40% incorrect percentage. There are 4 questions that reached the same amount of correct and incorrect percentage, they are number 2, 5, 6, and 9 that achieved 66,7% for correct percentage and reached 33,3% for incorrect percentage

Figure 3.
Comprehension Evaluation
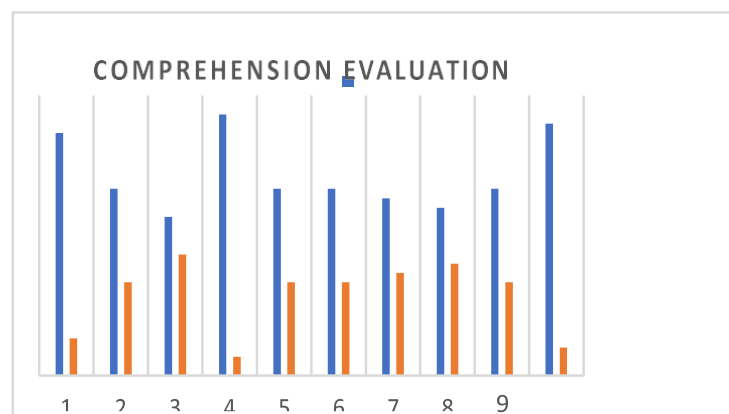
3.   CONCLUSION

Based on the result of the research, the video should be examined by experts to determine its eligibility for use as teaching material for tourism students. The evaluation is divided into three parts. There are three of them: display quality, media quality, and lesson quality. The score for display quality is 86,00%, media quality is 81,33%, and lesson quality is 85,45%. According to interpretations of score criteria, result scores ranging from 80% to 100% are considered excellent. The second survey is conducted by tourism students and consists of two aspects: display quality and material presentation quality. The survey now includes comprehension questions for students' evaluation. The result shows that the percentage of display quality is 86,25 %, while the percentage of material presentation quality is 92,88 %. According to the survey, the video is rated excellent as well based on the interpretation of the scoring criteria. The low percentage of accurate responses for comprehension problems is primarily due to vocabulary and grammar. In conclusion, using YouTube as the learning platform and a video-based learning program to learn

English is very beneficial since it allows students to acquire the information more easily, more interestingly, and more enjoyable by presenting it with animation and sound.

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