

PROJECT-BASED LEARNING ON ESP: STUDENTS' PERCEPTION OF THE READINESS TO WORK IN THE TOURISM INDUSTRY

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Abstract

To respond to the demands of the world of work or industry that require graduates who have 21st-century competencies, namely communication, collaboration, critical thinking, and creativity (4Cs). Students of the English Literature Study Program need to be equipped with these competencies through learning activities and learning models that support especially in the English for Tourism 1 course. One learning model that can help in developing 4C skills is Project-Based Learning (PjBL). With the application of the PjBL model, students can build collaboration, communication, critical thinking and creativity skills. This study aims to describe the implementation of project-based learning (PjBL) as a reinforcement for students to be ready to work in the tourism industry. In addition, it is also necessary to know students' perceptions during the implementation of PjBL towards their readiness for a career in the tourism industry. This research used a qualitative descriptive approach. The subjects of this research were 20 students in the English for Tourism I course at the English Literature Study Program, Faculty of Language and Literature, Universitas PGRI Kanjuruhan Malang. The research subjects worked in groups to create a tour package project. The implementation of the PjBL learning model was observed using observation sheets and questionnaires to explore data on students' perceptions of the implementation of PjBL on their readiness to work in the tourism industry. The result of this study showed that students had positive perceptions of the implementation of project-based learning. Most of the students agree that the implementation of project-based learning improves their communication, collaboration, critical thinking, and creativity. Moreover, after doing the project, 45% of the participant strongly agreed, and 40% agreed that the implementation of PjBL improved their readiness to work in the tourism industry.

Keywords: Project-Based Learning, students' perception, ESP, English for Tourism, working readiness

INTRODUCTION

Today's workplace demands graduates with 21st-century competencies: communication, collaboration, critical thinking, and creativity. To meet these challenges, students need to be equipped with courses, activities, and learning models that can produce adaptable, capable, resilient, and highly competitive graduates. One of the learning models that can help develop the 4C skills is the Project-Based Learning (PjBL) learning model. Project-based learning is a promising approach that can improve learning ability in higher education (Guo et al., 2020). PjBL is a project-centered learning model that can help students build collaboration, communication (Baroroh et al., 2021), critical thinking, and creativity skills (Bahri & Husna, 2022) by working together to solve problems and create solutions for specific projects.

Several studies have proven that project-based learning is effective to be applied in the learning process. Research results of (Sagala et al., 2020) show that the implementation of project-based learning can enhance collaboration and communication skills. The correlation between collaboration and communication skills shows a positive direction, meaning that the more collaboration skills increase, the better the students can communicate. Research conducted by (Giao & Nguyen, 2021) in the context of learning English as a foreign language at a university in Vietnam shows that Project-Based Learning makes learning more vivid with direct experiences that correspond to the real world. In addition, the practice of PjBL is proven to make students actively participate in the learning process, bring a new lens of experience to students at all levels and disciplines, enrich the learning experience, build teamwork, sharpen success skills, and encourage reflection and feedback.

Project-Based Learning applications also help students improve their skills and abilities in solving problems in the real world, especially in the industrial world (Bahri & Husna, 2022). Moreover, Hidayah (2020) found that project-based learning-based fieldwork practice improved the readiness of vocational students to work primarily to become entrepreneurs.

In accordance with those facts, students of the English Literature Study Program, Universitas PGRI Kanjuruhan Malang need to be equipped with 21st-century competencies through learning activities and learning models that support, especially in the English for Tourism 1 course in order to make them ready to work in the tourism industry. In the English for Tourism 1 course, project-based learning can involve students working on a group project related to the tourism industry, such as creating tour packages and marketing materials for tourist destinations. These projects can be done in groups and require analysis and practical implementation. The project-based learning activity carried out is to create tour packages for specific demographic groups of tourists, such as families or groups from specific agencies. According to (Jordanov & Yordanova, 2015), tour packages can be classified based on the number of participants (individual, group), means of transportation (land, sea, air), type of food (half board, full board), distance to the destination, duration, season, and destination (sports, religious, nature). Students can choose the type of tour package they want to develop by first researching the needs and preferences of their chosen demographic and then creating an itinerary that includes activities, accommodations, and transportation options that appeal to that demographic. Students then present their tour packages to the class for feedback.

By engaging in project-based learning activities, students can develop a range of skills, including research, analysis, communication, collaboration, critical thinking, and creativity (Artama et al., 2023; Ayu et al., 2022) analysing and getting data from written form resources such as articles and books. In this study, some studies are reviewed to get picture of the implementation of project-based learning in language teaching. Moreover, this study also presents a design of project-based language teaching that modify Patton's teaching steps to teach English in tertiary level. As the result, project-based learning is a learning model that engages students in accomplishing project to improve their knowledge and skills and this learning model can be applied in language teaching. Project-based learning provides learners with opportunities to use language in a meaningful and authentic context. Project-based learning engages students in activities that improve their language skills and language components in target language. Project-based learning emphasizes students to accomplish project collaboratively and engages students on doing things done based on their own plan, idea, and creativity. Since project-based learning provides opportunity for student to develop their critical thinking, communicative, creative, and cooperative skills, it can be stated that project-based learning promotes students' 21 century skills. In addition, utilizing technology also can be plus point in implementing project-based learning effectively. Research and analysis are used to identify the needs and preferences of destinations and types of tourism the community prefers. Oral and written communication will be required to complete projects with group members and to prepare reports and presentations. The ability to work together and collaborate can be developed through group work. Critical

thinking skills can be acquired by analyzing the tourism industry's needs and challenges and correctly processing information to complete the assigned project. This is supported by (Baroroh et al., 2021), who found that the Project-Based Learning method allows students to give a more critical perspective on issues related to village tourism in Indonesia. Creativity is needed to think outside the box and find new solutions to complete the assigned project tasks. In addition, project-based learning can also provide a deeper understanding of the tourism industry and its challenges and opportunities, preparing students to work in the tourism industry. All in all, those abilities are essential in today's working world.

In this regard, this study describes the implementation of Project-Based Learning in English for Tourism 1 class as a reinforcement for students to be ready to work in the tourism industry. In addition, it is also necessary to know students' perceptions during the implementation of PjBL towards their readiness for a career in the tourism industry. This research is expected to be a reference for lecturers to develop a suitable learning model so that the graduates meet the demands of the world of work and industry.

RESEARCH METHOD

This study aimed to describe the implementation of project-based learning (PjBL) in English for Tourism 1 class as a reinforcement for students to be ready to work in the tourism industry and explore students' perceptions of the implementation of PjBL on their readiness to work in the tourism industry. This research used a qualitative approach to explore those issues since this study aims to explore human perception (Khotari, n.d.). The data of this study were collected using observation sheets and questionnaires.

These instruments were used to collect the data regarding the implementation of PjBL in the English for Tourism 1 course from the preparation stage to the assessment and the data on students' perceptions of the implementation of PjBL on their readiness to work in the tourism industry. The procedures for conducting this study can be seen in Figure 1 below.

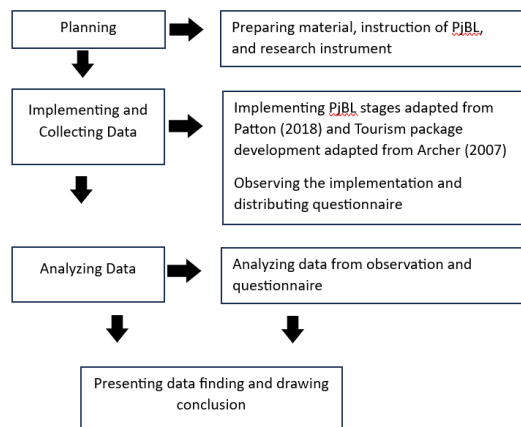


Figure1. Research Procedures

Participants of this study were 20 students who enrolled in the English for Tourism 1 Course from the English Literature Department, Universitas PGRI Kanjuruhan Malang located in Malang, East Java, Indonesia. The implementation of Project-Based learning was done and observed from May to June 2023.

In collecting the data, the research used instruments consisting of an observation sheet to observe the implementation of project-based learning and a questionnaire to explore data on students' perceptions of the implementation of project-based learning on their readiness to work in the tourism industry. The questionnaire consisted of 21 closed-ended questions using a 4 Likert scale, and 1 open-ended question. The questionnaire questions covered: 1) improvement of students' 4C skills in PjBL process, 2) improvement of students' writing, speaking, listening, and reading skills in PjBL process, 3) students'

attitude towards the implementation of PjBL and 4) students' perception of PjBL towards their readiness to work in the tourism industry relevant to their competencies.

FINDINGS AND DISCUSSION

This study focused on describing the implementation of project-based learning (PjBL) in English for Tourism 1 class as a reinforcement for students to be ready to work in the tourism industry and explore students' perceptions of the implementation of PjBL on their readiness to work in the tourism industry.

The Implementation of Project-Based Learning

The stages of Project-Based Learning implemented in this study are adapted from the model proposed by Patton (2018), namely: 1) Get the idea (look for the project idea); 2) Design the project (the destination, transportation, price, marketing, itinerary, etc.); 3) Tune the project (presenting students' plans to get constructive feedback on the project); 4) Do the project (revision and finalization of the project); 5) Exhibit the project (publish on social media). Before the implementation of PjBL, the lecturer, as the manager of PjBL, designed the lesson plan, the project given, the stages of PjBL, and the evaluation. This is in line with (Khusanovich, 2023) that in PjBL, the teacher, as process organizational manager, needs to establish the procedure of effective learning, and facilitate the learning process and skill acquisition. Further, the development of the tour package was done by adapting the tour package outline proposed by Syaratt & Archer (2007) namely, 1) market research, 2) determining the destinations, hotel, capacity, and dates. 3) Calculating the cost of the tour; 4) Producing brochure. The implementation of

PjBL was observed using an observation sheet. The aspects of the observation sheet include students' active engagement in the project fulfillment, how well students work in teams or groups, students, active engagement in conducting research, and students, active engagement in presenting their project and publishing it on their social media accounts.

The implementation of PjBL began with the assignment of tasks and led to the creation of the final project. The final project was designing a tour package. The students did the project in groups of 3 to 4 students. In the first stage, the students looked for the idea for the project through brainstorming activities, identifying problems and finding solutions to problems. This activity encouraged students' communication and collaboration through discussion activities and presentation of their ideas, as well as their critical thinking in solving the problems. The problems given were about the value of the tour package required by the people or customer, the local culture as the preference of the tourist, the already existing tourism package, and the challenges and opportunities in the tourism industry that led the students to propose the idea for the project as the solution of the existed problems. In this stage, all of the participants were involved actively.

The second stage was designing the project. In this stage, the groups were asked to decide the destination of the tourism package, design the tour itinerary, determine the transportation required, calculate the capacity and the cost, and determine

the price and the marketing strategy. The initial steps in this stage were doing small research about the demand for the tourism package, the customer, and competitors. The third stage was to tune the project, where the students were asked to present their plans in the class and get constructive feedback from other groups. The presentation includes market research, a tour itinerary, a budget, and a brochure. The feedback given such as the color and the font size in the brochure should be eye-catching and readable. The tour itinerary should be arranged as efficiently as possible, like the check-in hour must not be in the morning, but in the afternoon to make the budget efficient. This peer feedback process helps students develop the ability to give and receive constructive criticism, which is valuable in improving performance and learning from mistakes.

After presenting their plans and getting feedback, the next step was revision and finalization of the project. The students had to revise their project as the suggestion given by another group. The feedback is more effective when students have the opportunity to update and improve their work based on the feedback provided. The last stage was exhibiting the project, where the students had to publish their final project on their social media. The publicly exhibited project as the output is the distinctive feature of project-based learning (Patton, 2018). In this final stage, all of the groups published the revised project on their social media. Figure 2 displays the students' projects exhibited on their social media accounts.

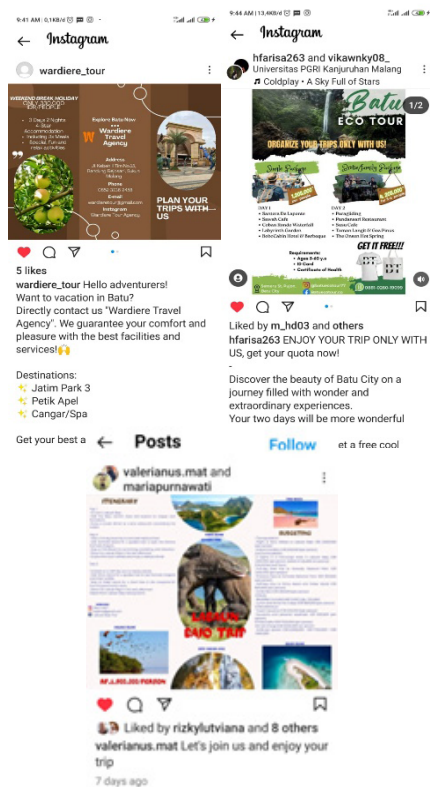


Figure 2. Students' Projects Exhibit on Social Media

Implementing Project-based learning is a powerful pedagogical approach that transforms education by placing students at the center of their learning. This approach is considered an innovative approach that promotes meaningful learning experiences. Moreover, innovative learning methods can increase student interest in participating in the learning process (Susilowati, Endang et.al., 2023). Project-based learning cultivates students' competence by fostering critical thinking, collaboration, and application of knowledge, essential skills for success in the 21st-century. Students advance their learning through inquiry, working collaboratively, and creating projects that reflect their knowledge. In the future, students will face workforce competition, where they will be evaluated not

only based on their performance but also on their collaboration, critical thinking, communication, and organizational skills. By implementing project-based learning, students are prepared and equipped with a collection of skills that can be used to successfully meet the demands of the work field (Bell, 2010). Thus, they will be ready to face the workforce competition.

Students' Perceptions of the Implementation of PjBL

To explore students' perceptions of the implementation of PjBL toward their readiness to work in the tourism industry, a questionnaire was given to the participants. The result of the questionnaire showed that the students had positive perspectives toward the implementation of PjBL for their readiness to work in the tourism industry.

The students' responses to the statement "My communication skills improved after working on the tour package project" as in Figure 3 showed that 30% of students strongly agree, 60% students agree, 5% disagree and 5% strongly disagree. It means that the implementation of PjBL improves students' communication skills. Moreover, communication skills are essential in the tourism industry as people working in this industry need to communicate with tourists, colleagues, or industry partners. Therefore, project-based learning can prepare students for effective communication in both academic and professional spheres. This is supported by the research conducted by (Sagala et al., 2020) which found that implementing project-based learning can enhance students' communication skills. Doing the project fosters the students' exploration of their verbal and written communication skills. They have to communicate actively with their teams in conveying ideas, resolving problems, finishing

hing the project, giving feedback, and conducting presentations verbally. At the same time, students' written communication skills are explored by producing brochures, designing presentation text, and writing

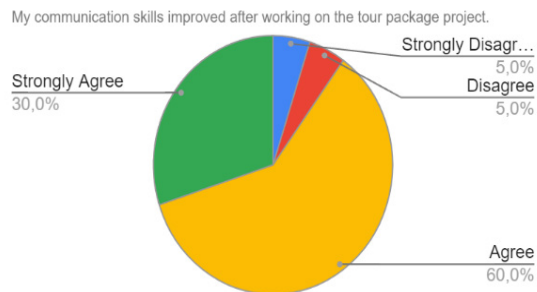


Figure 3. Students' Response to Communication Skill

The students' responses to the statement "I was able to collaborate with my teammates when completing the tour package project" as in Figure 4 showed that 50% of students strongly agree, 35% students agree, 5% disagree, and 10% strongly disagree. The majority of students agree that the implementation of PjBL stimulates their collaboration skills. The research finding of Rasyid & Khoirunnisa (2021), and Ibrahim & Rashid, (2022) a study that determines the teaching method in applying collaboration skills among students and its effect is required. The two teaching methods used were the 'doing a project' method for the control group and project-based learning for the treatment group. A quasi-experimental study was carried out with a nonequivalent control group. Two groups were selected from two different daily schools consisting of 34 students for the control group and 32 students for the treatment group. A pre-test, followed by an intervention for 7 weeks was carried out. After the intervention, a post-test was carried out for both groups. A questionnaire regarding collaboration skills was used in

both tests. The data obtained were analyzed descriptively and by inference. The pre-test showed that there was no significant difference in the level of collaboration of both groups. However, the results of the post-test showed that the level of collaboration in the treatment group is significantly higher than in the control group. Thus, the study showed that collaboration can be applied and cultivated among students by using project-based learning. This can be achieved by structured discussion from explicit planning, and student-centered learning activities with teaching and learning aids that support the execution of students' project work. Ibrahim and Rashid (2022) proved that the implementation of project-based learning influences students' collaboration skills. Project-based learning often involves solving complex problems that require collective effort as a team. Project-based learning also emphasizes collaborative work, where the students have to work in teams, sharing ideas, and learning effective communication. Students must work together in groups, mirroring collaborative scenarios in professional settings. This real-world application encourages students to collaborate effectively as they experience the complexities and benefits of teamwork. PjBL also distributes responsibilities among team members. Each student's contribution and responsibilities are integral to the overall project simulate workplace collaboration, and prepare students for future professional settings where teamwork is essential (De Prada et al., 2022) academic and professional achievement, so universities are increasingly integrating them into their syllabuses. However, little is known about how some specific features of students and their educational development can affect their acquisition. Accordingly, this study aims to fill this gap and describe higher education students'

mastery of teamwork skills and its relation to certain socio-academic variables (gender, academic year and grade point average).



Figure 4. Students' Response on Collaboration Skill

The students' responses to the statement "I was able to think critically when working on the tour package project" as in Figure 5 showed that 55% of students strongly agree, 40% students agree, and 5% disagree. It means that the implementation of PjBL develops students' creativity. This is in line with Bahri & Husna (2022) who state that project-based learning can develop essential skills like critical thinking. Students engage in critical thinking and problem-solving within a team context. In finishing the project, students exploit their critical thinking by critically analyzing and defining the problem presented in the project, analyzing and evaluating during the market research activity. In the decision-making processes, the team has to critically evaluate different options based on evidence and consequences and critically evaluate the success of their project outcomes. When receiving feedback from peers and lecture, students critically use this feedback to refine their work and

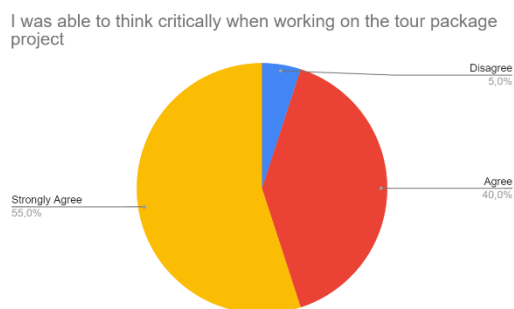


Figure 5. Students' Response on Critical Thinking

The students' responses toward the

statement "My creativity increased after working on the tour package project" as in Figure 6 showed that 70% of students strongly agree, 25% students agree, and 5% disagree. It means that the implementation of PjBL advances students' creativity. This is supported by the research conducted by Chen et al., (2022) which found that through project-based learning, the students could design a surprising project through creative thinking models and it contributes to foster creative engineer in future. In this study, the students can express their creativity as they are given the freedom to explore their creativity in designing the theme of their tour package, creating the tour itinerary, and designing the brochure. Jordanov & Yordanova, (2015) recommend that designing a tour package should be creative, but stay focused on the goal, high added value in a sustainable

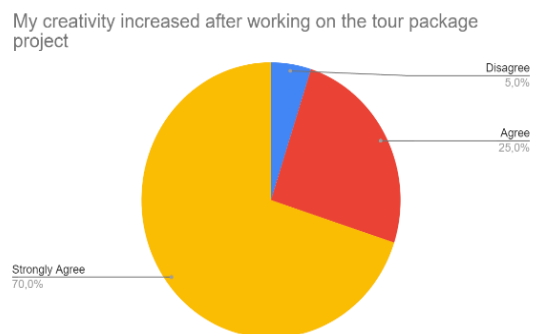


Figure 6. Students' Response to Creativity

After doing the project, 45% of the participant strongly agree and 40% agree that the implementation of PjBL improved their readiness to work in the tourism industry. The implementation of PjBL involves students to work on real project relevant to the tourism industry, thus the project allows them to apply the theoretical knowledge about tourism to practical activities that make them get understanding about the tourism industry complexities. The result of students' responses is seen

in Figure 7. Practical activities not only enhance understanding but also cultivate the skills and competencies necessary for students' readiness to enter the workforce. It means that practical application can develop students' skills. Bloom's Taxonomy suggests that higher-order thinking skills, such as application and synthesis, are achieved through practice and practical application and it allows the students to use the concepts in real-world situations (Higher

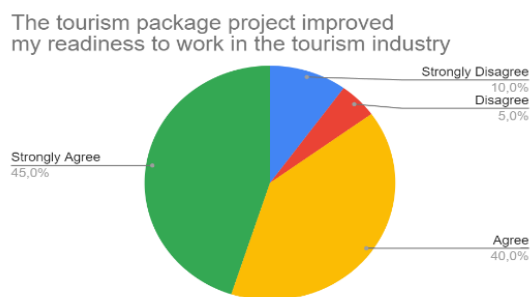


Figure 7. Students' Responses on Their Readiness to Work in the Tourism Industry after Doing the Project

Furthermore, the results of open-ended questions about the implementation of PjBL as a provision for working in the tourism industry show that in completing the project students contribute to each other to complete the tour project tasks with good cooperation in making the project, students become more skilled in understanding market needs, managing projects, and communicating effectively so that it helps them become a better professional in developing and selling tour packages that satisfy and attract customers. Moreover, students also thought that the project improved their speaking skills and conveying information well and in detail through presentation and feedback activities. All in all, students think that what they have done can be used as experience or provision for work in tourism industry later. Additionally,

this study might have limitations in terms of the sample size which may impact the generalizability of the findings to a broader population, the focus of this study is on English for Specific Purposes especially for tourism, and the working readiness focuses on the 4C competencies. Thus, future research can contribute to a more comprehensive understanding of the effectiveness of Project-Based Learning in a more extensive and diverse sample to enhance the external validity of the study, investigate how Project-Based Learning affects students through various tourism-related projects or other hospitality industries and explore more the indicators of working readiness beyond the 4C competencies.

CONCLUSION

In accordance with the findings and discussion, it can be concluded that the implementation of project-based learning required preparation from the lecturer regarding the stages, the project given, the rules and the evaluation. Moreover, the students become active participants in the teaching and learning process during the implementation of PjBL learning model. The students are involved actively in all five stages of project-based learning. Through this learning model, the students agree that the activities improve their readiness to work in the tourism industry as the project-based learning activities promote their communication skill, creativity, critical thinking, and collaboration, as well as their English skills, namely reading, writing, listening and speaking. The implementation of PBL provides students with practical experience in teamwork and collaboration, preparing them for future careers in the tourism industry, where they have to work effectively with colleagues and clients. Hence, this study indicates that project-based learning in an ESP context can lead

to improved language proficiency. Students are likely to develop better communication skills, particularly in English, which is crucial in the global tourism industry where communication with international tourists is common. Moreover, the students are interested to work in the tourism industry after finishing the project in the English for Tourism 1 Course. To sum up, the research designates that further studies in this area are warranted. Further studies might expand the study's scope to include a broader range of students, investigate the impact of project-based learning on students using a variety of tourism-related projects or another hospitality industries, and explore other working readiness indicators.

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