



THE IMPLEMENTATION OF VIRTUAL EXHIBITION PROJECT IN ENGLISH FOR TOURISM CLASS FOR UNIVERSITY STUDENTS

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Abstract

Currently, studies on English for Tourism course mainly focuses on need analysis and material development. A few studies highlight the teaching methods for successful learning of the course. This study discusses the implementation of virtual exhibition simulation as a project based learning in the course of English for Tourism enrolled by students of tertiary education majoring English Literature. It aims at revealing the learning process as well as revealing the opportunities and challenges of the activity. Five lecturers and fifty students are recruited as the subject of the study. The data collected through semi structured interview for lecturers, and pre-test and post-test for students, then further qualitatively and quantitatively analysed by seeing the common and unique features. The findings suggest that the implementation of virtual exhibition project should be followed by lecturers' teaching strategies in the step of preparation, rehearsal and exhibition in order to achieve learning objectives. Despite the technical challenge on internet connection and students' reluctance that lecturers should cope with, this activity is seen as an alternative and significant method that reflect contextual learning and give students English for Tourism learning opportunity through intensive interaction, creativity and independent learning.

Keywords: English for Tourism, project-based learning, virtual exhibition project.

INTRODUCTION

The demand of English mastery for undergraduate students keep increasing following the development of information and communication technology and global workforce. This result in the increase of required qualification of English that company and industry offer, thus it can be inferred that English qualification reflect the competitive advantage of a graduate. This fact implies that English becomes highly potential as an asset for the learners and teachers (Suprayogi & Pranoto, 2020). In response to this, Kusni (2013) argues that undergraduate students should no longer learn English for general purposes (EGP), instead they should master English for Specific Purposes (ESP). It is because the core characteristics of ESP is material development should be based on the learners' need (Hutchinson & Waters, 1987) in their respective major and future career outlook.

In the context of English Literature major, English for Specific Purposes becomes the core of four skill subjects that shape them to be English language specialist as stated in their graduate profile. Refer to Baturkmen (2010), ESP is divided into three categories namely English for Academic Purposes, English for Professional Purposes and English for Occupational Purposes. In this context, it is expected that English Literature graduates are not only proficient academically, but also professionally. One of the ESP courses that becomes the concern of many English Literature majors in tertiary education in Indonesia is English for Tourism. English for Tourism classified in English for Professional Purposes is the subject concern on developing language functions and vocabulary related to tourism and hospitality settings. Zahedpisheh, Bakar, and Saffari (2017) stated that English for Tourism is the core of tourism quality service that is currently becomes dynamic area of specialization in language teaching and learning.

In global tourism industry, the demand of English proficiency is high for the tourism practitioners. This is because they are going to interact intensively with tourist to make them enjoy the visit (Ferras, Borges, and Garcel 2012 in Erazo, Ramírez, Encalada, Holguin, & Zou, 2019). In line with this International Labour Organization (2009) stated that the exploration of English language is inevitable to support the development of tourism in Indonesia. Therefore, education institution that produce tourism practitioners should take this into account, one of them is English literature major. For the past few years, the research direction for English for Tourism highly focus on need analysis as already conducted by Prachanant (2012) in tourism course setting in Thailand, Pešić, (2017) in Serbia's tertiary education setting, (Oktarin, Syahrial, & Harahap, 2019) in Indonesian vocational school setting, and Trang (2015) in Vietnam's travel companies.

The development of English for Tourism teaching methodology is also as important as the need analysis. It can be said that the methodology is the next step to create quality English for Tourism itself. However, there have been few researches concerning on this area. Olivia and Pakpahan (2018) investigated the use of monologue the use of as the teaching method, meanwhile Cappelli and Bonsignori (2019) analysed project work and authentic clip. These studies have explored new alternatives that can be used in English for Tourism class; however, these still lacks of students' interaction and authentic environment. Contextual teaching and learning is believed to be appropriate learning environment students should be exposed to. As Sears (2003) suggests contextual teaching and learning (CTL) helps the language instructor to connect learning material and the real world.

This study proposes project based learning for students of English for Tourism in tertiary education through virtual exhibition project on tourism or tourism exhibition. Tourism exhibition is basically an activity to promote tourism potentials by increasing tourism branding and selling to public (Lee, Fu, and Tsai, 2018) through the use of exhibition booth displayed in designated place where interaction between exhibitor and visitors is intense. Therefore, text info, narration, and interactivity becomes the key features of exhibition (Ahlamo, 2013). Virtual tourism exhibition in this context means that the exhibition is held in video conference setting. This virtual exhibition is also proposed as an alternative method to teach English for Tourism class during the COVID-19 pandemic where the students cannot attend face-to-face meetings. This study examines the whole process of virtual tourism exhibition project by focusing on the following research questions:

- 1) How is the implementation of virtual exhibition project in English for Tourism class?

- 2) What are the opportunities and challenges observed in virtual exhibition project in English for Tourism class?
- 3) What are the implications of virtual exhibition project in English for Tourism learning?

METHOD

This study employs both qualitative and quantitative descriptive method to answer the research problem. Qualitative method highlights diverse points of view of analysis, and also concerns on inductive and deductive processes (Creswell, 2014) and the results of the analysis are in form of words (Kuswoyo and Susardi, 2018). In this context, qualitative descriptive method is employed to see the process of implementation of virtual exhibition and to identify the strengths and weaknesses of the activity. Quantitative method in this research is employed to see the significance of the exhibition activity using descriptive statistics.

The subject of this research is five lecturers assigned to teach English for Tourism class, written with initial DP, BE, DB, DA, and MA. This research also involved 50 students attending the class. This class weighs 2 credit hours with three times meeting a week enrolled by second semester student of English literature in Universitas Teknokrat Indonesia.

Data were collected through semi structure interview for the lecturer on their beliefs on the activity, the step-by-step instruction, good things on the implementation, challenges during the implementation, and strategies to make the activity successful. The interviews are recorded using android mobile phone and then transcribed in Ms. Office document. Pre-test and post-test were also conducted to students where pre-test indicates the individual presentation score meanwhile post-test indicates the students' score in the exhibition event. Data of the interview and the tests were analysed by exploring the general pattern with the uniqueness of the data finding.

RESULTS AND DISCUSSIONS

1. The implementation of Tourism Exhibition

Considering that ESP is programmed on the basis of a careful and systematic needs analysis that aims to reveal the learners' needs in learning English (Pranoto & Suprayogi, 2020), the writers believe that virtual tourism exhibition, as an authentic learning, is considerable alternative that need to be further explored. The implementation from lecturers' perspective is the basis of seeing the activity in general.

The activity of virtual tourism exhibition project mainly consists of three main stages namely preparation, rehearsal, performance. The following subtopics elaborate the detail implementation as well as the lecturers' voice in each phase.

1.1 Preparation stage

All lecturers conducted preparation stages by having synchronous meeting through zoom or video conference. Students connect their device (laptop or mobile phone) and join this class session from home. During the synchronous meeting, there are three main discussions, namely introduction to tourism exhibition, the instructional guide and topic selection. The lecturer firstly introduced the concept of tourism exhibition through slide

and YouTube video presentation highlighting why interactive English with specific and contextualized tourism terms and language expression is important and how tourism exhibition conducted both in Indonesia and abroad. In the same vein, Mebitil (2012) stated that to achieve better learning outcomes in teaching speaking, contextualization should be taken into account. This session is the foundation so that the students can imagine the activity they are going to do. The lecturers have some strategies to make sure the students are clear about the materials.

Excerpt 1: After I explain through zoom meeting, I upload my slide of material as well as YouTube video to SPADA so that my students can read and watch the material again to confirm their understanding. (DP)

Excerpt 2: All students are open for question and answer during the session or after this instructional guide section and they can reach my whatsapp after the class. (BE)

Excerpt 3: I give sample of the booth and interaction as many as possible through video so that they have various references of language and things they need to explain (DA).

The lecturers explain the mechanism of virtual tourism exhibition as well as the booth setting. The instruction file as well as the video sample of exhibition is also uploaded onto students' whatsapp group for tourism conversation class and also onto learning management system or campus online learning platform. The mechanism of the presentation is basically the same. Students conduct exhibition individually about one province they will promote. The lecturers offer the students that one province can be discussed by two students, but the booth preparation is still individually conducted. Students prepare the booth by focusing on five points namely the tourism spot, accommodation, festival, cuisine, and art (dance, craft, fabric, etc.) and the ethnic cloth that they are going to wear. They decorate the wall by sticking the colored picture and the ornament that they can find and affordable. To achieve the fundamental function of the exhibition, which is connect the tourism industry and the potential target market (Yego, 2015), the students should list most-frequently ask question of each question such as best time to visit, the uniqueness, the price, distant, ingredient, and how to make. Students after that were given the time to prepare the materials and booth at home for couple of days. It is based what Burston (2005) suggested that successful projects require both in-class and out-of-class preparation.

1.2 Rehearsal stage

Rehearsal is conducted to see their preparation in term of content and also the booth. In other words, the lecturer checks their progress. In Tourism Conversation class, there are approximately 18-20 students in the class, thus they are divided into two-day rehearsal in which each day (100 minutes or one class session) they are 10 students doing the rehearsal. In this stage, the lecturers asked students role play the exhibition by receiving questions from lecturers and their fellow friends using the media of zoom or whatsapp group call. It cannot be denied that during COVID-19 pandemic, students should study from home in their respective sub-district with various internet connection stability. Lecturers use whatsapp group call to facilitate the students who have less internet coverage as a facilitative and accommodative strategy or win-win solution to students. All lecturers here are the lecturers' thought about using whatsapp group call.

Excerpt 4: whatsapp group call mediated me and my students who lived quite far from the city. I do appreciate them that they should move to their neighbor or relative to get good quality video call. (MA)

Excerpt 5: in my class whatsapp video call is the only platform that can be used for mini video conference. Most of the students live in the village, not in the city. Even sometimes they need to reach electricity tower. So, it is still oke. (DP)

The students are made sure that the pictures they decorate are visible from the camera of audience. In this rehearsal, the lecturers give the feedback in term of the interaction, linking language, grammar, fluency, visual property, content, pronunciation, body language, and understanding on audience following the guideline of scoring. The feedback was given after each student role play the exhibition and can be listened also by other students so that other students would not repeat the same mistakes. Here are some feedback the lecturers give to the students.

Excerpt 6: I comment students to ask different questions, the questions that are hm.. out if the box so that they can learn how to handle unpredictable questions. They are also given chance to comment their friends' performance.

Excerpt 7: I mostly gave feedback that I ask them to imagine to be a representative of tourism board in international setting, and they should treat their fellow friends as potential stakeholder that will invest and also tourist.

In this context, feedback is considered important. It can make the students aware of their strength and weaknesses (Klimova, 2015) and provides meaningful learning opportunity and complements teacher's feedback (Saito, 2013) and finally gets the uptakes and improve their proficiency (Puspita, 2019).

1.3 Exhibition stage

In the day of the exhibition, the lecturers asked the students to prepare the improved version in term of their content, English, delivery and their properties. In this context, property doesn't contribute much in the scoring as the focus is the language performance. Property or booth contributes 10%. The students finally wear ethnic or formal clothes as best as they can. Technically, students provide two devices, one for connecting to the video conference, another one for recording.

The students role play or simulate the exhibition according to their turn as the core activity. Krebt (2017) suggests that role play for college students is suitable as it gives indirect experience, and encourages them to interact and directly practice their English. The role play is conducted in one day, but different time according to the group. One students have 10 minute to do the simulation starting from greeting the audience, directly answer the questions from one participant to other participant while explaining the detail material. The questioning activity is believed to be the improvement area in their class participation (Rido, 2019). The students show their enthusiasm and use powerful words to attract audience to ask questions. After the exhibition, the students submit the video link and booth photo for their attendance checklist to campus online learning platform. Overall,

the lecturers think that the exhibition was successful reflected in the enthusiasm during their exhibition turn both as exhibitor and as audience.

Excerpt 8: Some students are really well prepared for this exhibition, not only using the traditional custom but they take it to the next level. For girls they are putting their best make up, they create a very catchy exhibition booth. (DB)

Excerpt 9: it's nice seeing students still have passion in learning and doing assignments during this difficult time and all the limitation they have. They put much efforts on it. (MA)

Excerpt 10: You know like some people who are involving in the properties and helping setting the camera and etc. make sure that they look. I thought some student will have bad performance but turn out they made it they had an incredible and provide us with clear explanation. (BE)

There are other technical consideration needs to be taken account. all the lecturers admit that the exhibition activity was late because the students need to set up the device to record and connect to conference link. Therefore, the lecturers suggest that the duration of the exhibition should be added because it requires longer technical things.

2. Opportunities and Challenges of Virtual Tourism Exhibition

As reflection of lecturers' teaching activity, this study qualitatively identify the strengths, weaknesses, and strategies of virtual exhibition as a teaching method in Tourism Conversation Class from their voices. Implementing tourism exhibition in tourism conversation class, the lecturers believe that it is an effective method to be implemented to provide students extensive language exposure and its supporting skills. It is also considered strategic as it wraps all the materials in English for Tourism class.

Excerpt 11: it is a very effective way to measure the ability of the students of conversation class after having a long trained by the lecturer inside of the class theoretically and practically. And tourism exhibition will be like a peak of this course. (DP)

Excerpt 12: in my opinion this method assists and motivates the students to be creative and confident, especially in English speaking class. The exhibition trains the students to be an active presenter and audience. Hence I think, it is a good teaching method. (BE)

Besides that, lecturers also see tourism exhibition activity as contextual learning that introduces them the works of an exhibitor and tour guide, with the purpose of constructing new knowledge from these contextual learning (Hudson & Whisler, 2007)

Excerpt 13: I see tourism exhibition as something that can put student in real life situation when they are having tourism activities because they handle audiences they handle friends who cooperate with them and they handle life situation where many people like say as tourist ask many question about the place. it develops their interpersonal skill because they handling people not only an object as well as develops their skill in impromptu talk. (DA).

Excerpt 14: In my opinion this method made the students learn about how to be a real tour guide by having their own. Because being a tour guide not only need a lot of qualified information of certain tourism spots but the way to persuade people or potential tourist to come. Hence, I think this is a good form of teaching method. (DB).

Tourism exhibition is usually conducted face to face in the hall. They display, promote and attract. This study reveal the lecturers' thought on implementing virtual exhibition as opposed to face to face exhibition.

Excerpt 15: because there are no other things that we can have during this pandemic we can't hold face to face activities in campus, we can't thou it is in small number we can't do it then the only thing that we can do is by having virtual exhibition which is quite reasonable solution.

Excerpt 16: I think it is a good solution for making the tourism exhibition into virtual exhibition due to pandemic of COVID 19. This way the students learn and adapt to a new strategy in promoting the tourism place that they were exhibiting because they are engaging more on the digital promotion Hence, I think it is a good solution since the students are being so creative in making their booth at home by the things that they have.

Despite the opportunities, the implementation of tourism exhibition project faces some challenges. The lecturer admit that these challenges comes from the internet quality as well as the students' inner motivation. Five lecturers agree that they sometimes find difficulty to host the meeting with complete students' participation, as Adnan and Anwar (2020) suggest there are monetary and technical issues that students face. Students who live in remote area is hard to connect zoom or Google meet during the session due to unstable internet connection. In the middle of the session, students with this condition suddenly log out and reconnect for several times. This result into unclear voice from them. To cope with this problem, the lecturers ask the students to stay close to the camera and speak louder. Students were also encouraged by the students to find stable place like going to their relative's house or finding the place near telecommunication tower. Further, the lecturers back up the learning materials to their online learning platform and to their whatsapp group so that it can help these students to catch up with the materials.

Lecturers also find some students reluctant to speak up and ask question meanwhile each student has time limitation which is 10 minute each. It is because when video conference is held, students cannot ask question at the same time. The lecturer admit that this is one of the technical limitations that virtual exhibition has. They need to wait until the time available and until the exhibitor let them ask questions. The reluctance occurs because they still find it difficult on what question they can ask to their fellow exhibitor and on what material they can explain to the booth visitors. Lecturers point out this problem by asking students to make list of frequently ask questions. Students were also asked to do rehearsal in group outside the class. As stated earlier, there are two-day rehearsal. If group 1 has rehearsal with the lecturer, group 2 has it with their class mate without the lecturer, and vice versa. Thus, it gives them exposure on intensive interaction. In addition, when they are demotivated, the lecturers keep motivating them and convey that whatever the effort they would do for the exhibition would be rewarded and this will train them to be a public speaker.

3. Implications on students' English for Tourism learning

Virtual exhibition project in this research has notable pedagogical implications for the learning outcomes of English for Tourism. This pedagogical implication can be seen the students' English comprehension seen from students' performance in vocabulary, pronunciation, and customer service phrase. Student's vocabulary range is improved especially in tourism and culture terminology. Students are assigned to describe and curate six different objects at minimum, there are tourism spot, traditional clothes, food and beverage, recommended accommodation, and tourism event. Some words which are frequently mentioned in the presentation are *commemorate*, *made of*, *book*, *served*, *symbolize*, *handmade*, etc. Therefore, the students get more experience in using on the specific hospitality, culture related term on hotel amenities, spices, food processing, cloth accessories, legend, and custom, and it is in relation to these topics.

To the next level, virtual exhibition on tourism allow the students to directly practice the English phrases related to customer service or handling visitors of exhibition. Some phrases like "*do spend your holiday in our city* ", "*... is best time for you to visit*", "*... is the most awaited festival in ...*" are widely used as the tourism marketing phrases by students. By this virtual exhibition, students understand the importance of attractive and engaging phrase to promote tourism. As the vocabulary and phases are enriched, students' pronunciation is also taken into account. Having the preparation and rehearsal, students were given chances to look up the online dictionary to check the standard English pronunciation to practice the pronunciation. This activity then boosts the students to be an independent learner of English for Specific Purposes by having extensive input both from the dictionary and from the feedback from lecturers and students. Furthermore, improvement on the students' English ability can be seen in the following table of pre-test and post-test given to 50 students as respondent.

Table 1. The Result of Pre-test and Post Test

Items	Pre-test	Post Test
Mean	75.4	86.6
Standard Error	1.391226151	1.137846157
Median	77.5	90
Mode	77.5	95
Standard Deviation	9.837454458	8.045787337
Sample Variance	96.7755102	64.73469388
Minimum	45	65
Maximum	90	95

The descriptive statistic in Table 1 is derived from the students' assessment in six criteria namely vocabulary, hospitality phrase, pronunciation, accuracy, fluency and interactivity. Overall, significant improvement occurred when having the exhibition reflected in the average score reaching 86.6 from 75.4, and the minimum score reaching 65 from 45. As English for Tourism require interactivity skill to engage the audience or visitors in their presentation, interactivity becomes the aspect that should be addressed in the exhibition.

Virtual exhibition project further has pedagogical implication for the lecturer. The lecturer should consider targeted words and phrase that need to be mastered by students to achieve the learning objective and ensure that the students becomes motivated to prepare the

exhibition content by themselves. Further, the lecturer should also highlight that students should see their peers as the resource of vocabulary and pronunciation model as well, thus in the time of exhibition interaction, students should also take notes on these aspects.

CONCLUSION

Virtual tourism exhibition activity is a proposed teaching method highlighting project-based and contextual learning in the setting of English for Tourism class that can be used as an alternative. In each step of implementation, careful strategies should be carried out to make sure that the learning objectives are achieved. In preparation stage, exemplification, material storage, discussion, and instruction clarity are important. In rehearsal stage, win-win solution on platform selection, and feedback both from peer and teacher are taken into account. In the exhibition stage, technical consideration on waiting time for students to connect also considered. Virtual tourism exhibition project is seen as relevant and effective activity as wrap-up session in the end of the course which give students environment to feel the real context of becoming tour guide and exhibitor and face unpredictable questions. Furthermore, in the condition of COVID-19 pandemic, it makes the students aware of adaptation to tourism promotion into digital-based. In term of challenges, internet connection stability becomes the core issue faced by students followed by reluctance of the students in terms of formulating various questions and boredom of queuing the turn. This study further highlights the future research direction. The first is the quantitative analysis on the effectiveness or significance of students' performance. The second is on the analysis comparing the virtual and face to face exhibition.

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