CREATING TOURISM VLOGS TO IMPROVE SPEAKING SKILLS: A MULTIMODAL ENGLISH FOR TOURISM APPROACH IN MAJALENGKA

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Abstract

This study explores how English Department students can improve their speaking abilities by creating Majalengka tourism vlogs. The project, which was framed within a multimodal approach to language learning, included students in creating brief videos that used spoken English to highlight nearby tourist attractions. The students were urged to promote their local culture and speak genuinely by combining verbal, visual, and contextual aspects. Student video performances, and classroom observations were used to gather data. The results show that the vlog project successfully raised the students' speaking confidence, fluency, and pronunciation. The exercise also promoted audience awareness, cultural representation, and digital literacy, which enhanced the learning process's significance and contextual relevance. According to the study, using project-based and multimodal assignments in English for Tourism classes like creating travel vlogs can be a very effective teaching strategy. Particularly in regional situations *like Majalengka*, it not only facilitates the growth of communicative skill but also closes the gap between language acquisition and practical application.

Keywords: English for Tourism, Tourism Vlog, Multimodal Approach, Speaking Skills

INTRODUCTION

Traditional textbook-based instruction is insufficient for English for Tourism (EfT) education in today's digital and globalised environment. It requires innovative, student-centered, contextually appropriate methods that take into account both local knowledge and global competencies. One such strategy is multimodal learning, which stresses the creation of meaning through the use of various communication modalities, including visual, linguistic, and audio (Kalantzis & Cope, 2020).

One possible way to combine speaking practice with digital literacy and cultural promotion is through tourism vlog projects. The process of producing digital multimodal texts improves students' motivation, technological proficiency, and speaking abilities, as noted by Hafner (2022) and Kessler & Bikowski (2021). This is especially helpful in tourist settings where cultural representation, audience participation, and linguistic expression are crucial. Giving pupils the opportunity to become local ambassadors through English is both pedagogically and commercially relevant in regional regions like Majalengka, where tourism potential is substantial but under-promoted.

The term "multimodal" describes the use of multiple communication modalities, including gestural, auditory, visual, and spatial, to communicate meaning in communication or learning. Students are encouraged to use a variety of media and semiotic resources to create and analyse messages in a multimodal learning environment. According to Harfner (2022), Multimodal language learning engages students in real-world communication tasks by encouraging them to use digital tools and multiple semiotic resources to construct and share meaning.

The question of this research was "*How can the process of creating tourism vlogs help students improve their English-speaking proficiency while simultaneously promoting tourism in Majalengka?*" while the purpose of this research is answering the research' question that is "to find out how making tourism vlogs can assist students become more proficient English speakers while also promoting Majalengka's tourism. Using a multimodal teaching approach, the study examines students' performance, involvement, and reflections during the course of the project.

Project-Based Learning (PBL) is a student-cantered teaching approach that motivates students to actively investigate issues and challenges in the real world over an extended period of time. In keeping with the tenets, this approach Project-based learning (PBL) students are encouraged to work on longer assignments that lead to significant results, such a completed presentation or film. While Thomas (2020), Project-based learning (PBL) promotes language development by encouraging participation, teamwork, and individual responsibility for learning. The application of vlog creation in tourism education transforms it from a speaking exercise into a practical project that enables students to assume the role of tourism ambassadors. Through this approach, students develop their confidence, creativity, and cultural understanding in addition to practicing their English.

Although multimodal meaning-making was first proposed by Kalantzis and Cope (2020) as a general literacy practice, the current study operationalises that theory through real-world applications like digital storytelling, gesture use, narration, and video editing-all within the context of regional tourism advocacy. In doing so, the study provides theoretical understanding as well as practical application, particularly for EFL contexts in under-represented areas such as Majalengka.

Project-based learning activities like making vlogs have a particularly strong influence in the field of tourism education. Thomas (2020) asserts that "deep engagement with content and the production of complex, meaningful artefacts that reflect learning are fostered by project-based learning" (p. 56). This engagement frequently incorporates local identity and cultural representation when tourism is the subject, which makes the activity more motivating and meaningful. According to Kalantzis and Cope (2020), "meaning-making today involves an orchestration of multiple modes-linguistic, visual, spatial, gestural, and audio—each contributing to how learners communicate their ideas" (p. 45). Tourism vlogs demonstrate this multimodal orchestration, as students use narration, gestures, images, and cultural components to effectively convey their message. On the other hand, the present research, emphasizes not only fluency and pronunciation but also *audience awareness, intercultural competence, and local identity*, as students create vlogs to authentically represent their hometown's destinations.

This research is important because examining the results of students' vlog projects in the English for Tourism course. It is crucial in order to assess how well they talk using a multimodal approach. Additionally, by giving students the opportunity to speak in English

about local places, it hopes to increase Majalengka's tourism by drawing in a larger international audience. This project hopes helps students improve their language skills while simultaneously promoting *Majalengka* as a travel destination and attracting more foreign visitors. So that way, the writer conducted the research under title **Creating Tourism Vlogs to Improve Speaking Skills: A Multimodal English for Tourism Approach in Majalengka**.

METHOD

This study employed a qualitative descriptive method and classroom action research approach. Sandelowski (2000) asserts that descriptive qualitative research is the method of choice when straight descriptions of phenomena are desired. The objective is to create an insightful, uncomplicated synopsis of experiences or occurrences that has significance for the people concerned. This method works especially well for investigating the viewpoints, experiences, and meanings that people create in particular situations.

A type of practitioner research called classroom action research (CAR) is centred on resolving issues and enhancing procedures in the classroom. In order to improve student learning outcomes and instructional effectiveness, teachers usually carry it out in their own classrooms. According to Farrell (2022), CAR supports teachers as knowledge producers rather than passive implementers of external theories. It promotes a professional development methodology that is bottom-up, with teacher reflections and classroom data serving as the foundation for significant instructional improvement.

This study was carried out using two cycles of Classroom Action Research (CAR). The main stages of every cycle include planning, implementing (doing action), observing, reflecting, and then re-planning for the following cycle. By following this methodical procedure, the researcher can assess and enhance the learning approach in light of the insightful observations made after each cycle. The goal of this study was to find out how making tourism vlogs can assist students become more proficient English speakers while also promoting *Majalengka*'s tourism.

The researcher starts Cycle 1 by determining the speaking challenges of the students and organising a project-based activity that makes use of travel vlogs. As part of the implementation, students create and produce basic vlogs in English to advertise *Majalengka* local destinations. Field notes, speaking evaluations, and student reflections are used to conduct observation. During the reflection phase, students and teachers examine the findings to pinpoint problems like hesitancy while speaking, poor pronunciation, or a lack of emotion. While Cycle 2 builds upon the improvements required from Cycle 1. During the implementation phase, students re-record their vlogs with improved scripts and improved delivery; observations centre on changes in fluency, confidence, and audience awareness; and reflections to promote local tourism through English.

Picture 1: Steps of Classroom Action Reseach (CAR) with 2 cycles
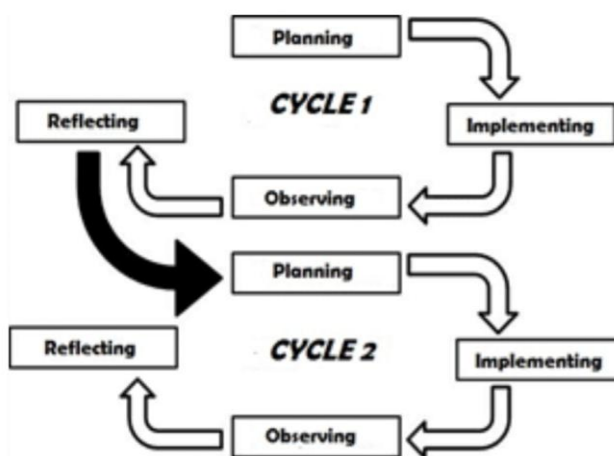
The participants were twenty (20) students from English Departement, Universitas Majalengka who were enrolled in an English for Tourism course. During the course of the semester-long research, students were tasked with organising, writing, filming, and presenting travel vlogs that highlighted certain Majalengka tourism locations like *Situ Cipanten*, *Pasar Bumi Pakuwon, Sangu Akel Cigaleuh. Talaga Pancar, etc.*

Students' video performances and classroom observations were used to gather data. The observations centered on the speaking abilities, involvement, and the improvement of students. A modified version of Brown's (2015) rubric was used to evaluate videos for speaking confidence, pronunciation, and fluency. A thematic analysis of the students' reflections was conducted in order to get insight into their perspectives and educational experiences.

RESULTS AND DISCUSSIONS

In this section, the finding and discussion are structured to investigate the research question "How does creating tourism vlogs support students in enhancing their English-speaking skills and promoting *Majalengka* tourism?". The results demonstrate that students' speaking abilities have significantly improved. When presenting their vlogs, the majority of students showed improved fluency, more natural emotions, and clearer pronunciation. Many students were hesitant and anxious at first, but as they worked on the assignment, their confidence grew. Their comfort level and desire to talk were boosted by the use of well-known subjects (local tourist attractions).

Students' speaking performance and reflection through Tourism Vlogs

The following results of students' speaking performance and reflection are most likely derived from direct classroom observations and students' personal reflections. These data were gathered through creating students' vlog process video and classroom observations were used during the vlog creation process. A total of twenty (20) students participated in this study as the primary research subjects.

Moreover, students demonstrated an increasing understanding of audience engagement by incorporating gestures, expressive language, and tone variety into their vlogs to increase their attractiveness. As students gained proficiency in fusing voice narration, editing, and

images, their digital literacy also increased. The indicators show the improvements in expression, fluency, and confidence. We can see in the table below:

Table 1: Students' speaking performance and reflection

NO	INDICATORS	NUMBER OF STUDENTS	QUALITATIVE EVIDENCE
1	Fluency Improvement	16	Students speak more fluently
2	Pronunciation Clarity	15	Pronunciation becomes clearer over time
3	Natural Expression Use	18	More spontaneous expressions used
4	Increased Confidence	17	Less hesitation in speaking
5	Engagement with familiar topics	19	Eager to talk about local destination
6	Audience Awareness (gesture, tone)	18	More expressive in front of camera
7	Digital Literacy (Video Editing, Narration)	17	Used editing tools and narration effectively
8	Local Culture Values	18	Expressed the values of local culture

As this review demonstrates, the tourism vlog project promoted emotional and cultural learning objectives including digital communication skills, cultural identification, and confidence-building in addition to improving technical speaking abilities like fluency, pronunciation, and expression.

Two Phases CAR

The following are the results of my research based on the two phases of Classroom Action Research (CAR), which include planning, action, observation, reflection, and evaluation. All cycles were designed to assess and improve the learning process based on the tourism vlogs project in order to increase students' speaking skills and effectively promote *Majalengka* tourism. The description of 2 Cycles in Classroom Action Research (CAR) is an extension of Cycle 1 (1st cycle), where the researcher plans improvements for the cycle 2 (2nd cycle) by reflecting on and analysing the prior cycle's outcomes.
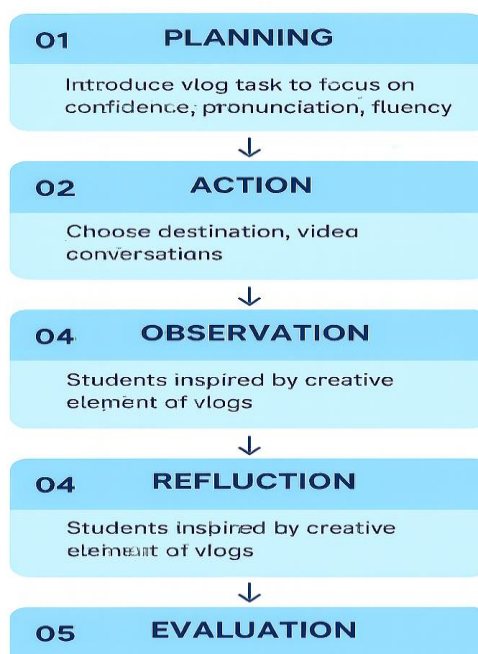
Picture 2: Cycle 1 and Cycle 2 of Jhon Elliot CAR Model

Cycle 1

1. Planning

   The researcher created a preliminary lesson plan that introduced students to speaking assignments based on vlogs. The goals were to increase confidence, pronunciation, and fluency. Students were divided into 4 groups and given resources about Majalengka tourism, such as *Situ Cipanten*, *Talaga Pancar, Sangu akeul Cigaleuh* and *Pasar Bumi Pakuwon*. The first self-assessment was conducted using a simple speaking rubric.

2. Action

   Students chose tourist destinations and wrote brief scripts for videos. They recorded their first vlogs on smartphones and rehearsed conversations in groups. With little editing, the focus was on content correctness and fundamental speaking clarity.

3. Observation

   According to observations, students were enthusiastic but had trouble speaking naturally and fluently. The majority of students mostly was frequently ambiguous. They felt nervousness in front of the camera. However, students enjoyed the topic and were motivated by the chance to present real places from tourism locations.

4. Reflection

   Students reported that while the speaking assessment (creating vlog) was difficult, they were inspired by the creative element. A lot of students said that recording themselves was a novel, scary, and significant experience. They asked for additional time to prepare and criticism on their emotion and pronunciation.

5. Evaluation

   The majority of students achieved a basic level of speaking, but they lacked fluency and audience awareness, according to the criteria and feedback. Though it demonstrated the need for further in-depth language practice and modelling.

Picture 3: Cycle 1

CAR Cycle 1

01 PLANNING
Introduce vlog task to focus on confidence, pronunciation, fluency

↓

02 ACTION
Choose destination, video conversations

↓

04 OBSERVATION
Students inspired by creative element of vlogs

↓

04 REFLUCTION
Students inspired by creative element of vlogs

↓

05 EVALUATION

The first cycle was successful in generating curiosity and contextual involvement. Peer review, pronunciation exercises, and exposure to model tourism vlogs were added to the learning design for the following cycle.

Cycle 2

1. Planning
   The second cycle concentrated on speaking fluency, expressive delivery, and enhancing digital literacy. Peer review sessions, video modelling (example vlogs), and more extensive teaching on gestures, tone variety, and narrative structure were all added. Additionally, students received instruction on basic mobile app video editing.
2. Action
   Students re-recorded their vlogs and edited their scripts, adding new methods and comments. The focus was on using gestures, intonation, and visual aids to engage the audience. To make their vlogs better, students added captions, transitions, and voice narration.
3. Observation
   The students' increased confidence and made the improvement clear. Voice modulation and gestures were more expressive. Clearer pronunciation and many vlogs featured along with cultural background. Students modified their movies creatively and improved their digital fluency.
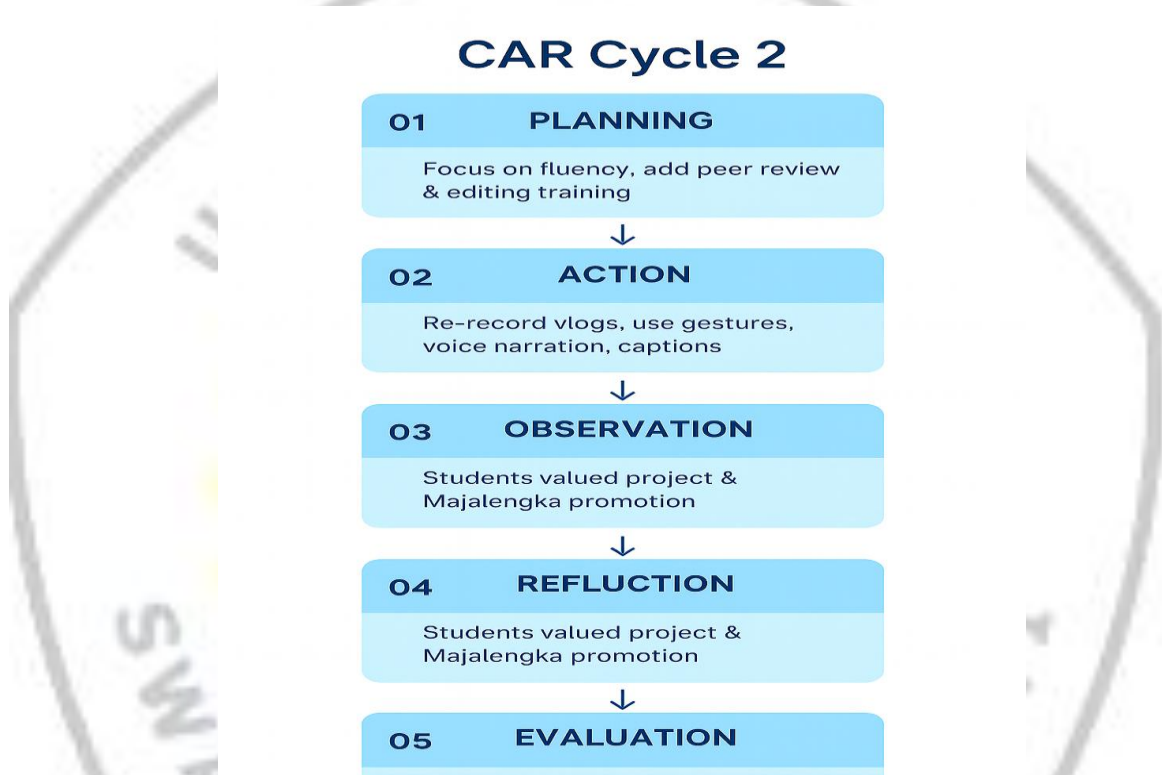4. Reflection

The students believed they could now speak English with more purpose and practicality. Seeing the benefits of being able to advertise *Majalengka Tourism* in English. They were pleased with their finished project and valued the feedback and group collaboration.

5. Evaluation

According to final assessments, speaking performance significantly improved in all four areas: **confidence, expression, pronunciation,** and **fluency**. In addition to enhancing students' English-speaking abilities, the multimodal vlog task helped them become more proficient in digital and cross-cultural communication.

Picture 4: Cycle 2

CAR Cycle 2

01 PLANNING
Focus on fluency, add peer review & editing training

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02 ACTION
Re-record vlogs, use gestures, voice narration, captions

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03 OBSERVATION
Students valued project & Majalengka promotion

↓

04 REFLUCTION
Students valued project & Majalengka promotion

↓

05 EVALUATION

The second cycle confirmed that a modified multimodal approach could effectively combine language instruction with the promotion of *Majalengka* tourism. The second cycle was regarded by students as gratifying and pleasurable.

By employing this two-cycle method, the study seeks to improve students' speaking abilities while also guaranteeing ongoing improvement of instructional techniques. This process is in line with the investigation how producing tourism vlogs might boost students' self-esteem and English language skills while highlighting *Majalengka*'s tourism potential.

CONCLUSION

Creating tourism vlogs gives students a contextualised opportunity to improve their English language proficiency while promoting *Majalengka*'s natural and cultural landmarks. Project-based and multimodal assignments help students improve their **confidence, expression, pronunciation,** and **fluency** when speaking in front of audience. By combining spoken

language with visual and contextual components, students can practise using the language in relevant, everyday situations. This technique fosters digital literacy and intercultural communication abilities.

Additionally, using spoken English to promote local tourism inspires students to be proud of their local identity and serve as cultural ambassadors. Students get an understanding of how to effectively convey *Majalengka* to a wider audience through careful content planning, scripting, and audience engagement. As a result, producing tourism vlogs connects classroom instruction with practical application, enabling students to grow as communicators and supporting regional tourism.

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