



## **STUDENTS' EXPERIENCES IN ENGLISH FOR E-TOURISM: A CASE STUDY OF CHALLENGES AND PERCEPTIONS**

**Ririn Pratiwi Suharto**  
Politeknik Negeri Malang  
[ririnpratiwi@polinema.ac.id](mailto:ririnpratiwi@polinema.ac.id)

### **Article History:**

Accepted January 2024;  
Revised March 2024;  
Approved March 2024.

**Abstract:** English for E-Tourism is a course in English for Tourism Industry. The goal of this course is designed to meet the needs of the tourism industry. This course is designed to produce electronic tourism products by using English. The problem faced is that students have lack of knowledge regarding to English for E-Tourism. The aim of this research is to identify students' experiences in producing electronic tourism products as learning output in English for E-Tourism course. Data was taken from interviews and questionnaires. It is a case study in which is identifying student challenges and perception on English for E-Tourism. The research results show that students are able to think creatively to produce electronic tourism products, such as online tourism guidebooks and promotional videos. The research results were used as a learning model for English for E-Tourism in the future.

**Keywords:** English for E-Tourism, students' challenges, students' perceptions

### **INTRODUCTION**

English for E-Tourism is a hands-on course offered by the D-IV English for the Tourism Industry program. It is specifically tailored for students in their fifth semester, equipping them with essential skills for their future careers in the tourism sector. The course curriculum is meticulously crafted to meet the demands of the industry, ensuring that students are well-prepared for the workforce upon completion. The course encompasses a variety of practical exercises that are directly relevant to the tourism field. Through these activities, students engage with information pertinent to tourist destinations while also gaining experience in utilizing digital platforms to promote tourism in Indonesia. This integration of theoretical knowledge with practical

applications enables students to develop a comprehensive understanding of both the industry's dynamics and the technological tools essential for effective promotion. Overall, English for E-Tourism not only facilitates language proficiency but also fosters a deep appreciation for the tourism sector's intricacies. By aligning the course content with industry requirements and leveraging digital platforms for promotional purposes, students are empowered to make meaningful contributions to the advancement of tourism in Indonesia.

Lecturers play a crucial role in facilitating student success in achieving the learning goals set forth in various English courses for the tourism industry. Research by Asnawi & Arafah (2023), Brandl (2002), Fatimah et al. (2021), and Sharif et al. (2023) underscores the significance of lecturers as key facilitators in the educational process. These scholars emphasize that effective teaching methodologies and guidance provided by lecturers significantly impact students' ability to attain learning objectives. In the context of English courses tailored for the tourism industry, such as English for E-Tourism, the emphasis is often placed on enabling students to produce tangible, real-world projects. Scholars like Putra & Suharto (2022), Suharto et al. (2023), and Zubaidi et al. (2021) highlight the importance of designing courses that allow students to engage in practical projects aligned with industry standards. This approach not only enhances students' language skills but also equips them with the necessary competencies to thrive in the tourism sector. Moreover, the involvement of lecturers in designing relevant learning outputs according to current industry needs is paramount. Suharto (2022) and Zubaidi et al. (2023) argue that lecturers should actively participate in shaping course content and assignments to ensure they remain up-to-date with industry trends and requirements. This proactive involvement enables lecturers to tailor the curriculum to meet the evolving needs of the tourism industry effectively. To achieve the objectives of course learning, lecturers must employ a combination of effective teaching methods. Mitchell (2019) suggests that incorporating a variety of instructional strategies, such as interactive lectures, group discussions, case studies, and hands-on projects, can enhance student engagement and comprehension. By employing diverse teaching methodologies, lecturers can cater to the diverse learning styles and preferences of students, thereby optimizing the learning experience and facilitating the attainment of course objectives.

Project-based learning (PBL) is a dynamic educational approach in which students engage in hands-on projects to deepen their understanding of concepts and develop practical skills. Research by Dashtestani (2018), Knight & Murphey (2017), Loi & Hang (2021), and Shafaei & Rahim (2015) highlights the effectiveness of PBL in fostering active learning and promoting critical thinking among students. In the context of English for E-Tourism, PBL is particularly suitable due to the practical nature of the course. By engaging in project-based activities, such as creating promotional videos and online guidebooks for tourism destinations in Indonesia, students can apply their language skills in real-world scenarios. These projects not only enhance students' English proficiency but also equip them with valuable digital marketing and content creation skills essential for the tourism industry. Promotional videos serve as powerful tools for marketing tourism destinations, as they convey information in an engaging audio-visual format. As highlighted by Spring (2020), promotional videos are commonly shared on social media platforms to reach a wider audience and attract potential visitors. Through the creation of promotional videos, students learn to effectively communicate information about tourist attractions while honing their multimedia production skills. Similarly, online guidebooks provide comprehensive information about tourist destinations in a visually appealing format, typically in the form of a PDF document. These guidebooks serve as valuable resources for tourists seeking information about various attractions and activities. By creating online guidebooks, students not only deepen their

34 | Suharto, 2024

understanding of tourist destinations but also develop skills in graphic design and content organization.

The author's interest in conducting research on students' experiences with English for E-Tourism is commendable. Such research offers insights into the effectiveness of the course curriculum, the challenges students encounter, and their perceptions of the learning process. By focusing on the learning process and practical applications of the course, the research contributes valuable knowledge to the field of English language education and tourism studies. It also provides an opportunity to identify areas for improvement and refine teaching methodologies to better meet the needs of students preparing for careers in the tourism industry.

## **METHODOLOGY**

The research described employs a qualitative research methodology to delve into the challenges and issues faced by students regarding their perceptions of the English for E-Tourism course. Qualitative research is particularly suitable for exploring complex phenomena and understanding individuals' experiences, attitudes, and perceptions in depth. To collect data, the researchers have chosen to utilize interviews and questionnaires as primary instruments. These methods are well-suited for gathering rich, detailed information directly from participants. Interviews allow for open-ended conversations where participants can freely express their thoughts, experiences, and feelings about the course. On the other hand, questionnaires provide structured responses that can be analysed quantitatively while still allowing for some flexibility in participants' responses.

The focus of data collection is on capturing students' responses and experiences related to the learning process and the production of tourism products within the English for E-Tourism course. This includes understanding the challenges they encounter, their perceptions of the course content and methods, as well as their overall learning experiences. By employing a qualitative approach, the researchers aim to gain a comprehensive understanding of the phenomena surrounding students' perceptions and the factors influencing them. This involves delving into the nuances of students' experiences, exploring the context in which they occur, and identifying any underlying themes or patterns. The research involves twenty students as participants, which provides a substantial sample size for qualitative inquiry. This ensures that a diverse range of perspectives and experiences can be captured, enriching the depth and breadth of the findings. Overall, this research methodology offers a robust framework for exploring the complexities of students' perceptions of the English for E-Tourism course. By gathering rich qualitative data, the study aims to shed light on the challenges students face and provide valuable insights for improving the course curriculum and teaching practices in the future.

## **FINDINGS AND DISCUSSION**

### **Findings**

The purpose of this study was to find out students' experiences face challenges and their perceptions about English for E-Tourism. The data collection technique used in this study was through questionnaires. The distribution of questionnaires is carried out to identify student responses in learning process and producing electronic tourism products in English for E-Tourism. There were twenty participants who received a questionnaire in this study.

In this section the process of data analysis and the results achieved are presented. As mentioned in the previous section, the data collection carried out by the researcher provided a questionnaire among twenty students of Politeknik Negeri Malang. The data will explain in paragraphs based on the table below.

**Table 1. Students' experiences of learning process in English for E-Tourism**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>I find it easy to access English for E-Tourism learning materials</b>	15	3			2
<b>I find it easy to access English for E-tourism learning media</b>	10	10			
<b>The learning method applied in English for E-tourism is very interesting</b>	2	17		1	
<b>I do not feel bored when taking part in English for E-Tourism lectures</b>	17	2		1	
<b>I am able to understand the E-Tourism learning material well</b>	11	7		2	

Based on table 1, it shows that 15 students strongly agree and 3 students agree with the statement that *I find it easy to access English for E-Tourism learning materials*. It means that they do not face difficulties in accessing the learning material for English for E-Tourism. Unfortunately, there are 2 students strongly disagree with that statement. It is because they face internet connection problem in accessing the learning material.

Based on the 1, there are 10 students strongly agree and 10 students agree with the statement that *I find it easy to access English for E-tourism learning media*. It shows that they can use learning media as well as. They can operate the feature in Learning Management System in English for E-Tourism.

Then, there are 2 students strongly agree and 17 students agree with the statement that *The learning method applied in English for E-tourism is very interesting*. It means that lecture is successful applied project-based learning method in English for E-Tourism. Unfortunately, only one student disagrees with that statement. Lecturer finds that this student cannot do the instruction for doing the project as well.

After that, there are 17 students strongly agree and 2 students agree that *I do not feel bored when taking part in English for E-Tourism lectures*. There is only one student who disagrees with that statement. It means that he/she feel bored with the learning situation.

Then, there are 11 students strongly agree and 7 students agree that *I am able to understand the E-Tourism learning material well*. It means that they understand the material of English for E-Tourism. Unfortunately, there are 2 students who disagree with that statement. It means that they face difficulties in understanding the material.

**Table 2. Students' experience in producing electronic tourism products**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>The English for E-Tourism practice of creating promotional videos can be done well</b>	13	5		1	1
<b>The practice of English for E-Tourism to create an online tourism guidebook can be done well</b>	10	8		2	

Based on the table 2 above from statements 1 until 2 to collect data on the students' experiences in producing electronic tourism products. In the first statement, there are 13 students strongly agree that *The English for E-Tourism practice of creating promotional videos can be done well*. It is because students can make creative promotional videos in completing project given by lecturer. Then, there are 5 students agree with that statement. It means that students have no problem in creating promotional videos. There is only one student disagree and one student strongly disagree with that statement.

Based on tabel 2 in the second statement, there are 10 students strongly agree and 8 agree that *the practice of English for E-Tourism to create an online tourism guidebook can be done well*. It is because students have no problem in completing online tourism guidebook. Unfortunately, there are 2 students disagree with that statement. Based on the table above, researchers can find that producing electronic tourism products clearly has a positive experience on students' experiences.

The researcher also conducted interviews with twenty students of Politeknik Negeri Malang. This interview aims to strengthen the questionnaire data that the researcher has made so as to make the research more successful. When asked about their attitude towards challenges in learning process, the responses were divided among twenty respondents. Most of 18 students gives positive responses on the learning material, the learning media, and the learning method in learning English for E-Tourism. There were two students got difficulties in learning process. The learning material and learning method applied in English for E-tourism. They felt bored in learning English for E-Tourism. It caused they could not understand the learning material as well.

When asked about their attitude towards challenges in producing electronic tourism products, the responses were divided among twenty respondents. Most of 18 students give positive responses on creating promotional video and online tourism guidebook. On the other side, there were 2 students give negative response on creating both electronic tourism products.

## **Discussion**

The findings from the study provide valuable insights into students' experiences with English for E-Tourism, particularly focusing on the challenges encountered and their perceptions of the learning process and the production of electronic tourism products. This section discusses the implications of the findings and their significance in the context of English language education and the tourism industry. The majority of students reported ease of access to learning materials and media for English for E-Tourism, indicating a positive perception of the course's resources and digital platforms. However, a small number of students faced challenges, particularly related to internet connectivity issues. This highlights the importance of ensuring reliable access to online resources and addressing technological barriers to enhance the learning experience for all students.

The findings reveal that most students find the learning method applied in English for E-Tourism to be interesting, with project-based learning receiving positive feedback. This indicates that hands-on, practical activities such as creating promotional videos and online guidebooks effectively engage students and foster their interest in the course content. However, a few students expressed boredom during lectures, suggesting the need for varied instructional approaches to maintain student engagement and motivation. Overall, students reported a good understanding of the E-Tourism learning material, indicating the effectiveness of the course curriculum in conveying key concepts and skills. However, a small percentage of students encountered difficulties in comprehending the material, emphasizing the importance of providing additional support and clarification to address individual learning needs.

The majority of students reported successful completion of the practice tasks, particularly in creating promotional videos and online guidebooks. This suggests that project-based activities contribute positively to students' practical skills development and enable them to apply language knowledge in real-world contexts. However, a few students faced challenges in producing electronic tourism products, highlighting the need for targeted assistance and guidance to overcome technical or creative obstacles. The findings underscore the importance of adopting innovative teaching methodologies, such as project-based learning, to enhance student engagement and skill acquisition in English for E-Tourism courses. Educators should strive to create a dynamic learning environment that caters to diverse learning needs and fosters creativity and critical thinking. Additionally, addressing technological challenges and providing adequate support for students experiencing difficulties are essential to ensure equitable access to learning opportunities.

The study provides valuable insights into students' experiences with English for E-Tourism, shedding light on the challenges encountered and the perceptions of the learning process and the production of electronic tourism products. By understanding these factors, educators and curriculum developers can make informed decisions to improve course design, instructional strategies, and support mechanisms, ultimately enhancing the quality of English language education and preparing students for successful careers in the tourism industry.

## CONCLUSION

The research conducted at Politeknik Negeri Malang provides valuable insights into the perceptions of English as a Foreign Language (EFL) students regarding the English for E-Tourism course. Through the analysis of questionnaires administered to the respondents, the study highlights the positive attitudes of students towards the learning process and the production of tourism products within the course. The findings indicate that students exhibit a favorable response towards the course, particularly in terms of their ability to think creatively and produce electronic tourism products. This includes the creation of online tourism guidebooks and promotional videos, which are considered valuable assets for promoting tourism destinations effectively. The positive reception of these activities suggests that students perceive them as engaging and beneficial, contributing to their learning experience and skill development.

Moreover, the research findings serve as a basis for refining and improving the English for E-Tourism course in the future. By leveraging the positive outcomes identified in the study, educators can incorporate effective teaching strategies and learning activities to enhance student engagement and learning outcomes. This iterative approach ensures that the course remains relevant and impactful, aligning with the evolving needs of students and the tourism industry. However, the research also acknowledges the presence of challenges that some students may encounter during the course, particularly when working in group settings. Instances where students feel uncomfortable may arise when group members are not equally engaged in completing project tasks. This highlights the importance of effective group dynamics and collaboration in project-based learning environments. To address such challenges, the research suggests the implementation of clear directions and guidance from lecturers to students. Providing explicit instructions, outlining roles and responsibilities, and fostering a supportive learning environment can help mitigate issues related to group work and ensure that all students are actively engaged in the learning process. Overall, the research findings underscore the importance of student perceptions and experiences in shaping the effectiveness of English for E-Tourism courses. By recognizing both the positive aspects and challenges encountered by students, educators can adapt their teaching approaches and instructional methods to optimize learning outcomes and enhance student satisfaction.

## REFERENCE

- Asnawi, A. E. F., & Arafah, B. (2023). Students' Perception on Teacher's Nonverbal Communication at SMAN 1 Soppeng. *Journal of Innovation Research and Knowledge*, 2(9), 3389–3396.
- Brandl, K. (2002). Integrating Internet-based Reading Materials into the Foreign Language Curriculum: From Teacher- to Student-centered Approaches. *Language Learning and Technology*, 6(3), 87–107.
- Dashtestani, R. (2018). Collaborative Academic Projects on Social Network Sites to Socialize EAP Students into Academic Communities of Practice. *Teaching English with Technology*, 18(2), 3–20.
- Fatimah, S., Tiarina, Y., Fitrawati, & Mira, A. S. (2021). English Teachers' and Lecturers' Perceptions of Reflective Practice through Video Recording at the Teacher Certification Program. *Studies in English Language and Education*, 8(2), 670–689. <https://doi.org/10.24815/siele.v8i2.18931>

- Knight, K., & Murphey, T. (2017). Soft Assembling Project-based Learning and Leadership in Japan. *TESL-EJ: The Electronic Journal for English as a Second Language*, 21(1), 1–12.
- Loi, N. Van, & Hang, C. T. T. (2021). Integrating Project Work into English Proficiency Courses for Pre-Service Teachers' Training. *TESL-EJ: The Electronic Journal for English as a Second Language*, 25(3), 1–20.
- Mitchell, K. M. (2019). Social Media Storytelling: Using Blogs and Twitter to Create a Community of Practice for Writing Scholarship. *Canadian Journal for Studies in Discourse and Writing/Rédactologie*, 29, 1–23. <http://journals.sfu.ca/cjsdw>
- Putra, D. M., & Suharto, R. P. (2022). Pembuatan Vlog Bisnis oleh Mahasiswa Bahasa Inggris sebagai Model Pembelajaran Online Mata Kuliah Speaking. *Jurnal Terapan Pendidikan Dasar Dan Menengah*, 2(4), 712–719.
- Shafaei, A., & Rahim, H. A. (2015). Does Project-based Learning Enhance Iranian EFL Learners' Vocabulary Recall and Retention?. *Iranian Journal of Language Teaching Research*, 3(2), 83–99.
- Sharif, S. R., Singh, C. K. S., Ong, E. T., Mulyadi, D., Ichsan, I. Z., Rahmayanti, H., & Kiong, T. T. (2023). The Use of i-THINK Mapping in Teaching Reading Comprehension among ESL Teachers. *Studies in English Language and Education*, 10(1), 78–95.
- Spring, R. (2020). Can Video-creation Project Work Affect Students' Oral Proficiency? An Analysis of Fluency, Complexity and Accuracy. *TESL-EJ: The Electronic Journal for English as a Second Language*, 24(2), 1–17.
- Suharto, R. P. (2022). Investigating Students' Perceptions on E-Learning Materials and Tools for English for MICE. *Metathesis: Journal of English Language, Literature, and Teaching*, 6(2), 179–189. <https://doi.org/10.31002/metathesis.v6i2.153>
- Suharto, R. P., Rahayu, E. L., & Agustina, H. N. (2023). The Use of Mind Map in Collaborative Learning Activities of a Literary Reading Class. *BRILIANT: Jurnal Riset Dan Konseptual*, 8(3), 543–550. <https://doi.org/10.28926/briliant.v8i3>
- Zubaidi, Suharto, R. P., & Maulidiyah, F. (2023). Improving Students' Creative Writing Skill through Project Based Learning Using Wattpad as Learning Media Technology. *BRILIANT: Jurnal Riset Dan Konseptual*, 8(1), 94–110. <https://doi.org/10.28926/briliant.v7i4>
- Zubaidi, Suharto, R. P., & Rahayu, E. L. (2021). Improving Students' Speaking Skill through Students Vlog Project as PBL Output on Online Speaking Class. *BRILIANT: Jurnal Riset Dan Konseptual*, 6(4), 764–774. <https://doi.org/10.28926/briliant>