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The Effect of Project-Based Learning in an English for Tourism Course on the Improvement of Students' Entrepreneurial Communication Skills

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Abstract

This study exmined the effect of Project-Based Learning (PjBL) on students entrepreneurial communication skill in the English for Tourism Course .This study was conducted in English Education Department, Balitar Islamic University Blitar involving the fifth semester students of 2024/2025 Academic Year. A one-group pre-test post-test quasy experimental design was applied to measure the effect during the invention. The students were assigned to design, produce and present promotional videos highlighting on tourism destination in Blitar. The project required them to integrate language use with entrepreneurial communication such as persuasion, creativity and confidence in promoting their tourism product. Data were collected through pre-test and post-test speaking skill assessment using a rubric that measured fluency, pronunciation, grammar, vocabulary, content, interaction, presentation, media use, confidence, creativity, and teamwork., The additional data were acquired from classroom observation and questionnaires as project evaluation to attain students engagement and collaborative learning. The Findings showed a significant improvement in students speaking performance, with the mean score increasing from 69.06 in the pre-test to 86.23 in the post-test ($t(22) = 14.78$, $p < 0.001$) that indicate PjBL is an effective instructional strategy for enhancing students entrepreneurial communication, as it integrates language proficiency with authentic tourism promotion tasks. The study highlights the potential of PjBL not only to strengthen speaking skills but also to foster creativity, collaboration, and entrepreneurial awareness in English for Tourism education.

Keywords: English for Tourism, Entrepreneurial Communication, Project-Based Learning, Speaking Skills

1. INTRODUCTION

In learning English, students are expected to master four core skills: listening, speaking, reading, and writing (Brown, 2007). Among these four skills, speaking is considered the most cricial skill for the direct comminication. Speaking have the

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interaction more clear. Speaking also enables learners to convey ideas, negotiate meaning, and engage effectively with audiences, making it a key component of English for Specific Purposes (ESP) programs (Hutchinson & Waters, 1987). One of the English Profeciency branches is English for Tourism course. This course made the speaking skills in the first position because in real world the students need this skill to run the whole area of tourism like communicate with tourist, promote destinations, provide information, and deliver professional services. Traditional teaching approaches often give the students narrower area to practice their speaking based on the tourism reality. They are just focus on grammar, vocabulary, or reading comprehension, offering limited opportunities for authentic spoken communication. Many students struggle to apply their English proficiency in realistic tourism scenarios that emphasizes their speaking experience practices.

Project-Based Learning (PjBL) provides an effective solution by engaging students in real-world projects that simulate professional tasks (Bell, 2010; Thomas, 2000). Through this PjBL, students try to design, produce, and present promotional videos of local tourism destinations, combining language practice with entrepreneurial communication skills, including persuasion, confidence, creativity, teamwork, and audience engagement.

Video-based projects enhance learning by requiring students to script, rehearse, perform, and edit their presentations. This process not only develops their fluency, pronunciation, vocabulary, and content organization but also fosters collaboration, creativity, and professional confidence (Huang, 2020). By integrating PjBL into English for Tourism course, the students gain experience that bridges classroom learning with the real world communication on tourism tasks.

Therefore, this study aims to examine the effect of video-based Project-Based Learning (PjBL) in the English for Tourism course on the development of students' entrepreneurial communication skills, particularly in terms of fluency, pronunciation, grammar accuracy, tourism-related vocabulary, content and communication skills, interaction and hospitality, presentation organization, use of media, confidence, creativity and teamwork, language accuracy in context, as well as engagement and audience awareness.

2. LITERATURE REVIEW

The development of speaking skills is a central component of English for Specific Purposes (ESP), particularly in tourism education. Speaking competence encompasses fluency, accuracy, and the ability to engage and persuade audiences in real-world professional contexts (Richards, 2008). In ESP, learners must acquire domain-specific vocabulary and communicative strategies to perform effectively in authentic tasks, such as promoting tourism services or interacting with clients (Nunan, 2020). However, traditional classroom approachesh often just focused on grammar, reading and provide the limited opportunities to make a communicative practice. This gap need for another instructional strategies that give and allow learners to integrate the theoretical knowledge they get with the real world practices.

2.1 Project-Based Learning in Language Education

Project-Based Learning (PjBL) has been widely recognized as an effective pedagogical approach for fostering student-centered, experiential learning. PjBL

engages students in authentic projects that require critical thinking, creativity, collaboration, and self-directed problem solving (Thomas, 2000; Bell, 2010). In language education, PjBL enables learners to use the target language meaningfully while working on real-world tasks, thereby enhancing communicative competence, motivation, and confidence (Stoller, 2006).

2.1.1 Application of PjBL in ESP and Tourism Contexts

Several studies have examined the integration of PjBL in ESP courses. Beckett and Slater (2005) found that incorporating project-based activities, such as group presentations, role-plays, and promotional campaigns, improved students' fluency, vocabulary range, and confidence in speaking. Similarly, Dewi (2016) reported that engaging learners in tourism promotion projects allowed them to apply English authentically, resulting in enhanced language proficiency and communicative confidence. From thus studies contribute that authenthic demonstration, tasks based project provide the high opportunity for assessement, reflection, and enabling linguistics and professional skill development in a time.

Moreover, video-based projects allow students to integrate multiple communicative modalities, such as scripting, performing, editing, and presenting, which enhances both oral proficiency and digital literacy (Huang, 2020; Yilmaz, 2017). From a theoretical perspective, PjBL aligns with constructivist principles, it highlightsthe construction of active knowledge and contextualized learning experiences. Methodologically, this approach connects the cticity of structured classroom with authentic professional contexts, and it produce measurable outcomes in english language proficiency and collaborative skills.

2.2 Entrepreneurial Communication in Tourism Education

Entrepreneurial communication is a critical component of tourism education, requiring learners to persuade, engage, and negotiate with potential clients effectively (Al-Balushi & Al-Aamri, 2014). Integrating entrepreneurial elements into language learning ensures that students acquire not only linguistic skills but also practical communication strategies, creativity, teamwork, and professional confidence. This integration also contributes to methodological knowledge by providing structured frameworks for combining ESP instruction with authentic, task-based projects that simulate real-world professional demands.

Research indicates that learners involved in entrepreneurial projects demonstrate higher engagement, enhanced creativity, and improved strategic communication (Richards, 2008; Stoller, 2006). By producing outputs such as promotional videos, students are able to practice domain-specific language in authentic contexts, bridging theoretical understanding with practical application. These findings underscore the dual benefits of PjBL: promoting linguistic development while simultaneously fostering entrepreneurial communication and professional readiness.

2.3 Synthesis of Current Knowledge

In summary, current literature indicates that effective speaking skill development in ESP requires authentic, contextualized, and interactive learning experiences. PjBL provides both theoretical and methodological contributions by creating structured yet flexible frameworks for integrating language proficiency with practical, real-world tasks.

Substantive findings across multiple studies confirm that project-based tasks, particularly those involving collaborative, multimedia, or entrepreneurial components, significantly improve students' fluency, vocabulary, creativity, teamwork, and confidence (Beckett & Slater, 2005; Dewi, 2016; Huang, 2020; Yilmaz, 2017).

Building on these findings, the present study applies video-based PjBL in the English for Tourism course to examine its impact on students' speaking performance and entrepreneurial communication skills. By doing so, it aims to contribute both empirical evidence and pedagogical guidance for ESP educators seeking to develop authentic, engaging, and professionally oriented language learning experiences.

3. METHODS

This study used a one-group pre-test post-test quasi-experimental design to investigate the effect of Project-Based Learning (PjBL) on the students' entrepreneurial communication skills in English for Tourism. This design allows measurement of students' performance before and after the intervention in a real classroom context without a control group. The participants from one class students in English Education Department Balitar Islamic University they are 23 students that join English for Tourism courses in 2024/2025 Academic Year.

The instrument used are, Classroom Observation and Questionnaire. There are 12 indicators speaking rubric used to assess students speaking performance. Each indicator is scored from 1 to 5. The Maximum score from the total of the whole indicator is 60 points. From 12 indicators multiple by 5. Then, the score converted to 0-100 scale to make ieasear in interpretation. Here are the indicators description could be seen on the Table 1.

Table 1. Speaking assessment rubric.

Indicator	Score 1	Score 2	Score 3	Score 4	Score 5
Fluency	Very hesitant, frequent long pauses	Frequent hesitation	Moderately smooth	Smooth, minimal hesitation	Fluent, natural, continuous speech
Pronunciation & Intonation	Unintelligible, wrong intonation	Frequent mispronunciation	Mostly clear	Clear, mostly correct	Accurate, natural, professional
Grammar & Accuracy	Many errors, affects comprehension	Frequent errors	Some errors	Minor errors	Accurate and appropriate structures
Vocabulary (Tourism)	Very limited	Limited	Adequate	Good range	Wide, precise, professional
Content & Communication Skills	Off-topic, unclear	Limited clarity	Mostly clear	Clear	Persuasive, coherent, engaging
Interaction & Hospitality	Minimal response	Limited interaction	Moderate	Effective	Highly effective, engages audience fully
Presentation Organization	Disorganized	Some structure	Adequate	Well-structured	Excellent flow, coherent
Use of Media/Visual Aids	Ineffective	Limited support	Moderate support	Effective	Highly effective, enhances clarity &

Indicator	Score 1	Score 2	Score 3	Score 4	Score 5
					engagement
Confidence	Very low, avoids eye contact	Low, occasional hesitation	Moderate	High, confident	Very confident, natural, engaging
Creativity & Teamwork	Very limited	Limited	Adequate	Good	Outstanding creativity and teamwork
Language Accuracy in Context	Errors obscure meaning	Frequent errors	Some errors	Minor errors	Accurate, context-appropriate
Engagement & Audience Awareness	Ignores audience	Limited awareness	Moderate	Good	Highly engaging, interactive

Adapted and modified from Brown (2004), Hughes (2003), and Richards & Schmidt (2010).

The second intrument is Classroom observation using Observation sheets to monitor students' engagement, collaboration, problem-solving, and communication strategies during the project implementation. The third instrument is Questionnaire use a likert scale questionnaire to assessed students' perception of PjBL process including their motivation, satisfaction, improvement and teamwork.

The Procedure of PjBL in this study devided into four phase. The first phase is planning. In this first phase the students' make a group based on the instruction, selected tourism destination (they have to select tourism destination in Blitar), drafted the scripts and design the storyboards for their promotional video project. The second phase is production phase, the students took video in the tourism destination in Blitar they are selected and then edited the videos using digital media tools. The third phase is presentation phase, the students present their video tourism project and giving the explanation in front of the class to their classmates followed by peer and instructor feedback and scoring. The fourth phase is post project reflection, here the students reflected on their learning processes, collaboration, and communication strategies.

Data in this study adopted a mixed-methods approach, integrating both quantitative and qualitative analyses. For the quantitative strand, descriptive statistics (mean, standard deviation, and range) were calculated to provide an overview of students' performance in the pre-test and post-test. A paired-sample t-test was then employed to determine the statistical significance of the observed improvement, with the significance threshold set at $\alpha = 0.05$. For the qualitative strand, a thematic analysis of classroom observations and questionnaire responses was conducted to identify recurring themes related to engagement, confidence, creativity, teamwork, and entrepreneurial communication (Sugiyono, 2017). To ensure rigor in the qualitative analysis, criteria of credibility, dependability, and conformability were considered in the coding and interpretation processes.

4. RESULTS

The results of the study revealed the descriptive statistics of students' performance in the pre-test and post-test. The pre-test was administered before the implementation of the project-based learning activity, in which students produced English tourism promotional videos about Blitar, while the post-test was conducted after the activity. Here are the score interval and the categories.

Table 2. Score Interval and Categories

Interval Score	Category
0 – 59	Poor
60 – 74	Fair
75 – 84	Good
85 – 100	Very Good

Based on the categorization above, the students' mean score in the pre-test was 69.06, in the position clasified as the Fair category. Meanwhile, the post-test mean score was 86.23, classified as Very Good. This result showed a substantial improvement in students' English performance after doing the tourism promoting video project.

Table 3. Results of Descriptive Statistics

Test Type	Mean Score	Category
Pre-test	69.06	Fair
Post-test	86.23	Very Good

To determine whether the improvement between the pre-test and post-test was statistically significant, a paired sample t-test was conducted. It can be shown as the table below:

Table 4. Results of Paired Sample t-test

Test Type	Mean	N	Std. Deviation	t-value	Sig. (2-tailed)
Pre-test ($\bar{X}_1$)	69.06	23	7.45		
Post-test ($\bar{X}_2$)	86.23	23	6.32		
Difference ($\bar{X}_2 - \bar{X}_1$)	17.17		5.21	14.78	0.000

(Note: The significance value 0.000 < 0.05 indicates a statistically significant difference between pre-test and post-test scores.)

To make the result easier to read let's see the diagram comparison of mean scores between the pre-test and post-test.

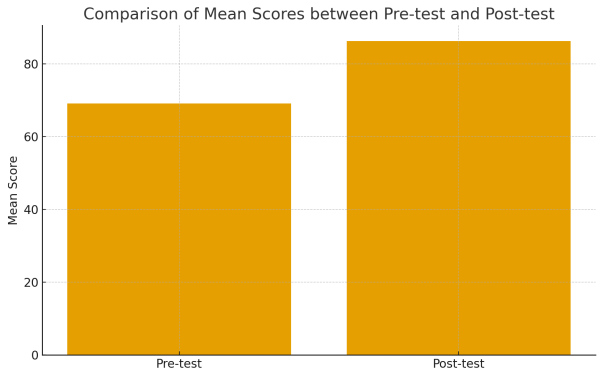


Figure 1. Comparison of Mean Scores between Pre-test and Post-test

From data analyses above it can be found that video based on Project Based Learning (PjBL) significantly improved students' entrepreneurial communication skills, particularly in speaking performance, creativity, teamwork, and audience engagement.

In the classroom observations showed that during the project implementation, students more engaged in collaborative learning. They contributed ideas actively, negotiated the development of video topic, material and planning. The observation notes also highlighted that students became more confident in speaking in group or individually, used their English more fluent, and showed the improvement of vocabulary in promoting tourism while explaining in front of the audiences, they can improve their interaction skill with the audience. These findings suggest that the PjBL gve the opportunity the students to practice their speaking skill espccially in entrepreneurial communication.

In addition, the results of the questionnaire got 23 students further confirmed the positive impact of PjBL. A large majority of students said that PjBL made learning more engaging (91%), increased their motivation to participate (87%), and helped them apply English in real world contexts (87%). Most students also acknowledged significant improvement in their communication skills, including fluency, pronunciation, and vocabulary mastery (83% and above). The highest rated aspects were teamwork (91%), hospitality skills (91%), and creativity in producing entrepreneurial tourism projects (91%). These responses showed that students not only improved their linguistic performance but also developed essential entrepreneurial competencies such as collaboration, negotiation, and creativity.

These findings demonstrate that PjBL not only improves students' English speaking performance but also develops their entrepreneurial communication skills, creativity, motivation, and collaboration, which are essential for tourism promotion practices.

5. DISCUSSION

The results of this study provide the clear evidence that Project-Based Learning (PjBL) is an effective instructional strategy for enhancing students' entrepreneurial communication skills in the English for Tourism course. The substantial improvement in students' post-test mean score (86.23) compared to the pre-test (69.06), with a statistically significant difference ($p < 0.001$), demonstrates that engaging students in authentic, project-based tasks can significantly elevate their language performance and communicative competence.

One major factor contributing to this improvement is the authenticity of the learning task. By designing and presenting tourism promotional videos, students were not only practicing English as a foreign language but also applying it in real life, entrepreneurial contexts. This aligns with the principle that language learning becomes more effective when students are immersed in meaningful tasks that mirror real-world communication demands. The integration of persuasion, creativity, and confidence in promoting tourism products reflects the core elements of entrepreneurial communication, making the project directly relevant to their professional needs.

The findings also support prior studies which highlight that PjBL fosters critical thinking, problem solving, and collaboration among learners. In this study, students reported higher engagement and demonstrated improved teamwork during the production of the videos. Collaborative learning not only helped them in sharing ideas and resources but also built their interpersonal and social communication skills—both essential for success in the tourism and hospitality sectors.

Another important dimension is the role of multimedia and creativity. The use of video based projects encouraged students to combine language proficiency with visual storytelling, which enriched the communicative experience. Observational data confirmed that students became more confident and expressive when using media to support their presentations. This aligns with contemporary ESP approaches that emphasize multimodal communication skills as a response to the growing demands of digital literacy in the professional world.

Moreover, the improvement in students' performance can be understood through the lens of constructivist learning theories. As Jonassen (2000) argued, problem-based and project-based tasks provide opportunities for learners to actively construct knowledge, test ideas, and engage in social negotiation of meaning. The students' task of promoting Blitar tourism destinations required them to integrate knowledge of English, local culture, marketing strategies, and digital media. This interdisciplinary integration is particularly relevant to entrepreneurial education, which requires learners to think beyond traditional language classroom boundaries.

The findings also resonate with research in entrepreneurial education that emphasizes the development of soft skills, including creativity, communication, and collaboration, as equally important as technical knowledge. By embedding these skills into language learning through PjBL, this study demonstrates a holistic approach to preparing students for real professional challenges in the tourism industry.

6. CONCLUSION

This study investigated the effect of Project-Based Learning on students' entrepreneurial communication skills in the English for Tourism course to the fifth semester students' of English Education Department in 2024/2025 academic year. The findings showed a significant improvement in students' speaking performance, with the mean score rising from 69.06 in the pre-test to 86.23 in the post-test. The results confirm that PjBL is highly effective in enhancing students' communicative competence, particularly in terms of fluency, creativity, teamwork, and confidence.

Beyond linguistic improvement, the study highlights the broader educational impact of PjBL in fostering entrepreneurial skills, collaboration, and real-world application of English. Students not only gained proficiency in tourism related communication but also developed the confidence to promote ideas persuasively and creatively skills that are crucial for professional success in the tourism and hospitality industry.

Therefore, PjBL can be recommended as an innovative instructional approach for English for Specific Purposes (ESP) courses, particularly in contexts where language use is closely tied to professional and entrepreneurial practices. Future studies may expand this research by employing larger sample sizes, control groups, or longitudinal designs to further validate the long-term effectiveness of PjBL in language and entrepreneurial education.

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