



---

## Tourist Guide Writing Project: Assisting 4C Skills through Project-Based Learning in English for Tourism

Muthia Farida\*, Niwayan Sukraini

Institut Agama Hindu Negeri Tampung Penyang Palangka Raya, Indonesia

\*Corresponding author's email: [muthiafarida33@gmail.com](mailto:muthiafarida33@gmail.com)

---

### ARTICLE INFO

**Received:** 14 March, 2024

**Revised:** June 16, 2024

**Accepted:** July 01, 2024

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



### Keywords:

*English for Tourism, PjBL, 4C skills, tour guiding, writing*

### ABSTRACT

One of the recommended teaching methods in the Indonesia's *Merdeka Belajar* (Freedom to Learn) Curriculum is Project-based Learning (PjBL). This research aims to explore the implementation of PjBL in assisting the students' 4C skills through a writing project in English for Tourism Class in Indonesia. This research employed a qualitative design to investigate the PjBL implementation by the teacher to the fifth semester students at a Tour Guiding Program. An open-ended questionnaire, interview, and teacher reflective notes were conducted to collect the data. The data analysis included data reading and categorization, data matching, data reduction, data display and interpretation, and drawing conclusions. The results showed that PjBL gave the opportunities to train the students' 4C skills through group tasks, data collection, presentation, and the tourist spot visit. They also learned to develop an English writing text more meaningfully, and to construct knowledge about tourism from the real-world context. The challenges found were time limitation, student different characteristics, and teacher's limited experiences. Teachers who are eager to apply PjBL may use this teaching procedure in this research with the considerations of these challenges and classroom needs. Besides, supplementing an observation method and expanding the research scope are recommended for future research.

---

## Introduction

Project-based learning (PjBL) is considered to be one of the teaching methods that promotes recent Indonesia's *Kurikulum Merdeka Belajar* (Freedom to Learn curriculum). This curriculum is aimed at creating teaching and learning processes that are based on real-world implementation that can bridge the work and the education settings (Simarmata & Mayuni, 2023) and to produce graduates with higher-order thinking (HOTS) skills for them to be competitive in the future industries (Junaidi, 2020). As declared by Indonesia's Minister of Education, Culture, Research, and Technology, PjBL should be employed in schools at it helps grow the students' independence of learning, creativity, and collaboration through this curriculum (Puslapdik Kemendikbudristek, 2021). Therefore, applying PjBL in the classrooms is prominent to correspond to the spirit of *Kurikulum Merdeka Belajar* in Indonesia.

PjBL emerged in the 1990s based on the scholars' inquiry to find a teaching method that the goal is increasing students' engagement and facilitating them to develop a deeper

---

understanding of important ideas (Krajcik et al., 2005). PjBL is based on John Dewey's experiential education philosophy and William Kilpatrick's "Project Method" (Condliffe et al., 2017) which hold that learners can gain a deeper understanding by working with and using their ideas. The project design should encourage an authentic problem investigation (Blumenfeld et al., 1991) to engage students through meaningful inquiry (Larmer & Mergendoller, 2010). Besides, the characteristics of PjBL encompass students' autonomy, goal-setting, collaboration, communication, and reflection within real-world practices to construct the end product as a response to the driving question (Kokotsaki et al., 2016). The expert scholars in PjBL present a recent and specific set of essential project design elements called Gold Standard PjBL consisting of challenging problems or questions, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, and public product (Larmer et al., 2015). They believe a good PjBL practice must incorporate student voice and choices with the help of teacher scaffolding and guidance. Furthermore, the authenticity element of PjBL helps students make sense of their knowledge and use it to create an "end, tangible product" to answer questions or solve problems.

These beneficent characteristics make PjBL a promising method to apply in the current teaching implementation, including in the English for Tourism class of the Tour Guiding Study Program at Tampung Penyang State Hindu Institute (IAHN-TP) of Palangka Raya. English for Tourism is a specialized course that must be taught in tourism institutions and education (Ennies & Petrie, 2020; Pinelopi, 2015). Moreover, in accordance with the the Regulation of the Indonesia's Tourism Minister Number 13 Year 2015, one of the qualifications of a tour guiding is mastering one foreign language, particularly English. As a result, English for Tourism course takes a central position in determining the quality of the students' mastery of the international language. However, based on the preliminary interview, it was found that the students had never had PjBL method in their learning process. This was also something new for the teacher. As the only tourism department in Central Kalimantan Province, this Program has a significant responsibility in its field to equip its graduates with 4C skills to be future tour guides and tourism industry leaders, especially in their region, for the preparation of embracing *Ibukota Negara* or IKN (The Indonesia's New Capital City of Nusantara) that would be inaugurated in 2024 in Kalimantan. It might evoke another issue when the teaching and learning processes were done traditionally without innovations. Therefore, the teaching and learning process must adjust to the current education development and global needs. In short, PjBL is worth trying in the English for Tourism class.

Previous investigations in the area of PjBL in English for Tourism have been reported. A quantitative analysis has shown that PjBL could improve the students' vocabulary knowledge about tourism (Nutalak, 2020). Meanwhile, a qualitative study examined PjBL in a Tourism elective course for three-year diploma English students to determine its benefits on learning, and it resulted in good student learning outcomes (Puspitasari & Setiawan, 2020). Other researchers who conducted a library study have claimed that PjBL can enhance students' English skills as well as support teachers to prepare for a more meaningful learning process (Novita et al., 2022). An investigation of applying PjBL in teaching Drama in the form of literary tourism has also been conducted to see that PjBL was

---

able to give the students the interpretation of the literary work (Sulistyorini, 2018). In another study, the use of metacognitive strategies in online collaborative projects for professional English in tourism subject was explored (Bárcena, 2014). The study showed that PjBL helped increase the students' linguistic awareness, metacognitive perception, and critical judgment capacity toward language learning and use.

A quasi-experimental study on the tourism vocational high school students examined the PjBL implementation through the monolog video making could improve the students' speaking skills than those who taught conventionally (Olivia & Pakpahan, 2018). Another qualitative research using a closed-ended questionnaire, focused group discussion, and reflective journal was done in Thailand to see the development of the young tour guide students through PjBL project presentation (Kerdpol, 2015). It showed that PjBL helped students develop their speaking skills and confidence as well as suggested future researchers focus on other language skills, such as writing. In terms of investigations of PjBL for soft skills in English for Tourism, those that have reported are Bárcena (2014) in terms of critical thinking, and Kerdpol (2015) in terms of confidence. Meanwhile, other research results show that PjBL can give benefits in terms of increasing students' soft skills in secondary schools (Suherman et al., 2020), in science and technology (Musa et al., 2012), and engineering (Syahril et al., 2022). One has conducted at a tour guiding course that investigated the students' independence, ability to reach out with others, creativity, and to cope with stress, but it was conducted in 2008 (Sugie & Mitsugi, 2008). A recent investigation at a tour guiding program, especially in English for Tourism is still worthwhile to obtain findings from the current context.

This present research, thus, attempts to conduct an investigation on PjBL in the area of English for tourism to close the gap in the existing body of knowledge. First, plenty of previous research has investigated the impact of PjBL on speaking skills, vocabulary knowledge, literary work, language awareness, and other students' content knowledge. Meanwhile, the present research focuses on another language skill, namely writing. Second, while previous research mostly used speaking performance-oriented projects, this current research designs a tourist guide writing project. Focusing on writing activities in English for Tourism might give new pedagogical insights and practices. Lastly, this current research emphasizes on the 4C skills (communication, collaboration, creativity, and critical thinking) in the English for Tourism context because the previous research that focused on PjBL for English for Tourism has not addressed in particular about these 4C skills.

Thus, this study investigates how PjBL assists the students' 4C skills through a writing project in the English for Tourism class at the Tour Guiding Program of Tampung Penyang State Hindu Institute (IAHN) of Palangka Raya, Indonesia. The findings of this research are expected to be a reference in designing an effective PjBL procedure in English classes and in investigating PjBL and English for Tourism, as well as a reflection for the English for Tourism teacher. Finally, the detailed research method, the findings and discussion, and the conclusions of this research will be explicated in the following sections of this paper.

---

## Research Method

This research was qualitative in nature for the purpose of presenting a thick description of the how PjBL facilitated the students' 4C skills and writing activities in an English for Tourism class at the tour guiding program of IAHN Tampung Penyang Palangka Raya. This research employed a descriptive-qualitative design that fit the objective of this study to dig up a detailed and rich description about the implementation of PjBL in the English for Tourism class. The students' and the teacher's perspectives were examined in-depth to get a rich analysis on how PjBL assisted the students' 4C skills during the class. The investigation sought for a depth information from the participants in order to describe and interpret the research findings from the real context. It took about two months to conduct this research, starting from the teaching implementation until the data collection and analysis processes.

In this research, a total of 21 college students who were taking English for Tourism course in the fifth semester at the Tour Guiding Program of IAHN Tampung Penyang Palangka Raya were participated. The reason for choosing this Program as the research setting was it is the only tourism department in Central Kalimantan Province. This Program has a significant responsibility in its field to equip its graduates with particular soft skills needed in the future industry. The investigation in this Program might contribute to the new pedagogical insights and practices in English for Tourism, especially in the Central Kalimantan setting. Moreover, this study was carried out as a form of classroom-based research as it was conducted in one of the researcher's classrooms. Therefore, the teacher also contributed to provide the research data.

This research used the three main data collection methods: questionnaire, interview, and teacher reflective notes. Open-ended questionnaire forms were distributed to the students once the project finished to assess their perception and attitude toward PjBL and its effectiveness in improving their 4C skills. The items in the questionnaire required students' responses regarding their perception on the advantages of PjBL, their most liked and disliked aspects of the project, challenges faced during the project, and its impact on their creativity, critical thinking, collaboration, and communication skills. They were also asked if they were willing to be interviewed subsequently.

After the questionnaire data was collected, read, and analyzed, an in-depth interview was conducted with six selected students to do a deeper exploration of their experiences, thoughts, and feelings about PjBL. This interview also aims at clarifying responses given in the questionnaire, offering richer insights because students were able to tell personal stories and examples that illustrated how the project has facilitated their learning and development of 4C skills. The researchers determined some students to be the interviewees: E, F, Fr, J, R, and En. These students confirmed their willingness to participate in the interview. In the interview, they used *Bahasa Indonesia* to help them articulate their ideas more easily.

Meanwhile, the teacher's reflective notes were used to dig up the teacher's perspective on the implementation of PjBL in her classroom. This teacher reflection strategy is vital for teachers to reflect on classroom experiences or activities that promote knowledge and comprehension of teaching practice and the ability to identify and solve classroom difficulties (Mathew et al., 2017). It might become a powerful tool for conducting an in-depth investigation on teacher's perspectives and practices that served the supplementary data in this research. The teacher took some notes after the class meeting ended during the five-

---

week project. Through the reflective notes, the teacher wrote about her feeling, attitude, or any ideas that reflected on the class activities.

The qualitative analysis was carried out through data reading, data categorization, data matching, data reduction, data display and interpretation, and drawing the conclusions. The first data from the questionnaire were read and categorized into themes. The questionnaire data were used to conduct the further interviews. Then data from the interviews were transcribed and read again. These data were matched with the earlier data from the questionnaire. At the same time, the teacher reflective notes were read and categorized then added to the existing data to supplement the information. The irrelevant data would be omitted. The findings were displayed, described and interpreted to draw some conclusions.

## Findings

### *The Teaching Procedure using PjBL*

This English for Tourism class is the second level of English for Tourism courses at the Tour Guiding Study Program. In this class, the teacher tried to integrate the English skills and language functions with the tourism content knowledge to make the materials more contextual. Therefore, the final instructional objective of the course was that the students should be able to write a tourist guide text of a local tourist spot in Palangka Raya, Central Kalimantan Province. To achieve this, she applied PjBL method through a tourist guide writing project. In this project, the students were administered to form a group of three to produce a tourist guide writing text. Their texts would be compiled with other students' texts from the following semester to produce a mini tourist guide book of Palangka Raya. The teaching procedure was conducted for 5 weeks, consisting of several stages for the PjBL implementation for each. Here is the detailed teaching procedure is displayed in Table 1.

**Table 1.** Teaching Procedure Using PjBL

Week	Activities	Materials/Media	Elements of PjBL
1	1. Learn about simple present tense 2. Discuss a driving question 3. Discuss the project planning	Simple present tense Project schedule	- Driving question - Student voice and choices
2	1. Learn about descriptive text 2. Form the students' group 3. Determine the topics of writing (names of tourist attractions in Palangka Raya) 4. Do field research	Function and language Features of descriptive text Topics of writing Research guide	- Sustained inquiry - Authenticity - Student voice and choices - Teacher guidance
3	1. Learn about text development 2. Get ideas to write 3. Make a text draft 4. Receive teacher feedback	Descriptive text Data collection results Outline for text Text draft Google Classroom	- Sustained inquiry - Authenticity - Teacher guidance - Critique and revision
4	1. Perform a group presentation to deliver the field research results 2. Get the feedback 3. Revise the second text draft 4. Receive teacher feedback	Group PPT Data collection results Second text draft Google Classroom	- Authenticity - Student voice and choices - Teacher guidance - Reflection - Critique and revision

5	1. Submit the final text	Students' final texts	Creation of artifacts (the end product)
	2. Post about tourist spot on social media	Google Classroom	

The following are the stages. In Week 1, the students got the material for the language input, then discussed the objectives and planning of the project of writing in the class. In Week 2, firstly the students got the material of descriptive text, then formed the group and determined the tourist spot they would like to describe as a topic of writing. In the same week, they were administered to visit the tourist spot to collect the data. In the next week, the students learnt to develop a text draft. After that, they submitted the draft to the teacher then received the feedback via online. In the fourth week, each group presented the results of their data collection in the class. In this stage, other group might give comments besides the teacher. Then, they were asked to revise their text draft based on the peer and teacher feedback and submitted their second draft to the teacher after the class. In the same week, the teacher would send the second feedback to the students. In the fifth week, the students revise their third draft and finally submitted it to the teacher as their final work.

### **Students' 4C Skills**

This research has revealed a number of findings on how PjBL facilitated 4C skills in the English for Tourism class. The students' responses to the open-ended questionnaire were summarized in Table 2. These results became the basis for the further interview to the students. Information from the teacher's reflection notes was added to sharpen the analysis.

**Table 2.** Summary of Students' Responses in Open-Ended Questionnaire

Collaboration	Communication	Creativity	Critical Thinking
<ul style="list-style-type: none"> <li>• sharing ideas</li> <li>• sharing tasks</li> <li>• completing each other</li> <li>• dominating the tasks</li> <li>• individuality</li> </ul>	<ul style="list-style-type: none"> <li>• being confident to communicate</li> <li>• enriching vocabulary</li> <li>• inability to communicate with group members</li> </ul>	<ul style="list-style-type: none"> <li>• optimizing the use of PPT and video</li> <li>• promoting tourist spots</li> <li>• coping with obstacles</li> </ul>	<ul style="list-style-type: none"> <li>• choosing appropriate words/information to speak/write</li> <li>• constructing knowledge about tourism</li> </ul>

### **1. Collaboration**

In terms of collaboration, the students mostly agreed that PjBL gave them a greater opportunity to work together to finish the project. Through the open-ended questionnaire, it was found that the majority of students had positive attitude towards the group work. Some believed that it allowed them to share ideas. Others stated that working in a group helped them know more of each weakness and strength which facilitated them in work division and finally helped finish their project more efficiently.

In line with this, the results of interview found out that the students realized that each of them had their own characteristics but still could work together. The following excerpts show the students' perspectives about collaborative work.

En: *masing-masing orang itu punya wataknya sendiri-sendiri, jadi ketika kita disatukan dalam satu kelompok itu jadinya kita saling mengisi dan melengkapi.*

En: Everyone has his/her own characteristics, so when we are united in one group, we can complete each other.

Fr: *saya bagian alamatnya di mana, tempatnya di mana. Amel, dia khusus nyari fasilitas-fasilitas apa aja. Eni bagian atraksi wisatanya apa ja. Jadi nanti kami gabungin.*

Fr: I worked on finding out information related to address and location while A specifically focused on the information about facilities. En's job was to collect information about the available tourist attractions. Later we merge our work.

In this case, the students understood they needed to be collaborative for the project. Therefore, it can be considered that PjBL could accommodate the students to learn building a good collaboration.

Despite these positive perspectives, this study revealed the negative perspectives of students. Several students believed that PjBL could not assist them in becoming more collaborative. In the questionnaire, R argued that there was no communication within her group. E also admitted that PjBL was helpful in creating collaboration, even though she dominated the work after a failed attempt of making the group cooperative. E explained in the interview that only she and one other friend were willing to participate in the project, while another friend appeared careless and unmotivated to participate. In the meantime, R stated that there was no such discussion regarding task division. At first, she explained that all member worked on doing the observation, but then one of her friends requested to finish the rest of the work by himself even though she actually wanted to work together.

Based on the interviews, the students basically had been aware of the importance of collaboration. Through this project, they learned to manage job division and expected that each member could contribute as well. Nonetheless, some students might have certain characteristics that could hinder them from being cooperative with their group.

Teacher's reflection note was aligned with these students' responses. The teacher wrote how she thought about group division as followed:

"Dividing them through random drawing so they have the same opportunity. I think it is more fair."

In other words, she expected that the group division would be fair and that all the students had the opportunity to be closer to each other. She personally ensured the tasks she set had given enough chances for the collaboration. While most groups could finish the project, one group could not finish the work on time. She acknowledged that this group's collaboration did not work well due to irresponsible personal reasons from a few students. She finally noted that she needed to try another way for group division in the next assignment to make it all work.

## **2. Communication**

The students' communication skill was investigated in the project. In the questionnaire, they revealed that they were trained to be more confident and to have a good communication skill. In particular, many argued that this communication skill was essential when collecting data and information in the tourist destinations. They gained confidence in communicating with others, particularly for the interview. Some students also mentioned that this project allowed them to expand their tourism-related vocabulary.

During the interview, F highlighted the domino effect that would be caused by carrying out this project. The people she interviewed served as a training ground for her to become more confident, which in turn helped her acquire greater communication skill. Fr affirmed that the project improved her confidence in not only conversing with the interviewees but also in doing negotiation in the tourist attraction.

---

*Fr: perahu bebek kan cuma bisa berdua orang, jadi kami melakukan tawar menawar supaya bisa jadi tiga orang di situ.*

*Fr: Since normally the swan boat ride is for two people only, we negotiated with the staff so they would let the three of us in it.*

Meanwhile, J stated that he was able to improve his communication skill by witnessing the job of the tour guide at attraction he visited. The tour guide that he observed and interviewed served as a real-life example of the extent to which the work requires effective communication abilities. F also indicated that she improved her English vocabulary by participating in the PjBL activities, and E embraced the project as an opportunity to practice her speaking skills, particularly in doing the presentation and posting about the tourist attraction in her social media account.

Related to communication between team members, responses were mixed. Fr illustrated that she and her teammates communicated effectively enough for to distribute the tasks. On the other hand, J was unable to express that he needed assistance, which consequently requiring him to perform the majority of the tasks alone. He felt that having to frequently ask for help was uncomfortable for him to do. At the same time, R felt disappointed that there was no intense communication dealing the duties within her group.

In regards to this communication skill, the teacher mentioned that she created the project to give more opportunities for the students to improve this skill through data collection, presentation and writing activities. She further mentioned that the students gave a freedom to determine some options for tourism spots they would visit as well as in discussing the timeline of their project. By doing so, she hoped that students could argue and express their ideas as a part of communication practices, as written in her notes as followed. In addition, she believed that writing activities are as a part of written communication. She was aware of her students' weak writing ability. This is why she chose to apply the process writing approach which include the drafting and revision process to train her students' writing. In her reflective notes, she stated that:

*"Thought through the students can expect to finish each activity more easily".*

Thus, she believed this project helped ease the writing burden. She confessed that it was a wreck-necking task to teach writing because most students had limited experience in writing English text. She had to prepare some writing guides and gave extra time for giving feedback to all students' work. However, she reflected that once she checked the students' final product, she was very satisfied and proud of her students' work.

### **3. Creativity**

Regarding creativity, most of the students specifically stated that PjBL had encouraged them to be creative in making use of technology. Through the questionnaire, it was found that many students responded that the project gave them the opportunity to elevate their creativity in terms of making video and Powerpoint Presentation (PPT). They learned to edit video and PPT to make it more interesting as these two were part of the assessment. Particularly, some students reported that the tasks helped them learn more about how to promote tourism objects and how to deal with issues that arose in their work.

Based on the interview, the most prominent response is that the students were necessitated to be more creative when preparing a PPT. They wanted to create attractive

---



slides by providing great photos of the attractions. Another group agreed that taking high quality pictures was important. They went the extra mile by using a camera to capture the tourist attraction instead of only relying on their phones.

E: *Ternyata ada salah satu teman yang bawa kamera. Jadi kita take fotonya pakai kamera.*

E: One of the members brought a camera, so we took photos with it.

Not only did E provide excellent images for the PowerPoint, but she also took the initiative to create a video that she edited and revised multiple times to better show the attraction to the other students.

Another student, En, executed the project further by posting the pictures and the video on her social media to share information with her followers about one of the tourist attractions in Palangka Raya.

En: *Saya juga mahasiswa pariwisata begitu, saya pikirnya baiknya saya juga menginformasikan tempat wisata tersebut ke orang lain.*

En: Because I am also a tourism student, I thought that it would be great to inform other people about the tourist attraction.

Meanwhile, a challenge such as cash shortage did not stop Fr and her teammates from providing enough information for the project completion. They optimized the time and resource at hand to gather detailed information about the tourist spots.

The teacher reflected similarly about the students' creativity. For example, during the presentation task, she noticed that the students had understood how to maximize their PPT to look more interesting. The teacher also mentioned that she recommended the group to post their documentation and gave caption that promoted the tourist spot on social media. She was very happy to know that some groups initiated to post a short video that promoted the tourist attractions on their social media accounts. Besides the technology use, she mentioned that she was able to observe students' creativity in the data collection process. The students told her that they found some difficulties in collecting information in the tourist spots even though they finally could accomplish the tasks. The teacher believed that the ability of the students to find the solutions over their obstacles was a form a creativity.

#### 4. Critical Thinking

The students acknowledged that PjBL could train their critical thinking that dealt with their knowledge and perspective about tourism. In the questionnaire, some students expressed that based on their observation, interview with tourists, and internet research, they could draw a conclusion regarding the potentials of the tourist attractions, including the best facilities and services that could be offered. This idea is validated by the result of the interview.

J learned a lot about providing excellent services to tourists, and he was impressed by the tour guide who offered him a comprehensive explanation regarding every single detail shown in the attraction.

J: *...misalnya cara menyambut tamu wisatawan, pelayanannya, sangat luar biasa bagus menurut saya. Karena disana itu kita tidak cuma ditagih uang tiket masuk dan parkir, tapi kita diajak berkeliling sekaligus dijelaskan secara langsung oh ini binatang apa, dan ini tempat apa, langsung dijelaskan disitu.*

J: ... for example how to welcome guests, The service is extraordinary in my opinion. Because we were not only charged for entrance and parking fees, but we were invited to go around and explained directly on the details.

---

Students' critical thinking was enhanced when they could distinguish between good and poor practices. Even though J appreciated the tour, he noticed an inappropriate practice during his visit. He believed that traditional music should be performed there, not *dangdut* (an Indonesian traditional music genre) with singers who wear very revealing clothes. Furthermore, J intended to apply the knowledge he acquired from the project to his future career. Meanwhile, Fr got inspired to implement and modify the tourism practices she observed during the project to a potential area in her hometown because there was a similarity in the type of attraction offered and she believed that the one in her hometown still needed a lot of improvement.

As with the English language, En further explained that by realizing that the objective of the project was to share information with people, her team made an effort to provide informative speech in their presentation and social media content.

*En: Jadi ketika project itu untuk menginformasi ke orang lain tentang tempat wisata, maka kami perlu tau bahasa informatif yang perlu disusun dalam tulisan itu seperti apa.*

En: So when the project is to inform other people about tourist attractions, then we need to concern the kind of informative speech should be used in the writing.

From the teacher's reflection, there were three main focuses relating to critical thinking skill. The teacher identified the students' critical thinking when they had to consider some options and make decisions about which tourist spots to visit. Additionally, the teacher claimed that data collection gave a challenge for the students' critical thinking. In her reflective notes, she wrote that:

"Giving them freedom to do whether interviews, field observations, etc., based on their needs help trigger their critical thinking."

In this part, the students had to determine what and how to collect the appropriate data about the tourist spots that became the basis of their writing. The teacher believed that their critical thinking also played an important part in being creative to find a way out of the problems they faced. She thought that having the students to experience facing difficulties, making choices and decisions, finding solutions in real situations are the best way of training critical thinking.

Apart from the 4C skills, the findings of this research show the students' and the teacher's perspectives on the whole process of PjBL. For the students, the most exciting part of this project was when they conducted the field research. They mentioned that it was like having a fun trip while doing the assignment as a refreshment from the conventional classroom activities. Meanwhile, many students admitted that the project was very time-consuming. Some students were difficult to manage the time since they also had many other activities. From the teacher's perspectives, she confessed that the project design was still not perfect. The time limitation, the students' characteristics, and the making of project design were the challenges she faced. She even regretted missing one aspect of PjBL that was evaluation at the end of project. However, she reflected that she was satisfied with the work of her students and that she wished to conduct the same project for the next semester.

---

## Discussion

This research has explored how PjBL facilitated the students' 4C skills development in writing activities in the English for Tourism class. The findings have shown that the project allowed the students to train their 4C skills and to achieve their learning objective by producing a writing text.

The students worked on producing a writing text describing a tourist spot in their city. Through this PjBL, the teacher designed the project consisting a series of tasks to guide the students in writing. The tasks were designed for a collaboration to lessen the students' burden. All the groups finally could produce their writing even though they faced dynamic situations in the group. The research identified that most groups could work harmoniously which is in line with the previous findings reporting that the students showed improved cooperative attitude after implementing PjBL (Baroroh et al., 2021). In their case, the students felt more independent in their duty as they knew each had their work in the group. However, there were also a few of them who liked to finish the task dominantly or alone. Kerdpol (2015) also discovered that most students strongly agreed that they were better if studying alone and that working in group wasted time. While the results might seem contradictory, this present research can bridge both findings by identifying that every student basically has their own characteristics that cause different preferences in finishing tasks. Hence, such different characteristics should become an attention in the classroom.

Implementing PjBL also benefitted the students' communication skill. They needed to build communication among the group, interact with other parties in a real-world situation as well as voice out their ideas both in spoken and in written form. Musa et al.'s (2012) study revealed that students could be more assertive after learning to express and exchange ideas within the group and able to develop interpersonal skills after learning to interact with people at workplace setting. It is the skill the students need to acquire to face the future work field. Further, this present research noted that student individuality could affect the way they interacted with people. In relation to this, Ozturk (2022) points out that all students should have the opportunity to realize their potential in this type of work. Therefore, a teacher should create the project that facilitates students with different characteristics.

In the EFL setting, this project helped expose the students to the use of English as a part of communication skill. It is imperative to master English because this is the paramount requirement for future tour guides to work in the tourism industry (Ozturk, 2022). Therefore, presentation and writing tasks were administered within the real context to train their English skill more meaningfully. Meaningful learning as promoted by PjBL (Kokotsaki, et al., 2016) will help students achieve better learning goals.

Creativity is one of the prominent qualities the students have to possess in facing the future world. Through this project, the students faced different scaffolding challenges at every task assigned to finish the project. It took their creativity in terms of collecting and presenting information and in developing their writing, such as utilizing technology for the presentation task and using social media to help capture and share the moments, as well as finding out solutions to the difficulties they faced.

At the same time, their critical thinking was trained through PjBL. The students needed to determine the tourist spots they would visit and collect appropriate information to write.

---

These activities led them to data analysis and interpretation which Phung (2018) believed was a kind of activity that requires critical thinking. Furthermore, experiencing field observation and interviews the staffs and tourists at tourist spots allowed them to construct their knowledge from the real context. They had greater opportunities to process information about tourism and tour guiding contextually by seeing the facts and real situations rather than merely learning the theories from the books. Phung's (2018) work also revealed that PjBL helped the students not only to improve their English proficiency but also to broaden their knowledge about tourism. Besides, the present research also found that when the students understood the goal of their writing was to share information about tourism in Palangka Raya to the public, they became more critical in determining appropriate information and language use in their writing.

In addition, it is worthwhile to take a closer look at both the students' and the teacher's perspectives about PjBL. Based on the findings, the students could feel motivated when learning through this project as it gave them the enjoyable experience in visiting the tourist spots. It corresponds to previous research that shows providing different activities from conventional learning activities can help students feel more engaged (Nutalak, 2020). For the teacher, the hardest part was to design a project which involved a series of scaffolding tasks at the beginning since it was her first experience using PjBL. Previous research uncovered that the teachers might feel discouraged when applying PjBL because they were lack of experience or considered PjBL as a mere additional activity (Ulfa, 2017). Nevertheless, in this present research, the teacher did not feel discouraged because she felt the advantages of applying PjBL and considered applying the same project for the next semester. It is essential for a teacher to understand the goal of PjBL and its benefits to keep his or her motivation high.

## **Conclusions**

The findings of this research have resulted in several conclusions. First, PjBL could facilitate the students in developing their 4C skills in English for Tourism class. Related to the 4C skills, the students' collaborative skill was improved through group work tasks. Their communicative skill was trained when they had to build communication with people and articulate their ideas in spoken and written activities. Their creativity was trained through utilizing the technology, collecting and presenting information, decision-making as well as when coping with problems. Besides, their critical thinking was developed when they experienced the real tourism practices and developed knowledge about tourism and tour guiding in an authentic setting. Second, the students finally had the experience to learn to develop an English writing text meaningfully through PjBL. By acknowledging the goal of their tourist guide writing project, they were eager to carefully provide appropriate information in their text. All in all, PjBL allowed the students to develop their 4C skills that helped prepare them with the desired quality of the Indonesian graduates in the long run, and to create a supportive atmosphere for learning English writing and widen their tourism-related knowledge.

---

Finally, some recommendations are offered for future practices. First, teachers wishing to apply PjBL can follow the teaching procedure presented in the current research, adapting it classroom needs and considering student characteristics, time allocation, and the standard elements of PjBL. Second, the absence of observation to further assess the students' 4C skills may become a limitation of this present study. Therefore, future researchers might need to consider employing an observation technique in their investigations. Third, researchers interested in investigating the implementation of PjBL in an English for Tourism class should consider expanding the research scope that includes other language skills or various students' characteristics.

### **Acknowledgments**

The researchers would like to thank all the students of the Tour Guiding Program of IAHN Tampung Penyang Palangka Raya who had willingly participated in this research. Besides, the researchers would like to express their outmost gratitude to IAHN Tampung Penyang Palangka Raya for the exceptional support throughout the duration of this research.

### **References**

- Bárcena, E. (2014). "Thinking about learning": Exploring the use of metacognitive strategies in online collaborative projects for distance professional english learning. *ES. Revista de Filología Inglesa*, (35), 7-39.
- Baroroh, K., Wahjoedi, Wahyono, H., Utomo, S. H., & Lestari, F. (2021). Incorporating village tourism into "community economy" course: A project-based learning method in university. *International Journal of Instruction*, 14(4), 567-584. <https://doi.org/10.29333/iji.2021.14433a>
- Blumenfeld, Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (1991). Motivating Project Based Learning: Sustaining the Doing, Supporting thr Learning. In *Educational Psychologist*, 26(3), 369-398.
- Condliffe, B., Quint, J., Visher, M. G., Bangser, M. R., Drohojowska, S., Saco, L., & Nelson, E. (2017). Project-based Learning: a Literature Review. *Mdrc: Building Knowledge to Improve Social Policy, P-12 Education*, 2.
- Ennies, M. J., & Petrie, G. M. (2020). *Teaching English for Tourism: Bridging research and praxis*. Routledge.
- Junaidi, D. (2020). *Panduan Penyusunan Kurikulum Pendidikan Tinggi*. Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan.
- Kementerian Pariwisata Republik Indonesia (2015). *Peraturan Menteri Pariwisata Nomor 13 Tahun 2015 tentang Standar Usaha Jasa Pramuwisata*.
-

- Kerdpol, S. (2015). An Application of Project-Based Learning on the Development of Young Local Tour Guides on Tai Phuan's Culture and Tourist Attractions in Sisatchanalai District, Sukhothai Province. *English Language Teaching*, 9(1), 133. <https://doi.org/10.5539/elt.v9n1p133>
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. *Project-based learning: A review of the literature. Improving Schools. SAGE Journals*, 19(3), 267–277.
- Krajcik, Joseph S. and Blumenfeld, P. C. (2005). *PBL\_Article*, 317–334.
- Larmer, J., & Mergendoller, J. H. (2010). Seven essentials for project-based learning. *Educational Leadership*, 68(1), 34–37.
- Mathew, P., Mathew, P., & Peechattu, J. (2017). Reflective practices: A means to teacher development. *Asia Pacific Journal of Contemporary Education and Communication Technology*, 3(1), 126-131.
- Musa, F., Mufti, N., Latiff, R. A., & Amin, M. M. (2012). Project-based learning (PjBL): Inculcating soft skills in 21st century workplace. *Procedia - Social and Behavioral Sciences*, 59(-), 565–573. <https://doi.org/10.1016/j.sbspro.2012.09.315>
- Novita, M., Lestari, D., Sutrisna, P. E., Mpu, S., & Singaraja, K. (2022). *Project-based learning dalam pembelajaran bahasa inggris pada program studi pariwisata*. *Coulture*, 3(1), 40-49.
- Nutalak, P. (2020). *Enhancing business English major students' vocabulary knowledge through project-based learning: A case study of the 4th year students studying English for Tourism*. *Southeast Bangkok Journal*. 6(2), 56–69.
- Olivia, R., & Pakpahan, A. (2018). Improving speaking skill of tourism vocational high school students through project-based learning. *Retain*, 6, 44–51.
- Ozturk, M. (2022). Project-based learning as the form of extracurricular work in teaching english aimed at formation of social competence of tourism students. *Journal of Education and Human Development*, 11(2), 4–10. <https://doi.org/10.15640/jehd.v11n2a2>
- Pinelopi, P. (2015). English for specific purposes: How to teach english for tourism. *International Journals of English Literature and Culture*, 3, 235–238. <https://doi.org/10.14662/IJELC2015.069>
- Phung, B, T. (2018). Project-based learning activities in english for tourism class. *7th International Research Symposium on PBL: Innovation, PBL and Competences in Engineering Education*, 331-340.
-

- Puslapdik Kemendikbudristek. (2021, December 29). *Project-based learning, profil pelajar Pancasila, dan gen z*. <https://puslapdik.kemdikbud.go.id/project-based-learning-profil-pelajar-pancasila-dan-gen-z/>
- Puspitasari, I., & Setiawan, K. (2020). Menyongsong revolusi industri 4.0 melalui penerapan project-based learning pada kelas bahasa inggris peminatan pariwisata. *Prosiding Seminar Nasional*, 186–195.
- Simarmata, H. A., & Mayuni, I. (2023). Curriculum reform in Indonesia: From competency-based to freedom of learning. *International Journal of Pedagogical Novelty*, 2(2), 1-13. <https://jurnal.pustakagalerimandiri.co.id/index.php/IJOPNOV>
- Sugie, S., & Mitsugi, M. (2008). Design and evaluation of intercultural cooperative project-based learning in the field of inbound tourism in Japan: A tour guide training course with Chinese and Japanese learners. *Intercultural Communication Education*, 4(3), 234–251. <https://doi.org/10.29140/ice.v4n3.560>
- Suherman, Prananda, M. R., Proboningrum, D. I., Pratama, E. R., Laksono, P., & Amiruddin. (2020). Improving higher order thinking skills (HOTS) with project-based learning (PjBL) Model assisted by Geogebra. *Journal of Physics: Conference Series*, 1-13. <https://doi.org/10.1088/1742-6596/1467/1/012027>
- Ulfa, S. M. (2017). English for Tourism: Bridging students to have better communicative and life skills through doing project based learning. *The 3rd English Teaching Conference 2017*, 1–23.
- Sulistyorini, H. (2018). Literary tourism on teaching english drama appreciation with a model project-based learning: A play performance of 'Sangkuriang, the Legend of Tangkuban Perahu'. 2<sup>nd</sup> ELLiC, 403-410.
- Syahril, Purwantono, Wulansari, R. E., Nabawi, R. A., Safitri, D., & Kiong, T. T. (2022). The effectiveness of project-based learning on 4Cs skills of vocational students in higher education. *Journal of Technical Education and Training*, 14(3), 29–37. <https://doi.org/10.30880/jtet.2022.14.03.003>
-