

The Utilization of Interactive Video in English for Tourism Business Class

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ABSTRACT

The usage of education technology into vocational school programs, can help vocational schools stay current with industry trends and provide students with the skills and knowledge needed for success in their chosen careers. However, the effective language instruction in vocational schools not only enhances students' linguistic abilities but also contributes to their overall employability and success in their chosen careers. The educators also know how to deliver the topic effectively by choosing an appropriate education technology due to the different educational background of the students. The educators must approach the unique needs of vocational students to make significant impact on their language proficiency and professional readiness. In this case, the researcher investigated interactive video as one of the media used by the lecturers. The investigation implemented qualitative method to gain the data. The result showed that the quality of the interactive video was good and all respondents prefer to utilize the interactive video rather than traditional video.

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1. INTRODUCTION

The COVID-19 pandemic has had a profound impact on education worldwide, leading to significant changes in how education is delivered and experienced. As we move beyond the pandemic, several trends and shifts are likely to shape the future of education such as hybrid learning models when combine in-person and online learning. This approach offers flexibility and accommodates different learning styles and needs, online and blended learning when online learning platforms and tools have become more sophisticated and widely accepted (Humaniora & 2014, 2020). Institutions are likely to continue offering online and blended courses, giving students more choices in how they access education, remote work for educators when some educators may continue to teach remotely, especially for online courses or to reach students in different geographic areas, digital literacy when the skills have become increasingly important for students and educators alike. These skills are likely to be integrated into curricula to ensure that everyone is proficient in using technology for learning and teaching and increased usage of education technology (EdTech) tools such as Learning Management Systems (LMS), virtual reality, and artificial

intelligence will continue to play a significant role in education, enhancing personalized learning and assessment (Masita & Rosyidi, 2021).

Education technology, often referred to as EdTech, plays a crucial role in modern education by offering numerous benefits and opportunities for students, educators, and institutions (Mustofa et al., 2019). Here are some of the important aspects and advantages of education technology such as enhanced learning experience, accessibility, personalization, flexibility, cost efficiency, instant feedback, data driven insights, global learning communities, continual learning and professional development, inclusivity, engagement and motivation, scalability, and efficiency for educators. In addition, education technology is instrumental in modernizing education, making it more accessible, engaging, and effective. It empowers both learners and educators with tools and resources that enhance the learning experience and prepare students for the challenges of the 21st century (Oktaviani, 2014).

The importance of education technology especially in teaching English for vocational schools, also known as trade schools or technical schools, can benefit significantly from the integration of education technology (EdTech) into their programs. The vocational schools can use education technology to enhance the learning experience and prepare students for careers. There are several ways to utilize the educational technology for vocational school such as remote learning and collaboration. It facilitates the teaching and learning process by using a video conferencing tools, interactive video, discussion forums, and collaboration platforms (Gustia & Susanti, 2018). This is especially valuable for students who need to access training from different locations. By integrating education technology into vocational school programs, institutions can better prepare students for the workforce by offering more flexible, engaging, and practical learning experiences. Additionally, technology can help vocational schools stay current with industry trends and provide students with the skills and knowledge needed for success in their chosen careers (Liu et al., 2010). However, the effective language instruction in vocational schools not only enhances students' linguistic abilities but also contributes to their overall employability and success in their chosen careers. The educators also known how to deliver the topic effectively by choosing an appropriate education technology due to the different educational background of the students. The educators must approach the unique needs of vocational students to make significant impact on their language proficiency and professional readiness (Mahbub, 2022).

One of the media used from education technology for vocational school is interactive video. The interactive video is a live image recording or moving image display accompanied by sound, and its operation requires interaction with the user (Hamid & Alberida, 2021). The interactive videos can be a valuable educational tool in vocational schools, providing hands-on learning experiences and enhancing engagement (Vidal-Hall, Flewitt, & Wyse, 2020). There are several benefits that can be gained by the students to make the activity effectively such as skill demonstration, safety training, equipment operation, virtual labs, soft skill training, and real-world projects. These videos can simulate real-world scenarios and provide opportunities for hands-on practice and problem-solving, enhancing the vocational training process ((Putri, 2022). When using interactive videos, it is essential to choose the right technology and platforms that align with your educational goals and the needs of your students. Effective integration of interactive videos can make lessons more engaging, interactive, and tailored to individual learning styles, ultimately enhancing the educational experience (Dewi & Siregar, 2022).

There are some questions embedded when the teacher plays the interactive video in the classroom. These questions assist the students to maintain their focus on the content, check the students' understanding immediately, and break the monotony of passive watching (Bakla, 2017). The students also receive instant feedback on their responses. This feedback can help them learn from their mistakes and reinforce correct understanding (Cattaneo, Evi-Colombo, Ruberto, & Stanley, 2019). This relation improve the students confidence and freedom in learning (Benkada & Moccozet, 2017) and the interactive video could encourage the students to conduct students-centered learning (Anggeraini, 2018). In addition, interactive videos with embedded questions can be a valuable tool in modern education, promoting active learning and enhancing the overall learning experience (Shahrokni, 2016).

Several studies with a similar topic are found by the researcher in implementing interactive videos in the English teaching and learning process. The first study by Pattier (2021) with the title *The Use of Video as An Educational Resources*. The study focused on the point of view of the teacher who implemented the video as educational resources. The result showed that the teacher currently implemented the video resources in their lesson. It indicated that the video could really help the teaching and learning process ran effectively. The second study was carried out by (Darmayanti & Nova, 2022) which is title *evaluating interactive video utilization in English*. The data gained by questionnaire and interview. The result showed that the students could understand the topic easily and remember the topic better. The last study from Pramerta (2018) entitled *Interactive Video as English teaching materials for speaking*. The aimed of the study was to gain students motivation to interact with others by using English. The researcher collected the data by pre-test. The result showed that the interactive video could improve students' motivation and improve students' speaking skill. However, the interactive video mostly implemented in general English and it could may be different result when the interactive video displayed for English for specific purpose in vocational education.

The purposed of this study were to investigate the utilization of interactive video and focused on evaluating the quality of interactive video for English for tourism class and the lecturer's preferences in using education technology whether with video or interactive video. There are two research questions proposed on this study: How the lecturer's perception on the quality of interactive video based on the question's layout, questions quality and user interface?; How the lecturer's preferences in using video and interactive video in English for tourism business class?

2. METHOD

This research used a qualitative approach by implementing a case study design. The qualitative approach recognizes a phenomenon in a natural, in-depth, and sensory way based on personal perception and experience. On the other hand, the use of a case study design in this research can support the coverage of the phenomena that will be explored and is also based on data coverage that will focus on one learning domain only (Pramerta, 2018). In practice, this research will be carried out at the Institute of Tourism and International Business in the D-III Hospitality study program. The participants in this research were 4 lecturers in the IPB International D-III Hospitality program and took part in the BTB 1 (English for Food Production) course.

Research Design

The study evaluated the interactive video usage for English for tourism class. The researcher gathered and analyzed the data by using qualitative data collection. This method used to gather non-numerical information about a subject or phenomenon. It is often employed in social sciences, humanities, and other fields where understanding the context, meaning, and depth of a topic is important (balang & Mahamod, 2020). The qualitative data collected in this study to gain the result of lecturers' perspective of the quality of layout, quality of questions and interface and the lecturer's perceptions in using interactive video.

Population and Sample

This research will be carried out at the Institute of Tourism and International Business in the D-III Hospitality study program. The participants in this research were 4 lecturers in the IPB International D-III Hospitality program and take part in the BTB 1 (English for Food Production) course in the semester one. The researcher took all lecturers who teach English for Food production to gain reach data. The English for food production focuses on the functional language associated with kitchen department, including job and duties as a chef, kitchen utensil and equipment, cooking method, ingredients, measurements, prices, recipe, time, nutrition, dishes, and kitchen talks which will be elaborated with

various activities to support the teaching and learning process. The lecturers consisted of 2 female and 2 male and they used a laptop/pc as their device.

Instruments

This study used questionnaire and interview guide to gain the data. The researcher used Likert-scale format with 5 scales such as Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA). The questionnaires given after the lecturer played interactive video in the classroom. The question 1 identified the lecturer's perception about the user interface, the question 2 identified the quality of the layout, the question 3 identified the quality of the question, the question 4 and 5 identified the lecturer's preferences for using interactive media as a education technology. The researcher made the questionnaire in Bahasa to get better understanding. The validation conducted before the researcher shared the questionnaire to the respondents in avoiding the ambiguity by testing before. After that the researcher transformed it into an online survey using google form. Next, after gather the information, the second instrument was implemented. The interviewed also made in Bahasa to get better understanding.

Data Analysis

The data were analyzed by using qualitative data analysis. Data analysis in qualitative research is typically an iterative and interpretive process. Researchers identify themes, patterns, and categories in the data, often using techniques like thematic analysis, content analysis, or constant comparison. Three steps were taken such as data reduction, display, and drawing conclusion (Miles et al., 2014). In data analysis activities, the research would apply three stages of data analysis, namely data reduction, data display, and drawing conclusions. At the data reduction stage, the research selected the data that has been collected and match the scope of the research. Then the data was sorted and grouped into analytical reference themes. After the data was sorted, then proceed to data display. The results of the analysis would be displayed in the form of a table showing lecturers' perceptions of the use of interactive video in learning English for Tourism Business, in terms of question layout, question quality, and user interface, as well as their preferences in choosing education technology. Then, data analysis continued to the third stage, namely drawing conclusions. In this stage, the results of the analysis would be prepared in the form of a draft feasibility study which describes lecturers' perceptions of the use of interactive video in learning English for Food Production, in terms of question appearance, question quality, and ease of use of interactive video, as well as their preferences in choosing education technology.

3. FINDINGS AND DISCUSSION

a. Research Finding

These findings are the conclusions and insights derived from the data collected and analyzed during the research process. The researcher elaborated the result of the study into two subsections: the lecturers' perception of the quality of interactive video and lecturer's preference for using the education technology.

The Lecturer's Perception of the Quality of Interactive Video.

In this section, the researcher focused on gaining the data about the quality of interactive video in term of the quality of question layout, question quality, and the user interface.

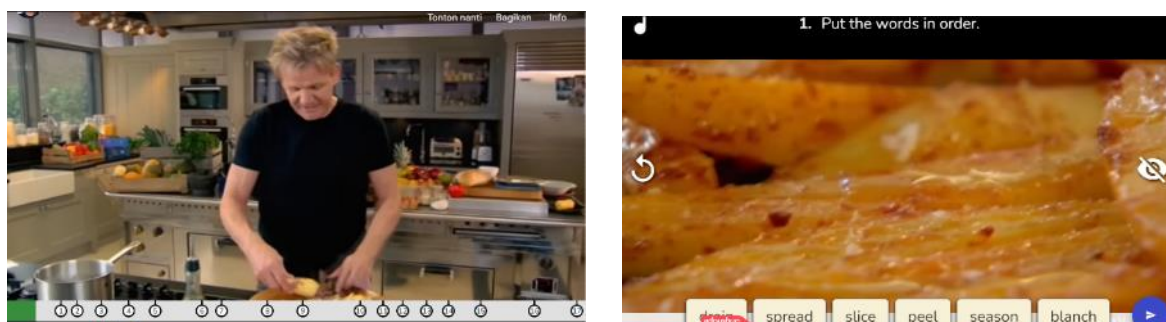


Figure 1. Interactive Video

Table 1. Question's Layout

Statement	SD	D	N	SA	A
The questions' layout is correctly put on	0%	0%	0%	25%	75%

From the table 1, it showed that 1 lecturer (25%) stated strongly agree and 3 lecturers (75%) stated agree. It showed that the most lecturer perceive that the questions' layout had been appropriately put on correctly. The lecturer and the students were easy to see the question embedded into the video.

Table 2. Question's Quality

Statement	SD	D	N	SA	A
The questions are easy to understand.	0%	0%	0%	25%	75%

From the table 2, it showed that 1 lecturer (25%) stated strongly agree and 3 lecturers (75%) stated agree. It showed that the most lecturer perceive that the question's quality had been easy to understand. In this section, the lecturer did not need to help the students to simplify the question given.

Table 3. User Interface

Statement	SD	D	N	SA	A
The content is easy to display.	0%	0%	0%	25%	75%

From the table 3, it showed that 1 lecturer (25%) stated that strongly agree and 3 lecturers (75%) stated that agree. It showed that the most lecturer perceive that the video is easy to use. It indicated that the lecturer did not get much trouble when displaying the video in the classroom.

The Lecturer's Preferences of Using the Device and the Education Technology.

In this section, the researcher focused on gaining the data about the lecturer's preferences of using device and education technology in the classroom.

Table 4. Lecturer's Preference of Using Device

Statement	Smartphone/Tablet	Laptop/PC
Do you prefer to use smartphone or laptop in displaying interactive video	0%	100%

From the table 4, it showed that 4 lecturers (100%) stated that they used laptop/pc to help them in displaying the interactive video. The device used which help them to be easy to operate the interactive video rather than using smartphone or tablet.

Table 5. Lecturer's Preference of Using the Education Technology

Statement	Video	Interactive Video
Do you prefer to use video or interactive video in teaching English	0%	100%

Table 5 showed that 4 lecturers (100%) prefer to use interactive video rather than video in teaching English for specific purpose. After all the respondents answered the question, the researcher invited them to conduct the interview. The interview conducted to gain their reason based on their preference.

Accordingly, the lecturers prefer to use Laptop or PC to display the interactive video in the classroom to Smartphone or Tablet for two reasons; the device could help them to easy to watch the content from the laptop and still could watch the student who saw the content from the screen of LCD. The lecturer could control and manage the video by using the keyboard. It could help the lecturer to pause when some of the students needed more explanation or making short discussion so the pause bottom needed to keep on the track.

Regarding the preferences of using interactive video than video in teaching English in the classroom, for four reasons; the interactive video give more engaging for students, they could actively participate in learning process by answering the question, making choice and interacting with the content. Interactive video promoted active learning (students-centered learning), students had to think, made decision and applied what they had learned. The interactive video allowed to build in assessment by checking students' understanding as they progress through the video, provided immediate feedback and adjusted the instruction as needed. Additionally, creating or finding high-quality interactive video content might require more time and resources than using traditional videos. However, the benefits in terms of engagement and learning outcomes could make them a valuable tool.

Discussion

The interactive video had been chosen as education technology to teach English for specific purpose must have a good quality. The quality of the video would be resulting a good response from the viewer. It consisted of good quality of the layout, the questions' quality, user interface, the content, the visual and auditory. To investigate the function of interactive video used in teaching English in tourism business class, the study showed the result of the lecturer's perception of using interactive video and the lecturer's preference of education technology usage.

Concerning the lecturer's perception in using interactive video, all of them stated that the interactive video is the education technology that has good quality. The good quality of the interactive video helped the lecturers to provide authentic illustration of classroom practice, enable remote observation and facilitate learning and teaching activity effectively (Marsh, et al., 2010). In addition, the quality of interactive video displayed by the lecturer for improving the activity in the classroom had significantly better performance and increased students' satisfaction (Zhang, et al., 2006). The lecturers who currently used interactive video had better teaching and learning activity. It allowed the lecturers to explore, concept and maximized the topic or material through interactive video (Gedera & Zalipour, 2018). Besides that, the interactive video offered some challenging for both high and low-skilled students because not only practice their soft skill but also enhance their motor ability such as balance, hand-eye coordination, agility and core strength (Trout & Christie, 2007).

Regarding the lecturers' preference, all of them prefer to use interactive video rather than video for some reasons. First, the lecturers previously used a traditional video or general video to teach the students in the classroom. However, the activity tended to be passive viewer. While when the lecturers used interactive video engaged the students and demanded interaction thus activating the students (Kolas, 2015). The main factor that increased students' engagement in interactive video is the embedded quiz or questions. The questions will pop up in the middle of video played. This allows the students to watch the visual and listen to the auditory modes and when the questions pop up, the students can

process what they watched for some time before answering the questions. In this case, the lecturers could help the students to give some hints if as needed. The questions embedded are adjustable. It depended on how long or short the video was. In one video can be 10 or more questions and the lecturers are able to stop if as needed (Sözeri & Kert, 2021). Therefore, to enhance the effectiveness of interactive video usage, the creator of the interactive video should provide specific design guidelines for developing effective educational technology which consider the length, the amount of the questions pop up and the content of the topic given (Palaiageorgiou, et al., 2019).

“Interactive video is designed perfectly by giving some questions pop up in some parts of video displayed. It could help the students to remember more” (L.1)

“The question embedded helped the lecturers to not provide the questions again after the students finished watching the video. The lecturers focused on giving feedback and do a short discussion to recall their understanding of the topic given” (L.4)

Second, the interactive video with the questions embedded gained students to be more focus to the screen and put a lot of attention. The questions embedded forced them to stay on track and could not bother anyone while watching the video given. This activity enriched their motivation to participate actively and compete with others (Tugtekin & Dursun, 2022). The students feel satisfied enough when they were able to answer every question given on the video. It allowed the students to improve their critical thinking in giving the answer as fast as the can correctly. In this case, the lecturers as a facilitator sometimes control the activeness of students’ participation and took assessment rapidly (Hilgenberg & Tolone, 2009).

“The students were able to understand the topic easily” (L.2)

“The interactive video made the students be active viewer” (L.3)

“The interactive video not only watch the video but also tested the students’ concentration by answering the question at certain time directly” (L.4)

Third, the interactive video with questions embedded guided the students to understand the topic given. The questions embedded did not allow the students to skip the video because they would be difficult to collect all the questions and they would be hard to understand the content of the video (Pulukuri & Abrams, 2020). The lecturers could give the students freely access the alternative video by giving the link. It could allow the students who needs more time to understand the topic could learn at home by themselves and still stayed on the track by answering the same questions embedded. The interactive video could be affective of distance educational program (Foster & Washinton, 2014).

“The questions embedded related to the topic so the students were easier to understand” (L.1)

“The questions embedded help the students to improve their understanding” (L.2)

Fourth, the interactive video made the teaching and learning activity became more enthusiast. It could develop lecturers’ self-reflection for professional growth and improve teaching effectiveness (Fadde & Sullivan, 2013). This effected on the way the lecturers’ teaching and learning activity be more interesting and exciting. In addition, the activity reduced lecturer intervention and supported the students-centered learning program (Hsin & Cigas, 2013).

“Interactive video gave the students real-world experience” (L.2)

“The question embedded made the students enthusiast to participate especially when the lecturers gave the mark for every question answered” (L.1)

“When the students excited to answer the questions, the lecturers felt happy of it” (L.3)

4. CONCLUSION

The investigation of interactive video usage by the lecturers in English for tourism business class had been conducted. There were two issues concerned, the current research summed up two points. First, the interactive video utilization perceived good quality. It could be seen from three dimension

such as the quality of the layout, the quality of the question embedded, and usability of interactive video. In the quality of layout, the lecturer could be easy to see the video displayed with high resolution on their own laptop or pc. The quality of the question embedded offered not only correctly put on the video without distracting the video but also easy to understand. So, the lecturers did not need to translate or explain more about it. In the quality of the questions, the lecturers did not take much effort to make the students active. The questions helped the lecturer gaining students' attention and participation. In the usability of interactive video, the lecturers did not get much trouble in operating the design of interactive video. It was easy to control and the questions embedded was adjustable. Second, the interactive video is more preferred by the lecturers. This happened due to the question embedded. The question embedded encouraged the students to focus, remember the vocabulary longer, active, enjoy the teaching and learning activity, and the lecturers could make good relationship with the students.

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