

Analysis of Collaborative Project-Based Language Learning Method: Efforts to Improve Language Education Quality for Tourism Students

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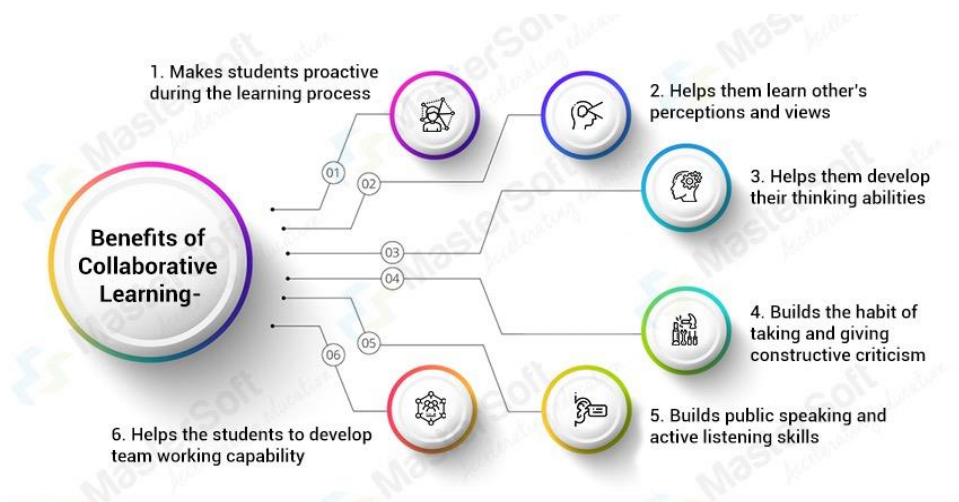
Abstract - Language education in the context of tourism has become a crucial focus in enhancing the quality of education for tourism students. Collaborative project-based learning methods have emerged as an effective approach to boost the foreign language proficiency of tourism students by involving a pentahelix collaboration between the tourism industry and tourism students. The objective of this study is to analyze the collaborative project-based learning method and the efforts made to enhance the quality of language education for tourism students. This study involves a comprehensive literature review to identify the advantages of the collaborative project-based learning method in the tourism context. The findings of this research indicate that this method offers real-life experiences in the tourism context for students, enabling them to apply language skills in situations relevant to the tourism industry. Collaboration with the tourism industry allows students to learn from industry practitioners, receive guidance, feedback, and valuable insights into the use of language in the tourism industry. This helps enhance students' understanding of language needs in the tourism workforce. The implementation of the collaborative project-based learning method also enhances students' communication skills in the target language, including the correct use of grammar and sentence structures. The method also emphasizes the language needs within the tourism industry, enabling students to acquire knowledge of specific vocabulary, phrases, and expressions related to tourism. In conclusion, the collaborative project-based learning method brings significant benefits in enhancing the quality of language education for tourism students. By involving the tourism industry and providing real-life experiences in the tourism context, this method helps students develop communication skills, gain a deeper understanding of language use in the tourism industry, and prepare them for the multilingual and multicultural demands of the tourism workforce.

Keywords: *Collaborative Education, Pentahelix, Language Learning*

1. INTRODUCTION

Language education has an important role in the development of student communication skills, especially in the context of higher education and more specifically, for students majoring in tourism (Kemenparekraf, 2020). Language is a key communication tool in the tourism industry, where students must be able to communicate effectively with a wide range of tourists, including those from abroad (Jono, 2016). Strong language skills enable tourism students to provide better service, understand guest needs better, and improve the overall customer experience. Therefore, this study aims to analyze collaborative project language learning methods as a concrete effort to improve the quality of language education for tourism students.

Today's higher education context is increasingly complex and changing rapidly, along with technological developments, globalization, and increasingly fierce global competition (Pugra et al., 2021). Tourism students need to prepare for a career in an increasingly diverse and multicultural environment. In this context, a strong understanding of languages, especially foreign languages such as English, is key to succeeding in the global tourism industry. Effective language education should encourage deep comprehension, speaking skills, and high communication skills (Wiartis, 2021). However, based on experience in many higher education institutions, traditional language learning methods are often considered inadequate in achieving this goal. Language learning that focuses on lectures, grammatical explanations, and repetitive exercises is often considered boring and unmotivating (Luh, 2020). This can reduce student interest and involvement in language learning, so that the quality of language education produced becomes less satisfactory.



Picture 1.1 Model Collaborative Learning

Source: MasterSoft

In this context, collaborative project language learning methods are emerging as an attractive alternative (Suhaili et al., 2021). This approach integrates language understanding with practical application in real-life situations. Students work together on projects relevant to their field of study, such as developing tourism promotion materials, compiling travel guides, or interacting with guests in a foreign language. In this process, they not only improve their language skills but also develop social, collaboration, and problem-solving skills (Ministry of Education and Culture, 2020). Advances in information and communication technology have enabled the development and implementation of collaborative project learning methods more efficiently. Online tools and platforms can be used to support student cooperation, information exchange, and joint project development. This opens up new opportunities in language education and provides students with a more interactive and engaging learning experience.

In the ever-changing context of higher education, this research has significant relevance. It can provide guidance for educational institutions to design more effective and relevant language learning programs for tourism students, by integrating collaborative project learning methods into their curricula (Rafla & Attas, 2019). The research can also provide insight into the benefits of technology in language education and how technology can be used to improve the quality of language education for college students. As such, this research has the potential to improve the quality of Language education, and in turn, better prepare tourism students for successful careers in an increasingly global and competitive industry.

2. METHOD

2.1 Research Design

The qualitative approach will allow researchers to explore students' experiences in depth through in-depth interviews. With this interview, researchers can explore students' perceptions, views, and motivations for these learning methods, as well as how they experience changes in their language skills (Eko Sugiarto, 2017). In addition, this approach will allow further understanding of the context in which these methods are applied, including classroom dynamics, interactions between students and teachers, and the impact of culture and environment on language learning.

Document analysis is also an important component of this qualitative approach. Documents such as collaborative project reports, presentations, or written materials produced by students will be analyzed to understand the concrete results of the learning method and the extent to which students can apply their language skills in real situations. The qualitative approach in this study will provide an in-depth understanding of the impact of collaborative project language learning methods on tourism students, as well as enable researchers to identify patterns, themes, and concepts that emerge from the data. This will help in formulating more comprehensive conclusions and research implications that can enrich the practice of language education in higher education.

The results of the study will be used to formulate detailed conclusions related to the impact of collaborative project language learning methods on tourism students, both in terms of advantages and barriers. The implications of this research will provide valuable guidance for higher education institutions to design more effective and relevant language education programs for tourism students, in hopes of improving the quality of language education and preparing students for an increasingly complex and global tourism industry.

2.2 Research Population and Sampling

The population in this study is all active students enrolled in tourism study programs at various universities that apply collaborative project language learning methods. The selection of different colleges allows for diversity in the educational experience and language learning environment. The sample will be selected purposively from that population, taking into account several factors. First, we will select a sample that includes students from different years of study to illustrate experiences from different stages of education. Secondly, there will be variation in the language proficiency levels of the sample, reflecting the diversity in student qualifications. In addition, we will select samples from different colleges to cover various approaches and implementation of collaborative project language learning methods.

This sample selection will provide a more comprehensive picture of students' experiences and perceptions of collaborative project language learning methods across a variety of contexts. In addition, it will allow us to identify patterns and differences that may arise in the student experience according to those factors.

2.3 Data Collection Instrument

In this study, data collection methods will involve various techniques to gain a comprehensive understanding of the effect of collaborative project language learning methods on tourism students. The following data collection methods will be used:

- **In-depth Interview**

In-depth interview techniques will be used to gain in-depth views, experiences, and perceptions from students related to collaborative project language learning methods. Interviews will be directed at questions related to the advantages, challenges, motivations, and impact of this method on their language skills. The interview will be recorded and transcribed for further analysis.

- **Observation**

Observations will be made in a classroom environment that applies collaborative project language learning methods. Observation will record interactions between students, teachers, and learning materials. This includes how students communicate in the target language, the extent to which collaboration occurs, and student reactions to the method. Observational records will be an important source of data in understanding classroom dynamics.

- **Document Analysis**

Document analysis will involve reviewing collaborative projects that have been produced by students as part of the curriculum. This document may include project reports, presentations, or other written materials produced by students as a product of learning methods. Document analysis will help in understanding the concrete results of this learning method and how students apply it in a practical context.

With a combination of in-depth interviewing techniques, observation, and document analysis, this study will be able to understand student experiences holistically in collaborative project language learning methods. These data will be processed and analyzed with thematic analysis methods to identify patterns, themes, and concepts that emerge from the data. The results of this analysis will help in formulating conclusions and research implications related to the influence of these learning methods on the quality of language education for tourism students.

2.4 Data Analysis

Data triangulation is an important approach to research that involves collecting and analyzing data from different sources or methods to validate research findings. In the context of a study entitled "Analysis of Language Learning Methods Collaborative Project: Efforts to Improve the Quality of Language Education for Tourism Students," data triangulation can be explained as a strategy to confirm and strengthen research results by involving several points of view or approaches. Researchers can use in-depth interviews to gain students' views and experiences on collaborative project language learning methods. Then, by making observations in classes that apply these methods, researchers can directly observe the interaction between students and teachers and their impact in the context of daily learning. In addition, analysis of documents such as projects produced by students can provide additional understanding of learning outcomes.

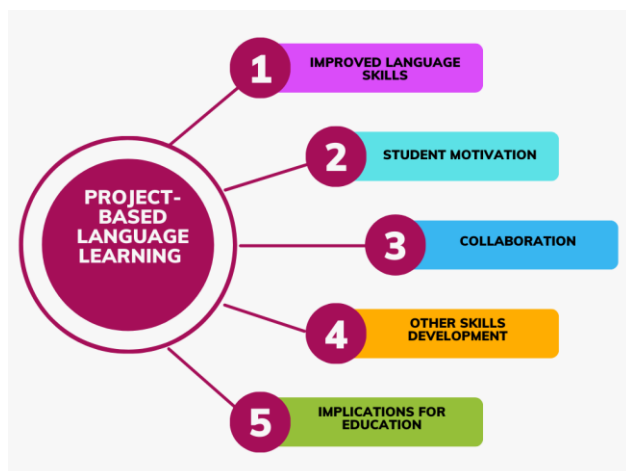
By combining findings from these three sources, researchers can ensure that research results are more valid and reliable. If the findings from various sources are consistent and mutually supportive, then trust in the research conclusions will be stronger. On the other hand, if there are discrepancies or contradictions in the findings, this will provide an opportunity for further investigation to understand the factors that may have caused it. Thus, data triangulation allows researchers to gain a more holistic and in-depth understanding of the phenomenon under study, thereby improving the overall quality of research.

3. RESULTS AND DISCUSSION

The results of the study entitled "Analysis of Collaborative Project Language Learning Methods: Efforts to Improve the Quality of Language Education for Tourism Students" revealed significant findings related to the influence of collaborative project language learning methods on tourism students. Data analysis shows that this method is effective in improving students' language skills, including the ability to speak, write, and communicate in the target language. In addition, this method also motivates students better in the learning process and increases their overall engagement. Students who follow this method feel that learning becomes more relevant to their field of tourism studies, which then has a positive impact on their learning motivation.

In addition to the impact on language skills, this learning method also encourages better collaboration and interaction between students. They feel more comfortable communicating in the target language and working together on language projects. As a result, students develop collaborative and problem-solving skills that are useful in the dynamic world of tourism. Improved language skills are also accompanied by a better understanding of cultures and the challenges they may face in the tourism industry.

The implication of this research is that collaborative project language learning methods have great potential to be applied in educational contexts for tourism students. This can improve the quality of their language education and better prepare them for challenges in an increasingly global tourism industry. The findings also highlight the importance of blending language learning with specific subject areas, so students can develop language skills relevant to their future careers. Research findings show that collaborative project language learning methods have a positive impact on the language skills of tourism students. Students who follow this method experience significant improvements in speaking, writing, and communicating skills in the target language. These results indicate that this learning method is effective in improving the quality of language education for tourism students.



Picture 3.1 Model Project Based Language Learning

3.1 Improved Language Skills

The collaborative project language learning method is an approach that emphasizes real and situational interaction in language learning. In the context of tourism students, language skills are a key element in interacting with tourists, forming positive impressions about tourist destinations, and conveying information effectively. This method combines language learning with the context of collaborative projects where students engage in tasks that involve using language in real situations, such as designing sightseeing tours or taking on the role of tour guide in a foreign language. In this analysis, we will examine in depth how this learning method can improve the language skills of tourism students, enabling them to face the communication challenges they experience in their future jobs. We will evaluate the use of this method, identify its advantages and disadvantages, and measure its impact on the quality of language education for tourism students.

3.2 Student Motivation

In addition to effectiveness, the findings also revealed that collaborative project language learning methods increase student motivation to learn languages. They feel more involved in learning because this method is relevant to their field of tourism studies. This is important in improving language education outcomes. Student motivation in the context of language learning, especially in collaborative project language learning methods, is a very important factor in the success of the learning process. Motivation is an internal drive that encourages students to learn and actively participate in learning. In this study, we will carefully analyze the motivation of tourism students to follow this learning method. Motivation can come from a variety of sources, such as an interest in the tourism industry, a desire to communicate with travelers effectively, or a drive to increase career opportunities in this field. Collaborative project language learning methods can motivate students by providing learning contexts relevant to their interests and goals. In addition, this study evaluates the impact of motivation on their language learning outcomes, as well as how motivation can contribute to improving the quality of language education for tourism students. With a deep understanding of student motivation, we can design more effective learning strategies and focus on improving the quality of their language education.

3.3 Collaboration

In this study, collaboration became a key element influencing the effectiveness of collaborative project language learning methods. This learning method emphasizes cooperation between students in the context of realistic language projects. Collaboration allows students to learn from each other, share experiences, and develop collaborative communication skills needed in the tourism industry. In addition, collaboration can also create a learning environment that supports and motivates students. In this analysis, we will examine how the dynamics of collaboration between students affect their learning process. This includes how they work together in teams, share ideas, provide feedback, and solve challenges in language projects. We will also evaluate the impact of this collaboration on students' language skills development and social skills. With a deep understanding of the role of collaboration in collaborative project language learning methods, we can identify ways to improve the quality of language education for tourism students through the development of more effective cooperation in their learning contexts. Data analysis shows that this learning method promotes collaboration and interaction between students. They feel more comfortable in communicating and working together in the target language. This creates a dynamic and efficient learning environment.

3.4 Other Skills Development

In addition to improving language skills, collaborative project language learning methods can also play a role in developing other skills that are important for tourism students. This includes the development of project management skills, the ability to communicate across cultures, as well as an increased understanding of the tourism industry as a whole. In this research, we will analyse how this learning method provides opportunities for students to develop project management skills through the organization and execution of their language projects. In addition, we will examine how interactions between students from various cultural backgrounds can increase their understanding of the cultural diversity that exists in the tourism industry.

The development of these other abilities also includes improving problem-solving, creative thinking, and teamwork skills. Students will be faced with challenges in their language projects that require critical thinking and innovative solutions. In addition, teamwork will strengthen their social skills and communication skills. By analysing the development of skills other than language skills in the context of collaborative project language learning methods, we can measure the holistic impact of this approach on the quality of language education for tourism students, as well as their preparation for success in the highly dynamic and diverse tourism industry. The findings also revealed that this method not only improved language skills, but also developed other skills such as problem-solving, cultural understanding, and the ability to work in teams. This is an added advantage that can better prepare tourism students for the increasingly complex and global tourism industry.

3.5 Implications for Education

By understanding the implications of collaborative project language learning methods on education, we can design more effective and relevant learning approaches, which in turn will improve the quality of language education for tourism students and prepare them for success in the competitive tourism industry.

The results of the study have practical implications for higher education institutions offering tourism programs. Collaborative project language learning methods can be adopted or refined in the curriculum to provide a more meaningful learning experience for students. It can also help improve the quality of language education for those interested in the tourism industry. This section provides a comprehensive overview of the positive impact of collaborative project language learning methods on the quality of language education for tourism students. These findings are relevant in the context of language education and provide guidance for higher education institutions to continuously improve their language learning practices. In addition, this study provides a deeper understanding

of the importance of contextualizing language education in specific subject areas, such as tourism.

4. CONCLUSION

Based on the title of the study entitled "Analysis of Collaborative Project Language Learning Methods: Efforts to Improve the Quality of Language Education for Tourism Students," it can be concluded that collaborative project language learning methods have great potential to improve the quality of language education for tourism students. This approach not only focuses on developing language skills, but also involves collaboration, developing other skills, and addressing challenges relevant to the tourism industry. The implication for the field of education is the importance of adopting learning methods that are in line with the demands of the real world and an ever-evolving industry. Thus, collaborative project language learning methods are emerging as one of the effective efforts in improving the quality of language education for tourism students and preparing them for success in a competitive and diverse industry.

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