



Improving The Speaking Skills of Prospective Hoteliers in The Food and Beverage Division Using Animation Videos

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Abstract. The development of information technology in the current digital era has greater influence in various fields. For example, in the education sector, in efforts to improve the quality of education, information technology plays a very important role, especially in the learning process. The use of animated video is one type of technology that can be used to support learning. Animation is an object or several objects that appear to move across the stage or change shape, change size, change color, change rotation, and other rotations. The use of animated video-based learning media can help students understand the material better. The research aimed to produce an animated video containing material related to English for Food and Beverage for students as prospective hoteliers. Students' speaking abilities were measured through a pre-test instrument which was tested on 30 students. After evaluating the results, it was found that students' speaking skills in the field of Food and Beverage were below 50%. Then, an animated video was built based on ADDIE model and implemented in the learning process and then evaluated again using a post-test instrument. The results obtained show that there is an increase in student learning outcomes after using animated videos. The results of the post-test showed that there was an increase in students' English speaking skills in the English for F&B by 21.18%. This shows that the results obtained show a significant improvement.

Keywords: Animation Video, English Speaking Skill, Food and Beverage, Prospective Hotelier

1 Introduction

The development of information technology in the current digital era has an increasingly large influence in various fields. Especially in the field of education, to improve the quality of education, information technology plays a very important role, especially in the learning process. Learning carried out using information technology can make the learning process interactive (Zahwa & Syafi'i, 2022). Interactive learning is a computer-based learning system that responds to students' actions by presenting content such as text, graphics, animations, videos, audio, and others. One way to make the learning process interactive is through animation learning media.

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The use of animation today has covered all fields, ranging from the world of entertainment such as movies, the world of education as a medium of learning in the classroom, to the world of business as a medium of promotion and sales. An animation is an object or several objects that appear to move across stages or change shape, change size, change color, and change rotation. Animation in education provides various benefits for educators and students. For students, animation can increase interest in learning and understanding a certain field of science. For educators, animation can facilitate the learning and teaching process of delivering material to students.

Animation media in the form of videos can help increase students' motivation to learn so that they can more easily understand the learning material. The use of animation has two main purposes, including explaining basic concepts and providing real-world context and application of existing knowledge (Liu & Elms, 2019). For example, in learning English for F&B in the Hospitality Study Program, Tourism Department, Politeknik Negeri Bali, students are required to be able to communicate with hotel guests passively. Not just communicating, however, students must be able to describe each menu offered to guests, solve problems that occur, and also help guests who have difficulty understanding the food menu.

According to interviews with several hotel HRDs that are the location of the internship of Hotel Study Program students, most of them stated that students' speaking skills are very lacking, especially when handling guest complaints. This is certainly an obstacle to the performance of the F&B service department. Improving students' speaking skills must be habituated starting from the lecture period.

The use of animated video-based learning media can help students understand the material better (Cholik & Umaroh, 2023). However, there are not many studies that mention the effectiveness of using animated videos as a learning medium in universities. This learning media through animated videos is widely used by educators as a variety of learning methods to make the learning process interesting.

The implementation of learning using animated videos is more developed for school-age children, for example, research conducted by Achmad, namely making an alternative to online learning through animated videos during the COVID-19 period. Achmad compiled learning videos for elementary school students, and they can be proven effective for students to be able to better understand the learning material (Achmad et al., 2021). In addition, another research was conducted by Ponza, where the results obtained were in the form of animated videos for elementary school children's learning media. The results obtained are animated videos that are developed effectively to improve student learning outcomes (Ponza et al., 2018).

Based on the above explanation, this study intends to improve the English-speaking skills of prospective hoteliers through learning using animated videos in the field of F&B Services.

2 Methodology

The research method used in this study is research and development. This method consists of steps to develop a new product or develop an existing product. The product in question can be in the form of hardware or software (Wagiran, 2013). In addition to producing products, research and development research also aims to test the effectiveness of the products produced so that they can be used by the wider community (Okpatrioka, 2023).

In this study, the goal is to produce a learning tool product in the form of an animated video. Where this product will be validated by media experts and material experts and tested by students. So, to develop the animated video, the ADDIE development model is used. This model has systematic and programmed steps so that the solving of learning problems related to the strategy of delivering learning materials can be adjusted to the needs and characteristics of students. The ADDIE model has five stages, including Analysis, Design, Development, Implementation, and Evaluation (Sugihartini & Yudiana, 2018). The image of the ADDIE development model used in this study can be seen in Figure 1.



Figure 1. ADDIE development model

The ADDIE model has several stages, including analysis, design, development, implementation and evaluation. Analyze is a stage that analyzes needs to determine the right problems and solutions. In addition, at this stage, it is also determined how the competence and competence of students are. Design is a stage to determine special competencies, methods, teaching materials, and learning. Development is the third stage in the ADDIE model. Where at this stage the production of learning products is carried out. Implementation is the stage of implementing learning products by implementing the design or specification of learning products. Evaluation is the final stage that aims to evaluate learning programs and evaluate learning outcomes (Allen, 2006; Davis, 2013).

3 Result and Discussion

3.1 Result

Analyze Phase. The analysis phase is carried out by conducting a pre-test which aims to measure students' initial abilities related to students' speaking skills. The class used for the research object is class 2F of the Hospitality Study Program, Tourism Department, Politeknik Negeri Bali. The tests carried out were in the form of case studies of conditions that occurred in the F&B Service section. Students are asked to communicate with lecturers (who apply as hotel guests). How students respond to questions or complaints given by lecturers as guests are assessed by the lecturer objectively using the assessment rubric.

After all students in the sample class had conducted a pre-test, The results showed that in each aspect of the assessment, students obtained an average of below 50% (details can be seen in Table 1). Seeing this, the researcher conducted observations on students to find out the obstacles experienced when communicating with hotel guests in the F&B Service section. The researcher interviewed 5 students with the lowest scores, stating that students lacked the confidence to communicate using English. They think that guests have the possibility of not understanding what the students are saying, so the students' courage to speak is reduced. Looking at the results of the pre-test, the development of the English for F&B animation video will focus on material related to communication carried out by waitresses and guests at a hotel. The communication displayed refers to the conditions that often occur in the F&B Service section of the hotel.



Figure 2. English for F&B service pre-test

Table 1. Pre-test result

Assessment rubric	Average score (%)
Communication skill	47.7 %
Vocabulary	43.3%
Confidence	35.3 %
Pronunciation	46.7 %

Design Phase. At the design stage or it can be called the pre-production stage, the initial design of the learning animation video is carried out. Where the researcher prepares teaching materials that will be used in the animation video production process. At this stage, the preparation of material drafts and storyboards is carried out to facilitate the production process. Storyboards are one alternative to sketching as part of design planning. Storyboards combine narrative and visualization aids on a piece of paper so that the script and visuals are coordinated. A storyboard is a draft scene that will be in an animated video.

In general, the animated videos for each series are made according to the storyboard in Figure 2. The animated video will consist of opening, explanation, speaking dialogue, and closing sections. This is done to make it easier for students to be able to clearly understand the material and its implementation into conversations conducted with guests.

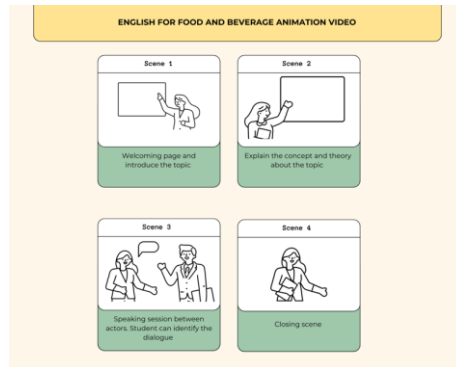


Figure 3. Storyboard animation video

Development Phase. The animated videos consist of 5 series where each series represents each topic in the English for F & B Course. The details of the Series in question are as follows.

- Series 1: Introduction to Restaurant
- Series 2: Handling Reservation by Phone
- Series 3: Taking Order
- Series 4: Serving Food
- Series 5: Handling Complaint



Figure 4. Series I of English for F&B animation videos

The learning media in this case the animated video for English for F&B is said to be feasible if it has passed the feasibility test. Feasibility tests or validation have several aspects of assessment that must be met. Before conducting a feasibility test, the animated video that has been completed must be validated by experts in the field. The validators in question are media experts and material experts. The assessment of the material in the animation video was carried out by Mrs. Putu Ariyanti from Conrad Bali.

Table 2. Material validation result

Assessment aspect	Score
Material	30
Benefit	30
Learning	29
Total Score	89
Max Total Score	100
% Score	89

Table 3. Media validation result

Assessment aspect	Score validator 1	Score validator 2
Media Criteria	12	13
Media Display	15	12
Content Material	5	9
Total Score	32	34
Max Total Score	42	42
% Score	76.20	80.9
% Average	78.55	

The validation aspects of the assessed material include material aspects, benefit aspects, and aspects of Learning. Meanwhile, the media assessment was carried out by Mrs. Intan Juliyanti and Mr. I Ketut Setiawan who are graphic designers. Aspects

of validation of learning media that are assessed include media criteria, media display, and content material. The validation results are presented in the form of Table 1 and Table 2.

Based on the validation results from material experts with a result of 89% and media experts with a result of 78.55%, it can be said that animated videos are suitable for students to use in the learning process of English for F&B.

Implementation Phase. Animated videos that have passed the feasibility test are then implemented into the learning process in class 2F, students are given two weeks to learn using the animated video. Furthermore, it was continued at the post-test stage to measure the improvement of students' abilities related to communication skills in the F&B Service section. The case studies used are still the same as those given during the pre-test. Through direct observations, the researcher saw that students had a deeper knowledge of communicating with hotel guests. The level of student confidence increases when communicating according to the case studies given by the lecturer.

By using animated videos, students can more easily learn and access the material from anywhere. The use of moving animation makes it easier for students to understand the material given. The results of the post-test showed that there was an increase in students' English-speaking skills in the English for F&B course by 21.18%. The post-test results can be seen in Table 4.

Table 4. Post-test result

Assessment rubric	Average score (%)	Score improvement (%)
Communication skill	76.7 %	29%
Vocabulary	67.7%	24.4%
Confidence	63.3 %	28%
Pronunciation	70 %	23.3%
Average score (%)	69.42	
Average improvement (%)	21.18	

Evaluation. The final stage in the ADDIE model is the evaluation stage. Where at this evaluation stage, the researcher gave a satisfaction questionnaire to students as users of animated videos. In addition, through this questionnaire, we want to know about the effectiveness of this animated video in improving students' English skills, especially in the F&B service section. The measurement uses the Guttman scale where students only need to check each question item. The results of the students' responses to this animated video can be seen in Table 5.

Table 5. Questionnaire satisfaction result

Indicator	Frequency
Very interesting animated videos	26
I love using this animated video	28
I don't get tired of using this animated video	20
I have an easier time understanding the learning material	28
Languages spoken are easy to understand	27
I am passionate about learning using this animated video	27
The examples given are very clear	22
I can learn on my own with this animated video	25
I can use this animated video easily	24
I can communicate with guests in English better than ever	20
Total Score	247
Maximum Score	300
Score (%)	82.33%

Animated videos are said to get a good response if the achievement rate has a percentage above 60%. Where the average percentage obtained from the student satisfaction questionnaire showed an achievement of 82.33%. This states that the animated video learning media received a very positive response from students and was suitable for use according to the conversion of the achievement level.

3.2 Discussion

The lack of students' ability to communicate using English, especially in the field of F&B Service, is a problem that must be solved immediately. This was revealed by most hotel HRDs when researchers conducted interviews. Students must understand well how to communicate using English because hotel guests come from all over the world so that later there will be no miscommunication that will result in a decrease in hotel service performance.

The rapid development of technology can be used in the field of education, one of which is by implementing it into animated videos as a learning medium. Animated videos can help students understand the material better. Animation can also increase students' motivation to learn because through these animated videos, students can more easily access learning materials.

The development of animated videos to help improve students' speaking skills is carried out based on the ADDIE development model. The ADDIE development model consists of 5 stages, including analysis, design, development, implementation, and evaluation. The sample class used is class 2F. At the analysis stage, it is carried out to obtain problems, competencies, and characteristics of students. The activities

carried out at this stage are to provide a pre-test to find out the competencies of students and how their characteristics are. The results of the pre-test showed that students had an average score of less than 50% in each aspect of the assessment.

Furthermore, at the design stage, a storyboard is prepared to help illustrate the scenes that will be made in the animated video. Development is the stage of developing an animated video. It is made based on a storyboard at the design stage. The English for F&B animated video consists of an opening scene, explanation, speaking dialogue and closing scene. At this stage, validation is carried out with material

experts and media experts to assess the feasibility of animated videos as a learning medium. The validation of the material in the English for F&B animation video was carried out by Mrs. Putu Ariyanti from Conrad Bali. As for media experts, it was carried out by Mrs. Intan Julianti and Mr. I Ketut Setiawan who is a graphic designer.

The results obtained for material validation were 89% while for media experts the average score obtained was 78.55%. This shows that English for F&B animated videos are worthy of being used as a learning medium. Then at the implementation stage, animated videos that have been considered suitable are given to students as learning materials for the English for F&B course. All students conduct post-tests with the same questions as during the pre-test to find out the improvement of students' understanding and speaking skills. The average score obtained by students was 69.42% where there was an increase of 21.18%. Based on the results obtained, it can be said that students have improved their ability to communicate using English with hotel guests.

In the final stage, the evaluation was carried out by distributing a questionnaire on the satisfaction of students as users of animated videos. This was to determine the effectiveness of the animated video bag used to improve the speaking skills of students for F&B Service. The questionnaire given consisted of 10 questions filled out by 30 students. The results obtained were 82.33% which showed that students gave a positive response to the use of animated videos for English for F&B courses.

4 Conclusion

Based on the results of the research, it can be concluded that this development research produces products in the form of animated video learning media. Where the development model used in this study is the ADDIE model which includes the stages of analysis, design, development, implementation, and evaluation. Animated video learning media with English for F&B material consists of 5 series and can be applied to lectures. According to the results of the feasibility test by the validator with an average score of 78.55% for media experts and 89% for material experts, the English for F&B animated video can be said to be suitable to be used as a learning media for students to improve their speaking skills as prospective hoteliers. Students gave a very positive response to the animated video English for F&B. Students looked very enthusiastic in the learning activities, so it can be said that the learning media of the animated video can increase students' interest and motivation to learn, in addition to

the level of confidence of students to be able to communicate using English with hotel guests has certainly increased significantly.

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