

Project Based Learning Model  
in Teaching Deutsch Für  
Tourismus for Foreign  
Language Students

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## Project Based Learning Model in Teaching *Deutsch Für Tourismus* for Foreign Language Students

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**Abstract.** This study aims to determine the effectiveness of the application of PBL (Project Based Learning) learning models in *Deutsch für Tourismus* courses in foreign language majors. This research is an experimental study using one group design as an experimental group without involving the control group. Respondents in this study were 30 students who were programming the *Deutsch fuer Tourismus* course. Student speaking skills data were measured using assessment rubrics adapted from assessments in the IELTS test specifically in aspects of speaking skills. The intervention given was in the form of implementing the PBL model for 6 meetings, where each meeting was 2 hours long. Data analysis techniques used are descriptive statistics and inferential statistics. Finding shows that there are 4 types of advantages of the PBL model and this study add another advantage of this model that the PBL model has a positive effect in increasing student reading interest

**Keywords:** Learning Model; Project Based Learning; *Deutsch für Tourismus*; Speaking Skills

### INTRODUCTION

One important aspect in language that needs to be mastered by students majoring in foreign languages well is foreign language speaking skills for the field of tourism (*Deutsch für Tourismus*) because this skill is one of the most important indicators for the success of students in learning a language. With good mastery of German language skills in tourism, students are expected to be able to express their ideas, answer, or ask questions, defend opinions, refute the opinions of other students, or influence other students to follow their thinking lines both

in the classroom and outside the classroom relating to German for tourism.

Previous studies have shown that there are several problems encountered in the *Deutsch für Tourismus* course (Arsiyana, 2019; Harahap & Aini, 2019; Hutagalung, 2019). These problems are experienced especially at the tertiary level of higher education, even though they have studied German for tourism in the lecture process for two semesters but the perceived results are still not optimal. This can be seen by the way students speak German for tourism which is ineffective and inefficient, students have not been able to explain attractions

in German, do not master the substance of attractions, they tend to show bad habits in speaking; for example memorizing dialogue textually, speaking in intermittent rhythm, improper vocabulary placement, hesitant and imperfect utterances so difficult to understand and so on. Meanwhile, the learning plan that was designed by the lecturer was not reached because generally students only spent time memorizing the text given by the lecturer.

In addition, the difficulty of speaking German for tourism, especially to be able to speak fluently is not a stand-alone problem. At least two things that hindered the process of acquiring German for tourism experienced by students include psychological barriers and social barriers (Shelton-Strong, 2020). Psychological barriers experienced by students include feeling "afraid of being wrong" in the correct pronunciation and grammatical selection so that students feel ashamed to express themselves in German. Social barriers felt by students included that speaking skills in German was not an urgent need. In other words, the motivation of students to learn German for tourism cannot be said to be high, and therefore the skills to use the language as a communication tool are also not high.

One of learning methods that can be used to make learning interesting and can stimulate students to be active in speaking is the project-based learning method or Project-based Learning (PBL). There have been several previous studies which have shown the effectiveness of this model in improving speaking skills in learning foreign languages (Bakar, Noordin, & Razali, 2019; Wuryantari Winasih, Cahyono, & Ananto Prayogo, 2019). The findings of the study indicate that the Project Based Learning model provides the opportunity for instructors to manage learning in the classroom by involving project work that contains complex tasks based on questions and problems that are very challenging and guides students to design, solve problems, make decisions, conduct investigative activities, as well as provide students the opportunity to work independently.

There are several objectives of applying PBL models in learning including 1) increasing student motivation, 2) increasing problem solving abilities, 3) increasing collaboration. The importance of group work in projects causes students to be able to develop and practice communication skills and scientific performance of students, 4) enhance attitudes to be responsible for completing complex tasks (Baş & Beyhab,

2017; Norboevich, 2019; Poonpon, 2017; Sulistiyo et al., 2020). Based on several previous studies, the learning of speaking skills using PBL learning methods is assumed to improve student learning outcomes in German speaking skills, because it has characteristics, namely: a) involving students directly in learning; b) connecting learning with the real world; c) carried out on a research-based basis; d) involves a variety of learning resources; e) Integration between knowledge and skills; f) carried out continuously; and g) produce a certain product.

In teaching *Deutsch Für Tourismus* subject is different when teaching other subjects, as the main focus of this subject is not only to improve speaking skill of students and but also to improve the understanding of students related tourism objects. Some previous studies conducting PBL model just focus to improve speaking skill of students (Oktadela, Nurhidayanti, Ginaya, Hamid). However, lack of previous studies conducting PBL model in teaching tourism subject which aims to improve the understanding of students related tourism objects and speaking skill of students.

## METHOD

This research is an experimental study using one group design as an experimental group without involving the control group. (Sung, Lee, Yang, & Chang, 2019; Wyse & Torgerson, 2017) consider that this design was used because the main focus of this study was not to compare 2 learning strategies, but only to focus on seeing how an intervention was applied in improving variable measured. That is the main consideration why this study did not involve a control group as a comparison. Respondents in this study are students who are currently programming *Deutsch fuer Tourismus* courses, amounting to 30 people chosen simple random sampling. Student speaking skills data were measured using assessment rubrics with intervals of 1 to 9. This assessment rubric was adapted from assessments in the IELTS test specifically in aspects of speaking skills.

The intervention given was in the form of implementing the PBL model for 6 meetings, where each meeting was 2 hours long. Each meeting used PBL model to organize a learning class. Data analysis techniques used are descriptive statistics and inferential statistics. Descriptive statistics are used to determine the average and percentage scores of students' speaking skills. While inferential statistics are

used to compare the significance of differences between pre-test data and post-test data. The type of inferential statistics used is paired sample t-test.

**RESULT AND DISCUSSION**

**Table 1.** Pre-Test and Post-Test Score of Students in Speaking

Band Score	Pre-Test		Post-Test	
	Frequency	Percentage (%)	Frequency	Percentage (%)
9	0	0	0	0
8,5	0	0	0	0
8	0	0	0	0
7,5	0	0	3	10
7	0	0	5	16.67
6,5	1	3.3	12	40
6	3	10	8	26.66
5,5	14	46.67	2	6.67
5	10	33.4	0	0
4,5	2	6.67	0	0
4	0	0	0	0
<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>

Table 1 shows that in general there was an increase in students' speaking skills before and after the intervention. Before the intervention, most students were in the band scores of 5.5 and 5 with the percentage of 46.67% and 33.40%, and the maximum band score achieved by the students before the intervention was 6.5, with a percentage of only 3.3%. After the intervention, it can be seen that there is an increase in students'

**Result**

The main purpose of the intervention is to improve students' speaking skills. The data in table 1 describes the students' speaking skills before and after the intervention, for more details can be seen in the following table:

speaking skills. Most students are in the band score of 6.5 with a percentage of 40%. In addition, there are students who reach the band score of 7.5 with a percentage of 10%.

To find out the significance of the increase in value, a paired sample t-test is performed, which can be seen in the following table:

**Table 2.** The Result of Uji Paired Sample T-Test

	Mean	Paired Differences		t	df	Sig. (2-tailed)		
		Std. Deviation	Std. Error Mean				95% Confidence Interval of the Difference	
							Lower	Upper
PostTest - PreTest	5,209	1,314	,229	22,852	29	,000		

Table 2 shows that there are an increase by 5,209 after intervention. It means that intervention given to the students has a positive effect. Based on the results of paired sample t-test analysis, it can be concluded that the improvement in students' speaking skills is significant. This shows that the interventions provided in the form of Project Based Learning learning models are effective in improving

students' speaking skills. The paired sample-test results show that the significance value of 0.000 is smaller than the standard significance value used which is 0.05. In addition, the t-value is 22.852 greater than the t-table value of 2.724. Both of these data are used as the basis that the improvement that occurs in students' speaking skills is significant.

After the learning process using the Project Based Learning model, students are given a survey to find out their responses during the learning process. The first question asked about

the advantages possessed by this PBL model, especially in the speaking class. For more details, see the following chart:

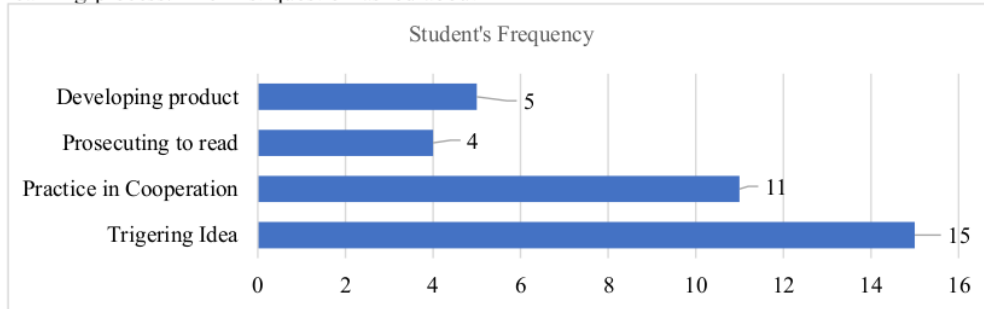


Chart 1. Student Responses related to PBL Learning

**Discussion**

There are 4 types of advantages from PBL models that are felt by students when implemented in the learning process. Most students think that the main advantage of the PBL model is that it can trigger students to find and explore ideas or ideas to express when speaking. Several previous studies have shown that one of the problems found in speaking classes is the lack of ideas or the difficulty of learners finding and developing ideas to be conveyed when speaking.

The PBL learning model is implemented based on problems that require each learner to conduct an authentic investigation in order to realize a solution to the problem. It is the concept of the model that can train learners to develop ideas or ideas, as explained by some previous researchers. (Brassler & Dettmers, 2017; Kokotsaki, Menzies, & Wiggins, 2016; Poonpon, 2017; Vaca Torres & Gómez Rodríguez, 2017). In addition, one of the stages of learning in PBL is that each group member expresses knowledge related to what they already have about the problem discussed. The students discuss to discuss the problems presented and each student is required to express their ideas related to the problem. Through this discussion, students get more ideas from various perspectives. This is also in line with the findings of a study conducted by (Petersen & Nassaji, 2016; Putri, Artini, & Nitiasih, 2017) which explains that the Problem Based Learning model can be categorized as a teaching method that focuses on solving a real problem as a context for learners in learning critical thinking and improving problem solving skills, and gaining knowledge. That concept can

have a positive effect on the ability to find and develop an idea or ideas.

Another advantage felt by students is the PBL model trains students to work in groups. This is in accordance with some of the results of previous studies which explain that in the implementation of learning using the PBL model, learners are required to create small groups and discuss and conduct an investigation in groups. Each learning phase is designed to be done in groups. This has a positive impact on the ability to collaborate learners (Alsamani & Daif-Allah, 2016; Mali, 2017; Thuan, 2018; Yuliani & Lengkanawati, 2017). The research shows that in the implementation of the PBL model, learners act as stakeholders in finding problems, formulating problems, gathering facts, and constructing hypotheses of the problem under study. These activities cannot be done individually, but must be done in groups.

In addition, the advantages of the PBL model compared to other learning models lies in the learning output. The output referred to is the result of an investigation that has been carried out then presented by students. Students can develop a product or power point or use other media to present the results of their investigation of the topic of the problem being studied. Students look very motivated in presenting their group work products. They try to design their group's products as best they can. This student response is in line with some findings from previous studies (Beckett & Slater, 2019; Farouck, 2016; Kiyokawa, 2019; Tseng & Yeh, 2019).

One interesting finding in this study is that the PBL model can trigger students' interest in reading various references. Investigations

conducted by students, demanding them to find a lot of references both from journals, books, and several other sources, even they also conduct interviews to get the information they want. This process is considered to have a positive effect on students' interest in reading (Nugroho, 2019; Spencer, 2020; Utomo, 2019). Therefore, this model can not only be applied to the speaking class, but also can be applied in the reading class.

The application of project-based learning model is one of the models that can be used as an alternative for lecturers in conducting *Deutsch für Tourismus* courses because the project-based learning model provides the opportunity for lecturers to manage classroom learning by involving project work. Project work can explore tourism objectives in the city of Makassar and its surroundings is a form of work that contains complex tasks based on questions and problems that are very challenging and lead students to design, solve problems, make decisions, conduct investigative activities, and provide opportunities students to work independently. The existence of a clear structure in this learning allows students to share information together briefly and regularly. In addition, students actively think creatively, express their ideas more confidently without fear of being wrong, more flexible and have many opportunities to process and manage information into German.

In learning German speaking skills by applying a project-based learning model to the *Deutsch für Tourismus* course, it can be categorized as a creative learning model because it can increase student motivation, improve problem solving skills, enhance collaboration. Group work on projects causes students to develop and practice students' communication skills and scientific performance. In addition, activities in the PBL model can also directly enhance attitudes to be responsible to students, in the sense of being responsible for completing complex tasks given in groups.

## CONCLUSION

The PBL learning model is effectively used in learning speaking skills in *Deutsch für Tourismus* courses. This can be proven from the data from the paired sample t-test analysis which shows that there is a significant improvement in students' speaking skills. There are 3 types of advantages of the PBL model that are felt by students when implemented in the learning process namely 1) can trigger students to find and

explore ideas or ideas that they want to express when speaking. 2) train students to work in groups to solve a problem. 3) This model produces products that are self-developed by students. Another finding of this study shows that PBL model has a positive effect in increasing student reading interest.

The further study should involve a control and an experiment class to investigate the comparison of the both groups. Another suggestion, need a deeper study to examine the influence of PBL model in increasing student reading interest, as it is one of novelty of this study.

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