Developing Project based English language learning program through travel vlog production of agritourism destinations promotion

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ABSTRACT

The process of learning English for students in vocational education programs requires innovation to accommodate learning conditions in order that students can apply communicative skills according to the needs of the real world of work. The application of Project Based Learning is considered relevant to be developed in vocational education to develop targeted core competencies, and other competencies relevant to the needs of the world of work such as the ability to cooperate, creativity, problem solving, etc. This research aimed at observing students learning patterns developed through the application of this method. This study used descriptive qualitative method to analyze the data. The research results indicate that the application of PBL shows the effect of PBL on student learning patterns such as the ability to manage groups and work in groups. In the process of individual learning, PBL is considered to support individual learning in the aspect of motivation, reduce learning tension, improve learning performance and understanding. This study also found several learning activities that can support student learning processes such as group learning activities in class, group assignments outside class and independent learning.

Keywords: project based learning, vocational, English for tourism

I. INTRODUCTION

The Indonesian government mandates that tourism development is needed to encourage equal distribution of business opportunities and to benefit from and be able to face the challenges of changing local, national and global life. One of the factors that becomes a mandate in tourism development is the readiness and support of the community for the tourism industry in Indonesia (Pemerintah Indonesia, 2009). To be able to realize this, the development of human resources is an aspect that deserves attention, with one of the important aspects being foreign language competence.

Damayanti (2019) states that the role of English in the tourism and hospitality industry is very important in such aspects as communicative role, integrative role, lingua-franca role, relationship-fostering role, business/economic role, and functional role. Al Saadi (2015) also indicated that the competence to communicate well with foreign tourists will be able to create security and comfort for foreign tourists who need clear information and comfortable interactions while enjoying tourism destinations. In turn, foreign language competence will be very useful for the development of Indonesian tourism, especially for tourism destinations that have economic potential for the market share of foreign tourists.

To overcome this challenge, the world of education has a central role to support the development of human resource competencies, including the development of foreign language competencies, especially English. Educational institutions, especially those committed to preparing human resources in the tourism sector, need to develop English competence for their students. Therefore, efforts are needed to develop qualified foreign

language learning models to develop foreign language competencies that can be utilized by educational institutions and the general public who are in contact with tourism businesses that require this competency.

The project-based learning model may be a relevant learning process design to be developed in the educational process, especially vocational education. The dominant learning process with student-centered activities is considered capable of developing not only targeted core competencies, but other competencies that are relevant to the needs of the world of work such as the ability to cooperate, creativity, problem solving etc. However, the design of project-based learning in the tourism English domain still needs to be developed in order to add to the body of educational knowledge and facilitate the need for effective and efficient learning.

English competence is important to develop in tertiary institutions because apart from being an opening access for someone to enter into a lot of information and global interactions, it is also one of the added values that determines one's success in the modern world of work (Nishanti, 2018). In general, the process of learning English in tertiary institutions is usually carried out in two forms of presentation process: general English (General English – GE) and English for specific purposes (English for Specific Purposes – ESP).

In the context of learning English for vocational education, Juliana (2020) concluded that one of the challenges faced in the process of learning English at vocational tertiary institutions is the limited teaching resources that are relevant to the needs of learning English for special purposes (ESP) in accordance with the field what they learn. Suharti (2020) also stated that the current condition of learning English in vocational education institutions also generally still uses teaching materials that use general material patterns (GE). Besides that, Nurhidayati (2018) states that the challenge in learning English in vocational education is how to provide knowledge and experience as well as opportunities for students to obtain new information through interesting and challenging learning activities and assignments that are appropriate to their level of English proficiency. This condition is also colored by the fact that vocational higher education students do not have adequate English language competency background. This cannot be separated from the demands of a curriculum that is more directed towards general English mastery and teacher competence which is not honed and facilitated for learning English in a vocational context (Kusni, 2013).

From this description of conditions, it can be understood that learning English in the realm of vocational education still requires innovation to bridge the needs of the industrial world with the competencies of learners who will enter the industrial world. This of course also applies to the needs of the world tourism industry which is understood to be very intersecting with the English competence of the human resources involved in it. Thus, the need for the development of relevant learning models is very important to strive for.

The application of project-based learning designs is one of the concerns that needs to be developed in learning English in the realm of vocational education. Several previous studies related to learning English with the application of PBL by Kamisah et al (2013), Suhartatik (2014), Nurhidayati (2018), Mulyani (2020), and Puspitasari (2020) indicate the effectiveness of this design in learning English.

Several educational experts provide different definitions of project-based learning designs. Among others, Thomas (2000) defines project-based learning as a model that organizes learning around projects based on complex assignments, challenging questions or problems, involving learners in designing, problem solving, decision making, investigative activities, providing opportunities for learners to work autonomously over extended periods of time and culminate in a realistic product or presentation.

Johnson & Lamb (2007) defines project based learning as a learning model that focuses on the process of producing a product or work by developing questions according to the depth of the material being studied. Meanwhile, Doppelt (2005) describes project-based learning as a design that has the potential to enable students to carry out research, plan, design, and think about creating projects. Kokotsaki et al (2016) conclude that in general, it can be understood that project-based learning is a learning design that is arranged systematically which involves learners actively, collaborates to build knowledge, and develops skills through complex tasks including: planning, designing, solving problems, making decisions, producing products, and communicate results.

One of the designs for implementing the project-based learning model was developed by The George Lucas Education Foundation (2005) which explains that the steps for implementing PBL are structured as follows:

1. Making essential questions

The learning process begins with making essential questions that are able to assign students to carry out an activity which will later form a project theme. Questions are prepared by taking topics that are in accordance with real world realities and starting with an in-depth investigation. According to Santyasa (2011) the theme of the project should fulfill the indicators (a) contain general and original ideas, (b) are important and interesting, (c) describe complex problems, (d) reflect the relationship of various ideas, and (e) prioritize problem solving ill defined.

2. Designing Project

This stage is carried out collaboratively by students and teachers with the hope that students will feel they own the project to be worked on. This process includes planning such as: rules of the game, selecting activities that can support in answering essential questions by integrating as many subjects as possible, and knowing the tools and materials that can be accessed to help complete the project.

3. Creating Schedule

In this phase the teacher and students are also involved collaboratively to arrange a schedule for project completion activities. In this process several aspects that need to be considered are: how to arrange the right schedule, determine the final time for completing the project, direct students to design effective methods and avoid ineffective activities, and ensure students are able to make explanations about the chosen method of completion. The schedule prepared must be mutually agreed so that the teacher can monitor the progress of learning and work on the planned project.

4. Monitoring the progress

The implementation of the learning process at this stage places the teacher supervising the project being worked on. At this stage a teacher will act as a mentor who directs and facilitates the processes involved in completing the project. The monitoring process is carried out by recording the activities carried out in a project monitoring rubric.

5. Assessing the outcome

The assessment process needs to be carried out so that the teacher can measure the achievement of learning objectives properly. Assessment is also intended to determine the learning progress of each student, provide feedback about the level of understanding that has been achieved by students from the process of implementing the project. Besides, this assessment can also be information for the teacher in developing the next learning strategy.

6. Evaluating experience

The final stage of the learning process is evaluating the experience of the learning process. At this stage the teacher and students reflect on the activities and results of projects that have been carried out both individually and in groups. At this stage the learner is asked to express his perceptions of feelings and experiences while completing the project. This process is carried out by developing discussions in order to improve performance during the learning process which leads to a new finding (new inquiry) to answer the problems compiled in the early stages of the learning process.

Assessment of project-based learning must be carried out thoroughly which includes aspects of attitudes (affective), knowledge (cognitive) and skills (psychomotor) that students acquire during learning. Kemdikbud (2014) explains that the assessment process is a series of assessment activities that include at least 3 considerations, namely:

• Manageability. This is done to see the ability of students in choosing topics, seeking information and managing time for data collection and writing reports.

• Relevance. Appropriateness with the subjects, taking into account the stages of knowledge, understanding and skills in learning.

• Authenticity. The assessment must be able to explain that the project undertaken must be the original work of the student, taking into account the teacher's contribution in the form of guidance and support for student projects.

Project evaluation is carried out starting from planning, the work process, to the final project result. The implementation of the assessment can use an assessment instrument in the form of a checklist or rating scale. These assessment data sources include several things (Kemdikbud, 2014):

1. Self-assessment is important to do to reflect on students themselves, not only to show what students feel and what students should be entitled to. Students reflect on how well they work in groups and how well students contribute, negotiate, listen and are open to the ideas of their group mates. Students also evaluate their own project results, effort, motivation, interest and level of productivity.

2. Peer Assessment (student-to-student assessment) is an important element in PBL assessment: the teacher will not always be with all students at all times in the process of working on a project, and peer assessment will make it easier to assess individual students in a group. Students become critical of their friends' work and try to give each other feedback.

3. Product evaluation rubric. Product assessment is an assessment of the manufacturing process and quality of a product. Product assessment includes assessing students' abilities to make technological and artistic products, such as: food, clothing, works of art (sculptures, paintings, drawings), items made of wood, ceramics, plastic and metal or appropriate technology tools. simple one.

Product development includes 3 (three) stages and each stage needs to be assessed, namely: the preparatory stage which includes: assessing students' abilities and planning, exploring, and developing ideas, and designing products. The stage of the product manufacturing process which includes assessing students' abilities in selecting and using materials, tools, and techniques. As well as the product assessment stage (appraisal) which includes the evaluation of products produced by students according to the established criteria.

Agritourism is understood as an activity that seeks to develop the natural resources of an area that has potential in agriculture to become a tourist area or destination. The contained potential must be seen in terms of the natural environment, geographical location, type of product or agricultural commodity produced, as well as the facilities and infrastructure (Sumarwoto, 1990). Agritourism is also explained as all activities related to tourism activities which can also be a lesson for tourists to get to know more closely the production process in the agricultural sector.

As a form of business, agritourism also requires promotional activities to develop its economic value, one of which is through increasing tourist visits. One very effective tourism strategy is through digital marketing. Yanti (2020) states that several research results show that digital marketing is the most effective strategy in increasing sales volume in the world of tourism. Yanti (2020) also explains that digital marketing is a marketing activity including branding that uses various web-based media such as blogs, websites, e-mails, ad words, or social networks. This requires such competencies as connecting sellers with consumers on the internet, generating high sales, making sellers more efficient, enabling real-time customer service, and connecting sellers with consumers who use mobile devices.

This research will only focus on using video creation projects to be used as digital promotional materials. Video Marketing consists of several types (Accurate.id), namely:

1. Demo Videos. This type of marketing demo video will show how your product or service can work or be used.

2. Events Video. This marketing video is a recording when the company organizes events / activities such as seminars, social activities, product discussions, or other types of events.

3. Instructional or Educational Videos. How-to videos or educational videos are videos that are used to educate customers or audiences about new things or to build basic knowledge about what they really need to better understand your business and brand solutions.

4. Branding Video. This type of video marketing is usually used to help the audience assess and understand why they need your product or service. Many branding videos from various well-known brands generally insert messages that want to show how their products are able to overcome people's difficulties.

5. Customer Testimonial Videos. Of course, your potential customers want to know if your product solves their particular problem, and one of the best methods to showcase this and grow their trust level is to create a case study that showcases your happy and loyal customers to your brand.

Accurate.id explains that videos for digital marketing needs require several steps in the production process, which consist of:

1. Video Planning. There are several aspects that need to be considered in planning for making digital marketing videos which include: substance in terms of content, the needs of their audience or potential customers, the funding needed, to the video sales / marketing channels. In general, this content is designed to guide the audience through various journeys, starting from their awareness, evaluating their attitude so far, and buying your product or subscribing to your service.

2. Compile Video Storyboards. To get a decent video for digital marketing, you need to start by writing a script / storyline. At this stage, it is necessary to compile several lists of important points and display a logical sequence of messages delivered. In addition, it is also necessary to choose a voice actor who has an attractive appearance that supports the selling point of the video.

3. Preparation of Studio / Recording Venue. Prepare exactly all your recording needs. Later, you may need a lamp, tripod, microphone or other equipment. Try to make a list of these tools. If your budget is limited, try to learn various tricks using the functions of various expensive recording devices.

4. Video recording and editing process. This recording and editing process is the most important process in this series of digital marketing video creation. For this learning need, this process can be facilitated by using free video templates which are currently widely spread on the internet so that they can provide after effects in the marketing videos.

5. Video SEO setting. Setting SEO (Search Engine Optimization) is the final step, but a step that should not be missed. If you want to have a large audience and turn them into loyal customers, then do video marketing SEO optimization. SEO is an effort to optimize the possibility of access for one video on the internet network. This process is usually done by managing the search engine for the website used.

In this study, the SEO process was not part of the process evaluated in this digital marketing video creation project, because this process requires knowledge beyond the capacity of the research object (students).

On the grounds of the ideas above, this research is urgent to assist the world of education in carrying out the task of developing English language competence for its students and for the general public through relevant informal education programs that apply this learning model. In addition, in terms of scientific treasures, the development of this learning design is expected to enrich the potential of learning models.

The aims of this research are (1) to identify aspects of English learning that are developed by the PBL method, (2) to identify relevant activity patterns to be implemented in PBL-based learning designs for students, and (3) to identify problems and alternative solutions related to the application of PBL in learning.

On the other hand, the study of the potential for learning English developed through projects in the world of tourism will have an impact that is not only useful for the development of aspects of learning English in tourism, but will also provide space for developing the competencies of students or learners in general needed in the world of the tourism industry. The application of project based learning is a learning model that is able to accommodate the development of important soft skills in the capacity of a person as a tourism business actor such as the ability to cooperate (team work), problem solving, initiative at work, responsibility, creativity, and others. Another urgency is the potential for promoting agritourism destinations related to this research. The video blog which is the target of this learning project will become a promotional medium for agritourism destinations because all project results will be uploaded to all students' social media pages and/or YouTube channels.

II. METHOD

The research will be carried out for 5 months in 3 Agritourism destinations and Language Laboratory of Lampung State Polytechnic. Agritourism destinations were selected as research locations based on ecological considerations as potential tourist attractions to be studied and developed as a basis for community empowerment as well as sources of local income and media for promoting regional excellence. In addition, this location also facilitates the learning process because the location is quite easy for students to access. Lampung State Polytechnic Language Laboratory is used as the location for implementing the classical learning process needed in implementing Project Based Learning in this study.

The population in this study were 24 semester 4 students of the Lampung State Polytechnic Travel Study Program. The entire population is used as a sample in this study without randomization. This considers that the sample is a number or some of the individuals investigated. Another opinion states that the sample is part of the reachable population which has the same characteristics as the population (Sugiyono, 2009:85). Considering that this study uses a descriptive qualitative research model which will explain the processes that occur in the entire population, no randomization is needed before the experiment is carried out. Thus it can also be said that this research is a population study.

The data needed in this research includes primary data and secondary data. Primary data was obtained through observation and interviews with students regarding the application of project based learning in the learning process. In addition, the primary data that is also needed is an analysis of the quality of the videos produced from projects carried out by videography expert consultants. While secondary data obtained from documentation techniques. The secondary data needed is in the form of statistical data related to tourism visits, literature studies and policy documents related to the development of agritourism.

The samples or informants in the study were divided into 4 (four) points of view, namely students, agritourism entrepreneurs, and videography expert consultants. Determination of informants using a purposive sampling technique to select key informants based on their abilities and involvement with the problem under study so that the data obtained can be more representative (Sugiyono, 2021).

Based on its structure, the closed interview approach will provide more detailed results because it is guided by directed questions. This approach was chosen because the researcher wanted to dig deeper into cultural activities related to spatial space. Interviews were conducted with traditional leaders in depth using a snowball interview approach and using a guide of questions related to the data/information to be sought. In order to verify the exploration results from traditional texts and interviews with traditional leaders, a field visit was conducted. In addition, data collection from the perception of the public and tourists.

Table 1. Selection of informants and research respondents

Informants	Total
Student	24
Agritourism entrepreneur	3
Videographer	1

The data collection method in this study consists of three parts:

1. Observation

Observations were made to collect data by observing and systematically recording the symptoms or phenomena that exist in the research object (Sugiyono, 2021). In this case, observations will be made during the process of implementing Project Based Learning in language laboratories or in agritourism destinations.

2. In-depth interviews

Conducted with informants for problems in a more open manner, where the parties invited to the interview were asked for their opinions and ideas (Sugiyono, 2021). Interviews will be conducted to obtain information from students, agritourism entrepreneurs, and videography experts.

3. Literature Study

Sourced from books, scientific journals, government policy documents, as well as those sourced from online media (internet) such as official government websites, statistical data institutions, educational and research institutions, news, as well as access to domestic & foreign journals.

Data analysis used in this research is descriptive qualitative analysis. Descriptive analysis is used to identify the opinions of experts or institutions from various sources regarding the components supporting the implementation of project based learning. Data from primary and secondary sources are described, then conclusions are drawn as findings from the research conducted.

III. RESULTS AND DISCUSSION

The results of the study show several indications of the benefits of implementing PBL for students who are the object of this study. Some of the aspects that are indicative of the positive benefits of implementing PBL in this study are:

I. Impact in the learning process

In general, the application of the learning process through the Project Based Learning method to vocational students in this study had an impact on the process of group learning and individual learning.

1. The process of learning in groups

The application of PBL has an impact on the group learning process for students in the following matters:

a. The process of learning cooperation in groups (team work)

Project Based Learning requires collaboration in groups to complete assigned projects. This is important because the collaboration process of all members ultimately determines the success of the project because each individual is required to contribute work that supports the main project.

Basically, each group consists of participants with different levels of English competence, both in terms of linguistic knowledge and communication competence or the ability to use English. Each group has a target that must be worked on together, which is done with a certain division of tasks. This task division process hones communication skills within the group to understand each other's competencies of each member, so that assignments given can be expected to be carried out properly.

Under these conditions, cooperation occurs to mutually evaluate and correct the performance of each member in the group. Furthermore, this learning also trains students to understand certain weaknesses of their team mates, while also recognizing the strengths of their team mates and of course managing the conditions to be able to take lessons from their team mates.

b. Learning process of group work management

To carry out a project that is carried out jointly by a group, it requires the ability to manage the group so that it can achieve the expected common goals. In this case, students are directed to implement work management measures in teams. In this case each group of students must form a team and learn to determine who should be responsible for doing what tasks. The division of tasks and responsibilities is carried out in 2 forms, namely the division of group management tasks and the division of tasks for completing material.

In terms of division of tasks in the aspect of group management, each group must determine who is the leader in the group. This is important so that there is one person who is trusted and obeyed to set the rhythm of group work to complete the assigned task. To do this, each student must be able to convey his thoughts to determine who deserves to be a leader in their respective work groups. Students learn to give an objective assessment of their colleagues and recognize one's strengths professionally. Furthermore, with this mechanism, students also learn to cooperate in the form of obeying the leaders they choose.

On the other hand, a student who is elected as a group leader will learn to be responsible in his capacity as a leader in the group. With this mechanism, these students will have the opportunity to learn how to communicate with their colleagues in a team to complete the assignments given. In addition, as a leader, the student is also required to learn to move his colleagues to be able to complete the tasks that have been agreed upon in the group.

In general, each group also learns to create and implement the basic principles of organizational management such as planning, organizing, actuating and controlling. Even though it is in a small group, the success of carrying out this task is also determined by the ability of each group to apply the principles of organizational management.

2. Impact in the learning process individually

The learning process through the PBL method also influences individual student learning patterns. These learning aspects can be explained as follows:

a. Increase motivation to learn

Learning motivation is an important aspect of successful learning. Each learner needs to have strong motivation to be able to encourage him to achieve the expected learning goals. Motivation can come from within each student (intrinsic motivation) or motivation from the surrounding environment (extrinsic motivation).

The application of PBL to students in this study indicates that students get extrinsic motivation from their group, because each member is given an important responsibility that determines the success of the assigned project as a whole. The failure of one of the members will have the potential to fail the group's project. Thus, each student becomes motivated to complete their assignments by trying to learn and add skills related to the needs of completing the project. Motivation from within each student in general is to be able to complete their respective tasks quickly and correctly so that they do not become a source of problems for the group.

Another source of motivation that students get in learning through the PBL method is extrinsic motivation from lecturers. This learning process – like the learning process in general – also requires an assessment from the supporting lecturer. In this case, the supporting lecturers carry out the assessment process both in groups by assessing work results in the form of vlogs produced, as well as personally through formative exams (quizzes and midterm exams). Formative exams are carried out orally which allow lecturers to evaluate the learning progress and abilities of each student. This is an encouragement for students to continue learning and improve their abilities individually.

b. Reducing the level of stress studying and practicing

One of the main problems in the process of learning a foreign language is student tension in learning or better known as learning anxiety. The process of teacher and student interaction, the level of competition between students and the burden of subject matter that must be mastered are usually the causes of learning anxiety.

In implementing this PBL, the participants acknowledged that the learning process could be carried out more pleasantly, especially because the pattern of group interaction was more relaxed and the range of material that made it possible to achieve this pattern of teamwork. The presence of the lecturer as a facilitator in the learning process is felt to be more enjoyable (more relaxed in communicating with lecturers) so that it is felt to be more helpful in the learning process of students.

In general, the participants also mentioned that they felt more comfortable practicing the target skills given in the tasks related to the given project. This is due to the reduced mental burden on students to practice English skills in front of many friends, but only in groups of 4-5 friends. Besides that, the closeness of the students in the group is a factor that also reduces tension in learning. This began to be felt in general at the third meeting of this learning process.

Students generally feel more comfortable when making mistakes and receiving corrections from peers in groups compared to studying classically (large classes). On several occasions, students did not even feel awkward asking and asking their colleagues in their groups to evaluate their abilities. This shows is a decrease in learning tension in this process.

c. Encourage independent learning performance.

The individual learning process is also a factor that helps improve student abilities. In the learning process through PBL, assignments are made in groups that encourage each student to complete the sub-tasks given. Each student is encouraged to carry out independent learning such as finding and exploring the material needs that are the target of the project assigned individually.

In each group, a division of tasks is carried out to complete individual task elements with a certain target completion time. The division of tasks includes: preparing the script for the opening or introductory video, preparing the content / discussion text in the video, and preparing the closing text for the video. In addition, there are several groups that give special assignments to their members to become narrators, actors who appear in the video, even text auditors to ensure that all scripts made are in accordance with the task completion targets. With this assignment, each member is encouraged to make personal efforts to complete their respective duties properly. In addition, the personal exam model carried out by lecturers requires students to master the entire contents of the assigned video blog – not just the parts assigned individually. Therefore, individually each student conducts independent learning, especially to achieve individual assessment targets which are carried out formatively by lecturers through quizzes and midterm exams.

d. Improved understanding and ability to speak English

The research in this study indicates that there is a perception that learning through PBL can make it easier for students to understand lecture material and practice their language skills. It is recognized that this has happened because of the support from colleagues in the team in the learning process and stronger motivation from the group and lecturers.

As discussed in the previous section, in the learning process through this PBL method, students process in groups with interactions that are more likely to reduce mental pressure (learning anxiety) in learning and open up opportunities to work well together in groups. On the other hand, motivation also strengthens the learning process so that students can better understand the lecture material given. Thus, all participants have a very clear picture of the learning material that must be covered to complete the assigned project. This also makes participants carry out an effective and efficient learning process. Each group can then determine the range of linguistic material they need to master regarding the completion of the

project, such as the range of vocabulary that must be mastered to aspects of pronunciation, the form of the text to be used and relevant sentence patterns to be mastered regarding the text, to the target of mastering the material in general. that must be practiced by each participant in the group.

Technically – but statistical measurements were not carried out – the respondents in this study revealed that the students indicate that they had experienced an increase in understanding and ability in several aspects such as the courage to speak, speaking skills related to pronunciation and fluency, enriching vocabulary, and some revealed related to increasing understanding in aspects of English grammar.

II. Relevant activity patterns to be applied in PBL-based learning designs for students

This study applies a learning pattern with the basic concept of The George Lucas Education Foundation (2005), which consists of: making essential questions, designing projects, creating schedules, monitoring the progress. project development), assessing the outcome, and evaluating experience. In this case, only the work results assessment phase was carried out independently by the researcher - not involving students as respondents. In its implementation, the role of students and lecturers as learning facilitators varies, in general the process of student learning independence becomes more dominant as the role of the lecturer decreases in the process being carried out.

In general, patterns that are considered effective for supporting the process of learning English in this study are:

1. Classroom Learning.

In this process, the lecturer acts as a facilitator and learning consultant. In the initial phase of the project preparation process, the lecturer acts as a facilitator who directs the formation of groups in class and explains the learning processes that students need to carry out. In this phase, the lecturer also provides an overview of the topics of language material needed and the target abilities that need to be mastered related to the project to be worked on. To facilitate learning aspects of language, lecturers also suggest several online learning resources that can be accessed independently by students.

Lecturers give freedom to each group to determine their respective work patterns to achieve these targets. Lecturers act as consultants who can be asked for advice if needed, especially in linguistic matters such as confirming students' understanding of the material they are studying independently and technical matters such as the accuracy of pronouncing English words. Students appreciate the flexibility given by the lecturer and feel more comfortable and challenged to complete the assignments given.

2. Outdoor Class Group Learning

The learning process is also directed to be carried out outside the classroom, especially in the survey phase of the project location to the creation of the assigned project. In this process, students are welcome to complete targets that must be completed independently by their respective groups. The variety of project work locations assigned makes lecturers unable to be closely involved in supervising the process being carried out. In this case, the lecturer asked each group to make a report on the activities carried out by each group. Reports submitted are compiled in English and/or videos of activities carried out.

From the observations made, it appears that the weakness of this process is that the English language learning that is expected to be carried out tends to be ignored by students. They are more focused on achieving project completion targets and ignore the practical activities of using English in the discussions that are conducted. Even though the report submitted is made

in English, it does not reflect the overall process. For example, for written reports, it is only done by one or two people from each group. For reports in the form of activity videos, the duration of the English-language activities tends to be shorter and manipulative. The dialogue that appears in the video does not display natural conversation but dialogue that is prepared for the needs of video reports only.

The positive thing that is obtained in this process is that students feel more free to convey and apply their thoughts and opinions regarding the completion of project assignments. However, even though the discussion process became more active, this process cannot be said to be effective for strengthening the linguistic aspects because these discussions were not delivered in English. On the other hand, students also stated that they felt more free to learn technical matters related to their group projects from colleagues in their groups.

3. Independent Learning (Assignments)

In addition to learning in groups, students are also directed to carry out independent learning individually. This is done to strengthen the individual learning process as well as anticipate if learning in groups does not run effectively. This process is carried out for 2 learning targets: mastery of linguistic aspects and mastery of material aspects in the project.

For the linguistic aspect, students are asked to study language material which is basically needed in completing the project. Lecturers facilitate by providing online material links (YouTube links) that can be accessed for study. Students are asked to study material such as vocabulary (meaning and pronunciation), grammar, and language expressions. Evaluation for this process is carried out to fulfill the theoretical assessment requirements of the course which is carried out through a formative quiz mechanism. In this phase, the lecturer opens opportunities for students to consult privately through the class' WhatsApp Group social media communication. If necessary - if it is found that some students have difficulty understanding one topic - the lecturer will explain it in class meetings.

Learning for the material aspects of the project is also required for each individual in the group. Even though each group applies the division of tasks to each member, each member is also required to master the elements in the tasks of his/her group colleagues. So that students who prepare one part (for example the opening speech part for the video) will also master other parts that are not assigned to them, such as project descriptions, processes, to the closing part in the assigned video. With this pattern, even though students are individually responsible for the material they have to master, this process also makes students collaborate in learning. They revealed that they felt more free to practice their skills and asked for advice from their colleagues.

IV. CONCLUSIONS AND RECOMMENDATIONS

This study indicates that the application of PBL in the English language learning process of vocational education programs is considered capable of influencing student learning patterns such as the ability to manage groups and work in groups. In the process of individual learning, PBL is considered to support individual learning in the aspect of motivation, reduce learning tension, improve learning performance and understanding. This study also found several learning activities that can support student learning processes such as group learning activities in class, group assignments outside class and independent learning. Therefore, the application of PBL can be suggested to be developed in the learning process which leads to the goal of forming effective learning patterns individually and in groups. In addition, PBL can also be suggested to be applied as a method to improve students' collaboration skills and

group management, which are soft skills needed not only in the world of tourism, but also in vocational education in general.

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