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The 3<sup>rd</sup>  
ENGLISH TEACHING  
CONFERENCE 2017

# PROCEEDING

*“Implanting the 21st Century Skills  
through Language Learning”*

English Department  
Faculty of Languages and Arts  
The State University of Surabaya



BULAN BAHASA  
DAN SENI



# **PROCEEDING**

## **The 3<sup>rd</sup> English Teaching Conference 2017**

### **Theme:**

**“Implanting the 21<sup>st</sup> Century Skills through Language Learning”**

Surabaya, November 4<sup>th</sup>, 2017

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**English Department  
Faculty of Languages and Arts  
Universitas Negeri Surabaya**

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## **English for Tourism: Bridging Students to Have Better Communicative and Life Skills Through Doing Project Based Learning**

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### **Abstract**

English for Tourism is considered as a lesson which can help students to have better communicative and life skills since its parts of objectives of the study. It contains both theoretically and practically materials to be given to the students. Since the teacher combining materials from books and real materials which demands students to do project dealt with tourism. Indeed, learning that be based on doing projects trains students to be active in communicating in terms of promoting their potential local area reflecting its objectives of the study. They are trained to be creative, active, and communicative and be responsible to what they have to accomplish. However, it is important to demystify students in getting better life skills through a lesson they have which requires them to produce such a good project yet their ideas are not only being teachers but tend to be the person who works in other fields.

**Keywords:** EFT, Communicative, Life Skills, PBL

### **1. Introduction**

English for Tourism (EFT) is nowadays being actively used as the term of lessons which its purpose to help promote one's potential area. It is included in a curriculum of STKIP PGRI Bangkalan since its important roles to help students to meet the graduated profiles as a guide to tourism. Therefore, English for Tourism (EFT) is given to the students with different kinds of learning experiences including asking them to make some project related to the use of technology such as make tourism videos and blogs of tourism. Through doing those kinds of activities, students are encouraged to be more active and creative to find and create their learning experience by themselves. It happens since learning in a higher education institution is defined as a process of active understanding and building up of meaning skills, what fully complies with essential idea of project-based learning (PBL) (Lasauskiene and Rauduvaite, 2015: 788).

So far, the term of Project Based Learning (PBL) is actually a learning which is based on doing some projects. It again strengthens students' communicative skills to fully concern to the projects they made. It is still according to Lasauskiene and Rauduvaite where they stated some areas of positive experience while the students are

having their time doing the projects which can be seen through two categories. The first category is about the development of students' competencies. Its sub-category includes the development of students' self-dependence, responsibility for the expected project result, and the development of social competence of students. The second category is about the collaboration between a lecturer and a student. Its sub-category includes coaching of lecturer and satisfaction with students' involvement in project activities (2015: 789). The two categories seem to be very good experience for the students and teacher to collaborate and get the positive experiences through doing a project.

Going back to the way how the teacher teaches the classroom, it should be highlighted that the process of teaching and learning was quite mixed. It is around the ideas of getting their students to understand some cultures of other areas and come up with the ideas of compiling them into an opinion how to deal with the life. Yet the learning goals of English for Tourism is should be dealt with the profiles of graduate students. The teacher should also locate their students' competencies in the first number since English for Tourism (EFT) is included in English for Specific Purposes, an approach to language learning and it is based on learners' need (Hutchinson and Waters in Rahman, 2015: 25). Hence, through the English for Tourism lesson, it hopes to be a bridge for students and teacher to work collaboratively to meet the learning goals of the lesson.

## **2. Problems**

It is in line with what in the introduction has already stated above. The problems go around the ideas of how can English for Tourism lesson can help students to be good at promoting their potential tourism object. Second, how can the lesson also help students to have good life skills to strengthen their communicative competence, and the last maybe it is also crucial to know to what extent the Project Based Learning (PBL) contribute to their experience of getting a good notion of how actually learning English for Tourism (EFT) give usefulness for their life in the future. It tends to look at the positive aspects of doing the project-based learning.

### **3. Methods**

#### **3.1 Participants**

The participants were the students who were having English for Tourism (EFT) lesson and doing the project. All the participants were the sixth semester and the sum was about ninety students. All of them were being actively doing the project and come to the class joining the lesson.

#### **3.2 Data collection**

When talking about data collection, it is dealing with the method how the data were taken or collected. This research was conducted through the use of Focus Group Discussion (FGD), direct observation through the result of students' project. In doing focus group discussion (FGD), the writer interviewed the teacher of English for Tourism. She asked several questions consisting of how he handled and taught the students. Also, the materials used to support the teaching and learning process and the achievement of students after doing the project of tourism. The interview was not only done to the teacher it is also done to the students, asking them how the projects can help them to cover the communicative and soft skill they can get. While for the direct observation was also done by looking at the production or videos made by the students. Another was in term of making some blogs but still, the ideas were promoting the local potential area.

#### **3.3 Data analysis**

The data analysis is done by using qualitative design where the data were analyzed inductively. The data of observation and interview were used to describe what was happening in the classroom while the learning process happens especially when the students were doing the projects. The writer notes every activity in the lesson activities, analyzes the data, and classifies all the data based on the strategy.

### **4. Analysis/discussion**

Concerning to the purposes of learning English for Tourism (EFT) in STKIP PGRI Bangkalan, it is dealing with the effort to help one's area to be developed and promoted through its potentials. Therefore, since the purposes are clearly stated, the university plays an important role in also preparing their students to be agents of promotion through good ways. The good ways refer to the things which are given to them and stated in the curriculum. Within teaching and learning process, students were exposed to the specific objectives of how English should be used in term of tourism. Knowing



basically the lacks including structures (grammar), vocabulary, fluent English skill, wants including communicative English used in the tourism industry, related key job skills, and necessities more fluent English skills, TOEIC instead of TOEFL, a partnership with tourism agent and department.

Besides, the authentic sources should be also highlighted, it can come from several tourism sectors they are marine, culture, and arts. The examples of marine sector can be like Lombang beach, Gili Yang, GiliLabak, GiliGenting, Sumenep Annual Sail (Sumenep regency), while for the culture sectors may include KarapanSapi competition, traditional dances (MuangSangkal), KeratonSumenep, folklore; the history of Java and Madura, the tale of Geger hill, white tiger from Blega, and the examples of arts may cover Madurese Batik, Keris (heirloom of Indonesia). What has been explained are what actually students can deal with and they have to produce. Connecting the ability of communicative language and authentic sources help them a lot to work with the project demanded.

Here are some examples of how students produced and make the project to promote local tourism object. They took local tourism object and make a simple video to be uploaded on *Youtube* and also made some blogs since the teachers asked them to make a project that was based on using the internet.



Picture 1. Example of final project of English for Tourism



Picture 2. Example of final project of English for Tourism, making a blog

The core idea of Project Based Learning is that real-world problem capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context ( Efstratia, 2014: 1257). From the example above, we can see clearly that students tried to make a simple but meaningful project of tourism. Through making those projects, students were giving their efforts to finish everything. Their ability to use ICT and communicative language were quite excellent. When we look at the video (Picture 1), it contains a very good message in term of promoting their local area which not quite popular to people outside. The ideas of making such video were very gorgeous since it had good scenarios also. While for the second example of doing a project (picture 2), making a blog, is not the same as making a video. The two projects have their own difficulties but it seems students were capable to finish them well. Blogs can be also a good idea to teach students to deal with tourism to promote their idea. But maybe, uploading video is more attractive and mostly watched or viewed by many people outside and that helps them a lot in promoting their areas through the video made. Through doing the projects, give students experience of how they work, produce an interaction with the real learning process. They get benefits from it how to discover and make experiments by learning through observation and interaction. Since the projects were done in a group, it was easy for them to interact with their friends and made a video of tourism. They also learn how interaction was very important in finishing the projects. They drop everything to make the projects come true and it focuses on the learning process of the individual and concerns the development of the students' abilities, such as memory, creativity, and sensitivity to achieve knowledge (Mulligan, cited in Boud et al., 1993 in Efstratia, 2014: 1256). In

addition, Irina et., al. (2014: 258) proposed that Project Based Learning allows students to learn how to manage, control and organize their activities and promotes a development of their personal competencies related to motivational, axiological, volitional, pragmatist and reflexive spheres of activities.

There are four reasons why students are better to be given projects which are based on using the internet in term of bridging them to have better communicative and life skills through doing the projects such as making videos and blogs as it is stated by Dudeney and Hockly (2014: 44).

- No need to have the specialist technical knowledge to produce or to use Internet-based projects. Students already have their own ability to learn the internet by themselves.
- They are group activities and, as a result, lend themselves to communication and the sharing of knowledge.
- Often gives them a more "real-world" look and feel, and provide greater motivation for learners.
- Encourage critical thinking skill. Learners are not required to simply regurgitate information they find but have to transform that information in order to achieve the given task.

## **5. Conclusion**

To conclude, through Project Based Learning, students are well trained and encouraged their ability to work in a group, to be always connected to the problem of the real world. Besides, it provides students with more extensive knowledge of the project method. But, some notions should be also taken into account since it as negative implications related to Project Based Learning. Teachers are discouraged and sometimes they are not experienced, they lack of motivation, or just consider Project Based Learning as an additional activity only. Hence, selecting and choosing a topic given are should be done in focusing the students to acquire learning experience and communicative competence while doing the projects. Therefore, projects in making videos uploaded into *Youtube* and creating a blog to promote tourism objects are considered as projects which are actually experiencing the students to have better communication with friends and their life skills improved.

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at FBS UNESA - Prof. Leo Idra Ardiana Auditorium on September 1<sup>st</sup>, 2018

Surabaya, 1 September 2018

Dean

