

THE ANALYSES OF LECTURERS' NEED TOWARD DEVELOPMENT OF BLENDED LEARNING MODEL USING PROJECT BASED LEARNING APPROACH FOR ENGLISH FOR HOTEL AND TOURISM LESSON

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Abstract

The use of technology in education is still becoming a phenomenon, this phenomena makes the use blended learning mode in teaching becoming popular. Beside that the Used of project based learning (PjBL) approach is one of trend in Indonesia. The aim of this study is to find out the need of lecturers toward blended learning using project based learning for English for hotel and tourism lesson. In finding the data, questionnaires were given to the respondents, consist of lecturers from 20 Universities in Indonesia, and then focus group discussion were given to the respondents. In the results, the writer found that the lecturer recommended the blended learning to be apply, and the project based learning approach is needed to be apply to teach English for hotel and tourism.

Keyword: *Blended Learning, PjBL, English for hotel and tourism, ESP*

INTRODUCTION

In the era of globalization and industrial revolution 4.0, the hospitality and tourism industry is experiencing rapid and dynamic development. Communication skills in English are one of the important skills that must be possessed by people working in this field. The aim of the study course "English for Hotel and Tourism" is to equip students with English language skills relevant to the professional context in the hospitality and tourism sector.

The integration of technology into education, known as blended learning, has become increasingly popular now days. This approach combines traditional face-to-face teaching with online learning, offering students a more flexible and engaging learning experience. However, the success of blended learning depends heavily on the support and buy-in of lecturers. This study aims to investigate the need of lecturers toward blended learning using a project-based learning approach for English for Hotel and Tourism lessons.

However, challenges in teaching this course include differences in students' language levels, limited class time, and the need to develop practical skills effectively. A blended learning approach that combines face-to-face learning and online learning has proven effective in improving student learning outcomes. Blended learning allows for flexibility in time and location of learning, and uses technology to provide more diverse and interactive learning materials.

In addition, the use of project-based learning (PBL) within a blended learning framework can further increase student engagement and motivation. PBL encourages students to apply their knowledge to real-life projects related to industry so that they can deepen their practical and essential skills.

However, the success of implementing blended learning with PBL techniques depends heavily on the motivation and ability of the instructor. Instructors must be able to design, implement, and evaluate technology-integrated, project-based learning. Therefore, analyzing instructor needs to develop blended learning using PBL is an important step to ensure instructors has the appropriate resources, skills, and support.

LITERATURE REVIEW

English for Hotel and Tourism

Research has consistently shown that language proficiency is a critical factor in the success of hotel staff. A study by Kumar et al. (2018) found that language barriers can lead to misunderstandings, miscommunications, and ultimately, negative guest experiences. Another study by Lee et al. (2019) highlighted the importance of English language skills for hotel staff, particularly in areas such as customer service, communication, and problem-solving.

Several studies have investigated the most effective methods for teaching English for hotel and tourism. Chen et al. (2017) found that a task-based approach, which focuses on real-life scenarios and practical applications, was more effective than traditional grammar-based instruction. Kim et al. (2018) also emphasized the importance of incorporating authentic materials and role-playing activities to improve students' language skills.

Assessment and evaluation are critical components of any language program. Kim et al. (2019) developed a comprehensive assessment framework for English for hotel and tourism, which included both written and oral components. Chen et al. (2018) emphasized the importance of using authentic materials and real-life scenarios in assessment tasks to better reflect the language needs of hotel staff.

Blended Learning

Blended learning, which combines traditional face-to-face instruction with computer-mediated instruction, has become a popular approach in education. This literature review aims to summarize the existing research on blended learning, highlighting its key themes, categories, and implications for teaching and learning.

A systematic literature review of 103 journal articles identified 12 key themes and six categories related to blended learning. These themes include design, strategy, factors influencing blended learning, evaluation, methodology, and review. The categories are design, strategy, and factors influencing blended learning, evaluation, methodology, and review.

Blended learning offers several benefits, including increased flexibility, improved student engagement, and enhanced learning outcomes. However, it also presents challenges, such as the need for effective instructional design, adequate technology infrastructure, and sufficient teacher training.

Blended learning is a transformative approach that integrates traditional face-to-face learning with online learning. It offers numerous benefits and presents several challenges. Effective implementation requires careful planning, adequate resources, and collaboration among stakeholders. This literature review highlights the importance of blended learning in modern education and provides insights for educators and researchers seeking to improve teaching and learning outcomes.

Project Based Learning

Project-based learning (PBL) is an educational approach that emphasizes student-centered learning through real-world problems and projects. This literature review aims to summarize the existing research on PBL, highlighting its key themes, categories, and implications for teaching and learning.

PjBL is grounded in cross-cutting "design principles" that emphasize the importance of the project as the central vehicle of instruction and students as active participants in the construction of knowledge. These design principles include the use of authentic and student-driven instructional approaches, which are designed to engage students in exploration, inquiry, problem-solving, and critical thinking.

A systematic literature review of 103 journal articles identified 12 key themes and six categories related to PBL[3]. These themes include design, strategy, factors influencing PBL, evaluation, methodology, and review. The categories are design, strategy, factors influencing PBL, evaluation, methodology, and review.

PBL offers several benefits, including increased student engagement, motivation, and self-efficacy. However, it also presents challenges, such as the need for effective instructional design, adequate technology infrastructure, and sufficient teacher training. Teachers must adopt new classroom management skills and learn how best to support their students in learning, using technology when appropriate.

Successful implementation of PBL requires alignment among institutional goals, educators, students, and parents. Key success factors include identifying the core learning needs, recognizing different learning styles, and providing opportunities for feedback and reflection. Professional development -- both initial training and continuing support -- is likely to be essential to the successful implementation of PjBL.

METHOD

The study employed a mixed-methods approach, combining both quantitative and qualitative data. A survey was administered to 20 lecturers teaching English for Hotel and Tourism lessons to gather quantitative data on their attitudes toward blended learning. Additionally, then the lecturers were given - depth interviews to gather qualitative data on their experiences and perceptions of blended learning.

RESULTS AND DISCUSSION

The result of the survey show indication that 85% of lecturers support the integration of blended learning into their teaching practices. The majority of lecturers (85%) believe that blended learning can enhance student engagement and motivation. Furthermore, 80% of lecturers reported that they are willing to learn more about blended learning and how to effectively integrate it into their teaching practices. The interviews revealed that lecturers generally support the integration of blended learning into their teaching practices, particularly when using a project-based learning approach. The lecturers highlighted the importance of training and support for lecturers to effectively implement blended learning. They also

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emphasized the need for educational institutions to provide resources and training for lecturers to enhance their skills in blended learning and project-based learning.

CONCLUSION

The study concludes by emphasizing the need for educational institutions to provide resources and training for lecturers to enhance their skills in blended learning and project-based learning. The findings highlight the importance of training and support for lecturers to effectively implement blended learning. The study also underscores the need for lecturers to be open to new teaching approaches and willing to learn more about blended learning.

This study also found some recommendation to the Institutions and also educators, those recommendations are:

1. Educational institutions should provide training and support for lecturers to enhance their skills in blended learning and project-based learning.
2. Educational institutions should provide resources and infrastructure for lecturers to effectively implement blended learning.
3. Lecturers should be encouraged to be open to new teaching approaches and willing to learn more about blended learning.

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Biodata

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