Producing Travel Vlogs as Project-Based Learning to Improve the Speaking Performance of Tourism Industry Students

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ABSTRACT

This research aims to find out whether travel vlog production as project-based learning can improve the speaking performance of tourism industry students and identify tourism industry students' perception of producing travel vlogs as project-based learning. This research employed a mixed-method research design. The quantitative design utilized a pre-experimental design involving a one-group pretest-posttest. Meanwhile, descriptive qualitative was applied to the qualitative design. In collecting data, researchers employed tests and interviews as instruments. The data was evaluated using a t-test to define the hypothesis. Additionally, the analysis of the interview transcript was applied. Producing travel vlogs for project-based learning has improved the speaking performance of tourism industry students. Students can expand their ideas and creativity to produce a travel vlog. Tourism industry students also positively perceived the travel vlog production as project-based learning. Most of the students felt happy with producing travel vlogs as project-based learning. This research provides recommendations to many people to produce more travel vlogs so that tourists can use them as a guide for their travel activities.
Keywords: Project-Based Learning; Speaking Performance; Travel Vlog.

INTRODUCTION

Tourism industry students who take English as a foreign language (EFL) class must be able to promote tourist destinations in English. This often becomes an issue for them because even though they have received English subjects since primary school, they are still not fluent in English. This caused the students to not get a suitable learning method. Nurlaelli et al., (2024) stated that learning efficacy is primarily determined by the accuracy of the strategy, learning model, or method performed. Recently, students have become familiar with information and communication technology (ICT). It is common for them to view various written or spoken contents in English via the internet. However, they still have difficulty

conveying their ideas orally using English. Hence, activities such as oral projects are necessary in speaking class. These activities encourage the students to provide good speaking performances in English. The projects assigned must be relevant to the student's activities on ICT because they are accustomed to employing the sophistication of ICT these days.

Project-based learning (PBL) is one of the popular teaching methods in EFL classes. PBL is a project-based activity that is widely used in EFL classrooms. It can also be utilized in English language classes. A project-based learning method aims to ensure students develop their problem-solving abilities, allow them to be creative, motivate them to collaborate, and lead them to acquire and deliver information freely (Chiang, 2016). Ichsan (2017) reported that implementing project-based learning enables students to think creatively and prepare better for speaking classes. In addition, Elsadek, et al. (2020) discovered that PBL significantly increases EFL students' speaking fluency. PBL provides the tourism industry students with practical experiences in promoting tourist destinations orally. Then, they can record it into videos to produce promoting videos.

Giving the assignment of producing a video project to the students is one way to integrate project-based learning. Students can use a variety of video kinds as projects to improve their speaking abilities. One of them is a vlog (video blogging). Vlogs are considerably proper to be one of many alternative ways to transform the old media like textbooks into something more appealing and relevant to students' lives. The student-made vlog projects for learning to speak illustrate how technology has been integrated into English language teaching and learning.

There are numerous types of vlogs generated by the vlogger (the vlog creator) that are easily accessible on internet platforms based on the vlogger's interests, including gaming, personal vlog, tech vlog, educational vlog, lifestyle vlog, culinary vlog, beauty vlog, and travel vlog. Nevertheless, for the tourism industry area, travel vlogs are appropriate for project-based learning since they help tourism industry students learn how to promote a specific tourism destination well.

After conducting a pre-observation using open-ended interviews about promoting tourist destinations in English, the researchers discovered that most tourism industry students had some issues throughout their speaking performances, such as a lack of understanding of tourism knowledge in general, a lack of tourism terminology, a lack of self-confidence to share tourism information in English orally, a fear of making errors, shyness, nervousness, and so forth. Therefore, the researchers researched travel vlog productions as project-based learning for tourism industry students to improve their speaking performances. The goals of this research are to find out whether travel vlogs produced by tourism industry students can improve their speaking performance and how they perceive travel vlogs as project-based learning.

Although there have been several previous research examining travel vlogs used in the teaching and learning process, those have only utilized travel vlogs as a learning medium. When utilizing travel vlogs as a learning medium, students lack

experience in creating their works. They only attempt to study existing travel vlogs and then use them in the classroom. This research not only utilizes travel vlogs as a learning medium to enhance student' learning abilities, but also assists students in gaining new experiences in producing a video work that can be enjoyed by many people. Additionally, they are simultaneously able to improve their learning outcomes in the speaking class.

LITERATURE REVIEW

Previous Related Study

Several research related to the implementation of travel vlogs have been reported by researchers. The first research from Wahyudi, et al. (2022), entitled "Using Travel Vlogs About Holidays as Media in Improving Students' Ability in Writing Recount Texts: A Case of Tenth Grade of SMA Negeri 2 Kendal Academic Year 2022/2023". In this research, the researchers focused on students' writing. The research employed travel vlogs as learning media. It was a quasi-experimental design. The result showed that a travel vlog can help students enhance their recount writing skills.

Yingying, et al. (2021) in their international conference research entitled "Analysis on the Characteristics of Travel Vlog Video and Its Impact on Users' Travel Intention", found that vloggers' attractiveness and engagement have a substantial favourable impact on behavioural intention to travel. Travel vlogs are an effective marketing tool for tourism destinations. It means that travel vlog is very useful to be studied by tourism industry students.

Winoto (2019) investigated 97 students' behaviour when searching for information via YouTube travel vlogger. The findings of this research revealed a significant level of information search behaviour among college students on the YouTube channel travel vlogger. Those three previous studies differ from this one. This research focuses on the production of travel vlogs as tourism industry students' project-based learning. Hopefully, it helps them enhance their speaking performance.

Travel Vlog as Students' Project-Based Learning

For the time being, a variety of vlogs are freely accessible. They include gaming, personal, tech, educational, lifestyle, culinary, beauty, and travel vlogs. People can select relevant vlogs based on their preferences. For tourism industry students, the most suitable vlog for them is a travel vlog. Through the travel vlog, they can do promotional campaigns for certain destinations. Travel vlogs are useful when individuals require information to plan their itinerary and budget for travel to a specific destination (Al Faruq & Maryani, 2017).

Traveling has become a lifestyle, and anyone can go if they have the money (Rini & Imran, 2017). However, over the last 20 years, people have made substantial contributions to the tourism industry sector. In 2016, 35% of Indonesia's population loved traveling (Simatupang, 2018). According to the Central Bureau of Statistics (BPS) Indonesia, millennials in Indonesia love traveling, as they prefer to spend their money on experiences rather than buy consumptive things.

Millennial travellers love to share their travel experiences through writing, images, and videos using the latest technology (Pep, 2017). The current trend for them is to capture and tell stories about travel through videos known as vlogs (video blogs). They may produce a creative video blog on their own using basic tools like a smartphone and software installed on it. Meanwhile, the internet and social media platforms such as YouTube and Instagram become a big part of millennial's lifestyles. It is easier for them to share their travel vlogs with others. It is because the travel vlogs provide various information regarding tips or ways to travel. For example, they provide information such as where to wait for a taxi at the airport and where to stay in budget hotels. In addition, by watching travel vlogs on YouTube, students may be motivated to be great travel vloggers.

METHOD

Design and Samples

In this research, a mixed method was applied. Zaitun & Rana (2022) stated that a mixed-method research design is based on philosophical assumptions and focuses on gathering, analysing, and combining quantitative and qualitative data. The writer employed a pre-experimental design with a one-group pretest and post-test to answer the first research question. The students' speaking pretest and post-test scores were used to be analysed then the quantitative results were explained descriptively. Moreover, the writer used descriptive qualitative to answer the second research question.

In quantitative design, a one-group pretest-post-test design was used in analysing tourism industry students' speaking performance. There was a group that participated as an experimental group. The group was assigned randomly. According to Sugiyono (2014), the pretest, which is conducted on this one-group pretest-post-test design, will enable the researcher to evaluate greater accuracy. The one group pretest-post-test design is shown below:

$$O1 \quad X \quad O2$$
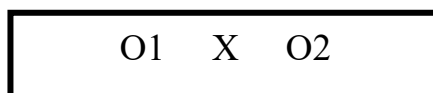
Where:
O1: Pretest (speaking test) given before the treatment.
X: Treatment in teaching and learning
O2: Posttest (speaking test) given after the treatment.

To identify tourism industry students' perception of producing travel vlogs as project-based learning, the researchers used interviews with the students. Qomariyah (2023) stated that if the researcher is concerned with finding out what, when, and how, then the writer employed descriptive qualitative research as the research design. The interview was held after the post-test was done. The interview session was conducted through semi-structured interviews. In qualitative research, semi-structured interviews encourage numerous responses and allow respondents to provide their thoughts and opinions.

There were 22 students as a sample of this research. They were from the 2-A class of English for the tourism industry department at the State Polytechnic of Malang. To determine the sample, the researchers used a purposive sampling technique. Purposive sampling is a technique for selecting a sample with a certain goal based on the goals of the research and a particular trait.

Instrument and Procedure

In collecting the quantitative data, the researchers conducted an oral test. The tests were pretest and post-test to reach the first objective of the research. The pretest and post-test were presented to tourism industry students' speaking test in producing travel vlogs. The researchers did three steps to get valid data.

1. Pretest

    A pretest is a measure or test administered to a participant before the experimental treatment. The pre-test was a speaking test given to the students of the experimental group to measure their speaking performances before the treatment. In completing the pretest, the students performed as a travel vlogger of a specific tourist destination. This test was given to know the basic speaking competence of students and to know their earlier knowledge before they get the treatment.

2. Treatments

    Before taking a post-test, the students receive treatments. Treatment means the researchers showed the YouTube Travel vlogs and taught the students about the procedures to produce the travel vlogs well. Then, students will understand what is to be performed for the vlog's opening, main content, and closing. The researchers had four meetings for the treatments. At the first meeting, the researchers showed the students YouTube travel vlogs by the Mike & Ashley channel. Then, the students were taught to arrange some great opening words for producing travel vlogs. In the second meeting, the researchers showed the students YouTube travel vlogs by Dany #gotaworldtosee channel. Then, the students were given tips and tricks for presenting the main content to the vlog's viewers. In the third meeting, the researchers showed the students YouTube travel vlogs on Dale Philip's channel. Then, the researchers explained how to prepare the scripts for producing travel vlogs. At the last meeting, the researchers showed the students

YouTube travel vlogs by Jay Palfrey channel. The students learned how to have a good closing with their characteristics for their travel vlogs.

3.   Post-test

The post-test was given after the treatments. The purpose is to determine the improvement of the student's performance in speaking after producing a travel vlog as their project-based learning. In completing the post-test, the students performed as travel vloggers of the same destination as when taking the pretest.

In this research, to evaluate the students' speaking performance will use the following speaking scoring rubric and its classification:

Table 1. Speaking scoring rubric (Brown in Qomariyah, 2023)

Aspect	Score	Criteria
Grammar	1	Grammatical errors are common
	2	Often difficult to understand
	3	Several mistakes, yet they are still intelligible
	4	There are a few errors but they are readily understood
	5	The grammar is precise and easy to understand
Fluency	1	There are no fluency descriptions
	2	Speak using single words, brief and slow
	3	Hesitate to speak because of remembering and seeking words
	4	Speak fluently with occasional hesitancy
	5	Speak fluently with only minor pauses that do not interfere with talk
Vocabulary	1	Insufficient speaking vocabulary
	2	Some of the vocabulary used is not appropriate to the context
	3	Owns a spoken vocabulary that allows them to communicate easily
	4	Able to speak with various vocabulary
	5	Chose various kinds of context-appropriate vocabulary
Pronunciation	1	Pronunciation errors occur frequently
	2	Pronunciation is usually unclear
	3	Some inaccuracies, but they can still be accepted
	4	A few inaccuracies, but they are still clearly understandable
	5	Clear and proper pronunciation
Comprehension	1	Can not explain the label text

	2	Can demonstrate the label text, yet the errors can not be tolerated
	3	Can demonstrate the label text, yet there are a lot of errors
	4	Can demonstrate the label text, yet there are a few errors
	5	Can explain the language accurately

The maximum score is 25

Final Score = $\frac{the\ result\ of\ score}{maximum\ score}$ x 100

Table 2. Speaking score classification (Arikunto in Busman, 2019)

Range Score	Classification
0 – 39	Very poor
40 – 55	Poor
56 – 65	Fair
66 – 79	Good
80 - 100	Very good

In collecting the data to identify tourism industry students' perception of producing travel vlogs as project-based learning, the researchers conducted interviews. The students were interviewed by the researchers. Thus, it has gained the ability to provide useful insights into participants' ideas and learn how they think about issues (Ichsan, Apriliaswati, and Rosnija, 2017). In this research, the researchers used one-on-one semi-structured interviews. The interview focused on the students' perception while producing travel vlogs as project-based learning. The interview was held after the students finished their project. The interviewer used Bahasa Indonesia while conducting in-depth interview. It was done because both the interviewer and interviewee are Indonesian, so the responses and answers were easier to understand. Then, the researchers delivered the interpretation in English.

Data Analysis

The researchers analysed the quantitative data using a t-test to answer the hypothesis whether it is accepted or rejected. Then, they calculated the t-test to find out the t-value by using a t-formula and then calculated the degree of freedom (df). Last, the researchers compared the result to the t-table of the level significance of 5%. The analysed data from the interview transcriptions were interpreted qualitatively. Finally, the researchers can show the interpretation of it. Moreover, the following criteria are used for hypothesis testing:

Table 3. Hypothesis testing criteria

Comparison	Hypothesis	
	Ha	H0

| t-value < t-table | Accepted | Rejected |
| t-value > t-table | Rejected | Accepted |

RESULT AND DISCUSSION

The finding of the pretest score showed that the SUM was 1183 so the mean was 53,77. Therefore, the score above showed that the tourism industry students in producing travel vlogs was at a poor level. For the computation calculation, the researchers found the standard deviation was 6,3089 and its standard error was 1,3450. After having the pretest and analysing the score, the researchers conducted the four times treatments. Then, the post-test was conducted. From the post-test score, the SUM was 1621 so the mean was 73,68. Therefore, the score above showed that the tourism industry students in producing travel vlogs was improving at a good level. For the computation calculation, the researchers found the standard deviation was 4,9317 and its standard error was 1,0514.

After administering the post-test and analysing the score, the researchers performed an inferential analysis. The use of SPSS statistic version 21 was used to analyze a normality test and hypothesis test. The normality test result calculated used the Kolmogorov-Smimov Z with a significance level of 0,05. The significance value (sig.) of the pretest was 0,718. Meanwhile, the posttest was 0,441. In addition, the data presented can be presented to be normally distributed if the significance value is higher than the significance level. Moreover, it showed that 0,718 was higher than 0,05 and 0,441 was higher than 0,05. As a result, the data distribution can be concluded to be normal.

From both the pretest and posttest findings, the mean score of the posttest (73,6818) was higher than the pretest (53,773). Moreover, after calculating those scores, the mean of both scores was 19,9091. Meanwhile, the standard deviation was 2,5054 and the standard error was 0,53415. The SPSS 21 showed that the result of the computation indicates that the t-value was -37,272. It was based on the N is 22 and then calculated it with the degree of freedom (N-1) and the level of significance was 0,05, so the t-table was 1,720743. After comparing with the t-table, it can be concluded that the t-value was lower than the t-table (-37,272 < 1,720743). Thus, the hypothesis alternative (Ha) was accepted. Meanwhile, the H0 was rejected. It means that Producing travel vlogs as project-based learning improves the speaking performance of tourism industry students.

The interview session took place after the students completed the posttest. The researchers interviewed all the 22 students on June 6, 2024. The researchers conducted the interview to identify tourism industry students' perception of producing travel vlogs as project-based learning. The questions were about the student's perception of producing travel vlogs as project-based learning. The researchers asked several questions about several aspects, including their feelings, difficulties faced, the process of preparing the vlog script, satisfaction with their work, and willingness to reproduce the travel vlogs in the future.

Through the semi-structured interviews, the students shared their thoughts freely. Regarding the students' feelings about producing a travel vlog, the findings showed that 16 students (73%) were happy in doing this project because it was their first experience in making a travel vlog. Meanwhile, 4 students (18%) felt normal because they were used to talking or doing vlog. However, there were 2 students (9%) who did not enjoy in producing travel vlog. They mentioned that they had difficulties saying words in front of a camera.

Regarding the difficulties faced by the students in producing a travel vlog, research findings showed that 12 students (55%) faced difficulty in doing the editing video. In addition, 9 students (41%) had difficulties acting in front of the camera. Meanwhile, only one student (5%) reported no difficulty. The next aspect covered in the interview session was the procedure of creating the vlog script. Research findings showed that 17 students (77%) faced difficulty in preparing the vlog script because of the grammar. Meanwhile, there were 5 students (23%) who found it easy to prepare the vlog script in English.

After analysing the interview findings about the process of preparing the vlog script, the next aspect was about satisfaction with their work. The research findings showed that 20 students (91%) felt satisfied with their travel vlog. On the other hand, there were only 2 students (9%) felt dissatisfied with their travel vlog. The findings of the interview regarding students' willingness to reproduce the travel vlogs in the future amounted to 21 students (95%). Unluckily, there was only a student (5%) did not want to increase the number of future travel vlogs in the future. She realized that she did not have good skills as a travel vlogger so she will not become a travel vlogger in the future.

This research found that tourism industry students' speaking skills improved because of their ability to produce travel vlogs as part of project-based learning. According to Asnur et al. (2020), project-based learning encourages creativity, activity, and enthusiasm for learning by emphasizing product production. Many activities can be carried out throughout the project-based learning process. In project-based learning, activity learning focuses on student activities in the form of gathering information to produce something beneficial for the students themselves as well as other people but still related to the basic competencies in the curriculum (Muktisari, 2017). However, this must be linked to student interests, which are in line with technological advances. Dinmore (2019) emphasized that technological breakthroughs and ever-changing educational strategies drive modern learning. Technology has become intrinsically connected to students nowadays. As a result, with the assistance of lecturers as facilitators, students can use technology that is already familiar to them as a learning medium. Thus, the result of the research is similar to the research conducted by Mandasari & Aminatun (2019), which found that project-based learning can improve students' speaking performance to an increased level than before.

Travel vlogs are considered difficult to produce due to several factors that some people have yet to master (Chen, Guo, & Pan, 2021). As a result, not everyone is able to become a good travel vlogger. In producing a travel vlog, good speaking skills are essential. This makes travel vlogs a medium for learning about contemporary art. This is like a study conducted by Wahyudi (2022), in which he utilized travel vlogs as a learning medium in writing classes. The results of the research successfully demonstrated that travel vlogs are beneficial not only in speaking classes but also in writing classes.

The results of the interviews conducted in the research indicate that most students feel comfortable producing travel vlogs as part of their project-based learning assignments. This finding aligns with the research by Lasut, Liando, & Rombepajung (2022), which shows that students' perceptions were predominantly positive because they had a great experience with travel vlogs. Hibra, Hakim, & Sudarwanto (2019) added that travel vlogs have audio-visual presentations with good resolution and sound, which can invite viewers to enjoy watching them. Moreover, this travel vlog is suitable for tourism industry students. They not only feel excited but also gain additional skills in speaking English and filming in real locations.

This research successfully demonstrates that in EFL classes, students not only utilize travel vlogs as a learning medium but also how they are able to create a work that can subsequently be used as a learning resource. Through this research, students learn about effective speaking, script writing, selecting video shooting locations, and many other experiences. This, in turn, has also been able to enhance their learning outcomes in speaking class.

CONCLUSION

Producing travel vlogs as project-based learning has been proven to improve the speaking performance of tourism industry students. Students can develop their ideas and creativity to produce a travel vlog. They were also able to learn how to become a professional travel vlogger. This provides good benefits for the students. The learning atmosphere becomes interesting and enjoyable. Thus, the students' travel vlogs can be used as promotional media for other people. The implementation of project-based learning can be one of the references for improving students' speaking performance. The travel vlog production can also be used to be implemented not only for EFL classes but also for other departments. For the tourism industry students, their travel vlogs can be used by many people as a promotional strategy for tourist destinations.

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