THE IMPLEMENTATION OF PROJECT-BASED LEARNING ON ENGLISH LESSON FOR TOURISM STUDENTS: ADVANTAGES AND CHALLENGES

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Seni

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STATEMENT OF AUTHORIZATION

I, Indah Fatihaturrahmah Alhaq, hereby declare that this research entitled “The Implementation of Project-Based Learning on English Lesson for Tourism Students: Advantages and Challenges” is my original work. The ideas and statements from other sources have been properly cited and acknowledge in the text. This research is submitted to the English Language Education Study Program in partial fulfillment of requirement to accomplish *Magister Pendidikan* degree.

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THE IMPLEMENTATION OF PROJECT-BASED LEARNING ON ENGLISH LESSON FOR TOURISM STUDENTS: ADVANTAGES AND CHALLENGED

ABSTRACT

The tourism sector demands highly skilled workers as it is one of the most significant and potential sectors in the Indonesian economic growth. However, the vocational schools have not made any significant contribution in producing ready to work graduates since the teaching and learning process does not match with the industry needs. To address this, the government introduced the new curriculum named *Kurikulum Merdeka* or the emancipated curriculum. In this curriculum, the teachers are obligated to implement project-based learning in their classroom. This study attempted to investigate the implementation of project-based learning in the classroom, as well as its advantages and challenges. This study adopted a qualitative study approach, particularly a case study method, utilizing classroom observations and interviews as the research instruments. The participants in this study were the 11^{th} grade students majoring in tourism. Their English teacher also participated in this study. This study discovered that six out of seven key elements of project-based learning, which includes challenging question, sustained inquiry, authenticity, student voice and choice, critique and revision, and public product were implemented in the classroom. However, some of the key elements were not implemented properly. Furthermore, this study also identified six advantages and six challenges of project-based learning. Based on the findings, this study suggests that teachers should be well informed about the project-based learning approach. Because, by thoroughly comprehending project-based learning, teachers can implement it effectively in their classrooms, minimize potential challenges, and allow students to gain numerous benefits from the approach.

Keywords: Emancipated curriculum, project-based learning, tourism major.

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