

# CHAPTER I

## INTRODUCTION

This chapter serves as the study's introduction. The first sub chapter (1.1) will first introduce the background of the study, which includes the development and objectives of Vocational High School in Indonesia, tourism major and how it influences the Indonesian economic growth, and project-based learning. The background is then followed by the research questions, goals, significance, and scope of the study, as well as clarification of key terms.

### 1.1 Research Background

Vocational schools in Indonesia have already existed before the proclamation of Indonesian independence, and its primary objective was to provide individuals with the essential knowledge and skills needed to navigate adulthood (Khurniawan, 2015). In 1967, the objective of vocational high schools changed into providing a skilled workforce that is able to contribute in developing the country's economic growth through formal education (Khurniawan, 2015). Since 1967, the objectives of vocational high schools in Indonesia have always developed, yet the main goal remains similar, which is to produce ready to work graduates (Khurniawan, 2015; Sudjimat, 2021; Suharno et al., 2018; Yunikawati et al., 2017). The objectives of vocational high schools are even written in Indonesia's Constitution Law, specifically in number 20 year 2003. There are two goals, the general goals which are in accordance with Pancasila and the specific goals which are preparing students to be able to work independently, choosing a career and filling the existing job vacancies, and equipping students with knowledge and competencies that are related to their major.

In 1969, vocational high schools in Indonesia underwent a categorization into five distinct types: technical schools (STM), economic high schools (SMEA), economic secondary schools (SMEP), family welfare high schools (SKKA), and family welfare secondary schools (SKKP) (Khurniawan, 2015). In 2008, the government categorized vocational schools into six distinct areas of expertise, they are: (1) Technology and Engineering, (2) Information and Communication Technology, (3) Health, (4) Arts, Crafts, and Tourism, (5) Agribusiness and Agrotechnology, and (6) Business and Management (Sumantri et al., 2017). However, in 2016, the government divided the vocational schools into nine distinct areas of expertise, they are: technology and engineering, energy and

mining, information and communication technology, health and social work, agribusiness and agrotechnology, maritime, business and management, tourism, arts and creative industries (Directorate of Vocational High School Development, 2016).

Tourism sector has been proven as one of the most influential and potential sectors in Indonesian economic growth (Salsabila, 2021; Sari, 2022; Susanty, 2021; & Yakup et al., 2019). It is caused by the variety and quantity of tourism resources that can be found in both marine and terrestrial environments in Indonesia (Susanty, 2021). According to the Indonesian Central Bureau of Statistics (2021), the number of tourists' visitation in Indonesia has always increased. It has been proven by the data of World Bank in 2021 that shows Indonesia has the highest growth percentage of tourists' visitation among other countries in Southeast Asia. The most recent data presented by the Indonesian Central Bureau of Statistics (2021) shows that the contribution of the tourism sector towards Indonesian economic growth reached up to Rp. 786 billion, and the Indonesian Central Bureau of Statistics added that this number will likely increase every year. These data demonstrate how important the tourist industry is to the overall economy of Indonesia.

Additionally, the data above also highlight the need for outstanding workers in the tourism sector since these workers represent the nation abroad and "compete" with other countries' tourism industries (Subjianto et al., 2020). The exposure of tourist attractions in many countries including those in Indonesia has increased the competitiveness in the industry (Rahayu, 2019). To be able to effectively participate in the competitive tourism sector, it is important for the workers and future graduates of tourism major to master a number of soft skills such as problem-solving, critical thinking, collaborating with other people, and etc. (Directorate of Vocational High School Development, 2017) and be proficient in English (Prachanant, 2012; & Rahayu, 2019), as English has been widely utilized to communicate by numerous countries all over the world (Anam & Rachmadian, 2020). In tourism sector, English serves as an important medium for socializing, negotiating, and communicating with the tourists. Thus, it becomes an important aspect to ensure customer's satisfaction (Kostiæ-Bobanoviæ & Gržiniæ, 2011).

Due to the significance of English in the tourism sector, graduates of tourism majors are expected to have been equipped with proficient English skills. However, the procedure of teaching and learning English in the Indonesian vocational schools was not of the highest quality. The teaching and learning context was similar to public high schools, which might

not adequately meet the unique needs of students studying tourism (Asrifan, 2020; & Suharno et al., 2020). Rather than teaching English for particular purposes catered to the travel and tourism sector, the school concentrated on teaching general English (Humaira, 2021). Thus, students may not acquire the particular language skills necessary for their future employment with this technique (Asrifan, 2020; & Humaira, 2021). Furthermore, the textbooks utilized in the curriculum were not in line with the requirements of the job market (Alhaq & Wirza, 2021). Due to this mismatch between the demands of the industry and the curriculum, students may not graduate with the industry-specific knowledge and practical language skills needed to succeed in their chosen fields, specifically in tourism sector.

To address the issue mentioned, the government introduced the new curriculum called the emancipated curriculum and numerous different schools have implemented this new curriculum since the early 2022 (Ministry of Education and Culture, 2023). It has been observed that there are numerous massive changes in the emancipated curriculum (Angga et al., 2022; Norawati et al., 2022; Sapitri, 2022). One of the changes is that in the emancipated curriculum, teachers must implement project-based learning. Teachers must include a project in their weekly lesson plan (Angga et al., 2022). Several researchers discovered that project-based learning provides numerous advantages, one of them is that it is useful in developing students' technical and soft skills and English skills (Chiang et al., 2016; Dogara et al., 2019; Poonpon, 2018; Fajra et al., 2020; Norawati et al., 2022). However, everything has its positive and negative sides. Thus, a research to locate both the advantages and challenges of implementing project-based learning is needed, considering that project-based learning has recently become a trend and has to be implemented in the classroom because of the new curriculum. Other than that, the research on investigating the impact of implementing project-based learning on tourism students in Indonesia, specifically in Lampung has not been widely elucidated. Thus, this study attempts to investigate the advantages and challenges of the implemented project-based learning on English lesson for vocational high school students majoring in tourism.

## 1.2 Research Questions

The research questions raised in this study are:

1. How is the implementation of project-based learning in the English lesson for tourism?
2. What are the advantages and challenges students encountered in the implementation of

project-based learning in the English lesson for tourism?

### **1.3 Research objectives**

Based on the research questions above, the objectives of this study can be stated as follow: First, to scrutinize how project-based learning is implemented in the English lessons for tourism. This involves investigating if the implementation of project-based learning meets the seven gold standards of project-based learning poster by Larmer et al. (2015) and Petrović & Hoti (2020).

Second, to discover the advantages students receive from the implementation of project-based learning in the English lessons for tourism. This includes the knowledge and abilities that students acquire through project-based learning, such as enhanced language proficiency, teamwork, and problem-solving skills, and etc. This also examines the beneficial effects on students' motivation and engagement.

Finally, this study also aims to investigate the challenges that students encounter during the implementation of project-based learning. This study identifies resource restrictions or limits, such as a lack of resources or access to complete the project, that disrupt the effective implementation of PjBL. The study also evaluates any difficulties with group dynamics and collaboration among students in PjBL activities.

### **1.4 Significance of the Study**

The results of this study are expected to find out how well the implementation of project-based learning on English lesson for tourism students in the classroom is so that the advantages and challenges of project-based learning in English lesson for tourism students can be discovered. By finding out the advantages and challenges of project-based learning, it is expected that teachers can maximize the implementation of project-based learning and overcome the challenges as well.

### **1.5 Scope of the Study**

This study is a qualitative research that aims to investigate the advantages and challenges of the implemented project-based learning in English lesson for tourism students. 10<sup>th</sup> grade students majoring in tourism and their English teacher will be participating in this study. The setting of this study will be in Bandar Lampung. A qualitative case study will be used in this study. The data in this study will be gathered through classroom observation and

interview.

## 1.6 Clarification of Key terms

### a. Project-Based Learning (PjBL)

Project-based learning is a learning approach that introduces students to a real-world problem (Jumaat et al., 2017). In this study, it is a learning approach utilized in a vocational high school setting where students work on projects that are directly relevant to their majors, specifically tourism. Through project-based learning, students collaborate on assignments that mimic real-world problems encountered in the tourism sector. Examples of these projects include creating rules for public areas and acting as tour guides.

### b. Emancipated Curriculum

The emancipated curriculum is a new curriculum in Indonesia that has been implemented by plentiful selected schools since the early 2022 (Zainuri, 2022). It was found that there are numerous and massive changes in the emancipated curriculum since the goal of issuing this new curriculum is to recover the learning loss and learning gap (Nugraha, 2022; Pavita, 2021, Sapitri, 2022), one of them is that teachers have to implement project-based learning in their classroom (Indonesian Ministry of Education, Culture, Research, and Technology, 2022; Angga, 2022; Sapitri, 2022). In this study, project-based learning is required to be implemented in the classroom as the school applies the emancipated curriculum.

### c. Tourism Major in Vocational School

Indonesia's tourism industry has been recognized as a leading industry due to its substantial economic growth contribution as well as the countless job opportunities it creates (Sya, 2016; & Subjianto et al., 2020). Consequently, the government works continuously to advance this industry. However, the tourism sector's tremendous growth has brought attention to a crucial problem: the shortage of competent labor (Subjianto et al., 2020). For instance, in 2016, there was a 707,600 demand for workers in the tourism industry, but only 82,171 vocational school graduates were available, and not all of them were able to fill these positions (Hadam et al., 2017). Thus, the government introduced a number of initiatives to address this gap, one of which is developing the tourism program in vocational schools in Indonesia. There are several abilities and knowledge that the tourism graduates are expected to have, but there are three focuses, they are:

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mastering English skills, mastering IT, and able to manage (Subjianto et al., 2020).

In this study, the goal of the tourism program is to educate students to become qualified professionals in the industry. They are expected to be able to guide tourists, organize traveler trips, events, and exhibitions, handle bookings and ticketing for various forms of transportation. Thus, students are encouraged to develop and masters the skills to conduct the expected tasks, such as confidence, problem-solving, collaboration, and library skills which can be acquired from project-based learning.

### **1.7 Thesis Organization**

The following chapters will be framed as follows. Chapter II discusses related literatures concerning the theories that have given shape to this study, specifically to do with the ideas of project-based learning, the advantages and challenges of project-based learning, project-based learning in the emancipated curriculum, and vocational high school. Chapter III explores the design and methodology of the study. This chapter also includes the description of the participants, data collection, and data analysis. Chapter IV focuses on the findings of the study and the discussion. This chapter contains of three sub chapters; the implementation of project-based learning, the advantages and challenges of project-based learning, and discussion. The research questions are addressed in this chapter. Finally, chapter V presents the conclusions. The conclusion is followed by the implications and limitations of the study, and also recommendations for further research.