



Project-based learning for teaching writing skill at tourism major in vocational school

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Abstract. Tourism major in vocational school learns English for doing promotion to attract foreign tourists. One of promotion media often used is brochure. It is learned by tourism students in the classroom through writing skill learning that can be taught using project-based learning method. Thus, the present study aims to explore the application of project-based learning to teach writing skill at tourism major and investigate students' perceptions towards it. A case study method was used in this study to gain the research data. Through in-depth interview and direct observation, one English teacher and two students classified as the high-level and the low-level students were involved as research participants. The results of this study find that the learning objective of English lesson for one semester is to learn how to write an essay for tourist promotion brochure. To help students develop their ideas, the teacher organized a tour with all students to one of local attractions. In the classroom, the brochure project is assigned to individual students with the assistance of the teacher to help them write the essay more effectively. In the end, the brochure must be presented for evaluation and further improvement. In addition, the students confirmed that they enjoy the learning process because the teacher often helps when they are having difficulties in writing the essay for brochure.

Keywords: *brochure, tourism major, writing skill, project-based learning.*

INTRODUCTION

English is used as an international language to communicate in many business activities worldwide. English is widely spoken around the world; there is a need for students to acquire communication skills to achieve success in their respective fields. English is essential for Vocational School students majoring in tourism to communicate, negotiate, and transact with tourists (Rahamdina, Harahap, & Sofyan, 2019). Therefore, students need to learn excellent and correct communication skills to fulfill their ambitions, desires, and goals.

Communicating means conveying information to others both orally and in writing. Therefore, a message must have a purpose and meaning. Good writing skills reflect the ability to communicate in English. Writing skill is a form of communication that allows students to express their feelings and ideas on paper in written form (Dhea P, Rianto, Astuti, & Nurdiana, 2022).

English For Specific Purpose (ESP) is an approach to learning English in which learning topics and methods are created based on why the learner wants to learn English (Hutchinson & Waters, 1987). ESP is a centered approach to teaching English as a foreign or second language designed to meet the need for students to become disciplined in specific disciplines, such as science, technology, medicine, and academic learning (Oktarin, Syahrial, & Harahap, 2019). In vocational school, learning English is called English for Specific Purposes, a unique program designed to help communicate more effectively in English in work, such as tourism, hospitality, and other fields, mainly because being a tour guide requires good communication skills. Moreover, being a tour guide requires good communication skills.

Writing skills are essential for students (Al Farhan, 2023; Al Farhan, 2022). Through writing activities, students can express ideas in written form with their language skills (Pariyanto & Sugiharti, 2022). Writing skills can be taught from the start regarding the world of education, but that does not mean writing skills are easy to master. However, students' writing skills are essential to note how students can be skilled at writing.

Brochure media is a delivery of information, especially in tourism. This information is in the form of a message or an offer to tourists and can offer a service to the public and tourists. Brochure media also has a role in education as a learning tool and device that functions in the process channel between communicators and communicants. Especially in the world of work, as a tour guide, a good communication strategy is needed to attract the attention of tourists and understand the message being conveyed. Communication is not only a component of tourism marketing but also in personal, mass, persuasive, and other communication. Tourism industries have used some tourism promotion media to attract tourists, such as brochures, pamphlets, and booklets (Napu & Ngiu, 2020).

Tour guides must be able to position themselves as tourists. As a tour guide, you must master and understand the right strategy so that tourists feel safe and comfortable. Within the scope of marketing communications, tour guides must be able to convince tourists to want to use the products or services offered. Most tour guides compete with each other to create a promotional communication mix to attract more tourists to use their services. Communication skills in English for Tourism can be taught through various teaching methods, including project-based learning.

Project-based learning (PjBL) is a teaching method in which students gain knowledge and skills by working long periods to investigate and respond to authentic, engaging, and complex questions, problems, or challenges. Project-based learning is a constantly renewed and regular teaching method that encourages student engagement through in-depth investigation of complex questions. Based on the explanation above, project-based learning is a learning method that uses projects or activities as media. PjBL also builds and applies project concepts to explore and solve problems based on experience.

Praba, Artini, and Ramendra (2018) researched to investigate the effect of PjBL on the writing skills of EFL language students. They used interviews, observations, and written tests for data collection. The findings show that project-based learning significantly affects students' EFL writing skills. Moreover, they concluded that PjBL significantly improves writing skills in the EFL context.

Furthermore, this research is to determine significantly the writing skill of mechanical engineering students in writing research abstracts, job applications, and class presentations. They used data analysis in the form of experiments and questionnaires for data collection. The findings of this study indicate that project-based learning has positive implications for improving writing skills (Roisatin, Thamrin, & Wahyuningsih, 2022).

Dhea P, Rianto, Astuti, and Nurdiana (2022) researched to investigate the impact of using the project-based learning method on improving the writing skills of class VIII students of Junior High School Seven Tarakan. They used pre-test, treatment, and post-test to collect data. The results show that using the project-based Learning method has an impact on improving students' writing skills in class VIII narrative texts at Junior High School Seven Tarakan.

Several previous studies have explored project-based learning on students' writing skills. Project-based learning was beneficial for improving students' writing skills. However, with the importance of writing skills in learning English, it is necessary to prove project-based learning to describe how to use the PjBL method in teaching writing for tourism promotion needs (Abdelazim, Seleim, Badawi, & Nazir, 2022). Meanwhile, all previous studies focused on junior high school students and mechanical engineering students using case study methods, and only a few similar studies focused on vocational students using qualitative methods. Therefore, this research is significant regarding "Project-Based Learning for Teaching Writing Skills at Tourism Major in Vocational School." Two research questions are raised in this study, namely 1) How does a teacher apply project-based learning to teach writing skill tourism major in vocational school? and 2) What are the students' perceptions of applying project-based learning to teach writing skill tourism major in vocational school?

LITERATURE REVIEW

Writing produces works in written form that can be read and used. In writing, it is essential to use good vocabulary, grammar, comprehension, and fluency. Some of these elements can be taught by teachers when teaching writing and become one of the essential skills in English (Rahmalia & Utari, 2021). Writing is also the primary key in communicating to support all aspects of communication, such as how to communicate with other people, in which there are processes and products meet.

Writing skills are part of the language skills that play a role in building and optimizing other essential human skills (Hasanudin, Fitrianiingsih, & Setiyono, 2022). Writing does not have to choose the right topic, but most are determined by who the reader is. Through writing, we can convey the contents of thoughts, feelings, imagination, and natural things and also transfer information and knowledge to others. This makes writing skills a basis both in everyday life and in education.

In the world of education, writing skill is one of the productive skills that must be possessed and mastered by students (Argawati & Suryani, 2020). They must be able to express their thoughts in writing to develop their ideas to increase the reader's interest when their writing is read. This is because students consider how language is used when students are involved in their writing process. This activity will provoke language development as students finish what writing problems are put in their minds (Yusuf, Jusoh, & Yusuf, 2019). Therefore, teachers must develop appropriate methods to make students better at writing.

The project-based learning model is a renewal and an option for developing student skills (Prahani et al., 2020; Sudjimat et al., 2021). Project-based learning is included in the teaching and learning process method that offers diversity and togetherness as a complex problem-solving concept to optimize student excellence and competence (Hasanudin et al., 2022). The advantage of the PjBL model is that it can accommodate students' learning interests (Umar & Ko, 2022). Project-based learning can enable students to learn about project assignments they make themselves or collaborate with other students in solving

complex project problems with actual product results in the form of goods or services (Aflahah, Rafidiyah, Kailani, & Farid, 2022). Because they are free to plan learning activities, determine projects to solve problems and carry out tasks collaboratively to increase student collaboration and develop skills.

PjBL offers many benefits to students, such as providing opportunities for students to develop their self-confidence, increase student self-esteem, increase participant autonomy students, improve students' cooperative skills, increase student motivation, develop problem-solving, and improve language (Aghayani & Hajmohammadi, 2019; Aflahah & Nadia, 2022). In addition to the advantages above, the project-based learning model helps students learn problem-solving through the projects they make. Therefore, this learning model contains problems which are the initial stage for exploring student knowledge and experience (Suteja & Setiawan, 2022).

Teaching writing skills means helping students to communicate real messages with writing. This also means that the teacher plays an essential role in teaching writing, and the teacher must know to make it easy for students to write well (Lutfiyanto, 2022). The teacher plays an essential role in teaching writing to create the right conditions to generate ideas and motivate students to develop their creativity. In improving students' writing skills, a teacher should pay more attention to teaching writing, such as providing guidance and feedback.

English for Tourism (EFT) equips students with English materials and skills specific to tourism, such as hotel and tourism management and agents. The aim of the EFT course for English education students is to equip students with specific English skills and knowledge about the field of tourism, especially for those who are not interested in becoming teachers and are more interested in the world of tourism (Rahmani & Supardi, 2021).

English for Specific Purposes (ESP) is a learner-centered approach to teaching English as an additional language. It focuses on developing communicative competence in a specific discipline, such as academics, accounting, business, IT, teaching, and engineering (Hutchinson & Waters, 1987).

Another definition by Anthony (2018) states that ESP is an approach to teaching language that targets students' academic or work needs, focusing on the language, skills, discourse, and genre needed to meet these needs. The definition above states that ESP is an innovative student-centered teaching approach. The aim is to meet the needs of students at school or university- (academic needs) and in the workplace- (work needs). ESP needs to focus on students' skills to work effectively and the ability to use English in a specific domain, not pure English. As a result, ESP is focused on making English classes more relevant to students' needs (Syakur, Zainuddin, & Hasan, 2020).

According to Irawan, Frank, and Dehghani (2022), ELT teachers in vocational high schools must support and provide teaching materials for their students by applying English for specific subjects or objectives in the context of the learning program learning. Compared to other educational institutions, the ELT model in vocational high schools is more specific and oriented. They have unique competencies based on their needs in target situations related to appropriate study programs.

Tourism is all activities related to travel with the aim of recreation, releasing fatigue, looking for entertainment, and a new atmosphere carried out in a specific place as desired, outside the usual regional environment but only temporarily. Tourism is all activities related to travel for entertainment and tourism purposes. Tourism resources can be anything that exists in a tourist area and becomes an attraction for tourists. For example,

objects that exist in nature (landscape, climate, land contours, or flora and fauna), human works (related to culture and historical objects), and the way of life or the way of life of the local community (local culture). Meanwhile, tourism services are also referred to as attractive devices, which include all facilities and activities whose procurement is prepared commercially by other companies. Although tourism services are not a natural part of a tourist attraction, their existence is also reasonably necessary (Indra, Juliana, Hubner, & Sitorus, 2022).

In simple terms, tourism can be defined as the journey of a person or group of people from one place to another by making plans within a certain period for recreation and getting entertainment according to what they want. In addition, tourism is everything related to tourism, including the development of tourist objects and attractions and other businesses related to the tourism sector. Tourism is all activities related to travel with the aim of recreation, releasing fatigue, looking for entertainment, and a new atmosphere carried out in a specific place as desired, outside the usual regional environment but only temporarily.

METHOD

This research was used to analyze and identify social phenomena in the student learning about the world of tourism in grade XI. This research used the case study method in its research design to determine the process of implementing project-based learning to teach writing skills at Tourism Vocational School. This study uses an observational design where the research only aims to make observations and is non-experimental. For example, case studies are often used for evaluation purposes in external reviews. In an educational context, case studies can illustrate, test, or expand theory or assist other educators in analyzing or shaping their practice (Tomaszewski, Zarestky, & Gonzalez, 2020).

The location in this research was carried out in one of the Vocational School in the city of Banjarmasin. The reason for choosing this location is because the school is one of the best schools that open tourism major. Furthermore, this school is among the leading Senior High Schools accredited A in Banjarmasin. This study involved six students and one teacher as research participants. The six students were selected and divided into three students who had the highest English scores and three students with the lowest English scores in the class. Moreover, the selected teaching teacher is an English teacher in the tourism department.

The data collection method was carried out in two ways. Namely, primary data was obtained directly through observation and interviews with selected informants, and secondary data was obtained through a continuous data collection process from books, journals, literature, the Internet, and other reliable sources (Sileyew, 2019). So the techniques used in this research are observation, interviews, and documentation.

Observation is the activity of recording phenomena that are carried out systematically. Observations made in this study are participatory observations. In this study, researchers made observations in vocational high schools, especially in the tourism class. This study used classroom observation techniques for data collection. Observations focused on exploring project-based learning to teach writing skills at Tourism Vocational School and their application in learning activities in class II of Banjarmasin Vocational School by the checklist provided by the researcher. The observation was conducted in four meetings involving one teacher and all students in grades A, B, and C. The researcher made field notes, videos, and pictures for data analysis during the observation. The checklist observations made in this study were adapted from Culclasure, Longest, and Terry (2019)

The interviews conducted in this study were direct interviews, with structured interview types, where the researcher first prepared the questions to be asked in the interview. Through direct interviews, researchers can obtain the required information data. In this study, researchers used sound recordings to interview teachers and students. This interview aims to find problems more openly and solicit opinions and ideas. The researcher also uses flexible language so that the interviewees do not find it difficult to understand the questions during the interview.

In conducting interviews, researchers must listen carefully and record what the informants say. The interview involved six students from a vocational school in Banjarmasin as participants who were selected using purposive sampling according to the criteria determined by considering the first stage, namely document analysis. The criteria for selecting participants and locations enabled researchers to gather rich data about their perceptions and descriptions of project-based learning for teaching writing skills in Tourism Vocational Schools. These interview questions were created or developed to answer research questions and fulfill the objectives of this research.

In this study, data collection was mainly carried out through observation and interviews. However, documentation is also needed to make the data more reliable and accurate. The documentation taken in this study was in the form of photos during the observation and interview processes as supporting evidence for this research.

The first data analysis model used by researchers (Miles, Huberman, & Saldana, 2014), namely data condensation, refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that approaches all parts of written field notes, interviews transcripts, documents, and empirical material. The data condensation process was obtained after the researchers conducted interviews in the field, then interview transcripts were needed to complete the data needed by the researchers. The second is to display data to help understand the research context for conducting a more in-depth analysis. The last is concluding, meaning that researchers collect data such as seeking understanding and recording the regularity of explanations and causal flow the final stage is simplifying all the data obtained.

RESULT AND DISCUSSION

This study describes the application of project-based learning that teachers use in teaching students writing skills in making tourism promotion brochures in the tourism department. In the tourism department, they have general English subjects and creative products. So as it relates to making brochures, students study them in creative product subjects because, in this subject, students are required to hone their skills. In contrast, in general English, they only study subject matter. By applying project-based learning, in writing brochures, all students have the same topic based on real experiences and actions after the teacher organizes a tour with all students to one of the local attractions to help students develop their ideas.

Based on the data from class observation and teacher and student interviews, the first aspect discussed was the learning process of making class brochures. To support learning in making and designing brochures, the teacher facilitates all students using computers and applications such as CorelDraw, Photoshop, and Canva. As explained in the theory of Irawan, Frank, and Dehghani (2022), ELT teachers in vocational high schools must support and provide teaching materials for their students by applying English for specific subjects or objectives in the context of the learning program learning.

In making brochures, students have only four meetings in one month. In class, students are not given lessons in material but direct practice because the teacher's primary goal is to hone students' skills, especially in writing skills, to make tourism promotion brochures. Writing skills are part of the language skills that play a role in building and optimizing other essential human skills (Hasanudin, Fitriyaningsih, & Setiyono, 2022). So it is beneficial for students to develop new ideas.

While making brochures, students often experience problems such as operating computers, writing essays, and converting essays into English. However, some obstacles did not affect students' enthusiasm to complete their assignments. Students also admitted that making brochures was very enjoyable. Moreover, the teachers in this class are rapid and responsive to help students make brochures if they experience difficulties. Through the observations made by the Author, students look active, not rigid, and enthusiastic while making brochures in class. This is also related to the theory from Aghayani & Hajmohammadi (2019) PjBL offers many benefits to students, such as providing opportunities for students to develop their self-confidence, increase student self-esteem, increase student autonomy participants, improve students' cooperative skills, increase student motivation, develop problem-solving, and improve language.

After the students have finished designing the brochure, the teacher asks them to print it physically to present it as if they were tour guides promoting their tourism services. Although tourism services are not a natural part of a tourist attraction, their existence is also reasonably necessary (Indra, Juliana, Hubner, & Sitorus, 2022). This is useful for the future as experience in promoting their services before entering the world of work, especially tourism.

After the series of teaching and learning processes in class was completed, the authors concluded that applying project-based models in the tourism class could make students active and responsive in teaching and learning activities in class. This is to research by Dayu (2018), which explains that applying a project-based learning model in experimental classes can make students actively participate in teaching and learning. Moreover, after the process of making tourism promotion brochures, students also become creative and independent because brochures are made individually, not in groups, as revealed in Ismuwardani, Nuryatin, & Doyin's research (2019), which also showed the results of a significant increase in the creativity and independence of poetry writing skills after implementing project-based learning.

In addition, applying the project-based learning model in this study also proves that it can positively influence students to improve their writing skills. As can be seen from the teacher's assessment results, the average score obtained by students in class is 82. This also follows Praba's research, Artini and Ramendra (2018), namely that the application of project-based learning has a significant effect, as seen from the increase in students' writing scores. In the research conducted by the Author, it was not only seen from the writing scores; the student's writing ability in the class also experienced a significant increase seen from the perceptions of students who often experienced difficulties at the beginning and in the end, they were able to overcome them properly. This research by Aghayani and Hajmohammadi (2019) revealed that project-based learning significantly influences students' writing abilities.

The results obtained through observation and interviews with writers in class, the project-based learning model applied in this study can also be successful or influential in writing skills to achieve learning objectives. However, this is not by research from Rahmalia and Utari (2021) on the experimental method, which explains that the results have no

significant effect and that the project-based learning method could be more effective in teaching writing. Moreover, while writing essay series and designing tourism promotion brochures with the application of a project-based learning model, the teacher plays a significant role as a facilitator and students as learning centers. Thus students are more flexible and confident in pouring their new ideas and thoughts into meaningful writing.

CONCLUSION

Writing is one of productive skill that can be learned through project-based learning method since it requires lots of practices through certain projects such as short paragraph, essay, article, etc. In vocational school, writing in English is a specific skill needed by tourism students to make some promotion products like brochure. In this study, brochure is the main objective of English lesson owned by the teacher to teach students in tourism major for one semester. To help students develop their ideas, a tour to one of local attractions was held so the students are equipped by real experience that can be made into writing. In the classroom, every student is assigned with making an essay for brochure and is assisted by the teacher through direct feedbacks. In the end, the brochure is presented by every student for evaluation and further improvement. In addition, the students confirmed that they enjoy the learning process because the teacher often helps when they are having difficulties in writing the essay for brochure. Moreover, they feel assisted by the teacher through the feedbacks given for the improvement of the project outcome.

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