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EVALUATING INTERACTIVE VIDEO UTILIZATION IN ENGLISH FOR TOURISM BUSINESS CLASS

by

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Abstract:

Interactive video as one technology product provides an opportunity to enrich students' learning experience. The current study aimed to identify students' perception of interactive video utilization in English for tourism business classes and students' preference in applying interactive video in learning English for tourism business. The interactive videos were embedded in the learning management system, and the students had to utilize them individually. This study employed mixed-method research with an explanatory design. The data were gained through an administering questionnaire survey to 34 students majoring in the Hospitality program and analyzed using descriptive statistics by calculating the frequency of the answer to each question. Then, an interview was also conducted with several students to gain a further explanation of their learning media preferences. The results showed that the students perceived the interactive video positively based on its question layout, quality, and user interface. Furthermore, 94.1% of the students prefer to learn with interactive video than video. The students claimed that the interactive video helps them remember the learning material better, guides them to understand the material, encourages them to focus while watching the video, and makes the learning process more exciting. However, one student argued that the questions needed to be fully understood, and another highlighted the rewind button's unavailability. The result of the study indicated that the utilization of interactive video could be a beneficial learning tool in teaching English to the tourism business. In contrast, the English teacher or lecturer should also consider the students' freedom of learning.

Keywords: *English for tourism business, interactive video, students' perception*

INTRODUCTION

Technology embraces positive insights in English language education. As a part of learning sources, technology provides essential information related to online learning materials and learning media English teaching (Justin & Jaisankar, 2021). It supports the teacher in preparing the lesson and facilitates the learning activities (Alshraideh, 2021). Furthermore, it shifts the

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teachers' thinking, beliefs, and practice of innovative English teaching in the classroom (Waluyo & Apridayani, 2021). For example, many teachers believe that technology eases the delivery of learning material in the teaching and learning process. It also becomes a supporting tool to make the teaching activity more effective (Umaroh & Nuswantoro, 2019). Teachers could wrap the learning material into engaging learning media by serving them in various ways (Rahayu, 2020), such as pictures, video, audio, or PowerPoint.

On the other hand, the involvement of technology in teaching also draws a positive learning environment for students. Technology-based learning media enhances students' learning motivation (Mahardika et al., 2021). It raises their interest in learning (Christina et al., 2021) and fosters their enthusiasm for actively participating in the teaching and learning process (Nova, 2020). At an individual pace, using technology-based media could provide an adequate opportunity for students to control their learning progress (Mukhlisin, 2017; Samosa et al., 2021). It provides them with positive experiences in the learning process and makes them eager to study the material independently (Rahayu, 2020). Moreover, the learning autonomy offered by technology utilization eases the students to review the learning material at their own pace (Papadopoulou & Palaigeorgiou, 2016). It leads to a better understanding of the learning material and helps the students achieve their learning goals (Yuniari & Juliari, 2021).

In English language education, the video becomes one of the expected learning media utilized in the classroom. The utilization of the video is viewed as positive enforcement for students since it could provide an authentic context of language use (Hovorun et al., 2021). It becomes authentic material that the teacher can use to teach language expressions in honest communication (Mohamed et al., 2021), such as movies, films, or short videos. Moreover, a video combines two learning modes, visual and auditory, and these features trigger an enjoyable learning atmosphere (Rohana, 2017). On the visual side, the video offers various attractive images or animations for students to observe during the learning process (Susanti et al., 2022) and creates a non-boredom learning environment (Rahayu, 2020). It also facilitates the students to gain visual input on proper signs, gestures, or facial expressions, which can support the context of the utterances (Mellit & Djerrah, 2022).

Meanwhile, the audio mode provided could enhance students' listening skills (Shen et al., 2021). This arbitrarily also impacts students' speaking improvement (Christina et al., 2021) as they can learn proper pronunciation from the dialogue or monologue they listen to from the video. Watching videos can encourage students to understand the grammar (Agustini et al.,

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2016) and enrich their English vocabulary (Mulyani & Chaira, 2021). By combining the visual image with supporting audio, the students tend to have a better corpus in retaining English words in the proper situation (Justin & Jaisankar, 2021).

With the recent development of technology, the new learning media integrates the capacity of its user to interact with the digital learning media (Mora, 2012). Many technology developers have turned the two modes of video into three modes by adding some interactivity features for its user, known as interactive video. This additional interactivity offers students a more engaging learning activity providing various learning tools (Kazanidis et al., 2018). The English teacher may embed some quizzes or questions with immediate feedback (Bakla, 2017; Kazanidis et al., 2018; Sözeri & Kert, 2021) and add some automatic pauses for having a discussion with the students (Nagarkar et al., 2019; Pramerta, 2018) or provide some links to other learning sources (Bakla, 2017; Pramerta, 2018).

By having this interactivity, the students contribute more to the learning process. The embedded questions in the interactive video could trigger the students to pay more attention to the learning content while watching the video, as they are responsible for answering the questions (Bakla, 2017). The immediate feedback given could raise students' comprehension of the learning material and help them do some learning reflection on their learning progress (Cattaneo et al., 2019). This kind of engagement in the learning process could improve students' independence in learning (Benkada & Mocozet, 2017). Thus, interactive videos could promote student-centered learning (Anggeraini, 2018). In addition, the interactive video could aid the English teacher in managing the learning process, evaluating students' learning progress, and giving constructive feedback (Shahrokni, 2016).

Several researchers have implemented interactive videos in English teaching and learning in prior investigations. It has been implemented for various English learning topics, such as teaching tenses (Agustini et al., 2016), speaking practice (Pramerta, 2018), and writing production (Rohana, 2017). However, the interactive video was implemented in discussing the English as a foreign language (EFL) classroom, which focuses on general English in use. The use of interactive video in English for specific purposes is still limited. For specific purposes, English provides different language expressions and terminologies, primarily classified into specific fields (Bekteshi & Khaferi, 2020), such as hospitality, law, medical, business, or fisheries. The teaching and learning process in ESP concerns how language expressions are used in a particular professional working situation (Ayuningtyas, 2020). Therefore, the content

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and type of video displayed on the interactive video may differ from the general English context, leading to different implementation results.

This study investigated interactive video utilization in an ESP course, English for tourism business. The study focused on evaluating the quality of interactive video for English for tourism business courses and the student's preference in learning media, whether with video or interactive video. There are two research questions proposed in this study:

1. How do the ESP students perceive the quality of interactive video in English for tourism business class according to its layout, question quality, and user interface?
2. What are the ESP students' preferences in using video and interactive English for tourism business class?

METHOD

Design

The current study employed mixed-method research with an explanatory design to evaluate the utilization of interactive video in English for tourism business class. The mixed-method research was employed to gain rich data about the investigated phenomenon. This explanatory research design helped the study identify the phenomenon in two phases: gathering and analyzing the quantitative data and then, supported by the qualitative data collection and analysis, comprehending the result of the study (Balang & Mahamod, 2020). The quantitative data collected in the study include the students' perception of the quality of interactive video for English for tourism business course by question layout, question quality, and user interface, and also the students' preference in using learning media. Meanwhile, the qualitative data collected is the reason for students' preference for using the learning media. These two types of data were then interpreted to gain deeper investigation toward using interactive video in English for tourism business class.

Participant

In conducting the study, this study took place in one vocational institute. Two classes were involved, with a total of 34 students who participated in this study. These students were fourth-semester students majoring in Hospitality Program. In the fourth semester, these students must take English for tourism business subjects to gain further insight into tourism and hospitality business planning. English for tourism business is one branch of English for

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Specific Purpose subject which becomes one of the mandatory subjects in the Hospitality program. This subject covers nine learning topics, including operational areas of hotel management, interview preparation, business telephone, business socializing, business letter, business surveys, business presentations, business meetings, and business negotiations. The lecturer applies technology integration to support the learning process in the teaching and learning activity, including interactive video applications. Two interactive videos were embedded in the learning management system, and the students had to access them individually.

Table 1. Student's Demography

Characteristics	N	%
Gender		
Male	12	35.3
Female	22	64.7
Device Used by Students		
Smartphone/Tablet	7	20.6%
Laptop/PC	27	79.4%

Instrument

The current study used a questionnaire and an interview guide to collect the data. This questionnaire consisted of four close-ended questions. Three questions are built using a Likert-scale format, with 5-scales, namely Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA), which identified students' perceptions of the question layout (Q1), question quality (Q2), and the user interface (Q3) while using the interactive media. Then, another question identified the students' preference for using interactive media as a learning media (Q4). As the questionnaire respondents are Indonesian, the questionnaire was built in Bahasa Indonesia to gain better results. The questionnaire was then validated and tested before being employed by the respondents to check its readability and to avoid any ambiguity in the questions. After being validated, the questionnaire was transformed into an online survey using Google Forms.

Then, after gaining the result of the questionnaire, the second instrument was employed. The interview guide was employed during the interview with the students. The interview guide only covers one question to identify the students' reasons for selecting the

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learning media they prefer. As the study respondents are Indonesian, the interview guide was built in Bahasa Indonesia to gain better results.

Data Collecting Technique

In collecting the data, the students were required to watch two different interactive videos in the learning management system. The first interactive video was applied in the eleventh meeting, and the second was applied in the twelfth meeting. These interactive videos covered the same topic: business presentation; the first interactive video's content is opening a business presentation, and the second interactive video's content is delivering a business presentation. These interactive videos were embedded in the learning management system, and the students were required to answer each question popping up on the screen while watching the interactive video. After choosing the answer, the feedback immediately appeared on the screen, determining whether the answer was correct or wrong. At the end of the class, the questionnaire was employed for the students by using Google Forms.

After submitting the questionnaire, several students were invited to have an interview. The interview was conducted to identify the students' reasons for selecting the preferred learning media. The interview was conducted in Bahasa, Indonesia, and the students' answers were recorded.

Data Analysis Technique

The data were analyzed in two phases, quantitative and qualitative data analysis. The first phase focused on analyzing the quantitative data using descriptive statistics. The descriptive statistics used in calculating the data is frequency distribution, by calculating the total responses from each option on each question (Tiemann & Mahbobi, 2015). This frequency distribution is employed to identify the students' perceptions of the question layout, question quality, and user interface while using the interactive media and the student's preference for using interactive media as a learning medium.

The second phase focused on analyzing the qualitative data. Three steps were taken to analyze the qualitative data: data reduction, display, and conclusion drawing (Miles et al., 2014). Then, the result of the data analysis was interpreted to identify the students' reason for selecting the learning media they prefer.

RESULT AND DISCUSSION

Results

In this section, the results of this study were elaborated. In utilizing the interactive video in English for tourism business class, the current study investigated the ESP students' perception toward the interactive video and their preference in learning, whether using video or an interactive video. Following the research questions, this section is divided into two sub-sections: ESP students' perception of the quality of interactive video and ESP students' preference for using the learning media.

The ESP Students' Perception of the Quality of Interactive Video

Dealing with the ESP students' perception of the quality of the interactive video, the current study evaluated three features integrated into the interactive video, including the question's layout, the question's quality, and the user interface.

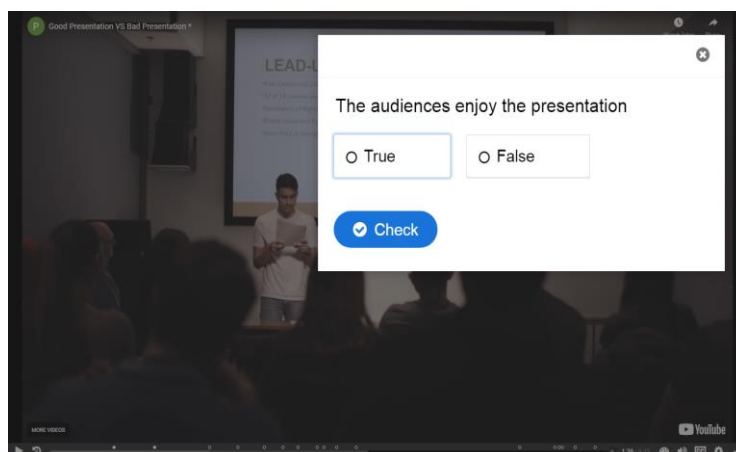


Figure 1. Interactive Video Interface

Interactive Video Question's Layout

As the interactive video provided embedded questions for its feature, the study evaluated its questions' layout. The layout of the questions relates to the placement of the questions during the video display. Based on the result of the questionnaire (see **Table 2**), 21 students (61.8%) stated strongly agree, ten students (29.4%) stated agree, and three students (8.8%) became neutral. It indicated that most students perceived that the questions had been appropriately put on the interactive video.

Table 2. Interactive Video Question's Layout (N=34)

Statement	SD	D	N	A	SA
The questions are correctly put on the interactive video.	0 (0%)	0 (0%)	3 (8.8%)	10 (29.4%)	21 (61.8%)

Interactive Video Question's Quality

As the interactive video provides embedded questions for its feature, the study also evaluated its question's quality. The quality of the question is valued based on the clarity of the sentences and easy understanding. Based on the result of the questionnaire (see **Table 3**), 20 students (58.8%) stated strongly agree, ten students (29.4%) stated agree, and four students (11.8%) became neutral. It indicated that most of the students perceived that the questions on the interactive video were straightforward to understand.

Table 3. Interactive Video Question's Quality (N=34)

Statement	SD	D	N	A	SA
The questions on the interactive video are straightforward to understand.	0 (0%)	0 (0%)	4 (11.8%)	10 (29.4%)	20 (58.8%)

Interactive Video User Interface

As the interactive video provided required students to do some interaction, the study also evaluated its user interface. The user interface is valued based on its usability for students operating the interactive video during the learning process. Based on the result of the questionnaire (see **Table 4**), 17 students (50.0%) stated strongly agree, 15 students (44.1%) stated agree, and two students (5.9%) became neutral. It indicated that the majority of the students perceived that the interactive video was easy to use.

Table 4. Interactive Video User Interface (N=34)

Statement	SD	D	N	A	SA
The interactive video is easy to use.	0 (0%)	0 (0%)	2 (5.9%)	15 (44.1%)	17 (50.0%)

The ESP Students' Preference for Using the Learning Media

Besides identifying the interactive video quality, the current study also investigated the ESP students' preference for using the learning media. The current study employed one question that compares students' preferences in video and interactive video. Based on the questionnaire result (see **Table 5**), 32 students (94.1%) prefer to learn using interactive video. Meanwhile, two students (5.9%) prefer video better. It indicated that most students preferred to learn with interactive video.

Table 5. ESP Students' Preference in Using Learning Media (N=34)

Statement	Video	Interactive Video
Which learning media do you prefer to use in learning English for the tourism business?	2 (5.9%)	32 (94.1%)

The current study interviewed several students to gain ESP students' reasons for choosing their preferences. Of 32 students who preferred to select the interactive video, ten were invited for further interviews. The interview was conducted to identify the students' reasons for selecting the preferred learning media.

Accordingly, these students prefer an interactive video to a video for four main reasons; interactive video helps them to remember the learning material better, guides them to understand the material, encourages them to focus while watching the video, and makes the learning process more exciting. Two students mentioned that interactive video helps them remember the learning material better. They emphasized how the interactive video became a learning aid to comprehend the learning topic better.

Three other students stated that the interactive video guided them to understand the material better. The questions popping up during the learning process become a set of clues for them to understand the learning context. Three other students said that the interactive video encouraged them to stay focused while watching the video. The questions popping up during the learning process assess their comprehension of the interactive video they watched, and it becomes an effective tool to check their learning progress. Two other students said the interactive video made learning more exciting.

On the other hand, the current study also invited students who prefer to use video in learning English for the tourism business. One student claimed they needed help understanding the questions on the screen while watching the video. Meanwhile, the other student emphasized the playability of the video in the interactive video, claiming that she could not rewind the interactive video.

Discussion

A good quality interactive video as a learning medium in the classroom could effectively facilitate the learning process. It can be a medium of knowledge transfer that could combine visual, auditory, and kinesthetic modes. To identify the function of interactive video in ESP courses, the result of the current study investigated the ESP students' perception

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toward the interactive video in English for tourism business class and their preference for using the learning media.

Regarding the perception, most ESP students perceived that the interactive video served in the class had good quality of interactive video by its question layout, question quality, and user interface. To reach good quality interactive video, the English teacher should put the "meaningful" part of the video as the paramount consideration (Sözeri & Kert, 2021). As the primary function of a video is to provide audiovisual examples of English expressions in professional context use for students (Furqan & Shabir, 2021), the addition of interactivity, in this case, embedded questions, should not distract the students from the learning materials given. Therefore, the primary purpose of serving the interactive video is still the same as the video. However, interactivity could gain special attention from students to encourage better learning enjoyment (Mukhlisin, 2017) and give the students a new learning experience (Christina et al., 2021).

Regarding preference, most ESP students prefer to learn with interactive videos rather than videos. The interactivity feature, in this case, embedded questions, provided in the interactive video becomes the initial reason for these students' preferences. First, the embedded questions help the students to remember the learning material better. With a rapid transfer of information from the video, the students need to process both visual and auditory information at once. By adding some embedded questions, the English teacher could chunk the video into several parts, ending with one question. Having some chunks will enable the students to process the information better as they limit the received information; they can observe the visual mode, listen to the auditory mode, and process it for a while before answering the question. Therefore, to support the effectiveness of interactive video utilization, the interactive video designer should consider the video's length of total questions embedded and the scope of the learning material presented for each question (Sözeri & Kert, 2021). Moreover, it needs to emphasize more specific environments, situations, and scenarios in which the language is implemented (Hovorun et al., 2021).

"If I use interactive video, I can understand the learning material more because, in the middle of the video, there are some questions that make me recall my memory and understand the video better." (S.4)

"I choose interactive video because I still remember what I have learned even after watching the video. The questions help me to remember it." (S.27)

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Second, the embedded questions encourage the students to stay focused while watching the video. With the embedded questions in the interactive video, the students tended to pay more attention to what they had watched. It supports prior research highlighting the unique interactive feature that allows the students to focus on the learning material provided (Papadopoulou & Palaigeorgiou, 2016). It indirectly teaches them how to become responsible for their learning progress. In other words, indirectly, the English teacher has promoted self-regulated learning by letting them fully pay attention to the interactive video (Mukhlisin, 2017); students have flexibility in learning the materials.

"Because we have to stay focus listening and watching the video so that we can answer the questions." (S.21)

"Because we do not just only watch the video. In interactive video, we also stay focused to understand the learning material, and I think it is more effective for me." (S.33)

"Because interactive video indirectly tested our concentration, comprehension, and understanding of the learning material. While watching the video, we have to answer the questions shown at a certain time so that it is not just watching the video." (S.31)

Third, the embedded questions guide the students to understand the material. As the English teacher puts the embedded questions on particular parts emphasized in the learning process, the students can see the pattern of their learning pace. They could notice and distinguish which information they need to highlight and which they need to consider as additional information. It also supports prior research findings, which unraveled that the embedded questions become a learning reflection for students to learn better strategies in learning (Cattaneo et al., 2019). Thus, embedded questions in the interactive video could become a beneficial tool for students to enhance their learning strategies.

"Because the questions in the interactive video can give clearer insight on what I should learn." (S.7)

"It is easier to learn with interactive video, especially with the main points which are transformed into questions." (S.30)

"Because, if I learn the video only, I do not understand the material. The questions make me understand it better." (S.24)

Fourth, the embedded questions make the learning process more exciting. Providing the original video in the classroom may mislead the learning process; the students tend to focus on the visual display rather than the learning material (Nova, 2017). With the addition of

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embedded questions, the students remain focused on the learning content to enable them to answer the question. This enriches their video-viewing experience (Papadopoulou & Palaigeorgiou, 2016) and encourages them to think and answer the questions on the screen (Bakla, 2017). It is also in line with the prior finding that the interactivity in the interactive video enlivens the learning ambiance and provides better learning enjoyment (Mukhlisin, 2017).

"Because, I think, the interactive video offers more fun activity so that we do not get bored during the learning." (S.17)

"Because it is more exciting. It is just like a game." (S.28)

Even though most students claimed to take interactive video as their learning preference, we could not deny that some students preferred to learn by video. Video is deemed a more flexible learning media for the student since the user could rewind the video to re-watch specific portions of the learning content. This ability could enable the students to control their self-learning process (Papadopoulou & Palaigeorgiou, 2016). Consequently, the incapability to rewind the interactive video content becomes a drawback to its utilization. However, as the embedded questions are provided as an assessment tool (Kazanidis et al., 2018), having the freedom to rewind makes the assessment process less effective. The teacher could not track which students had fully achieved the learning objectives and needed additional assistance during the learning process. Therefore, the limitation of user freedom in controlling the content should become one of the English teacher's considerations in selecting the learning media, whether the learning media is employed as a drilling practice or as an assessment tool.

"In the interactive video, there are some questions popping-up. I did not fully understand the whole questions. There are few words that I do not know the meaning. So, I got a lower score." (S.1)

"Because, when I use video, I can rewind it by clicking on the timeline if I do not catch some words from the native speaker. Nevertheless, in the interactive video, I cannot do that. I just watched the video once and had to answer the question." (S.5).

CONCLUSION AND IMPLICATION

Conclusion

The interactive video utilization in English for tourism business class was evaluated. Following the two issues proposed, the current study concluded two points. First, the

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interactive videos presented are perceived as good quality of the interactive video. The quality of the interactive video is valued from its three dimensions. They cover the question displayed on the screen, which has been appropriately placed without distracting the ESP students while watching; the structure of the question, which has been clear for the ESP students; and the usability of the interactive video, which is well organized for the ESP students to operate the media. Second, the ESP students prefer interactive video as their learning media to learn English for the tourism business. It happens due to its embedded question feature, which helps them to remember the learning material better, guides them to understand the material, encourages them to focus while watching the video, and makes the learning process more exciting. It indicated that interactive video could be a beneficial learning tool for teaching English to tourism businesses. Therefore, this study implies that the English teacher or lecturer should employ interactive video to provide students with a better English learning experience.

Limitation

The current study investigated the ESP students' perception of using interactive video in English for tourism business class and their preference for using the learning media. In conducting the study, there are some limitations faced. First, the study's scope is limited to English for the tourism business. In English, for a specific purpose, the tourism field is divided into several specializations, such as restaurant worker, tour operator, frontline, food production, etc. Another limitation was the scope of the learning topic, which is a business presentation. The business presentation learning topic covered theories with a few practical techniques; thus, students mostly listened to the content to understand the learning material. Different scopes of learning specialization with different learning topics, especially those which cover more practical techniques, may result in different findings on ESP students' perception and learning media preferences.

Implication

To enrich the current study's data, other researchers may conduct a similar study with different scopes. As the fields in English for specific purposes vary, different learning scopes could contribute new insight into using interactive video in English teaching and learning activity. Moreover, other English teachers should take an interactive video to elevate their teaching praxis.

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BIO-PROFILE

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