CHAPTER I
INTRODUCTION

A. Background

English was tough to foreign language learners (EFL) in two ways. They are General English (GE) and English for specific purposes. English for specific purposes (ESP) was introduced in the 1960s and became one of the keys of language teaching and learning (Hyland & Jiang, 2021). English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain (Fitria, 2020).

One of the lessons that used the concept of English for specific purposes is English for Hotel and Tourism. English for hotel and tourism are taught in several study programs, namely; English Language Education, English Literature and in several Tourism Study programs. This course aims to provide English language knowledge, skills and experience in the field of hospitality and tourism. The study program's purpose is the needs of the community, entrepreneurs and becoming workers or entrepreneurs in Tourism. In the English course for hospitality and tourism, prospective entrepreneurs in the field of tourism and hospitality are prepared, prospective professional workers in the field of tourism and hospitality and also prospective tour guides (Tour Guide) who are professionals in their fields

The needs of English Language Competence in the tourism and hospitality industry are; the ability to communicate in English has become important. Employees in this sector need to be able to interact with customers from different countries, as well as have a good understanding of specific terms in the industry.

In addition, if further observed the material and approach to learning English for hotel and tourism applied at this time tends to overlap with the material of speaking lectures (speaking), although one of the focuses in learning English for hotel and tourism is speaking skills, this can be seen in the results of research that has been conducted by (Zou et al., 2019) where it was found that English for Tourism learning is still in the form of role playing events with the theme of tourism. This could be the same as activities applied to speaking learning with the theme of tourism.

Specific skills related to tour guides will be about four (4) language skills Specific skill for tour guiding, they are; speaking, writing, reading and listening, but speaking would be more dominant because the competence that needs to be given is the ability to tour guiding.

In the research about face to face corrective feedback VS online corrective feedback (Ferdian, 2020) found that the students' beliefs in their corrective feedback preferences, they believed that the teachers should be able to guide their learning, use communicative ways, and encourage them by using their learning preferences. The study suggested that taking these preferences into consideration could help students to increase their confidence in learning English, it means that feedback is very needed by the students, it could be in online and also in face to face feedback.

In their study in University Kebangsaan Malaysia, (Rafiq et al., 2021) found some positive correlation between ESP learning and technology. Vocabulary and language competency is more emphasized in mobile learning for ESP, and then mobile learning in ESP mostly dominated the business field of studies. Those show us that there is a gap in research on online learning and ESP.

Based on his research at Hebron University, Hebron, Palestine (Ahmad Qaddumi et al., n.d.) Found that in learning English for Tourism, teachers focus on improving reading, grammar, writing and role play skills using expressions in fields of hotels and tourism. This shows that the issue of learning English for Hotel and Tourism focuses on the use of tourism-themed conversations not only local problems in Indonesia, but has become a global issue to foreign countries.

Based on observation in Universitas Bina Darma, there are some challenges in ESP, they are; English learning at the college level is faced with challenges such as time constraints, limited resources, and lack of student engagement. Traditional learning models may not be effective enough to overcome this challenge, that's why the use of technology in learning is very needed, but face to face learning is still important too. Based on those reasons blended learning could be one of solutions to be suggested to solve those problems.

Besides that, observation to 20 other Universities in Indonesia was conducted to analyze the need and the perspective of the teachers and students toward the development of blended learning models through project based learning approaches for English for hotel and tourism lessons. It's found that the lecturer agrees that the development is really needed

Blended learning is a learning approach that integrates elements of online and face-to-face learning. This approach can increase flexibility, accessibility, and interactivity in learning. The term blended learning is not a new thing in Indonesia, same as online learning, this term becoming very popular during pandemic Covid-19 era and also after pandemic Covid-19 (new normal era). When people are still comfortable with the conventional classroom activity before pandemic Covid-19 in 2019, some of the university has known and tried to apply online learning in the University.

During the covid-19 pandemic the online learning mode is popular and has become a major need throughout the world, including in Indonesia. Every University tried hard to find an effective way to do online learning. Although on the other side some others try hard to get class room activity as what that did before covid-19 pandemic.

Those realities make two opposite opinions about learning. The first group of people that has been comfort with the online learning, and the other group is the group who really want to turn back to the conventional learning where learning could be done face-to-face, doing real class room activity. (Simkova et al., 2020).

There are many studies have been conducted to determine the advantages and disadvantages of learning and online and face-to-face learning, they are:

In their study about an online learning in Ukraine entitle The Implementation of E-campus during the Assessment of English for Specific Purposes, (Simkova et al., 2020) found that E-campus is considered as one of the main aspects that help students to develop individual learning trajectories. The study provides considerable insight into the advantages of E-campus implementation during the assessment of English for Specific Purposes. And the

results said that the application of e-campus show the positive effect on the teaching and learning process

Blended learning tries to combine the positive side of online learning, and the positive side of conventional classroom activity. Blended learning is the learning that the process is offline and online, based on the condition and specific consideration. The purpose of this combination is to grab the positive side of online learning and the positive side of face to face learning.
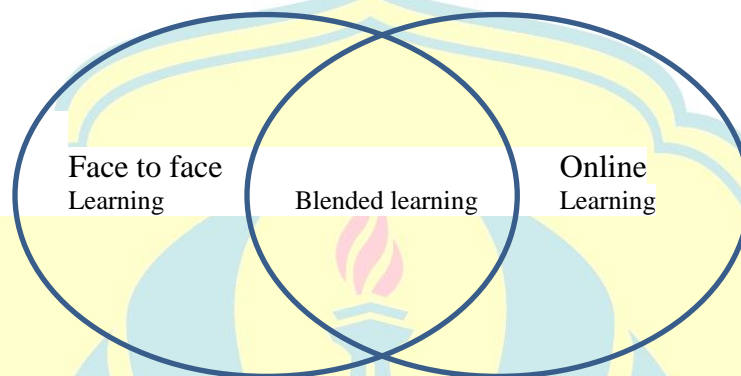

Figure 1.1 Blended Learning Environments

There are some related works about blended learning, such as: (Mohd Amin et al., 2022) in their study about blended learning, it's found that with the emergence of rapid technology, blended learning has become a useful teaching and learning approach for teachers and ESL learners. the study about blended learning in Russia,(Shirokolobova & Shirokolobov, 2022) it's concluded that blended learning not only organizing independent work, but also classroom interaction of students with a teacher, which is demonstrated by the high efficiency (76.8 %) of mastering language skills as a result of final.

One of the main challenges facing higher education is to ensure holistic development of students both in terms of achievement of common attributes and development of competencies, namely creativity, thinking, teamwork, communication and collaboration, independence. To address these challenges, the transformation of new technologies in education has led to the use of additional teaching tools, such as project-based learning (PJBL) (Lustyantie et al., 2023). A project based learning (PjBL) approach was undertaken through a project assigned in a Workplace Communication course, to incorporate these soft skills. The project work assigned required students to investigate a workplace

problem in a real workplace setting. This present study was conducted to identify the relevant soft skills acquired when undergoing the project work. It also aims to find out how PjBL has equipped students with the related soft skills in the 21st century workplace environment.(Musa et al., 2012)

The used of PjBL model improves students' proficiency in speaking by optimizing the process of EFL teaching and learning using material of English conversational gambits (Ardiansah, 2023). The project based learning model in learning to write letter texts can Advances in Social Science, Education and Humanities Research, volume 604 333 be an innovation. Students can play an active role in making a project. Based on a mutually agreed schedule, students can become more disciplined in carrying out their responsibilities. (Rasyid & Yumi, 2021). SD Muhammadiyah 1 Pekanbaru is attempting to establish a hybrid learning model that combines a project-based learning (PjBL) learning model. Teachers' inability to create learning material to support project-based learning (PjBL) poses an issue. Training on the creation of learning material in the form of e-modules was conducted to address these issues. Observation, training in the construction of learning media using a focus group discussion (FGD) approach, and evaluation in the form of a pretest and posttest on training participants are used as the methods of activity. The participants' pedagogic and professional competence grew by 77.15 percent according to the assessment and monitoring data (Ismanto et al., 2022)

Moreover (Milthorpe et al., 2018) in their study in University of Tasmania found that blended learning has capacity to enhance disciplinary learning such as increase accessibility for students in remote and regional areas; facilitate deeper scholarly enquiry; and encourage staff to develop innovative, collaborative, and flexible teaching and learning practices. Based on the study in China (Cao & Liu, 2019) stated that Edmodo-based blended English learning mode has a significant learning effect, and a guiding significance for English learning and English teaching reform. The study about MOOC based blended learning in China shows that it can stabilize students' performance and win recognition (Wang, 2019).

Blended learning not only gives some experience in academic, but also social factors, this is relevant to the study done by (Albiladi & Alshareef, 2019)

from University of Arkansas, Fayetteville, USA. It's found that the use of blended learning has been emphasized by the recent research that examines the academic and social benefits of this teaching approach. Because it combines traditional and online teaching modes, the promise of blended learning rests on the strengths of both teaching approaches. The present review of the literature revealed that blended learning can be used effectively to develop language skills, enhance the English learning environment, and promote students' motivation toward learning the language.

A mixture of teaching and learning methods will always be the most efficient manner in which to support student learning because only then it is possible to embrace all the activities of discussion, interaction, adaptation and reflection, which are essential for academic learning. Different Synchronous and asynchronous tools are available that can maximize interaction opportunities and ultimately lead to improving students' pronunciation and speaking. Students' confidence appears to be reinforced using technology for language learning. Students'contributions to discussion boards, the possibility of repeated listening and watching of online recordings, and the private space to make mistakes enhance students' confidence. (Al Zumor et al., 2013).

We recommend that there could be strong advantages for EFL students to devote their time to learning L2 vocabulary via online and blended learning under supportive conditions. (Alipour, 2020). The use of Blended Learning could promote students' English language skills.(Mafruudloh et al., 2023). The impact of adopting the blended learning approach in an English Foreign Language (EFL) setting on students' achievement in standardized tests. (Hussein Al Noursi, 2020).

Those Scientific works above all approve that blended learning could combine the positive side face to face learning and online learning. This combination would mix the good value of online learning and the good value of teaching. One of the efforts made is to hold blended learning (blended learning). Blended learning is learning that is carried out offline either face-to-face or virtual face-to-face, and learning that is carried out offline (e-learning etc.)

The positive characteristics of the application of project-based learning according to (Suryana et al., 2021) include; 1) Learners make decisions about a

framework; There are problems or challenges given to students, this will spur their way of thinking and can develop creativity. 2) Students will have the opportunity to design processes to determine solutions or problems or challenges given, 3) Students will be collaboratively responsible for accessing and managing information to solve problems, of course this will grow and strengthen a sense of responsibility in students and accustom them to work collaboratively in teams, 4) each student will experience their own different experiences so that the process evaluation, (Feedback) that is carried out continuously 5) Students will periodically reflect on the activities that have been carried out 6) The learning situation is very tolerant.

There are some syntax that commonly used in project based learning, they are:

1. Start With the essential question.
2. Create a schedule.
3. Monitor the Student and the progress of the project.
4. Evaluating the progress of the project.
5. Presenting the project report.
6. assessing/Evaluate the Experience.

Based on those steps, it can be seen in detail that the activity in the project based learning could support the development of English for hotel and tourism learning. By giving the project to the students, it's potential to give them more experiences and additional knowledge, so they could get more chances to develop themselves by working on the project given.

Students Centre learning itself has been applied before, by end of the Covid-19 pandemic and the enactment of the independent campus learning program (*Program Merdeka Belajar Kampus Merdeka*), with many high lecturers applying project-based learning. But, how is it implemented? Based on the observations made, it's found that the application of project-based learning has been apply by the lecturer, but still used the lecturing or discussion method (conventional method), the project is only given as a final assignment, as a final project only, as a summative test not as a learning activity included in formative assessment (assessment for learning), This is contrast to concepts of the projects

based learning to give big chance to the students to explore themselves, grab more experiences by working on the project

Project based learning (PjBL) aims to provide a deeper understanding of the concepts taught. Students develop critical and creative thinking skills by asking them to solve complex problems and find innovative solutions. Encourage collaboration between students in groups to complete their projects. Students are often asked to conduct independent research to obtain information relevant to their project. To help the lecturer to present the materials in a context that is real and relevant to the Student. Motivating students by giving them control over their own learning and providing interesting challenges by working on projects that are important and interesting for them, students tend to be more engaged and motivated to learn.

There are some related works toward finding the positive side of project based learning application, they are (Ardiansah, 2023) in his research about the use of project based learning found that most students show a positive attitude towards the application of PjBL and Conversation learning models. (Yamin et al., 2023) found that the implementation of PjBL had a positive impact not only on English language learning as a whole but also on other areas of learning, that is critical thinking, collaboration and communication skills of the students as well.

The Biometric Graphic below show the trend of the research related to Blended Learning, ESP and also speaking skill.
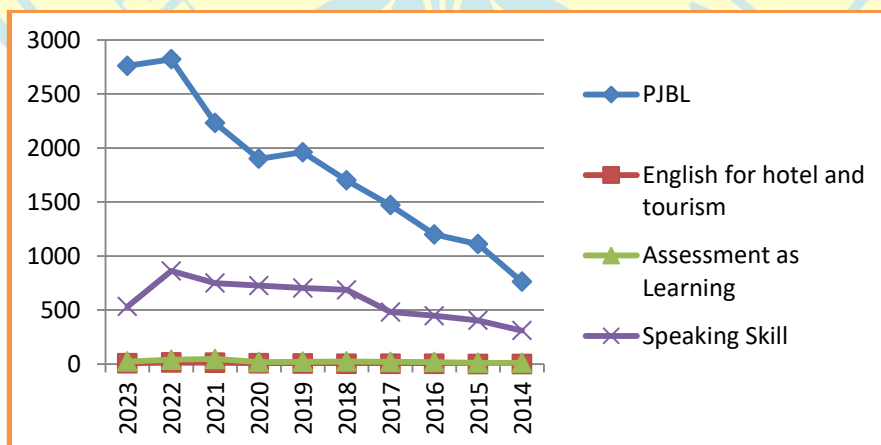

Figure 1.2 the Result of Biometric graphic Analyses

The results show that the trend of research on project-based learning has experienced a very significant increase in the last 10 years, research on project-

based learning continues to increase from year to year, and it makes it clear that project-based learning is a research topic that is currently popular for Indonesian researchers. Furthermore, a significant increase has been seen since 2021, in 2020 the number of articles of 1,900 increased to 2,230 articles.

For more details, the number of related journal articles can be seen in the following table:

Tahun	PJBL	English for Hotel and Tourism	Assessment as Learning	Speaking Skill
2023	2760	7	23	532
2022	2820	14	40	862
2021	2230	12	47	749
2020	1900	7	19	726
2019	1960	5	21	704
2018	1700	2	24	686
2017	1470	3	20	481
2016	1200	2	19	447
2015	1110	0	11	404
2014	762	0	11	310

Table 1.1 the Results of Biometric Analyses

Based on the results of the biometric analysis, it was found that the novelty of the research is application of project based learning in speaking English for hotel and tourism lessons.

Another way in finding research gaps is carried out by analyzing previous research through publish and perish application with the keyword English for hotel and tourism, the results of the analysis are then illustrated through the Vost-viewer application. The results of the analysis can be seen in the following figure:
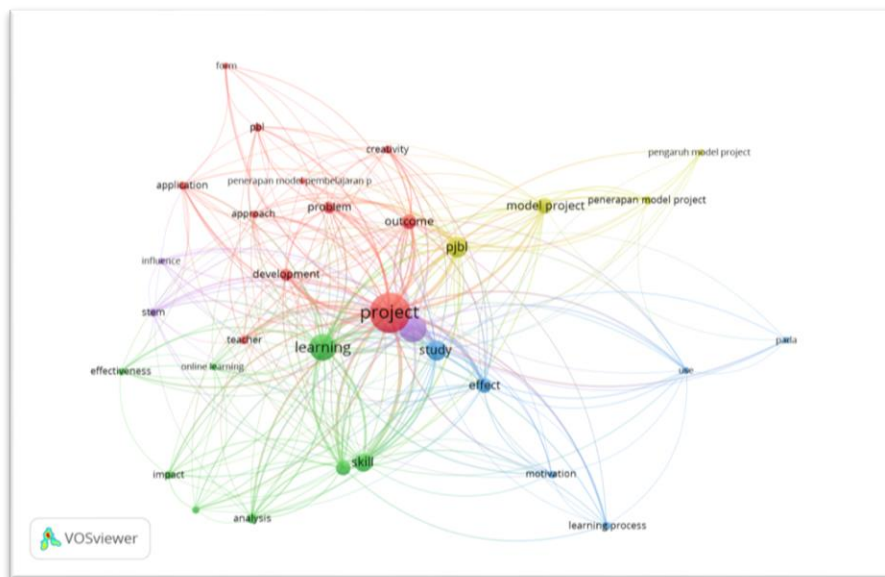
Figure 1.3 the Result of *Vost-Viewer*

E-learning is a multimedia-based learning program that can be used online (asynchronously) and can be combined to apply blended learning so that it can support synchronous and asynchronous learning. Through Permendikbud No.3 of 2020, e-learning has been developed based on the National Higher Education Standard (SNDIKTI) so that it is good to be used in the Higher Education environment. This e-learning uses the web so that it can be accessed via desktop and mobile devices and even now there is also a Moodle-based mobile application that can be accessed through android.

E-learning is not new in Indonesia, almost all high doses have access to use the E-learning, the features provided in the e-learning, are very good, lecturers can not only provide teaching materials, but can also give assignments to students equipped with a submit time management feature, so it is possible to monitor student activities, In addition to the discussion forum menu so that lecturers can provide feedback or responses to assignments that have been submitted by students, there is also a link sharing menu to provide additional teaching material resources, there is also a link to carry out face-to-face lectures via online, so that e-learning is available for use in online learning, as well as blended learning.

But has the use of e-learning been optimally used or not? This needs to be reviewed again and need something to make the application of e-learning more optimal to support blended learning so that the benefits can be obtained optimally both for students and lecturers.

The problem in the application of blended learning and this Project-based learning approach is how is the learning process learning design? How is the time for face-to-face learning and online learning via e-learning? When is face-to-face learning implemented?, When is online learning via e-learning implemented and when projects are given, implemented and given feedback.

The explanation above requires the development of English learning English for hotel and tourism based on a project based learning approach that is more in line with the e-learning which is expected to be able to make English for hotel and tourism learning more meaningful, useful for developing students' English speaking skills so as to open opportunities for students to explore their abilities

By developing blended learning through e-learning and the application of a project-based learning approach, it is expected to have a positive impact on the learning of English for hotel and tourism lessons.

Since 2022, several relevant studies have been carried out to create roadmap the research, the roadmap beginning of a related mini research that connects technology and English language learning with the title Effectiveness of digital literacy campaigns through social media (Facebook), then in 2023 research is carried out with the title Portfolio Based Assessment In English For Hotel And Tourism: An online Portfolio Based Assessment which has been presented at an International seminar organized by Yogyakarta State University. Then in the same year, a survey of English needs tour guide with the title The Analyses of Indonesian Tour Guides' Needs toward English will be carried out, which is then expected in 2024 to publish research on needs analysis and lecturers until it is expected that in 2025 final dissertation research will be produced, so that later it can open further research that will be.
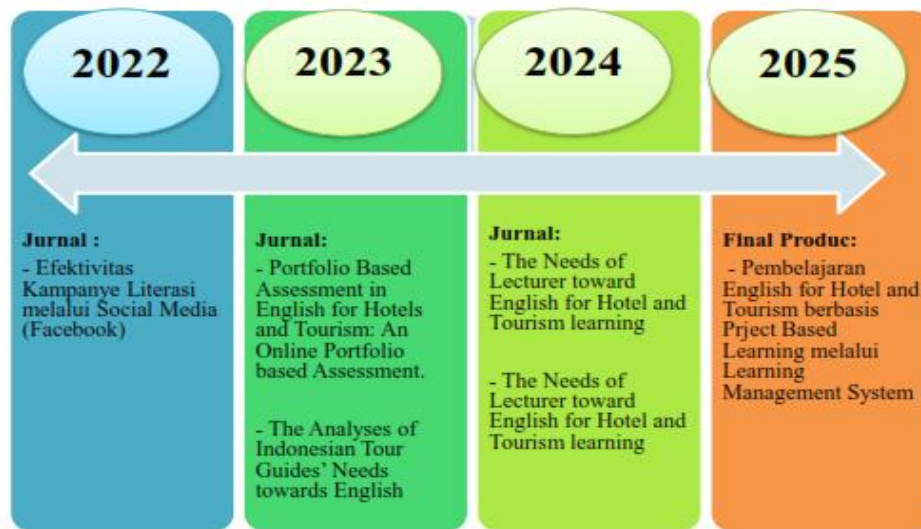
Figure 1.4 Research Roadmap

B. Focus of the Research

The research focused on the development of English for hotel and tourism learning model by using a project based learning approach through blended learning.

C. Research Question

1. How do lecturers' need toward the development of English for hotel and tourism learning model using a project-based learning (PjBL) approach through blended learning?

2. How do the students' needs toward the development of English for hotel and tourism learning model using a project-based learning (PjBL) approach through blended learning?

3. How is the design of development of English for hotel and tourism learning model using a project-based learning (PjBL) approach through blended learning?

4. How is the feasibility of English for hotel and tourism learning model using a project-based learning (PjBL) approach through blended learning?

5. How is the eficacy of an English for hotel and tourism learning model using a project-based learning (PjBL) approach through blended learning?

D. Significance of the Study

The results of this research can provide optimal contribution both nationally and internationally

National contribution:

The blended learning model using project-based learning for the English for Hotel and Tourism course is expected to improve the quality of education at the national level by providing contextual and relevant learning methods for the hospitality and tourism industry. The blended learning model using project-based learning for English for Hotel and Tourism courses can encourage the development of students' English skills in contexts that are appropriate to industry needs, preparing them for careers in the tourism and hospitality sector. The blended learning model using project-based learning for English for Hotel and Tourism courses can increase student engagement by providing a learning experience that is more interesting, interactive, and relevant to the world of work.

By involving the hospitality and tourism industry in a blended learning model using project-based learning for English for Hotel and Tourism courses, this research can strengthen the relationship between the world of education and industry, thus creating graduates who are more ready for work. Producing graduates with strong English language skills and an in-depth understanding of the tourism and hospitality industry can enhance national competitiveness in the tourism sector.

International Contribution:

By using e-learning, this research can provide global access to students and teachers, enabling a worldwide exchange of ideas and best practices. The blended learning model using project-based learning for English for Hotel and Tourism courses that focus on English for the hospitality and tourism industry can help prepare a workforce that is ready to compete globally in the tourism sector. Can contribute to best practices and international standards for English language teaching in hospitality and tourism not only in Indonesia but can also be applied globally.

Through blended learning can have a wider impact and reach international audiences, enriching the learning experience in different countries. Innovative learning models can empower the international education community to share experiences, resources, and knowledge in effective curriculum development.