Designing English Language Teaching Materials For Tourism Based on Project-Based Learning for English Education Study Program Students

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Abstrak

Penelitian ini bertujuan untuk mengembangkan bahan ajar bahasa Inggris berbasis model pembelajaran Project-Based Learning (PBL) pada mata kuliah Bahasa Inggris pariwisata. Jenis Penelitian yang digunakan adalah penelitian dan pengembangan (R&D) dengan model ADDIE yang tahapannya terdiri dari analisis, desain, pengembangan, implementasi, dan evaluasi. Partisipan dari penelitian ini adalah mahasiswa semester 5 jurusan Pendidikan Bahasa Inggris di disalah satu universitas Islam negeri di Bengkulu. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan kuesioner. Prototipe pengembangan bahan ajar divalidasi oleh ahli isi, ahli bahasa dan ahli desain. Lalu, bahan ajar diuji cobakan pada uji perorangan, kelompok kecil, dan kelompok besar. Hasil validasi bahan ajar mempunyai nilai rata-rata secara keseluruhan sebesar 81,9%. Sedangkan, pada uji coba bahan ajar secara keseluruhan mendapati nilai sebesar 78%. Kemudian, dari hasil wawancara dan penilaian proyek menunjukkan bahwa bahan ajar yang dikembangkan meningkatkan motivasi dan kompetensi siswa pada pembelajaran. Kesimpulanya bahwa pengembangan bahan ajar berbasis Project-Based Learning dikualifikasikan baik dan layak untuk digunakan pada proses pembelajaran dikelas.

Kata Kunci: *Bahan ajar*, *Pembelajaran Berbasis Proyek, Bahasa Inggris untuk Pariwisata*

Abstract

This study aims to develop English language teaching materials based on the Project-Based Learning (PBL) learning model for English for Tourism course. This study used a research and development (R&D) with the ADDIE model whose stages consist of analysis, design, development, implementation, and evaluation. Participants in this study were 5th semester students majoring in English Language Education at one of the state Islamic universities in Bengkulu. Data collection techniques used observation, interviews, and questionnaires. The prototype of the development of teaching materials was validated by experts in content, language and design. Then, the teaching materials were tested on individual, small group, and large group. The results of the validation of teaching materials had an overall average value of 81.9%. Meanwhile, the overall trial of teaching materials found a value of 78%. Then, the results of interviews and project assessments showed that the developed teaching materials increased student motivation and competence in learning. The conclusion is that the development of teaching materials based on Project-Based Learning is qualified as good and suitable to use in the classroom learning process.

Keywords: *Teaching Materials, Project-Based Learning, English for Tourism*

INTRODUCTION

Teaching materials in the learning process are indispensable for every educational institution. Because, teaching materials are one of the determining factors for the success of a learning activity. Ulfah (2021) stated that teaching materials are a set of materials or learning substances that are arranged coherently and systematically and present a complete figure of the

competencies that students will master in learning activities. Teaching materials allow students to learn a competency coherently and systematically to accumulate and master all competencies. In learning and teaching activity, educators use institutionally prepared teaching materials, or teaching materials designed by educators themselves, which function as a basis or guideline in directing all activities in the learning process and the substance of the competencies that should be taught to students. In addition, teaching materials also function as a tool to assess the achievement of learning outcomes. Suitable teaching materials must include learning instructions, competencies to be achieved, lesson content, supporting information, exercises, work instructions, evaluation, and feedback on learning evaluation results (Prastowo in Lestari, 2013).

In preparing learning activities, the educator must be able to choose teaching materials following the needs and characteristics of the students and the subject of the lesson. Effective teaching materials can enhance students' comprehension of the subject matter. Several aspects must be considered in choosing teaching materials, such as: a) learning materials must follow the learning objectives that have been determined, b) learning materials must follow the conditions and experiences of the learners, c) learning materials must be relevant to the needs of learners, d) learning materials can provide provisions for the learners when they are already in the midst of society, e) learning materials should contain moral values, f) learning materials are arranged systematically by considering the psychological development factor of students, g) materials are sourced from standardized references, personal teachers who are experts and the community (Harjanto in Hayati, 2012).

Furthermore, developing teaching materials is important for educators to improve learning efficiency (Hakim & Serasi, 2021). Teaching materials that are developed have an essential role for educators and students. Belawati (2003) points out that the role of developing teaching materials for educators is that educators have a lot of time to guide students in understanding a learning topic. Also, the methods used are more varied and interactive because educators do not tend to lecture. Meanwhile, for students, students can learn according to their ability level, and it helps students' potential to become independent learners. Thus, developing teaching materials can improve the learning process to be more effective and interactive. Moreover, in conducting development activities, some important considerations that need to be understood include a) identifying learning objectives, b) conducting learning analysis, c) analyzing learners and context, d) writing specific instructional objectives (basic competencies), e) developing assessment instruments, f) developing learning strategies, g) developing and selecting learning materials, h) designing and conducting formative evaluations, i) conducting revisions, and j) designing and conducting summative evaluations (Dick and Carey, 2005).

Realizing the importance of teaching materials in achieving learning objectives, the English for Tourism course requires a teaching material model that suits the needs and characteristics of students. The facts in the field show that no teaching materials developed according to the characteristics and needs of students and following the syllabus can build effective and meaningful learning. Then, no lecturers of the English Education Study Program at one of the Islamic University in Bengkulu wrote teaching materials in English for Tourism material. The material in commonly used teaching materials does not contain cultural values that match the students' background. In this case, English is used for tourism and culture, raising local wisdom in Bengkulu City. For this reason, an educator must be competent to develop suitable teaching materials following the requirements and needs so that learning materials can be adequately conveyed and students can understand the subject matter thoroughly and comprehensively.

The efforts made in developing teaching materials for English for Tourism courses to improve the quality of learning outcomes of English Education students are using the Project-Based Learning model. PBL is a learning model that uses projects or activities to achieve the competence of attitudes, knowledge and skills students achieve (Fathurrohman, 2016). This learning model is centered on students and constructively builds their expertise by exploring or deepening the material in solving the problems given. Sutrisna & Kusuma (2022) stated that PBL effectively develops critical thinking, problem-solving, and communication skills, which are essential for success in the tourism industry. In English language teaching, PBL can be used to develop students' language skills practically and engagingly. By working on projects that simulate

real-world tourism scenarios, students can improve their listening, speaking, reading, and writing skills in English. For example, students worked on a project where they created and presented a video of Bengkulu Province's culture and tourism in English. Integrating local culture into learning activities can help students' learning outcomes (Arini et al., 2022). English learning that incorporates local culture encourages students to understand the material effectively because they are asked to describe and discuss topics that are familiar and appropriate to their understanding.

Several studies on developing teaching materials for English for Tourism courses show that PBL helps students improve their skills in comprehending the English material. First, Lestari & Sutrisna (2022) found out that the use of PBL in learning English in the tourism study program is assumed to be able to help students prepare for the future well in terms of English skills and, at the same time, help lecturers to organize a more meaningful English learning process. Second, Makrifah & Widiarini (2019) also indicated that the development of teaching materials based on PBL allows students of the Travel Business Department to actively and creatively develop specific competencies and help improve English skills actively. Third, Syafiudin et al. (2016) stated that the development of a PBL tourism geography module on the topic of coastal and marine ecotourism is very feasible to use where the results of the comprehension test show that students master the module, with a majority score of 85 to 100. In addition, the project-based learning model builds students' understanding constructively by sharing knowledge and information through discussions and learning processes that focus on completing outcomes following their cultural background.

Regarding the issues above, this research is expected to produce teaching materials based on PBL in the context of culture and tourism of Bengkulu Province for the English for Tourism course at the English Education Study Program of an Islamic University in Bengkulu. This teaching material is also expected to provide information in knowledge and practical skills to communicate orally in English about cultural and tourism aspects in Bengkulu Province.

METHODS

This study used the research and development (R&D) method with qualitative and quantitative research approach. R&D is a systematic procedure for creating and validating educational materials (Borg and Gall, 2003). The main objective of R&D is to create a fully functional product that can be used efficiently in academic programs. The results of R&D can include a wide variety of things, such as textbooks, audiovisual materials, training manuals, equipment, and several other things. In line with that, Latief (2013) points out that educational research and development refers to designing research to create educational products such as curricula, syllabi, textbooks, learning media, modules, assessment instruments, and others. The final product of this research is a Project-Based Learning teaching material development model in the English for Tourism course. The participants of this research were fifth-semester students majoring in English Education at one of the Islamic University in Bengkulu, Indonesia. The researcher used observation, interviews as qualitative approach and questionnaires as quantitative research instruments. Qualitative methods are methods that focus on in-depth observation. Therefore, the use of qualitative methods in research can produce a more comprehensive study of a phenomenon (Ramedlon, 2023), meanwhile collecting quantitative data using questionnaires is more flexible and can save time because it can be distributed simultaneously to all respondents at once.

This research procedure uses Analysis, Design, Development, Implementation and Evaluation (ADDIE) model. The steps of the ADDIE approach model as shown in the chart as follows:

Figure 1. The Phases of the ADDIE Model

(Branch, 2009)
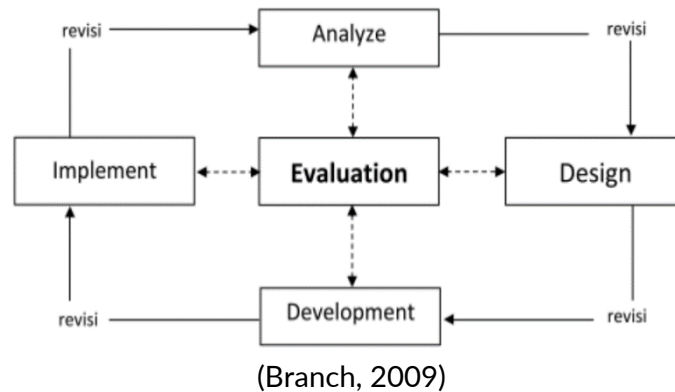
The above chart can be explained as 1) **Analyze**, analyzing the problems and needs of students and the curriculum related to the English for Tourism course as a basis for making indicators and learning objectives of teaching materials. 2) **Design**, a design that will be carried out, consists of activities to determine learning objectives, subject matter, and learning assessments used as a framework for writing teaching materials. 3) **Development** is the process of writing teaching materials and the development process based on predetermined criteria. 4) **Implementation** is a fundamental step to apply teaching materials developed according to their role or function to be implemented according to the initial design. 5) **Evaluation** is the process of seeing whether the teaching materials being developed are successful, following initial expectations. There are three validators related to the relevance of teaching materials to course objectives, the relevance of teaching materials to the principles of learning speaking skills, and the integration of Bengkulu local wisdom into teaching materials.

To ensure the validity of teaching materials, the formula used in the research is an adaptation of the formula used by Purwanto (2019) to calculate the validation of content, language, and design of teaching materials from experts, as well as the validation of student responses carried out with three stages, namely, individual test, small group test, and large group test. The formula is presented as follows.

$$\text{Validition Score} = \frac{score\ obtained}{maximum\ score} \times 100\%$$
(Purwanto, 2019)

Then, the scoring is done using a Likert scale by summing up the scores of each indicator and giving categories of validity values that have been summed up using the reference from the table below.

Table 1. Validity Category of Assessment Rubric

No	Percentage (%)	Interpretation
1	81-100 %	Highly Valid
2	61-80 %	Valid
3	41-60 %	Fairly Valid
4	21-40 %	Less Valid
5	0-20 %	Invalid

(Alfianika & Sitohang, 2022)

RESULTS AND DISCUSSION
Results

This section describes the research activities, primarily related to the design of the English for Tourism teaching material model based on Project-Based Learning. Activities carried out

include Analyze, Design, Development, Implementation, and Evaluation. Each stage of the activity will be explained in detail as follows:

Analyze

At this stage, the researcher sought information by analyzing several aspects that will be used as a reference for initial product development. The results of the research stages with a qualitative approach, such as interviews and observations, were used by researchers to conduct the analysis characteristics of students in the English for Tourism course. It showed that the conventional learning model used in the learning module made students passive and difficult to understand the lesson. Then, the results of the analysis of teaching materials showed that the content used was not in accordance with the cultural background of students, so students had difficulty understanding the subject matter. The researcher also conducted interviews with academics and practitioners to obtain information on the development of initial products. The results of these interviews showed the need for a learning model that makes students active in practicing their abilities collaboratively in solving the problems given so that their understanding can comprehensively understand the material. Then, learning content that contains local culture needs to be used in learning materials because material content that is in accordance with the background of students can help them understand the subject matter better. Finally, the researcher reviewed relevant theories in developing the initial product.

Design

At this stage, there were three steps taken, namely: (1) selecting teaching materials that are in accordance with the characteristics and needs of students, (2) determining an effective learning model for overcoming the problems experienced by students, and (3) designing the form and procedure of assessment and evaluation of learning activities carried out on teaching materials. Then, the structure and design of teaching materials are also designed in this stage. The learning model was used to facilitate students' understanding and assimilation of teaching materials. Then, assessment was used to determine the achievement of learning objectives by measuring students' knowledge of the material discussed in each chapter. The learning objectives written in the development of teaching materials are based on the curriculum used in the English Education Study Program at one of the Islamic University in Bengkulu in determining competency standards, basic competencies, and learning indicators.

Development

At this stage, the researcher developed teaching material product designs that have previously been designed in accordance with learning objectives so that teaching materials can be ready to be implemented at the next stage. Teaching materials that have been completed into a product prototype are then validated by experts. Validation aims to see the suitability and feasibility of the teaching materials that have been designed. The categories assessed in validation consist of content, language, and design, each of which is evaluated by one expert. The following are the results of validation from content experts, language experts, and design experts on teaching materials.

Table 2. Experts Validation Results

No.	Validator	Percentage Score of Experts	Interpretation
1	Content	81,5%	Highly Valid
2	Language	80%	Valid
3	Design	84,2%	Highly Valid

According to the table above, it showed that overall English for Tourism teaching materials based on Project Learning (PBL) fell into the category of very feasible to use with a content expert validation value of 81.5%, a language expert validation value of 80%, and a design expert value of

84.2% with an overall average value of 81.9%. So, it can be concluded that the teaching materials developed are considered effective and suitable for use in English for Tourism courses.

Implementation

This stage was carried out after the teaching materials received validation and the validator stated that the teaching materials developed were suitable for implementation. The developed teaching materials are implemented to find out how they impact learning activities. The researcher carried out the implementation of teaching materials on fifth semester English Education Department students consisting of individual, small group, and large group tests. The individual test was conducted on three students who were selected based on high, medium, and low abilities in order to be a representative sample. Then, the small group test was conducted on nine students.

Meanwhile, the large group test was conducted on all class B students with a total of 24 students and did not include students who had participated in the individual and small group tests. In the implementation, the researcher provided teaching modules to students and carried out learning activities following the syntax of Project-Based Learning. First, the lecturer presented the topic and asked basic questions as a way to solve the problem. Second, the lecturer ensured that each learner in the group chose and knew the procedure for making the product to be produced, where students developed a plan for creating a problem-solving project, including division of tasks, preparation of tools, materials, media, and sources needed. Third, the lecturer and learners make an agreement on the schedule for making the product. Then, the lecturer monitored the activeness and development of the student's project. After that, the lecturer tested the products that had been designed to measure the achievement of learning objectives and discussed the projects that had been done. Finally, the teacher evaluated the learning experience by providing feedback and reflecting on the learning activities that have been carried out.

Evaluation

At this stage, the evaluation was carried out to students through the questionnaire and assessment of the products that have been done (quantitative approach). The questionnaire contains 13 indicators of statements on teaching modules that students have studied. The purpose of the evaluation stage is to determine the impact of the implementation of teaching materials developed on learning activities, especially on students. The following are the results of the questionnaire in individual, small-group, and large-group tests.

Table 3. Individual, Small Group, Large Group Test Results

No.	Test	Percentage Score of Experts	Interpretation
1	Individual	76%	Valid
2	Small Group	78%	Valid
3	Large Group	80%	Highly Valid

From the test results above, it can be seen that students' responses to the developed teaching materials are positive and agree with the statements on the assessed aspects. In the individual test, the result was 76%, the small group test obtained a percentage of 78%, and the large group test obtained a result of 80%. Thus, the percentage of the overall average value is 78%, which indicates that the teaching materials developed are in accordance with the needs of students. Then, researchers also did the interview with the students (qualitative approach) to know their comment about the product and to support the quantitative findings. The result shows that the majority of students stated that the PBL learning model helped them to be active and not dull. Then, students were motivated and could understand the material easily because the content in the teaching materials was familiar to their knowledge. After that, the project assessment showed that students' abilities improved, such as speaking skills, use of technology, creative thinking, critical thinking, communication, and collaboration. Thus, it can be concluded that Project-Based Learning teaching materials are significantly effective in English for Tourism course learning activities.

Discussion

English for Tourism Teaching Materials based on Project-Based Learning is a teaching material product that has been developed based on the results of analyzing student needs using R&D research. The purpose of this research is to develop teaching materials that are in accordance with student needs. In this case, it is related to student characteristics and course characteristics. The development of teaching materials uses the ADDIE model which consists of five stages, namely Analyze, Design, Development, Implementation, and Evaluation. The validation process of teaching material development involves experts comprised of content experts, linguists, and design experts, with an overall average percentage of 81.9%, which indicates that the teaching material developed is suitable for use. Implementation and evaluation of teaching materials were carried out on fifth-semester English Education Department students consisting of individual, small group, and large group tests with a percentage of the overall average score of 78%. The implementation and evaluation results show that the use of PBL-based teaching materials has a positive impact on learning activities. Where, the results of the questionnaire showed that the majority of students agreed that the teaching materials suited their needs and helped in understanding the learning material. Then, the interview results showed that the learning model and content used can make students become more active and motivated in learning activities. Then, from the project assessment, it showed a significant increase in students' knowledge and skills. Hence, the use of the developed teaching material helps students understand the material comprehensively and meaningfully.

The results of the study were in line with the results of several previous studies. In a research conducted by Bylkova et al (2021), Aboe & Jusnita (2022) and Lestari & Sutrisna (2022), it was found that the English learning model has the potential to effectively help students in tourism study programs by applying the Project-Based Learning model. Because this learning focuses on the student, the teacher acts mainly as a facilitator and motivator. Hence, this learning model emphasizes student-centered learning activities and is integrated with real-world concerns that make learning activities meaningful. Then, in a study conducted by Makrifah & Widiarini (2019), which discussed the development of PBL-based English teaching materials for students majoring in travel business, it was found that the PBL model provides benefits because it involves students actively using English orally and in writing. This learning model helps students build content knowledge by themselves and demonstrate new understanding through various forms of representation. Thus, students can actively and creatively develop specific competencies, as well as help improve English language skills actively. Then, based on research conducted by Syafiudin et al. (2016), it was found that the development of a project-based learning tourism geography module on the topic of coastal and marine ecotourism was very feasible to use, where the results of expert validation stated that the module was possible to use with a value of 86%. Then, the results of the small group trial got a percentage of 78% and 80% in the large group trial. Thus, PBL learning modules can increase student motivation, problem-solving ability, collaboration, and skills. Student motivation increases when implementing the steps that have been determined in project learning. So, the teaching material development research conducted by the researcher has relevance to previous studies because it tests the feasibility of product development to improve students' abilities in learning English in the context of culture and tourism.

In addition, the finding from the research was that integrating local culture into teaching materials helps students understand the learning material. This is in line with Sari & Amrul (2021), there is a positive response from students in learning activities when integrating local culture into the lesson content. Language and culture are interconnected. The language contains a variety of topics about culture (Byram et al., 2013). For example, in language learning there are topics provided, such as literature, history, art, and other aspects of the target language. Hence, the implementation of cultural values or traditions of local communities in learning becomes something important for teachers to do. This is in line with Sarah & Maryono (2014) that the utilization of local potential as a learning resource is one of the characteristics expected by the curriculum to make learning more applicable and meaningful. Setyawan et al. (2023) also stated that the use of local wisdom-based teaching materials is expected to preserve the positive values contained in the nation's culture in learning and produce maximum learning outcomes. Research and development

conducted by Oktariyani & Juwita (2019) showed that the development of local learning-based teaching materials significantly improved student learning outcomes. The results of the percentage of pretest and posttest students understanding the material before being treated amounted to 61.03% increased after being treated by 94.83%. It means that teaching materials based on local learning are effective and feasible to use by students so that they can improve their understanding of English.

This research showed that the development of teaching materials based on the Project-Based Learning model in English for Tourism learning activities for students majoring in English Education could be an alternative learning model to increase student engagement and improve learning outcomes. The findings from this study can be a resource and information as a guide for students and educators in enhancing the development of better teaching materials in the future. The use of the Project-Based Learning model allows students to optimize interaction activities and student responsibility in group activities to complete project tasks through experiments that are also related to the environment around students. Some other research findings are also showed the importance of PBL in help students at the university level, especially in English for tourism class, such studies from Baroroh et al (2021), Ismailia (2024), Sugie & Mitsugi (2021), Kulich & Bartosova (2019) and Reyes (2024).

CONCLUSION

Based on the results of the research above, the final result of the product developed in the form of Project-Based Learning English teaching materials used in English for Tourism subjects in the fifth semester English Education major at one of the Islamic University in Bengkulu. The results of the validation of teaching materials, content expert validation, language expert validation and design expert received excellent marks from the expert validators. Meanwhile, the overall evaluation of teaching materials, individual tests, small group tests and large group tests received a very good result. Then, from the results of interviews and project assessments, it appears to increase student motivation and competence in learning. In general, the development of teaching materials for English for Tourism courses based on Project-Based Learning is feasible to use in the class and in accordance with student needs.

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