



Skilling Up the Students English Speaking Competence Through Video-Assisted Learning for Diploma Hotel of Mataram Tourism College

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ARTICLE INFO	ABSTRACT
Article history Received : January, 25th 2026 Revised : March, 10th 2026 Accepted : May, 26th 2026 OPEN ACCESS	English as the language of instruction is used in communication across nations around the world. As the language of instruction, everyone in the world is obliged and must learn and be able to speak spoken and written English. Through good English language skills, one can communicate or express one's ideas and ideas. Ironically, although English learning is mandatory from the elementary school to college level, the facts show that there are still many learners at the university level who face difficulties in communicating ideas and thoughts in English. The fact of low English proficiency is also faced by students of the Hospitality study program of the Mataram Tourism College. Hospitality students should have good English speaking skills and work demands as a waitress in the tourism service industry. Through good speaking skills, messages, ideas and ideas are conveyed well. This research is based on the impressions and complaints of service users (users and stakeholders) (hospitality sector). This research focuses on the application of the video assisted learning model of English Hospitality courses in the Diploma Three Hospitality Study Program of the Mataram Tourism College. Video assisted learning (VAL) is a practical and effective learning model to improve students' English speaking skills. This research is a type of ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model research involving 80 students in the second and fourth semesters of the Diploma Three Hospitality Study Program of the Mataram Tourism College. The research data was obtained through the distribution of questionnaires using the Likert scale: Agree (1), Disagree (2), and Disagree (3). Then the data was analyzed using mix-methods (qualitative and quantitative). Qualitative data was obtained from suggestions, criticisms and other general opinions while quantitative data was obtained from the average score of the English speaking skill assessment rubric.
Keywords:	<i>Video assisted learning; English speaking skills; hospitality industry; Tourism Human Resource</i>

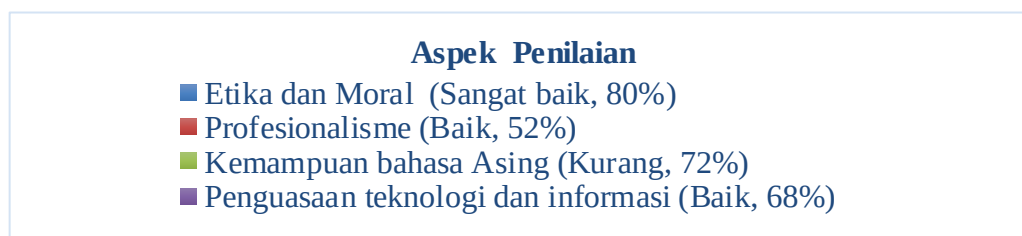
1. Introduction

By referring to Law Number 10 of 2009 concerning Tourism, then Government Regulation (PP) Number 24 of 2023 concerning competency certification in the tourism sector and the basis for improving the quality of Human Resources (HR) development in the tourism sector. Thus, it is clear that service-based tourism human resources are a key factor that plays an important role in advancing the tourism service sector (Idrus, 2019).

Tourism service providers have a direct relationship that is intangible (intangible) with customers/visitors so that the demands for smart, active, hospitable, innovative, sensitive, creative and productive must be met to arouse interest and create pleasure and comfort for their customers. Therefore, strengthening the knowledge, skills, and attitudes of waiters, the ability to communicate using foreign languages (English) in particular is a serious concern and an important demand for all tourism service service workers. Because it is realized that only with good and correct English language skills, guest satisfaction, an increase in the amount of revenue and income of hotels or tourist attractions, positions or positions/job placements, and even the formation of self-image will definitely be realized (Aldoobie, 2015).

This research is based on the impressions and complaints of users and stakeholders in the tourism service industry (hospitality sector) related to the low English communication skills of STP Mataram On The Job Training (OJT) students . The 2024 STP Mataram Career Center and Tracer Study Survey (infographic 1) in 25 hotels in the Senggigi and Mataram City areas is a strengthening data.

Infographic 1. The results of user assessments of STP Mataram On The Job Training (OJT) students in tourism services (hospitality sector).



Data source: Career and Tracer Study Center (PKTS) STP Mataram 2024

This research focuses on the application of the VAL learning model in the English Hospitality course for students of the Diploma Three Hospitality Study Program, Mataram Tourism College. Learning using VAL is a learning model outside the classroom in the form of independent assignments. Hospitality English learning using the VAL model is applied in learning with the aim of improving English speaking skills as well as responding to the impressions and complaints of users/stakeholders in the tourism service industry (hospitality sector) on the English speaking ability of STP Mataram students, so this research is urgent and important to be carried out.

Problem-Solving Approach

In learning Hospitality English at STP Mataram, a learner-centered learning approach (SCA) is used, where students are required to actively participate in learning. Students independently identify problems faced in daily life in the tourism service industry (Hospitality). Implementation of a Video-based learning model. Video Assisted Learning (VAL) contributes positively to Hospitality English learning because (a) it is effective for hearing one's speech or speech in a real context, (b) it is effective in hearing new vocabulary in a more real and relevant context, (c) it can improve speaking and writing skills, (c) it is dynamic and engaging, and (d) learning flexibility.

In learning English Hospitality at STP Mataram, the communicative approach is very relevant because it focuses on the use of language in a real and practical context. Students are trained to actively speak, listen, and write in relevant situations. For example, when welcoming the guest, giving hotel information and handling guest complaints. Teaching is done through live conversations, role-playing, and work scenarios that often occur in hotels or restaurants. Speaking skills are the main concern of learning Hospitality English at STP Mataram. So simulations of real-world situations are very useful for practicing speaking skills. For example, students act as receptionists and guests to practice conversations that usually take place in hotels. By role-playing, students are able to solve communication problems that may occur in real-life situations, such as resolving guest complaints or explaining hotel services. In addition to teaching English, STP Mataram students are required to provide professional and effective service to guests, such as being confident when speaking, listening carefully, and being able to process situations. So, the output of hospitality English learning at STP Mataram is that students are able to communicate and interact with foreign tourists/visitors. As a Vocational Education Institution that produces workers in the tourism service industry (hospitality), STP Mataram introduces its students to cultural differences in the world of hospitality, such as the behavior of guests from various countries, etiquette, or special needs that guests may have. Students not only learn languages, but also learn how to communicate effectively with people from different cultural backgrounds.

The Goals/Aims

English speaking skill is a skill that must be mastered well by English language seekers in addition to other language skills. Through speaking skills, messages, ideas and ideas are conveyed well. Likewise, with tourism service providers English speaking skills become a demand that must be met. This research is focused on evaluating the English hospitality learning model for students of the D3 Hospitality Study Program at STP Mataram. Despite the demands of mastering foreign languages, especially English in the service industry; hotels, restaurants, restaurants, and others, STP Mataram has a variety of practical books to help improve students' spoken and written English skills. Ironically, complaints from users in the tourism service industry (hotels, restaurants) about the English language skills of STP Mataram alumni still occur. Based on these facts, this research is expected to be able to strengthen students' understanding to learn English more actively. Furthermore, the research is beneficial to the improvement and strengthening of English speaking skills. In addition, this research as an effort to disseminate and publish through nationally accredited scientific journals is indeed a target that must be achieved to get feedback so that the quality of publications and subsequent research becomes better and gets public recognition. This research is a type of evaluative research where researchers measure the effectiveness of outdoor video-based learning for students of the Diploma Hospitality(D3) at STP Mataram.

2. Research Method

This is a type of development research (Research Development) ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model is one of the most commonly used development models in the field of instructional design where this model is used as a guide to produce effective designs. This model also describes a systematic approach to learning development (Ilesanmi, 2023). The process of the ADDIE model development research procedure is shown in diagram 1.

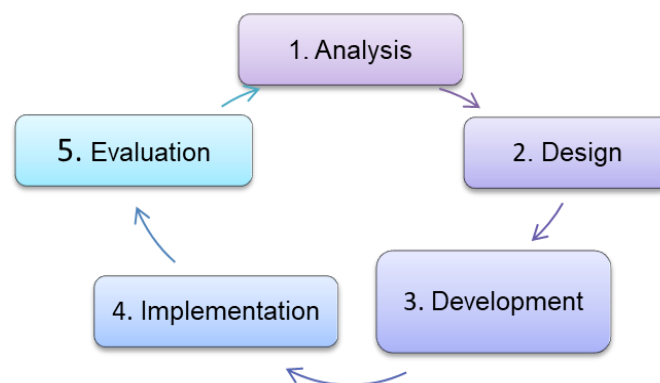


Diagram 1. Development Model

ADDIE model development research as follows;

- 1) Analysis. Researchers analyzed the English speaking skills (native like fluency, almost no hesitation. occasional hesitation. frequent hesitation, (Abdullah, 2018) of blended learning (outdoor learning with video based learning) of STP Mataram students.
- 2) Design. Researchers designed a blended learning model (Outdoor learning with video based learning) according to the problems faced by STP Mataram students.
- 3) Development. Researchers realized blended learning in the development of hospitality English learning at STP Mataram,
- 4) Implementation. Researchers applied Outdoor video-based learning to STP Mataram students.
- 5) Evaluation. Researchers evaluate the effectiveness of outdoor video-based learning (blended learning) at STP Mataram

Outdoor video-based learning research was conducted on 40 second semester students of Diploma Three Hospitality Study Program. Second semester students used as respondents must be adjusted to the hospitality English course curriculum. Furthermore, to obtain data on student responses related to outdoor video-based learning, it was obtained through a questionnaire using a Likert scale format, namely Agree (1), No Opinion (2), and Disagree (3). Furthermore, qualitative data was obtained from suggestions, criticisms, and student responses. The collected data were analyzed using qualitative descriptive analysis technique. In the end, the results of data analysis are used to develop and recommend appropriate and effective hospitality English learning at STP Mataram. The flow of this research is described in diagram 2 below.

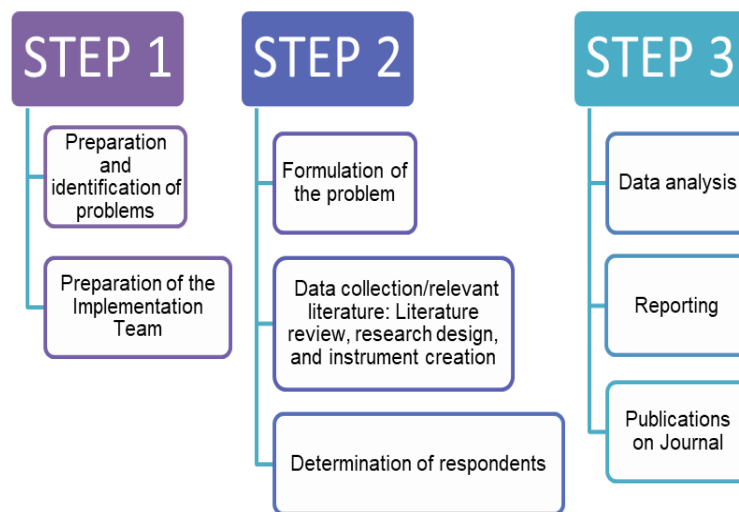


Diagram 2. Research Flow

3. Research Findings and Discussion

Research Findings

Hospitality English Learning at the Mataram Tourism Institute

English Hospitality Outdoor video-based learning at Mataram Tourism Institute is an improvised model on English language learning and is considered effective for improving English language skills. Outdoor video-based learning is equivalent to the student centered learning (SCL), where students become the main agents in the learning process. Students are required to learn independently with the output being an increase in the ability to speak, listen and understand English. Outdoor video-based learning model can also make English learning more active, interactive and fun, and facilitate tracking related to student learning progress. Outdoor video-based learning at STP Mataram includes several implementation steps, namely:

Determining the learning topic: determining or choosing a relevant topic, such as talking about daily routines, hobbies or certain experiences. This can help learners to be more engaged and feel comfortable in speaking. At this stage, the researcher provides an English video related to the topic. Then the researcher started the lesson by showing the video that had been prepared. The sample video was shown as a reference for students to make blended learning as a personal assignment.

Creating a script or learning plan: In learning, lecturers prepare scripts or lesson plans that aim to ensure learning covers all important points including learning materials, time needed, methods used. Blended learning takes the form of students' independent

assignments. Furthermore, the assignment is given feedback suggestions related to the findings of the shortcomings/mistakes made by students.

Record videos as a learning task: Use a cell phone or camera to record the conversation. Try to speak fluently and naturally. Don't worry about small mistakes, focus on fluency and using the right vocabulary. At this stage, students implemented the assignment according to the suggestions and feedback provided by the lecturer/researcher. In the next step, students are given a new task according to the topic that has been determined. The tasks given to students are in accordance with learning topics that are in accordance with the Semester Learning Plan (RPS).

Listening and Evaluation of learning: After recording the video, the video is played back to listen to pronunciation, intonation, and language use. This will help the learner recognize areas that need improvement. This stage is meant to evaluate all the results of the tasks given to the students.

Practice regularly: Videotape regularly practice speaking English and try to correct any mistakes the learner encountered in the previous video.

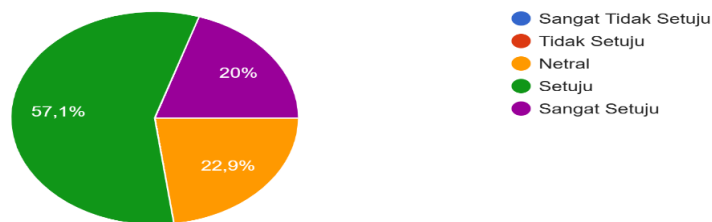
Get feedback: Watch the videos with a friend or lecturer to get feedback on the way of speaking, pronunciation and grammar used. This can help learners progress faster in their mastery of English.

Students' views on Learning English Hospitality

The Hospitality English Learning Questionnaire at the Mataram Tourism College is shared using the goggle form.

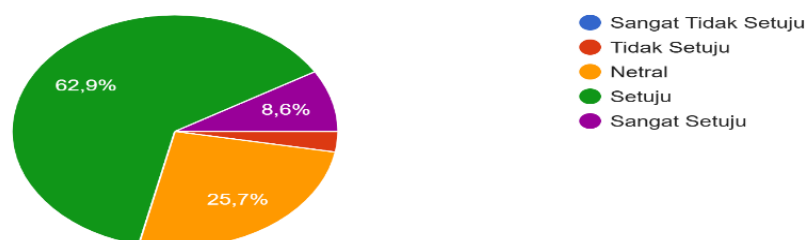
In this study, the researcher involved 35 students as respondents in the Diploma Three (D3) Hospitality Study Program. Furthermore, responses or answers from respondents to hospitality Video Assisted Learning English learning were obtained through a recording of the google form link questionnaire described below.

1) Materi bahasa Inggris Hospitality yang diberikan relevan dengan kebutuhan industri pariwisata
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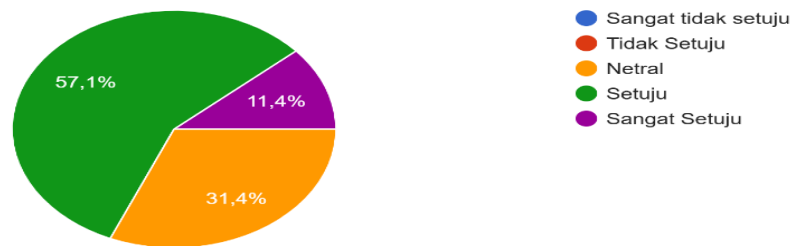
Question 1, it was found that the majority of STP Mataram student respondents were fully aware of English material relevant to the needs of the industry. This is shown through the results of the questionnaire given by 57.1% of respondents who agreed, 7 (20%) said strongly agreed and 8 (22.9%) said they were neutral. The researcher emphasized that the statement of agreement was more dominant where the results stated that the respondents were fully aware of the direction and purpose of learning English.

2) Materi disusun secara sistematis dan mudah dipahami
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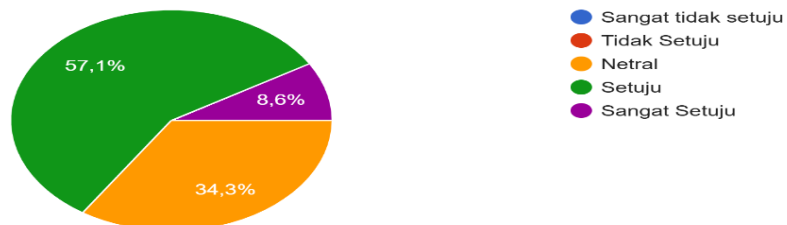
Question 2, it was found that 22 (62.9%) stated "Agreed" that English learning was directed and in accordance with the standards expected by the respondents. Understanding of English learning objectives Video Assisted Learning video recording at STP Mataram has been socialized to respondents since the beginning of lectures where English is very important for a tourism worker, especially in hotels and restaurants. However, it was found that 3 respondents or around 8.6% answered strongly in agreement and 9 people (25.7%) were neutral.

3) Materi pembelajaran mencakup kosakata dan situasi profesional dalam bidang hospitality
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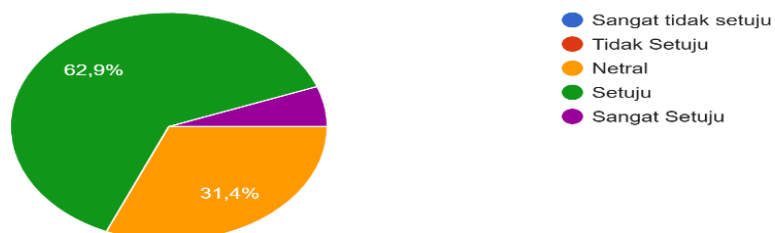
Question 3, it is known that 20 (57.1%) respondents agreed, 4 (11.4%) strongly agreed and 11 (31.4%) were neutral. The learning materials are in accordance with the demands of the world of work, namely hotels, restaurants, restaurants and other tourism services. The learning objectives are: to enable respondents to work effectively and confidently in conveying information about service in restaurants and in hospitality in general, to enable respondents to learn English independently, and to enable respondents to change and improve their English language skills for future career development.

4) Metode pembelajaran yang digunakan membuat proses belajar menjadi menarik dan interaktif
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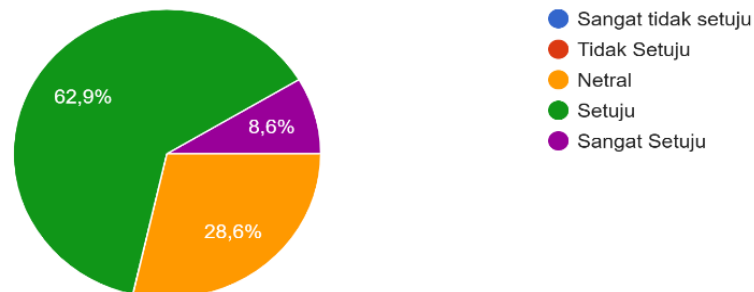
From question 4, it was found that 57.1% said "agreed" that the teaching method was interesting and interactive, 8.6% said "strongly agreed" and 34% answered "neutral".

5) Penggunaan media seperti video dan audio membantu memperjelas materi
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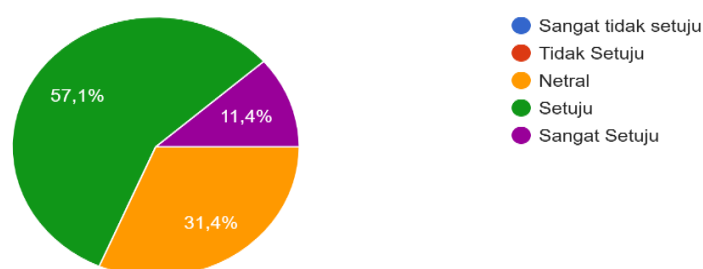
Question no. 5, about the use of media such as video and audio helps in learning. Respondents answered "yes" 62.9%, 31.4 answered neutral.

6) Metode pembelajaran memfasilitasi latihan komunikasi dalam konteks hospitality.
35 jawaban



Then on question number 6 about learning methods. Respondents of 35 people gave respondents "agree" totaling 62.9%, strongly agree 8.6%, and answered neutral 28.6%. The respondent's statement was motivated by a lecture system that was designed in such a way by using methods and aids that were in accordance with the teaching materials taught. The lecture system at STP Mataram tries to balance rights and obligations that must be carried out in a balanced manner between lecturers and respondents. For example, English learning is well scheduled for each face-to-face. The implementation of this system has a significant impact on respondents' English language skills.

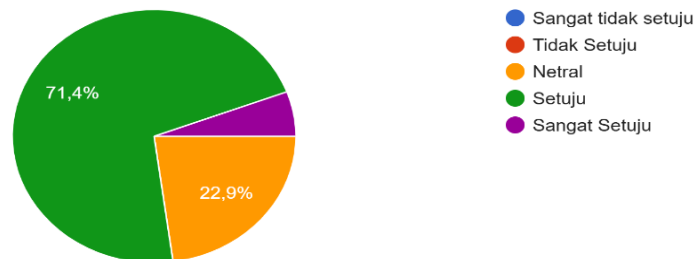
7) Dosen mampu menjelaskan materi dengan jelas dan mudah dipahami.
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Question 7, shows that 57.1% agree with that the lecturer in charge of the Hospitality English Course explains the material clearly and easily understands. Then, 11.4% said they strongly agreed, and 31.4% said "neutral".

8) Dosen memberikan contoh kasus nyata dari industri hospitality.

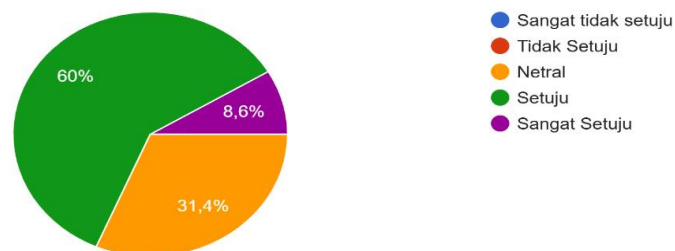
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Of the 8 questions, it was found that 71.4% agreed that lecturers gave real case examples in the hospitality industry, 22% stated "Neutral". Lecturers in hospitality English courses are taught by practitioners from the hospitality industry.

9) Dosen responsif terhadap pertanyaan dan kesulitan mahasiswa.

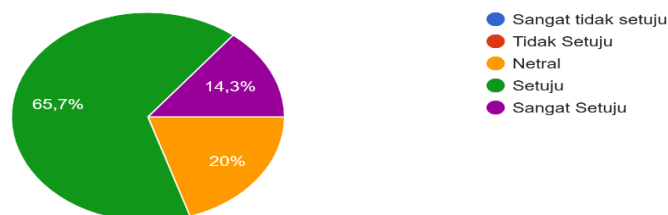
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It was found that 60% of respondents responded in agreement with the statement stating that the lecturer who teaches English courses is responsive to students' questions and difficulties. Then 8.6% said they agreed and 31.4% said Neutral. In this section, the researcher found a variety of answers from respondents, but the majority of respondents gave positive responses to this question. Regarding the respondents' answers, the researcher did not conduct an in-depth search.

10) Dosen memotivasi saya untuk aktif berpartisipasi dalam pembelajaran

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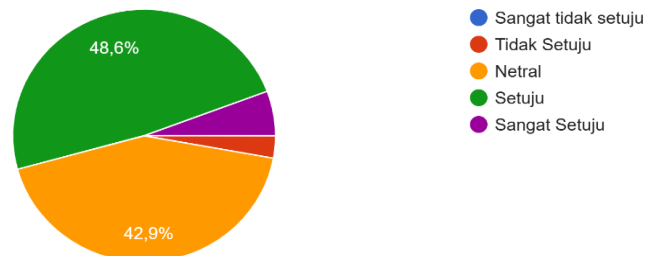


It was found that 65.7% of respondents agreed with the statement that the Hospitality English Teacher motivated me to actively participate in learning. Then, 14.3% said

they strongly agreed, and 20% said they were neutral. The fact is that the majority of respondents gave a positive response.

11) Kemampuan bahasa Inggris Hospitality saya meningkat setelah mengikuti pembelajaran.

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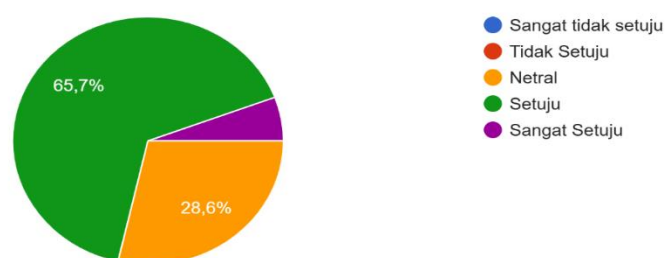


From question 11, it was found that 48.6% of respondents agreed with the statement that my Hospitality English skills improved after taking part in the learning. Then, 42.9% declared neutral.

From this study, the researcher outlined several notes that are important to follow-up, namely: Lecturers in English courses are expected to form information/message sharing groups through social media in the form of Facebook and Whatsapp (WA). This is important to practice communication skills via students' writing skills and of course it affects the improvement of the use of grammar in communication, Independent assignments must be carried out intensively and on a scheduled basis. Independent assignments in the form of recordings of English conversations with foreigners are given at least once a month, and In the learning process, the teaching lecturer is expected to always pay attention to the "Fun English Learning" learning pattern where harmonious interaction and communication are built between lecturers and students so that students are motivated to change their mindset about English.

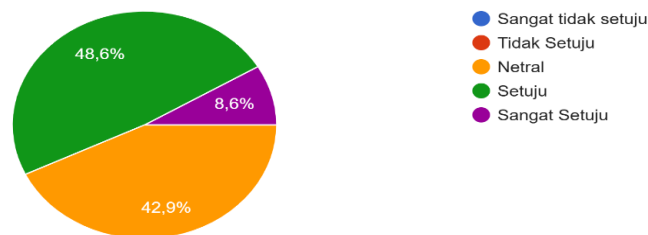
12) Tugas dan latihan yang diberikan mendukung penguasaan bahasa Inggris di bidang hospitality

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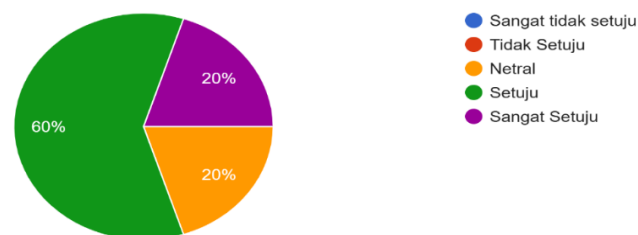
Of the 12 questions, about the tasks and exercises given supported English mastery in the hospitality sector and it was found that 65.7% of respondents agreed and 28.6% said neutral.

13) Waktu pembelajaran cukup efektif untuk menguasai bahasa Inggris Hospitality
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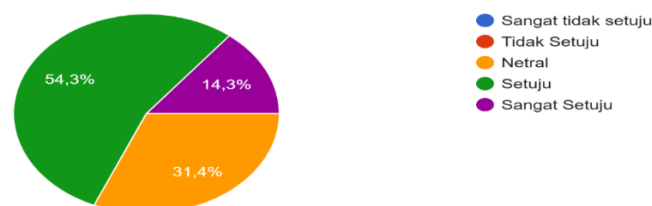
Referring to question 13, about the learning time is quite effective in supporting English mastery in the hospitality sector and it was found that 48.6% of respondents agreed, 8.6% said strongly agreed and 42.9% said neutral.

14) Pembelajaran bahasa Inggris Hospitality meningkatkan peluang kerja saya di industri pariwisata.
35 jawaban



Of the 14 questions, about English Language Learning increased job opportunities in the tourism industry and it was found that 60% of respondents agreed and 20% said they strongly agreed, then 20% said neutral.

15) Saya puas dengan metode pembelajaran bahasa Inggris Hospitality di Sekolah Tinggi Pariwisata Mataram
35 jawaban



Of the 15 questions, respondents were satisfied with the Hospitality English learning method at the Mataram Tourism College 54.3% agreed, 14.3% said they strongly agreed, and 31.4% said they were neutral.

4. Conclusion

Based on the results of the analysis in this study, it was found that English Hospitality Video Assisted Learning at STP Mataram is very effective and recommended. The effectiveness of hospitality English learning Video Assisted Learning is evidenced by the increase in motivation and seriousness of students participating in learning. In the learning process, lecturers always apply "Fun Learning" learning so that harmonious interaction and communication are created between lecturers and students. Meanwhile, regarding the respondents' responses to Hospitality English learning, the researcher concluded that video recording learning was very effective because the majority or dominance of respondents' answers were "YES" for each questionnaire question (Teaching materials or materials, learning methods, Teaching lecturers, Evaluation).

Recommendations

Here are some practical points that can be outlined from the research findings, focused on the implementation of VAL to improve the speaking skills of tourism students:

- 1) Integrate authentic videos into your regular curriculum. Use short videos (3-5 minutes) of real dialogue in the tourism industry, such as hotel receptionist or tour guide interactions.
- 2) Apply a phased learning model (preview, view, review):
 - a. Preview: Discuss the topic of the video before watching to build vocabulary.
 - b. View: Watch the video while jotting down key phrases.
 - c. Review: Students record themselves mimicking the video, then compare it to the original. This is recommended to reduce speaking anxiety.
- 3) Combine VAL with collaborative activities. Form small groups for role-playing based on the video, followed by peer-reviewed feedback.
- 4) Leverage accessibility technology for scalability. Use a free platform like YouTube or Google Classroom to upload local videos (for example, Lombok tour videos). Advice for lecturers: Create thematic playlists (hospitality, cultural guiding) and monitor progress via student recordings, so that they can be easily applied to other vocational schools.

5) Periodic evaluation with tourism-specific speaking rubrics. Measure progress through criteria such as pronunciation, fluency, tourism-related vocabulary, and cultural sensitivity

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