

**STUDENT'S PERCEPTION ON USING VIDEO REPORTER ASSIGNMENT
IN TOURISM CLASS**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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IN TOURISM CLASS**

Submitted to *Fakultas Tarbiyah dan Keguruan
Univesitas Islam Negeri Ar-Raniry Banda Aceh*
in Partial Fullfilment of the Requirement for The Degree
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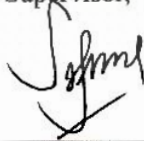
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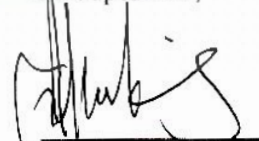
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Student's Perception On Using Video Reporter Assignment In Tourism Class

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 15 Desember 2021

Saya yang membuat surat pernyataan,



M. Ramadhana

ABSTRACT

This study was conducted to explore students' perceptions on the use of educational applications on smartphones in learning English. This research was completed by using a qualitative approach. The participants were six students majoring in English at UIN Ar-Raniry Banda Aceh from class 2018. Semi-structured interviews were used as a data collection technique to answer research questions. From the study results, it was found that there were four three important points of using educational applications on smartphones in learning English based on student opinions. The first point is that all have used educational applications on smartphones in learning English; the applications that are more likely to be used are Duolingo, Grammarly, Memrise, and Busuu. This is due to the convenience offered by the application when learning English. The second point is the benefits they feel; this is exactly why they use the app to improve students' English learning. Students assume that the application provides a wider range of material with different types, according to their needs, and its use is not limited by place and time. While the last point, obstacles or challenges in using the application; they are hampered in accessing or opening applications because the network is not good and requires an internet network, and some applications are no longer compatible with their smartphones.

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Finally, I realize that this thesis is still far from being perfect and needs constructive ideas to reduce its weakness. I hope this thesis is useful and gives a valuable contribution to both students and lecturers of the Department of English Language Education UIN Ar-Raniry Banda Aceh.

May Allah SWT always bless us.

Banda Aceh, 22 Desember 2021
The Writer,

M. Ramadhana

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CHAPTER I

INTRODUCTION

A. Background of the study

In today's global world and with the help of modern technology, English has become the most common and dominant language spoken and used both at the national and international levels. It has been playing a major role in many sectors, especially in education. The use of the English language becomes now a must not only at the level of local but global education. Many countries have started making use of English and have even been promoting the benefit of its use for education receivers as a globally useful language for further studies. Today, English has multipurpose social and educational services. It is used as a medium of instruction in a large number of universities in the national and international world. Now, it has been admitted by most countries that it is necessary to provide education to their citizens in English (Al-Khalil, 2015).

As we know, digital technology is increasingly developing and evolving in all fields, including in the field of education that is not spared from digital technology, one of them is videos that can be used as learning

material (audiovisual) and that can be heard because the elements of hearing (audio) and visual/video elements (appearing) can be presented simultaneously, meanwhile, the digital technology such as audiovisual video elements made the process of teaching and learning more enjoyable.

According to Raja and Nagasubramani (2018), technology is a gift from God. After the gift of life, it is perhaps the greatest of God's gifts. It is the mother of civilizations, of arts and sciences. Technology has certainly changed the way we live. It has impacted different facets of life and redefined living. Undoubtedly, technology plays an important role in every sphere of life. Several manual tasks can be automated. Also, many complex and critical processes can be carried out with ease and greater efficiency with the help of technology. Technology has also revolutionized the field of education. More importantly, the importance of technology in schools cannot be ignored. In fact, with the onset of computers provided for education, it has been easier for teachers to impart knowledge and for students to acquire it.

The advantages of learning videos can overcome the hurdles in distance and time and are also to describe the content of the delivery of events realistically in a short time. Besides, it can be storytellers which can intrigue students' creativity in expressing ideas.

Based on the explanation above, the researcher is intended to research to find out student's perceptions on video reporter assignment in tourism class. The researcher believes that it is important to conduct this research because it will

contribute to English teaching and learning especially in the tourism class of the English language education department of UIN Ar-Raniry. This research focuses on the students' perceptions of video reporter assignment's influence in tourism class.

B. Research questions

Based on the explanation above, the researcher intends to research to answer two main questions:

1. How do the students perceive the use of video report assignment in Tourism Class?
2. How do students face the common problems on the use of video report assignment in Tourism Class?

C. The objectives of the study

The objectives are provided to become the focus and appoint the priorities in this study. They are as follows:

1. To analyze the students' perceptions of using video reporters in tourism class.
2. To explore the problems faced by students on video reporter assignment.

D. Significance of the study

It is expected that the result of this study will be both theoretically and practically significant to the institution. Theoretically, lecturers can rely on this study for the advantages and disadvantages of using video reports in tourism class and how to overcome the challenge of this teaching method. It is also useful for future studies as they can consider this research as prior study and sources of theories. Practically, this study shows the way to using video reporters in tourism class. From this study, the lecturers can also learn the context in which the video reporter assignment can be implemented.

E. Terminology

1. Student's perception

Perception is a process of how to select, organize, and interpret input information to create a meaningful overall picture. McDonald (2011) says that perception involves how one sees the world. He also states that perception is a uniquely individualized experience. One can only draw from what is known to oneself. In this case, perception includes the interpretation of objects, acceptance of stimulus (input), organizing stimulus, and interpretation of stimulus that has been organized by influencing behavior and attitude formation.

2. *Video Reporter*

According to Anigbogu (2017), a report can be defined as a description of an event, an experience, a statement about a situation or action meant to give a reliable and accurate piece of information about its subjects and or the event it covers. In this research, a report is meant to serve information regarding the tourist spots that could attract local, national, and international tourists. Therefore, video reporter is ones who provide interesting information along with the recording of a video that describes the places as the tourism attractions.

3. *Tourism Class*

As cited in Camilleri (2018), in 1991, the United Nations World Tourism Organization declared that "Tourism comprises the activities of persons traveling to and staying in places outside of their unusual environment for not more than one consecutive year for leisure, business or other purposes". As Gustafson (2012) reports that the tourists like business travelers are more concerned with amenities, facilities, and hospitalities. Higher or lower cost does not deter them from traveling. As opposed to leisure travelers such as people traveling for healthcare, visiting their family, pilgrimage and sport are highly sensitive to the expense but they also need suitable facilities and services.

Based on the statements above, tourism class can be understood as the class which provides instructions about tourism. In this class, students are taught about promoting tourism destinations. They learn the services and facilities provided to the tourists to attract national and international tourists.



CHAPTER II

LITERATURE REVIEW

In this section, several points need to be elucidated. The first point served in this section is tourism under which its definition and contribution are explained. The second aspect to explain in this section is tourism education in which language and cross-culture understanding become the priority. The third aspect is tourism promotion which includes the elaboration of marketing strategies. The fourth is a video report in which the effectiveness, important aspects, and its publication are explained. The last thing to incorporate in this section is previous studies which explain previous relevant studies to the current research. Reliable theories are involved to support the explanation of each point.

A. Tourism

1. Definition

It cannot be denied that for most people traveling is the most effective way to pay off the busy days with any kinds of work. Most people spend some time in another country or at least in another part of their country for holiday. While they are spending at least a day outside of their hometown, they are assumed as a tourist in the visited places. Camilleri (2017) states that every

person is a tourist when they are out of their residence to come to other places. According to Chianga and Fengb (2017), tourists do distinctive activities unlike those done in their living environment. Therefore, tourists are visitors, and what they do while they are visiting another place is considered tourism. In 1976, the Institute of Tourism (which later became the Tourism Society) suggested that tourism is the temporary short-term movement of people to destinations outside the places where they normally live and work. Therefore, tourism includes the movement of people for all purposes, including day visits or excursions (Camilleri, 2019). In 1991, the United Nations World Tourism Organization declared that “Tourism comprises the activities of persons traveling to and staying in places outside of their usual environment for not more than one consecutive year for leisure, business or other purposes”.

2. The contributions of the tourism industry to the economy and culture

The tourism industry is operated among societies. Therefore, the entrepreneurs in the tourism industry must consider the economy, education, and culture development for a specific group of society whose environment becomes tourism attractions. As stated in the previous section that tourists may come from different places or countries, when they are away for health care reasons, for example, they might spend money on the goods or services they would like to own. Besides, with the existence of tourists, indigenous people get the opportunity to learn practically about tourism. The other fact is the cultural adjustment experienced by indigenous people and tourists. They

can exchange their cultures with one another. This knowledge is invaluable when people are going to another country because they will not experience cultural shock anymore Ernofalina (2017).

According to Richardson (2014), a number of developing countries are participating in the global economy through enhancing tourism quality. It cannot be denied that the improvement in economy, prosperity, and food security is determined by tourism development. Numerous studies have demonstrated that tourism can play a significant role in balanced sustainable development and that it can be effectively harnessed to generate net benefits for the poor (Zhao and Richie, 2007). Tourism is a principal export for 83% of developing countries, and it is the most significant source of foreign exchange after petroleum.

It is clearly stated that the circumstance of the economy is improved if the tourism industry is well-developed. Besides, it develops the economy, not of particular regions but also a nation. It is advantageous for the poor. For instance, they build a small business like a grocery store selling foods or souvenir stores where the tourists go to get souvenirs to bring to their home country. The government provides conferences, seminars, workshops, and training for all the small businesspersons to have knowledge and skills to make their business successful.

Regarding the impact of tourism on culture, positive and negative impacts are manifested among the indigenous societies of tourism areas.

Zhuang, Yao, and li (2019) report that tourism growth has made changes in the social character of the destination. The business of tourism has spread to almost all over the world. Hence, national and international tourists might because of the dramatic change in culture especially traditional culture. Shahzalal (2016) states that in tourism the negative impacts dominate over the positive impacts. However, some people feel it is difficult to measure the damage and advantages brought by the business of tourism.

3. *Tourism education*

Education is a conscious and objective effort for developing a human resource to be a better person. Education cannot be separated by human life and their daily activities, including their activities in doing their leisure activities, recreation, and tourism. (Edu-tourism) (Malihah & Setiyorini, 2014). Education is regarded as a way to develop human resources. The people living in tourism destination should be well prepared for the best services provided to all tourists. Education has a strong relation to leisure activities, recreation, and tourism. For the best service provision, language and cultural understanding should be trained to good communicators and professional servants.

B. Language

In the globalized world, language fluency is essential to be increased in education especially for a specific purpose such as foreign language for tourism. Those working in tourism sectors should be fluent in the common language used by tourists. Prachanant (2012) says that there is a necessity to include an analysis of needs to qualify English language fluency in the school curriculum. The English language plays a very crucial role as the predominant tool for communication in the global community. Due to the fast-growing of globalization and international tourism, English is one of the main requirements to be fluent in so that people can communicate with those using English as their first or second language. In the tourism sector, all the employees are insisted to have English fluency to make communication runs smoothly. Prachanant also believes that Nowadays, the role of English is important for the tourism industry as a means to communicate, negotiate, and execute transactions with tourists by tourism employees.

In the tourism sector, hospitality is very much concerned with since providing the service should be done as conveniently and satisfactorily as possible. The quality of hospitality is measured by the quality of communication skills which is an important element. Good oral and written communication skills are the top skills important to hospitality practitioners at different position levels. Good English communication during the study will

add value to students' education. According to that fact, the hospitality program itself will encourage critical thinking and for example, tourism problem solving when it is necessary. In the tourism industry supply and demand side must communicate perfectly to ensure quality and needed performance standards. In business tourism practice, oral communication is a bit higher than written communication, but both categories are rated high (Bobanovic, Grzanic, Jasmina, 2012).

C. Videos

According to Kay (2012) videos are classified into different categories (such as educational videos, video classes, e-lessons, screen captures, vodcasts (video podcast), and web broadcasts (webcast) based on their preparation, different presentation techniques, and educational goals. While videos may consist of previews/short presentations about a specific topic or include information, they may also record the whole class hour (Kay, 2012).

Another practice in using videos in the instructional process is as learning tools in line with the development of information and communication technologies. This study made use of videos as technological tools that support learning. As for learning tools, videos support the learning process and are used in the professional development of teachers in line with educational programs. Videos create opportunities for in-depth learning by

presenting various learning data together such as images, movement, and sound. This allows learning to take place at individual paces and ensures control over the reception of information (Greenberg and Zanetis, 2012).

Research results on the educational use of videos show that the use of video or multimedia materials in education increases learning. When compared to traditional teaching, it provides more advantages in terms of student learning (Greenberg and Zanetis, 2012). It is emphasized that the use of videos in teaching-learning environments are effective in three aspects: providing cognitive benefits (learning better and more, better recall), psychological benefits (motivation, gaining satisfaction from learning), and visualization of knowledge (Kosterelioglu, 2016).

According to Kosterelioglu (2016) using videos in learning environments is beneficial for students. The benefits of videos can be listed as making learning independent from time and space, providing group learning opportunities, facilitating learning in dimensions of movement, color, and sound, transferring outside class environments to class, and facilitating concrete and permanent learning. In addition, Kosterelioglu (2016) asserts that multimedia elements that address various senses, such as videos used in learning environments, contribute to increases in student interest and motivation.

Another advantage of the use of videos as educational tools has been reported in Lee and Reeves (2007) cone of experience. The more senses that

are used in the learning environment, the easier and more meaningful the learning will be. In this context, compared to the content presented in the class during traditional presentations, the videos used in learning environments will ensure the effectiveness of hearing and vision senses by providing interaction between the video and the students.

D. Video report for promotion

Marketing is managing a cordial relationship with a client. It involves attracting new customers via the promise of higher value and maintaining their positive outlook on sold products or services. As stated by Kotler (2011) “Marketing is an integrated set of tools and actions which involve researching a market and shaping it, and which are based on market rules of conduct”. Advertisement is the most prevalent way business persons do to market their product. Advertisements can take advantage of many visual forms of expression such as albums, posters, movies, television, newspaper notices, etc. Audio-acoustic means of advertising such as radio, mobile phone advertising also enjoy substantial popularity. The choice of advertising category must be complemented by the choice of an appropriate advertising carrier. This is conditioned by the type of the advertised product and the given market’s specification. For this purpose, the following types of mass media are taken advantage of newspapers, television radio, and the Internet. For

example, Higher education facilities take advantage of marketing to promote their educational offer. Online video consumption is rising in a tendency that is expected to continue in the short and medium-term. Mobile devices have increased that consumption. The brands can use videos to create communities, generate affection, inform, explain, show their products or services, and capture customers (Costa-Sanchez, 2017). A growing trend is observed, especially among youths to watch videos broadcasted on social networking sites (YouTube, Twitter, and Facebook) and to communicate via social networks (Edosomwan et al. 2011). A rapid increase in access to the internet and internet based communications has allowed the use of videos as educational tools. Videos create a permanent recording environment for realized events and allow unlimited viewing opportunities to ensure a detailed analysis (Kosterelioglu, 2016). Kosterelioglu points out that videos are appropriate to the nature of today's youth and can be used educationally as practical implementations in current classrooms Gentry 360 Student Views on Learning Environments Enriched by Video Clips. Kosterelioglu also adds that in video practices, the learner masters the real objects and movement sequences by observation, and the videos provide opportunities for in-depth learning.

E. The effectiveness of video report in tourism class

Dinhopl and Gretzel (2015) assert that consumers create, consume, and circulate online videos with various contents. Also, Purcell and Rainie (2013) shows that between 2009 and 2013 the increase in the number of people in the USA posting the video online has reached more than twice as much as 14%. It is not surprising to say that video sharing sites are always popular among modern societies. Therefore, like adults in the United States, they use video sharing to post videos online to make them known by people throughout the world (Moore, 2011). In the world of technology revolutionary, it is also easy to connect with all people from different countries through social media namely Facebook, Twitter, WhatsApp, Skype, Line, and many more. People can also share videos with people through these social media with a good internet connection (Dinhopl & Gretzel).

In tourism activities, tourists often record videos and share via online. This increase of consumer-generated video is of great relevance for tourism. The documentation of one's tourist experiences is widely considered a core touristic practice (Dinhopl & Gretzel, 2015). Similarly, Kacetl (2018) noted that touristic activities often play a large part in home videos, because they portray people in extraordinary and interesting settings. He adds that video recordings from the Internet have been used in class at FIM since 2010.

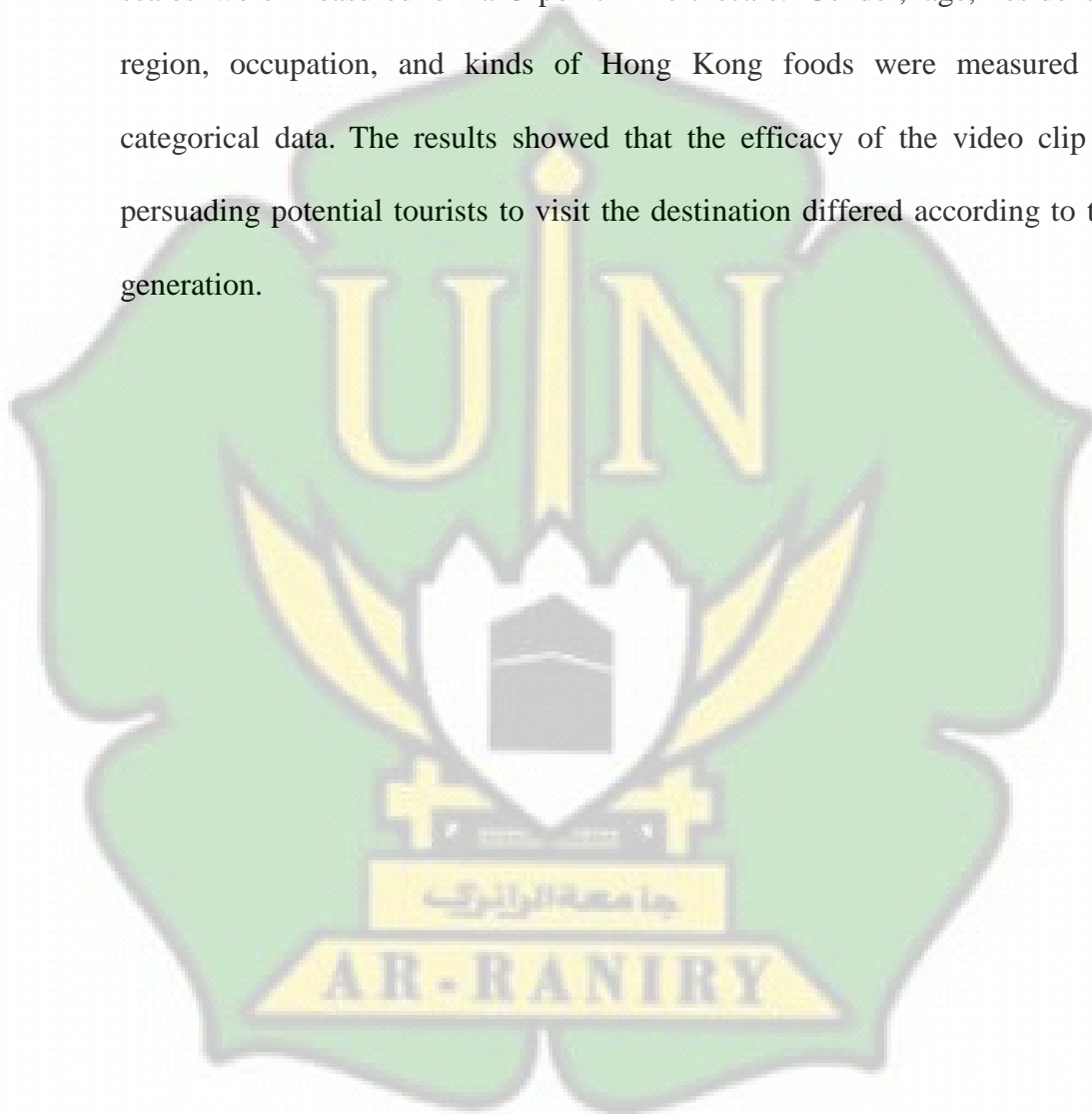
F. Previous study

In this part, the researcher presented several previous studies on the use of video report. A study by Brendan, et al. (2016) focuses on the implementation of an active learning video project for an English as Foreign Language class in Japan. The goal of this study is to look into how the project benefits the students' English and what non-English skills students acquire. The researcher used questionnaire to obtain the data. The result shows that this project was beneficial for the students because it enhanced the students' English communication, collaboration, project planning, and media production.

Another study by Agus and Gede (2020) concentrates on investigating potential information media for village Petang based on video to promote tourism village. The aims of this study are to create a storyboard and implement a video. The method used in this study is non-linear computer or digital. The researcher makes sure if the video has been created in line with the storyboard. The result demonstrates that the video is worth to use. The benefit of the video is that it informs the tourism destination to the public which is potentially visited by tourists.

The other study conducted by Kim and Choe (2017) focuses on how the food video clips are effective in promoting food tourism. The purpose of

this study was to identify the effects of a food tourism video clip created by a destination marketing organization on potential tourists' perceptions. The scales were measured on a 5-point Likert scale. Gender, age, residential region, occupation, and kinds of Hong Kong foods were measured as categorical data. The results showed that the efficacy of the video clip in persuading potential tourists to visit the destination differed according to the generation.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research aims to analyze the perceptions of students in tourism class on using video reporter assignment. As such, the researcher employs a qualitative research approach. It is in line with Creswell's (2012) theory that to answer a research problem in which the variables are not known and need to be explored, the qualitative method is suitable. Mackey and Gass (2005) state "the term qualitative research can be taken to refer to research that is based on descriptive data that does not make up (regular) use of statistical procedures". Besides, the descriptive design is used to describe a characteristic of a population or phenomenon being studied. Thereupon, a qualitative approach is used in this research as it allows the researcher to investigate participants with multiple sources of information. The researcher also considers the qualitative approach because the interview is conducted to record the perceptions of the students and analyze them deeply by using coding to get ideas which answer the research questions. This approach also makes the research more accurately understandable and reported in the description of the phenomenon.

B. Research Participants

1. Population

The population of this study students of 2017 batch at the English Language Education Department of State Islamic University (UIN) of Ar-Raniry. The entire population reaches up to 180 students divided into 8 units. The population is all students who have taken the tourism course and made a video report for their assignment.

2. Sample Size & Sampling Procedure

Creswell (2008) states that one to thirty participants should be taken as samples of this research to gain in-depth data. Nevertheless, the number of research participants always depends on the number of population. He continued that another reason for selecting the number of research participants is because “one objective of qualitative research is to present the complexity of a site or information provided by individuals” (p.217). Therefore, in this study, the researcher interviewed ten percent of students or 15 students from different classes as representative of the students who have studied in tourism class of English language department in UIN Ar-Raniry.

To successfully answer the research questions, the purposive sampling method was employed in this study based on the required criteria (Palys, 2008). The researcher selected the students with the following criteria; (a) students should have finished the tourism class, (b) they received C or below for the course. (c) they have been assigned to make video reports in tourism class (d) they could communicate in English orally to be eligible for the interview.

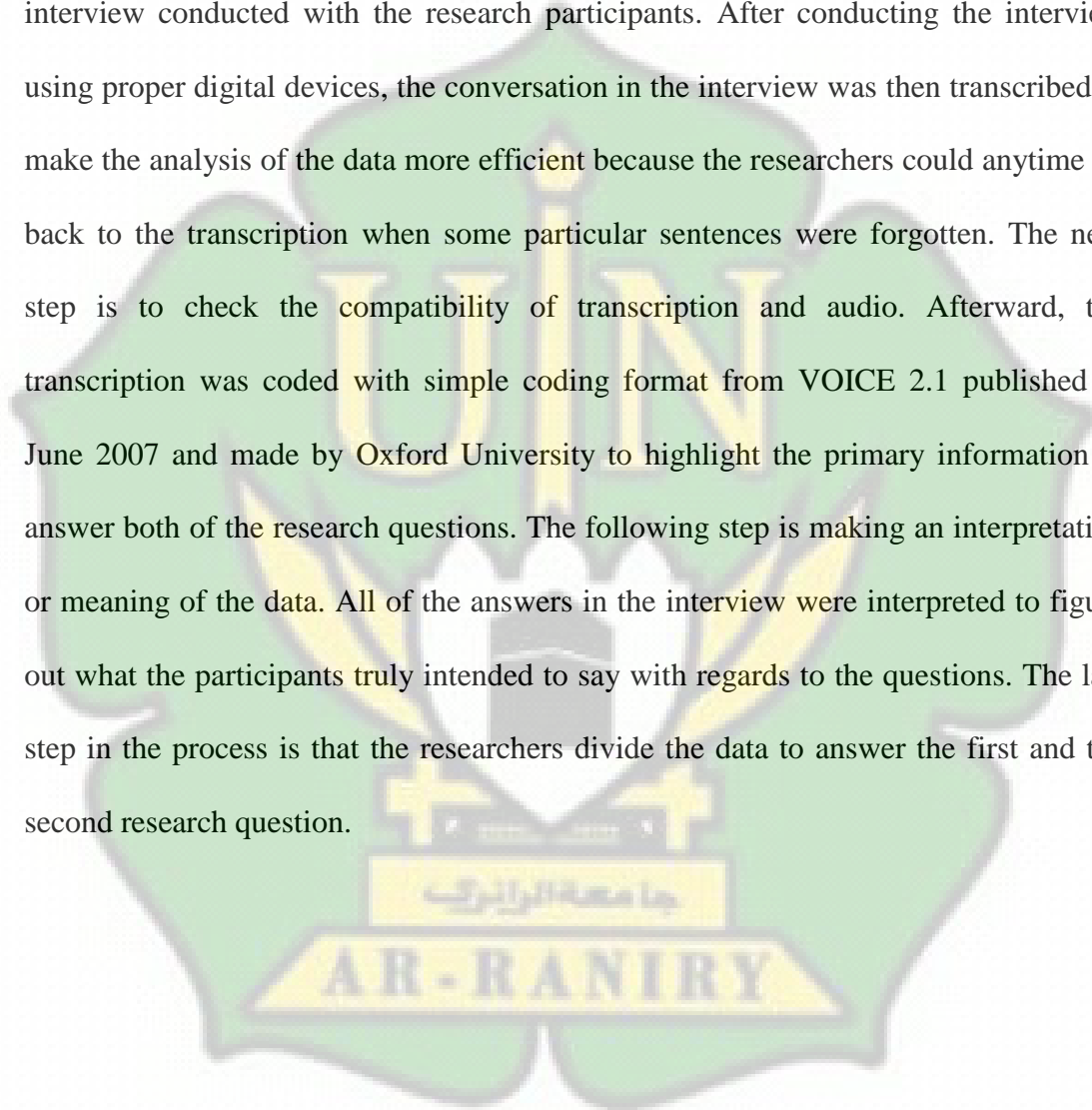
3. Data Collection and Research Instrument

To get answers to the research questions in this study, the data is collected through interviews. First, all the samples are asked for their willingness to become the participants in this research and whether or not they have been enrolled in tourism class and done video reporter assignment. Second, the participants are all interviewed. It lasted for 15 to 20 minutes. The conversation between interviewer and participants was recorded and the interview was done in English. Creswell (2012) asserts that an interview is to obtain in-depth information about their thought, reason, motivation, problem, and feeling about the topic.

In this study, the researcher used a semi-structured interview. As Cook (2008) explains that in a semi-structured interview the researcher has more guidance over the direction of the conversation and discussed content than in a non-directive data collection approach; but still the informants are not restricted in the elaboration or changing the course of the interview technique is recognized.

4. Data Analysis Technique

Techniques to analyze the data are: first, the data was obtained from the interview conducted with the research participants. After conducting the interview using proper digital devices, the conversation in the interview was then transcribed to make the analysis of the data more efficient because the researchers could anytime go back to the transcription when some particular sentences were forgotten. The next step is to check the compatibility of transcription and audio. Afterward, the transcription was coded with simple coding format from VOICE 2.1 published in June 2007 and made by Oxford University to highlight the primary information to answer both of the research questions. The following step is making an interpretation or meaning of the data. All of the answers in the interview were interpreted to figure out what the participants truly intended to say with regards to the questions. The last step in the process is that the researchers divide the data to answer the first and the second research question.



Chapter IV

Findings and discussion

This section presents the data of the interview and the analysis of the interview data to answer both of the research questions. The first research question asks how students perceive of the use of Video reports in Tourism classes. The second research question enquires how students face the problems commonly occurring in the use of video reports in Tourism classes. These two questions are answered accurately based on the interview with the fourteen participants.

A. Findings

The purposes of this qualitative study are to analyze the students' perceptions on the use of video report in Tourism Class and to explore the problems faced by the students when the video report was used in Tourism Class. The interview with the students having completed the Tourism Course helps the researchers accomplish these purposes. The Findings are presented under each research question so that readers can objectively find the answers to the research questions.

Prior to presenting and analyzing the data, it is prominent that the researcher elucidates the answer of the background questions which incorporate the questions regarding race, age, the background of education, verification of completion of Tourism Course and execution of video report assignment, and the language used in the video report.

The result of the interview demonstrates that all of the students are Acehese. Concerning the age, their age ranges from 20-21 years old. All students are studying at Universitas Islam Negeri (UIN) Ar-Raniry, majoring in English Language Education, and they are all now in the fifth semester and enrolled in Tourism Course in the fourth semester. They reported to the interviewers that their professors assigned them to make a video report in Tourism Class and requested them to use English for the report.

Research question 1: How students perceive the use of Video Report in Tourism Class.

Interview question 1: What did you need to make the best video report as expected by the professor?

"I think the most important thing in reporting something is the information and material that is gathered so I try to comprehend the whole material to make a good video." (AM)

This student AM reported that her professor wanted her to comprehend the information and the material well before reporting the information in the video. In this case, the way information is presented determines the quality of the video.

"Fluency and word choice of your speaking ability, the way you edit the video so that they don't get bored when they watch the video."(ZA)

"Ehm, I think the most important is to make the video as clear as possible. When you talk to the foreigner you have to talk very clearly and to

improve the quality of the video, you can use the camera to take the video."(EN)

"Uhh umm the most important thing that I need is when I record the video it must be beautiful and the audio must clearly. I mean it's a nice to watch and easy to listen." (IN)

The student ZA and EN said their professors tend to pay close attention to the clarity of the language used when the tourism destination is being reported. The students are recommended to speak clearly with foreigners and use proper diction when speaking. The student ZA added that the professor also pays attention to how the video is edited so that the audiences keep watching the video to the end. The student EN continued by saying that the professor suggests they use a good camera to boost the quality of the video. The student IN responded that the area that is recorded should be attractive and the audio and video should be clear enough.

"Maybe you may follow the rule given by the professor" (HI)

"Just following the rules, and follow some utterances that the professor provides you." (MG)

The students simply answered that to make a video as expected by the professors, they only need to follow the rules given by them. By doing so, their video would meet the criteria appointed by the professor.

"I am sure about this one. Our professor tells us what we need to use, I just used my phone, and yeah." (BU)

"What I need is a camera to record a video and the object and the information of the object that I cover and most importantly English language." (ND)

"Eh.. the spot, the tourism spot and most importantly is the camera and someone who help me when I am recording in the video." (KL)

"Okay, so the best for that video, we need to explain about the culture aspect or a culture value or tool that we have chosen for the report in the video." (LN)

"Ehmm, I need cameras and transportation, tripod, and I used handphone too". (MD)

"So I need a good camera, be in the group and work in cooperation. We used a good camera to make the video". (PF)

These students reported that the professors wanted them to have proper tools for the students to produce video reports as expected by the professor. The student BU answered that the professor asked them to have a phone as the students would be able to record the area of the tourism spot by using the phone. In response to the question, the student ND said that what they should have is a camera, object, and information about the object. Also, the professors required them to have good fluency in the English language. The student KL similarly states that the tourism spot or the object and the camera are the two most important for the video report. Additionally, he reported that his professor wanted him to have someone who could help him along the process of recording at the tourism spot. The student LN said that the most important thing they need to consider is the culture related to the tourism spot and the camera as the prominent tool to yield the quality of the video as hoped by the professor. The student MD replied that he would transportation such as motorcycle, cars, or other modes of transportation so that that can arrive at the tourism destination. Besides transportation, he also needs a camera, tripod, and cellphone or

smartphone. The student PF similarly told that he needs a camera. Apart from the camera, he would require good teamwork.

Interview question 2: Do you have experience in making a video report?

"Yes, I have it. But tried to integrate it with the lecturer's opinion". (AM)

"Yes, I have been doing this twice. I think more will be coming this semester". (HI)

"Of course, I do". (BU)

"Uhhh yeah I have, I have an experience of it before". (DD)

"Yes, I have experience of making video report because some of us I mean, in the previous two or three semesters. They asked us to make a video report". (MN)

"Yes, I have. Of course". (MD)

"Yes of course". (EN)

"Yes, I do". (PF)

This question asks students whether or not they had any experience of making a video or video report before their experience of making a video report in tourism class. Most of the students responded that they had the experience of making videos before their video-making experience in tourism class. In addition, the student AM said that she had experience in making a video report in the university but prior to Semester 4 in which she was enrolled in a tourism class. She said that she made the video by integrating with the lecturer's opinion. The student HI, in addition to his answer to this question, replied she had done video-making twice, the first one was prior to semester four. The student MN said he also had an experience of making a

video report before semester 4. The other students who said "yes" they had video-making experience did not add more statements to their answers.

"Other than tourism class, I don't have any experience". (IN)

"I usually haven't experienced but I asked my friend to help me in making a video report." (ND)

"Uh, no I did not have any experiences before I made my first video report assignment". (LN)

Ahh.. I don't have experience of making video report because I prefer making podcast video uh something that doesn't look like video report". (MG)

These four students responded that they did not have experience in making video reports before they had one in tourism class. The student IN implied that she got her first video report-making experience in tourism class. Like the student LN and MG, it was also their first experience of making video reports when they were in tourism class. The student ND also said that she had no this kind of experience before she was enrolled in a tourism class.

Interview question 3: Do you think a video report is effective for tourism class? Why?

"Yes, I think it is very effective because it can improve the ability of the students to speak and can also to leave the object we cover. That they can be live to the public". (AM)

"Yes of course it is. There is no better way than making a video report because by making video students can practice their speaking. And they will also know more about the tourism spot that they report." (HI)

"Of course, I prefer choosing yes, because video delivering something, you all think nowadays using by media practice, one of them is video report".(BU)

"Of course it is effective because in tourism class it will help us to learn more about how to promote the tourism."(ND)

"Yes, I think so brother. From doing something like that, our skills will be improved. Here, we are like tour guides. If we are tour guides. We need the information to tell our guests. I think video report is very important because I was skill will be improved because in that activity we will (inaudible) our skill and explain something to other people." (LN)

"Ehmm, from my perspective yes.

Why?

Because it is impossible for the lecturer to guide us to the field. There are many advantages of making a video report in tourism class. eh such as we can play video and listen to the pronunciation and we can see our reaction when we talk to tourist." (EN)

"Yes I think that very effective for tourism class, effective, need speaking by making a video report". (PF)

All of the students feel that the video report is effective for tourism class. They provide at least one reason that they believe video report is efficient. The student AM said that the video report is effective while making the video report they can develop their speaking skills while presenting the information of the tourism spot. In addition, she can share with the public the object she covered in the video. In response to the question, the student HI and PF similarly reasoned that video report develops the speaking skills of students who present the information in the video. The student EN told more specifically that the video report improves his pronunciation. She adds that the presenter of the information or those involved in making the video report can have more knowledge in tandem with the tourism spot. The student BU has the perception that video delivers information that can be shared with others

through media such as social media. The student ND and LN the video report is effective as it can train them to promote the tourism spot.

"Yes, it does because I think by doing the video report it is similar like we try to promote ehh the tourism spot. Moreover, video is good too in promoting something". (ZA)

"I believe this is effective because like personally, I have watched many tourist reports and it has helped me with you know considering which place I can go to and what I like, I need to look up for". (IN)

"I think yes effective because the lecturer of the tourism class, I mean the video report is very important, it can promote our tourism spot and usually, the lecturer of our tourism class asked us to post the video on social media such as Youtube or Instagram so it can promote the tourism too" (KL).

"Okay, uhh, I think, eh tourism is related to the environment, video report is very useful for us especially about society when the viewer can see about how the development of tourism in one place. They can see by watching the video so that's why video report is very effective for tourism class because ehh".(MN)

The student ZA delivered his opinion that the students can try to promote the tourism spot through video reports. The student KL had the same opinion as a student ZA. In addition to the student KL opinion, he said that students can promote the tourism spot via social media. The student MN expressed that the video report can show the development of a tourism spot which might attract the tourists to visit it. The student HI gave an example for why she thinks video report is effective. She said that she saw many video reports about tourism spots and these helped her a lot in deciding which place to visit. Therefore, she was trying to say that the video report

informs the people of the spot and can help people consider which destination to be bound for.

"Uhhh I think yes it is very effective why because besides we can directly observe the place we will also learn to talk to tourists directly to answer from the questions we ask. Also, we will learn to be creative when making a video report which is showing our culture which we will post later on social media". (DD)

"Of course yeah, in my opinion, this kind of video report will increase your ability, you may show your ability in kind of video, you may put something that makes the video unique". (MG)

The student DD delivered some advantages of making a video report, that is, the direct observation of the place, interaction with the tourists, and the creativity in making the video report. In addition, she also said that it can show the culture which is promoted by posting the video report on social media. The student MG also said that the video report trains them to be creative and produce a unique video.

Research question 2: How students face the common problems on the use of Video Report assignment in Tourism Class.

Interview question 1: Did you face any problems before, during, and after making a video report?

"Yes, I faced several problems because the camera quality was not good so I used a cellphone camera. Also editing the video section". (AM)

"Yes, I faced a problem before taking the video, I struggled with the script because I don't know what should I say, and after making the video I struggled with the editing process because I am not a professional editor so yeah that is the problem I faced". (KL)

These two students experienced problems before and after the process of recording the video. The student AM said that she had a problem with her phone's camera. It could not produce a high-quality video. Also, she said that she had trouble with the editing process. Like the student AM, the student KL faced a problem before and after recording the video. He struggled writing the script before recording the video and after the recording process, he had the other problem which was the editing part. He said he was not good at editing because he was not a professional editor.

"Yes, but not really because in my experience I just find the problem before and during making the video. Ehhh for example, I find difficulties when I have to memorize the material so that is (inaudible) when I report the tourism spot. I have to retake so many (inaudible) because I forgot the words in the sentences". (ZA)

The student ZA was the only student who was confronted with problems before and during the video recording. She said she had hardship when she was trying to memorize the script and while she was reporting the tourism spot in front of the camera.

"Ehmm there is emmm an issue for every each of this period, I had a problem deciding proper tourism site. Second I had difficulties to record myself because I had a bad camera quality but the camera seems to be (inaudible) sometimes. Also, I had difficulty in editing the video because I am not filming students, I am language students so I do not have ability to edit the video". (HI)

This student faced a problem before, during, and after making the video report. She said it was hard for her to decide which tourism site would be the best to

choose for the video report. Also, during the making of the video report, it was difficult for her to record herself due to the bad quality of her camera. After the process of recording the video report, she had a problem with editing the raw video as she had no ability to edit a video.

"We found some troubles and problems, when you start to make a video you have to think first what will be in the videos". (BU)

"I think because I have't experienced in making a video report. I need to learn it first how to make a video report". (LN)

"Ehmm, about the video report. The problem happened before I made the video because I had to make a transcript first. Based on my experience, my friends made a script, and then I took a video and I edited it. the first problem is from the script. The epilog is not better so in the final process of editing, we could take it perfectly. Maybe that is the problem". (MD)

"Maybe, when we will start, we think hard how is the going of the video, how your, how do you start your first kind of the video, the rules you have to follow. Maybe some the hard things is when you will start first, not at when you do that". (MG)

The student BU told that his problem was he needed to think of the concept of the video. The student LN said that he had no experience of making a video before so he should learn about it first. The student MD said that his problem was that he had to make the script and he had to write and revise the script.

"Eh, it was after finishing recording the video, it was the editing part, when I had make, look like eh high quality video". (IN)

"Ehmm yes I think eh maybe personally I have a problem with my handphone I don't have a good media because I just use some sort because we can edit with the other media or other app. So I think my problem is only about using hand phone". (MN)

"Uhhh.. yeah. In editing or unpredictable event that happened in the field". (EN)

These students faced problems after recording the video. The student IN said he struggled with the editing part. The student MN similarly experienced the problem and he said that the problem happened due to the quality of his cell phone. The student MD also experienced the same problem as the other two students. It was difficult for him to edit the video and he adds that he faced unexpected problems during the recording of the video.

"I have several problems in making the video report, actually it is about the weather. Sometimes it rained when we went to the beach. Uhhh... uhhh.. it can make us difficult to record the view". (ND)

This student is had problem during the recording of the video report. She said that the weather was a problem because at the time while they were recording the video it was raining. Owing to the bad weather, they could hardly reach the tourism spot.

Interview question 2: Did the professor help you solve the problems?

"Yes but the lecturer did not help me too much because they only gave me the theory and uhh and advise some tricks and tips". (AM)

"Not really, uhh, maybe she gave me some advice how to make uhh a video report in reporting a tourism spot". (ZA)

"Yes, they sometimes gave compensations by giving limit in the video like no more than 2 minutes for the video". (HI)

"Yeas she did". (DD)

"Yeah the professor always helps me solve the problem. I mean I always ask professor give me solutions to solve this problem and how to fix this one. give how to solve this problem the help of professor is always useful for me". (MN)

"The prof. always give solution whenever we find a problem". (EN)

"She gave the direction and instruction how to make the video". (PF)

These students answered that the professor helped them solve their problems. The student AM and ZA expressed that the professor helped her but not much. The professor only explained to her about the theory and provided her with some tricks and tips. The student HI thought the limited duration of the video was part of help from the professor. The student DD and MN said that their professor helped them solve the problem. The student MN continued by saying that his professor gave him useful solutions for the problem. This opinion of the student MN is similar to that of the student EN. The student PF said that the professor showed her the directions and instruct her on how to make a good video report.

"Not at all, but they just gave the rules, not solve problems". (BU)

"No he did not. He just left us to do it by ourselves". (IN)

"Honestly not really because the professor doesn't ask our video but the script usually she told us the general things we should mention". (KL)

"Uhhh. Not. We try to solve it by ourselves". (LN)

"Actually no. but he or she asked please make it perfectly but in the end the video was good. She did not know the process, when only wanted to know the result". (MD)

"Not at all, but just like some rules that make your video better than others". (MG)

The student BU and KL said that the professor did not help them. The student BU was only given the rules not the solutions to the problems. The student KL said he only cared about the script, what sort of information students should include in the script. The student IN and LN said that the professor did not help her at all. The professor got the students to handle everything by themselves. The student MD said that the professor did not help him. He just wanted his students to produce the perfect video. In other words, the professor does not care about the process but the result.

"Sometimes they helped us to solve the problem but sometimes they told us the theory not explained briefly to make a beautiful video". (ND)

The professor sometimes helped the student solve the problem but the professor also occasionally only explained to the students about theory of how to produce a good video report.

Interview question 3: How did you overcome these problems?

"I solve the problems by asking my friends for their opinion". (AM)

"I just looked for some helps from my uuuhh friends who have the same problems with me". (BU)

"I asked my friend to edit the video I recorded". (ND)

"Eh.. I usually write the script before I take video and I memorize it and eh for the editing I ask help from my friend". (KL)

"Ehmm yes, I actually the first one I identify the problem and the next one I ask my friends and also my professor to give me the solution and the

next is I mean I do what I have to do because I because of some idea from my friend I can fix my problem". (MN)

"I can solve this problem. that was a small problem so I could solve it. I reported it to my professor, uhm actually I spoke to my friends what was good before we took it, we we edited it, before going to a tourism spot, it was necessary that we have good teamwork because I think our group is not supportive so the video was not really perfect". (MD)

These students asked for assistance from their friends to solve their problems. The student AM responded that the way he solved the problem is by asking their friends for opinions. By doing so, the student could probably solve the problem she had. The student BU had different way of solving problem. She looked for helps from friends who faced the same problems. The student ND said that she asked her friends to edit the video because she did not have capability of editing the video. The student KL told that before he talked in the video, he prepared the script and tried to memorize the script. The student MN said that he had two stages of solving the problem. First, he identified what the problem was and understood the problem well. Second, he talked to his friends and professors about their opinions on the solutions to the problems he had. Similar to the student MN, the student MD discussed his problems with the professor and his friends.

"I am just try to familiarize and memorize and also I try to more concentrate when I talk in front of the camera". (EN)

"We have to afford a better camera for HW I need to borrow it from somewhere else". (HI)

"Always remember to double checking and well prepared because if we well prepared everything runs smoothly". (LN)

"To solve this problem actually we just making fun, just follow process and enjoy". (EN)

"I always consolidate with the professor, I met him to increase my skills in this kind of assignment of making the video report". (PF)

"We learn to solve the problem by ourselves like ehh searching for information on the internet like how to be good to make a video report, something like that". (MG)

Regarding the question, student ZA said she tried to familiarize herself and memorize the script. She also concentrated on anything she delivered when she was on the camera. The student HI told that she solved the problem with bad picture quality by borrowing a good camera from anyone else such as friends. The student LN said to avoid the problem he had to be well-prepared before he did some recording. The student EN said to solve the problem, they only needed to go through the process calmly. The student PF told he always consulted with the professor to improve the important skills to make a video report. The student MG reported that his solution to the problem he experienced was searching for information on the internet on how to make a video report.

Interview question 4: Did problems challenge or discourage you to make the most stunning video report?

"It mostly discourages me from making a stunning a video report because, it was hard to find a solution and overcome my problem". (IN)

Concerning the question, the student IN said that the problem discouraged her to make the most stunning video report because it was too difficult for her to find a solution to the problem.

"Uhh not at all, but it is the first stage for you to increase you're your ability to make a video report". (BU)

"Actually with the problem, I am more challenged to learn to solve the problem, it really help me to change my mind that there is no problem that cannot be solved". (DD)

"Uhhh...that is the ... from our country like learn experience. Experience is our best teacher. I think this is better to make ourselves better in the future. Well because if we can solve the problem, it can help us be better in problem solving". (LN)

"Uhhh I think as I said before I just have one problem. it was cellphone so I don't a big challenge. I problem does not discourage me to make the video report. Making video report is not the problem for me". (MN)

"There were challenges, when we record them. Don't be afraid to make the video. Make perfect video when we make the video for the class". (PF)

"Sometimes it may sometimes because when you think, when you think you need to make the best one, you have to do your best". (MG)

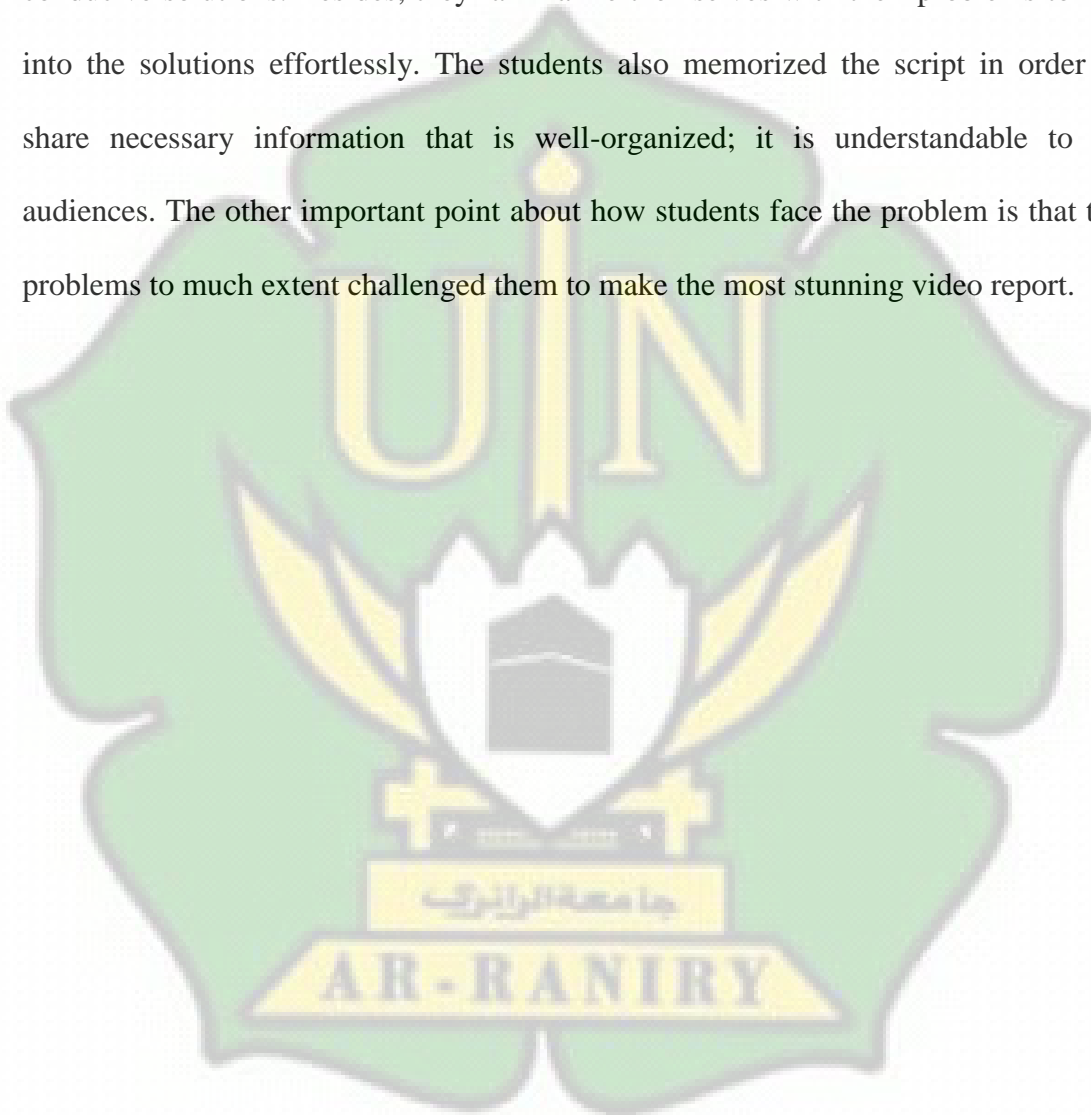
The student BU said that the problem increased her ability to make the most stunning video report. This statement indicates that the problem the student had challenged her to make the most stunning video report. The student DD told that the problem did not discourage him at all, instead, it challenged him to produce a good video and made him think that there was always a solution to every problem. The last statement of the student LN showed that the problem challenged him to find a solution. He thought that if he could solve the problem, he would be better at solving

other problems in the future. The student MN reminded his problem and said it did not discourage him to make the most stunning video report. The student PF reported that they faced challenges but these challenges kept their spirits up to make the video to be presented in the class. The student MG told that he had the motivation of making the best video report. The problem challenged him to make the most stunning video report. He said that to show the best video report, he needed to do the best. This means that he worked hard to solve the problem and focused on the production of the most stunning video report.

B. Discussion

The findings of the first research question, the students perceive that to make a good video, it should reflect good content, which is useful and attractive. In addition, proper tools should be prepared for the high quality recording. The students also said that the video report is effective for tourism class because they could develop their English speaking skills, promote the tourism destinations, and practiced efficient collaboration. This finding goes in line with the finding of research by Brendan, et al. (2016) that the active learning video project was beneficial for the students because it enhanced the students' English communication, collaboration, project planning, and media production. In the same manner, the study by Agus and Gede (2020) and Kim and Choe (2017) supports the findings. The result of the study shows that the video promotes the tourism destination which will likely visited by tourists.

The findings of the second research question, the students reported that they solved their problems by consulting with their friends and professors for the most conducive solutions. Besides, they familiarize themselves with their problems to run into the solutions effortlessly. The students also memorized the script in order to share necessary information that is well-organized; it is understandable to all audiences. The other important point about how students face the problem is that the problems to much extent challenged them to make the most stunning video report.



CHAPTER V

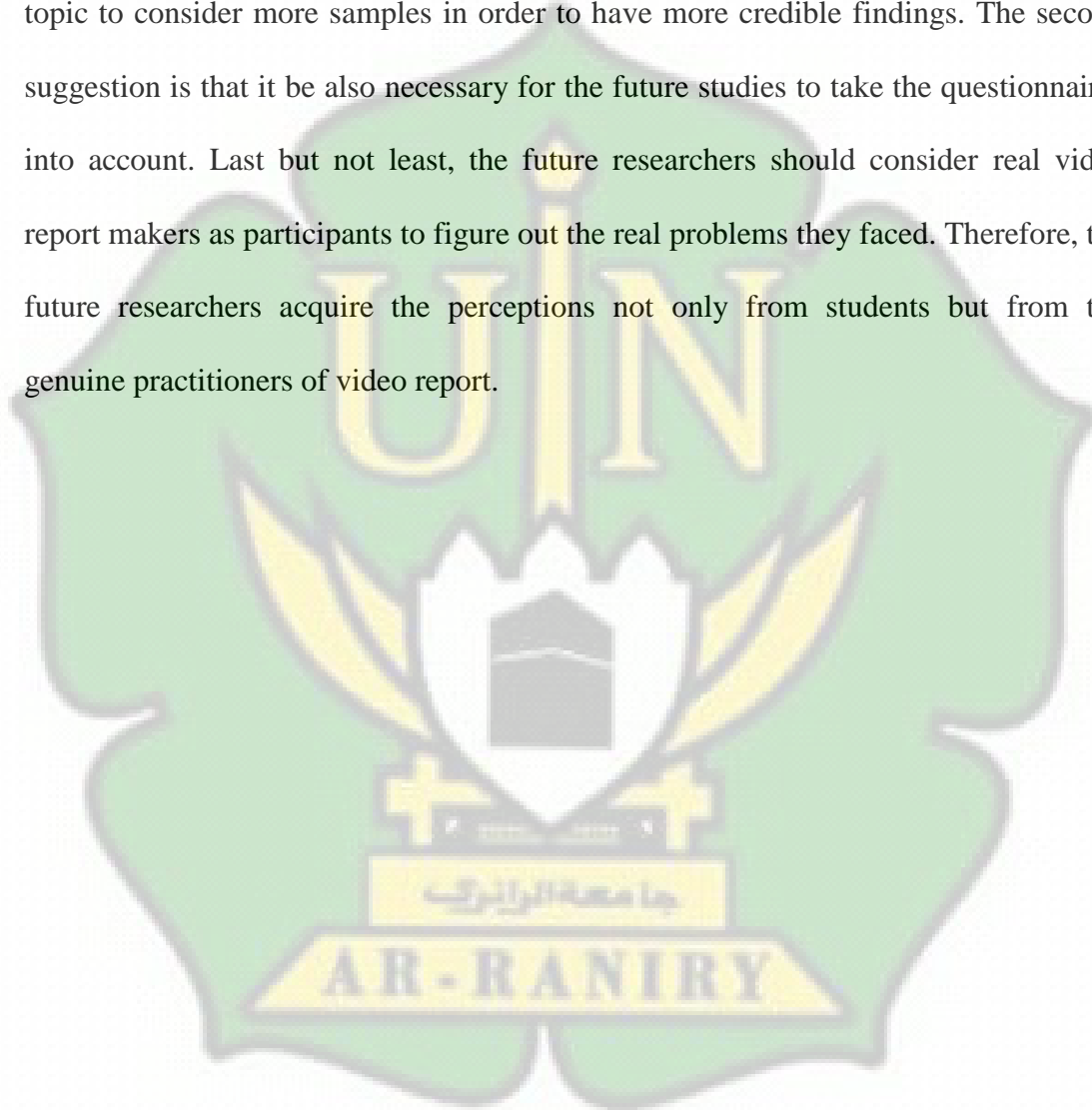
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the findings above, it is recommended that the professors gave the video record assignment to the students of tourism class since students think that the video is effective because the video report encourages the students to improve their speaking skills so that they can articulate their words when they are presenting the information of the tourism destination in the video. Besides, it is advantageous to the tourism destination itself. If the video is shared worldwide through social media, foreign people might be interested to visit the destination. The collaboration is another skill the students can benefit from making the video report. Regarding the problems, the problems trigger the students' critical thinking to find solutions and increase their motivation to produce video report that stuns the audiences. They discuss with their friends and professors for efficient solutions to the problems and consider whether the solutions work out.

B. Suggestion

It is suggested for the future researchers who conduct studies on the same topic to consider more samples in order to have more credible findings. The second suggestion is that it be also necessary for the future studies to take the questionnaires into account. Last but not least, the future researchers should consider real video report makers as participants to figure out the real problems they faced. Therefore, the future researchers acquire the perceptions not only from students but from the genuine practitioners of video report.



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