

Implementation of Tourism Promotion Project (TPP) concepts based on local needs to increase students' speaking skill

Jumrah

English Department of Teacher Training, Faculty of Education, Universitas Negeri
Mataram, Mataram, Indonesia
e-mail: ghaisan2014@gmail.com

Abstract

This study aims to determine whether the implementation of the Tourism Promotion Project Concept (TPP) based on local needs could improve students' speaking skill. This study uses Classroom Action Research. The implementation of the action consists of 2 (two) cycles in which cycle I consist of the planning, implementation, observation, and reflection, while cycle II is the improvement steps from the implementation of action in cycle I. Observation, speaking test, documentation and research note are used as an instrument of this research. The results showed that by using the TPP concept based on local needs, students' speaking skill in English Department academic year 2016/2017 increased from 2 cycles run with two meetings in each cycle. This is seen in the percentage of student success. In the first meeting of the cycle I, only one student is in the excellent category. Then in the second meeting of the same cycle, there are three students in excellent category, and just only one student is in the poor category. While in the first meeting of the second cycle, the number of students in excellent category increased to 13 students and there are no students in the poor category. In the second meeting of cycle II, the number of students in excellent category increased to 25 students, and there are no students in two bottom category (insufficient and poor category).

Keywords:

Tourism Promotion Project (TPP); local needs; speaking skill

1 INTRODUCTION

Indonesia is one of the country which enjoys ASEAN Economic Community (MEA) which already runs since 2015. MEA implementation is certainly given a great effect in societies' life. One of the effects is an increasing number of tourist arrivals in West Nusa Tenggara (NTB) province. Based on data released by the Department of Culture and Tourism of NTB, tourist arrivals in 2014 amounted to 1.629.122 people who consist of 752,306 overseas tourists and 876,816 domestics' tourists. The following is the complete data of the last 7 (seven) years tourist visit.

Table 1. Tour visits period of 2009-2016

No	Year	Overseas	Domestic	Total
1	2010	213,926	330,575	544,501
2	2011	232,525	386,845	619,370
3	2012	282,161	443,227	725,388
4	2013	362,196	522,684	886,880
5	2014	471,706	691,436	1,163,142
6	2015	565,944	791,658	1,357,602
7	2016	752,306	878,816	1,629,122

The data above indicates that tourist arrivals to NTB Province from year to year increase. Indonesia as Growth Developing Country (GDC) is essential to be serious to develop tourism aspect because tourism and economic growth have a close relation. The increasing of the tourism sector has a real impact on economic growth in developing countries. Consequently, it is suggested that governments of developing countries should focus on economic policies to promote tourism as a potential source of economic growth (Ekanayake & Long, 2012). Moreover, nowadays Lombok is one of the most popular destinations for Halal Tourism. Students of English Department in UIN Mataram has a potential position, in this case; they can take the position in promoting tourism destination by using their social media, and also a a guide. Besides that, As Educators, they have a broader role. They take indirectly a way to increase the quality of tourism in Lombok by teaching students to have the capability in English skill. For all of the possible position that they take, they have to possess English skill especially speaking skill. In improving language skills, one of the linguists says: "Successful mastery of the learner" s own personal investment of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language. Thus, success in language learning is determined mainly by learning strategies of language learners in understanding and producing language. This opinion changes the paradigm in language learning, where teachers or lecturers, textbooks, and teaching methods are no longer significant factors for success in language learning.

Learning English will be interesting if lecturer delivers the material with the fun way and also of course in line with the needs of the learners. The students' speaking skill in English Department is still lack, and their need is to take a strategic position in the popular trend of halal tourism in Lombok. So, the researcher finds one concept which can overcome the problem and fulfill students' need. It is the Tourism Promotion Project concept based on Local Needs. It is one kind of project-based learning. This concept itself is the researcher's idea when observing the development of the Visit Lombok-

Sumbawa (VLS) program initiated by the NTB Provincial Government and Brown's theory of language learning strategies. In this concept, students are formed in several groups and given an overview of the concept of TPP and VLS program. In the field, students are assigned to identify, describe and document local potentials that can be promoted. They are historical and cultural tours, culinary tours, and others that exist in each area. The TPP concept will indirectly "force" the students to be more active in speaking but in a fun way. It is said to be fun because each group will be competing to explain in more detail and attract local potentials that become their pride. Also, this concept will be more aware of the students that their respective areas there must be tourism potential that can be excavated and introduced to tourists to improve the economy of local communities. This is what based local need means by the researcher.

Speaking comes from the word "speak," i.e. "to express, to say, to converse." Accordingly, speaking here is how to exclude or express opinions, words we want to say. The main benefit of speaking is the growth of self-confidence in the learner. With speaking skills, they will be confident to communicate with anyone in English. In addition to the impact on confidence, speaking skills are also the most critical factor in developing other English skills such as writing, listening, and reading. There are several aspects assessed in the test of speaking skills covering the aspects of Pronunciation, Grammar, Vocabulary, and Fluency (Canale, 2014):

In the Oxford dictionary, tourism is a journey in which short stays are made at some places, and the traveler finally returns to his or her place. (Travel is a journey where a person temporary stop in some places and finally returns to the place of origin where he started to travel). The promotion (derived from English: promotion) is one technique that successfully breaks the tastes and desires of people, creating an image that can affect some people who want to introduce himself through the image. Tourism promotion is a systematic and coordinated adjustment of the policies of tourism enterprises and policies in the tourism sector at the government, local, regional, national and international levels, to achieve an optimal satisfaction point for needs of certain predefined customer groups, as well as to achieve an adequate level of profit (Salah, 2003).

Local needs (local need) is closely related to mapping all the potential resources that exist in a place both human resources and natural resources. Both of these resources are precious capital in building the place. The concept of TPP Based on Local Needs itself is a tourism promotion concept that takes into account all the potentials to design a specific strategy in achieving the desired goals. In this study, this concept is used to improve speaking skills, where this type of ability is an important point that is very useful in dealing with tourists who will come to NTB. As citizens of NTB, they are very potential to become perpetrators in the world of tourism and not as spectators. Therefore, they need to be given factual and contextual views related to what is happening at this time and predictions related to things that will be faced in the future so that there are confident anticipations and preparations to deal with it.

2 METHOD

This study uses classroom action research to examine whether or not Students' Speaking skill will be increased through Implementation of TPP Concept Based on Local Needs. The instruments used in this research are test, observation, documentation and research note. The implementation of the action consists of 2 cycles. The first cycle I consist of planning, implementation, observation, and reflection. While cycle II is the improvement step from the implementation of action in cycle I. All the data collected were analyzed to get answers Whether Implementation of TPP Concept Based on Local Needs Can Improve Speaking Ability of students in English Department.

3 RESULT

This research held until two cycles and each cycle consist of two meeting. There are two kinds of the main instrument used to get data in answering research questions; they are speaking test and also an observation of students' activity. The speaking tests are given to the students at the end of every single meeting, so there are four times of speaking test during research. In another side, an observation also did during the learning process in four meets for two cycles of research. The speaking test is given to measure students' speaking skill after using TPP concept Based on Local need, and observation conducted to see students' activity during the learning process using TPP concept. The research result can be seen below:

Table 2. Observation result on students' activity in cycle I

No	Activity	Scoring		Total	Mean
		I	II		
1	Students' readiness	2	3	5	2.50
2	Students' enthusiastic	3	3	6	3.00
3	Students' activities for each step of TPP	2	3	5	2.50
4	Group working	1	2	3	1.50
5	Students' engagement	2	3	5	2.50
6	Students' and lecturer interaction during the process of TPP	3	3	6	3.00
Total		13	17	30	15.00
Mean		2.17	2.83	5.00	2.50

Table 3. Students' scoring

Meeting I					
No	Scoring	Number of students	of	%	Category
1	25.2 – 30	1		2.38	Excellent
2	20.4 – 25.2	4		9.52	Good
3	15.6 – 20.4	8		19.05	Sufficient
4	10.8 – 15.6	23		54.76	Insufficient
5	< 10.8	6		14.29	Poor
Total		42		100.00	
Meeting II					
No	Scoring	Number of students	of	%	Category
1	25.2 – 30	3		7.14	Excellent
2	20.4 – 25.2	9		21.43	Good
3	15.6 – 20.4	19		45.24	Sufficient
4	10.8 – 15.6	10		23.81	Insufficient
5	< 10.8	1		2.38	Poor
Total		42		100.00	

Table 4. Observation result on students' activity in cycle II

No	Activity	Scoring		Total	Mean
		I	II		
1	Students' readiness	3	5	8	4.00
2	Students' enthusiastic	4	5	9	4.50
3	Students' activities for each step of TPP	4	4	8	4.00
4	Group working	3	4	7	3.50
5	Students' engagement	3	5	8	4.00
6	Students' and lecturer interaction during the process of TPP	4	5	9	4.50
Total		21	28	49	24.50
Mean		3.50	4.67	8.17	4.08

Table 5. Students' scoring

Meeting I					
No	Scoring	Number of students	of	%	Category
1	25.2 – 30	13		30.95	Excellent
2	20.4 – 25.2	22		52.38	Good
3	15.6 – 20.4	5		11.90	Sufficient
4	10.8 – 15.6	2		4.76	Insufficient
5	< 10.8	0		0.00	Poor
Total		42		100.00	
Meeting II					
No	Scoring	Number of students	of	%	Category
1	25.2 – 30	25		59.52	Excellent
2	20.4 – 25.2	15		35.71	Good
3	15.6 – 20.4	2		4.76	Sufficient
4	10.8 – 15.6	0		0.00	Insufficient
5	< 10.8	0		0.00	Poor
Total		42		100.00	

From the data above, can be seen that the results showed that by using the Tourism Promotion Project Concept based on local needs, students' speaking skill in English Department academic year 2016/2017 increased from 2 cycles run with two meetings in each cycle. This is seen in the percentage of student success. In the first meeting of the cycle I, only one student is in an excellent category or 2.38%. Then in the second meeting of the same cycle, there are three students (7.14%) in excellent category, and just only one student (2.38%) is in the poor category. While in the first meeting of the second cycle, the number of students in the excellent category increased to 13 students (30.95%) and there are no students in the poor category. In the second meeting of cycle II, the number of students in the excellent category increased to 25 students (59.52%), and there are no students in two bottom category (insufficient and poor category). Not only students' speaking skill increased in this research by using TPP concept, but also the activities of students. The students' engagement in every single step of TPP namely observing, conducting a paper and slide presentation, and also presenting is increasing from cycle I to cycle II. It is in line with the research result of Reeves that among other characteristics of project-based learning, authentic activities have real-world relevance, provide the opportunity for students to examine the task from different perspectives, enhance collaboration and reflection, and allow competing solutions and diversity of outcome (Reeves, Herrington, & Oliver,

2002). Relate to this research, the TPP concept is one kind of project-based learning which use authentic activities based on local needs in Lombok.

In addition, project-based learning provides opportunities for “the natural integration of language skills” (Stoller, 2006). A further benefit is that because project work progresses according to the specific context and students’ interests (Blumenfeld et al., 1991), students have enhanced motivation, engagement, and enjoyment (Akib, Haryanto, Iskandar, & Patak, 2018; Lee, 2002). From a motivational perspective, projects being authentic tasks, are more meaningful to students, increase interest, motivation to participate, and can promote learning (Brophy, 2013). Enjoyment and motivation also stem from the fact that classroom language is not predetermined, but depends on the nature of the project (Larsen-Freeman & Anderson, 2013). Another set of reported benefits pertains to the development of problem-solving and higher-order critical thinking skills (Allen, 2004). These skills are very important since they are life-long, transferable skills to settings outside the classroom. Among other potential benefits, project work encourages motivation, fosters group cohesiveness, increases expectancy of success in target language, achieves “a rare synthesis of academic and social goals”, reduces anxiety, increases the significance of effort relative to ability, and promotes effort-based attributions (Dörnyei, 2001).

Those statements are also proofed in this research result. By applying TPP concept, not only students’ speaking skill improved but also students activity such as students’ group work, students’ engagement, and interaction between students and lecturer in every single step of TPP concept. The percentage of each student’s activity increased 10.33750/ijhi.v1i3.21 dramatically from cycle I to cycle II. It is effortless to improve students’ speaking skill when students enjoy the activity that applied by the lecturer.

4 CONCLUSIONS

Based on the description above, it can be concluded that Application of TPP Concept Based on Local Needs can improve students' speaking skill in learning English. This can be seen from the increase of the percentage of students with excellent ability level (excellent) and the reduction of the percentage of students with very poor ability level from cycle I to cycle II (from meeting I to meeting IV). Students with very good ability (excellent) in the first cycle of meeting I as much as 2.38%, cycle I meeting II as much as 7.14%, cycle II meeting I as much as 30.95%, and second cycle II meeting as much as 59.52%. While for students with very poor ability level (poor) experience reduction that is in the first cycle of meeting I as much as 14.29%, the cycle I meeting II as much as 2.38%, while in cycle II both meeting I and meeting II have not found students with this level of ability.

Lecturers should use innovative strategies in teaching especially for foreign language teachers so that students are not bored and the learning outcomes are increasing. Before undertaking the learning process, the lecturer should give instructions on what activities will be performed to the student before starting the learning activity. In universities, TPP Concept is very appropriate to be applied in speaking learning, especially if the main focus is public speaking.

Tourism Promotion This project is not only appropriately used for teaching speaking but also on teaching writing, in this case writing papers of field observation. This is an opportunity for future researchers to research the application of TPP on learning writing.

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