

CHAPTER II

LITERATURE REVIEW

2.1 Study Excursion

Study Excursion or Field Trip is activity done by learners to complete specific learning experience and it is an integral part of the school curriculum. Field Trip or Study Excursion is method of learning and teaching where the students are guided by teacher to visit certain places with the intent to learn. It is different with tour where people do for relaxation. Field Trip or Study Excursion has aim for assignments (Rusyan, 2007, p. 214).

According to Mulyasa (2005, p. 112), field trip or study excursion is a trip or cruise undertaken by learners to acquire a learning experience, especially direct experience and as an integral part of the school curriculum. Although the field trip has a lot of things of non academic, public education objectives can be immediately achieved, especially with regard to the development of insights into the experience of the outside.

Based on the opinions above, it can be concluded that the study excursion or field trip is the trip which is activity done by a group for learning, studying, and teaching leaded by an advisor or a teacher out of academic to get new experiences of the outside to aim for education.

2.2 Fieldtrip Considerations

Millan (1995) describes five considerations in facilitating a field trip experience, local politics, logistics, linkage to curriculum, timing, and accessibility. For the purpose of this research, writer skipped the first consideration, local politics, and focus on those elements directly affecting curriculum and student engagement. When planning a trip or any lesson for that matter, a good teacher will always come up with a plan. Field trips are certainly no exception.

A field trip that does not have a legitimate link to the curriculum is hard to justify educationally (Millan, 1995, p.132). Supporting and improving the

curriculum is of course the prime reason for a school field trip. Offering students a new way to experience or learn about an idea or concept is why educators plan them.

Timing in terms of when in a unit of study you plan for the field trip experience is an important consideration (Millan, 1995). This timing could be just as important as the field trip experience itself.

Based on Milan's explanation above the writer concluded that when planning a trip not all the plan will run as the plan, because there are many unexpected case. Choosing a time for doing field trip is also important because we have to know what events are occurring on the places, in order the travelers have good memorable experiences so that they have to plan well about planning and timing.

Study excursions were often felt as detrimental and their activities described as causing financial problems for many students. However, recently, study excursions have come to be understood as a significant and educating component of the tourism study program that can be better effect for the purposes of student development. Study excursions are thought to be motivated by a search for new and different experiences and to escape the monotony of daily routine (O'Reilly, 2006) cited in Park and Santos (2016). Moreover, they are thought to value social interactions with locals and other travelers, take risks in search for authentic experiences, and be drawn to natural landscapes (Chen, Bao, and Huang, 2014) cited in Park and Santos (2016).

2.3 The Implementation of Study Excursion

According to Mulyasa (2005) in order to make study excursion effective, there are several ways that needs to do, they are:

1. Preparation (Pre-Travel)

Preparation is the action or process of getting ready for the study excursion. In preparing a study excursion, the students need to set a clear goals, consider the destination with the budget, make division of task about who would be in charge

of the financial, documentation, destination, and etc. The study excursion should have obtained the data about the object such as the location, road access, lodging, meals, transportation budget and ticket.

2. Planning (Pre-Travel)

The result of the preparation will be discussed by the students and the lecturer in order to organize the activities required to achieve a desired goal. The plannings are include booking flight, searching a place to stay during study excursion, considering the tourism object that will be visited, discussing what are the necessary things that the students should bring, making the itinerary of the destinations, limiting the budget and etc.

3. Implementation (During Travel)

Refers to the carrying out a plan where the students are doing the study excursion, the students can implement what they have planned in the itinerary while the lecturer will accompany to supervise the students to keep the trip as smooth as the itinerary and up to destination.

4. Reporting (Post-Travel)

Reporting is one of activities in the form of submission of progress or result of activity on all matters relating to this study excursion. Once completed the study excursion, the students will be asked to make a report regarding what they have seen, experienced, and learned during the study excursion. The result of study excursion will be discussed in front of the class with the other students to learn about the study excursion.

2.4 Memorable Tourists' Experiences

Considering the tourists' experiences, consumers' behavior, and decision making are essential to recent tourism research and practice (Kim and Ritchie, and McCormick, (2012). Consequently, increasing studies have been dedicated to study tourism experiences (Kim, Ritchie, and McCormick, 2012).

Uriely and Simchai (2002) cited in Park and Santos (2016), define tourism experience as “a leisure activity” done by people when they take “time out” from their routines, have break and enjoy amusement before going back to their daily

activities with refreshed energy. Tung and Ritchie (2011) cited in Park and Santos (2016) hold that a memorable tourism experience is a meaningful experience recalled and selectively reconstructed by tourists when they are describing a particular travel experience. The study on memorable tourism experience relates tourist experience with their past memory as meaningful experiences that are repeatedly remembered and retrieved through recollection process (Clawson and Knetch, 2013).

Experiences during travels affect emotions and feeling. Scholars have different opinions on positive emotions and feeling. Tung and Ritchie (2011) cited in Park and Santos (2016) found that positive emotions and feelings particularly connected to experiences such as excitement that are critical components of memorable tourism experiences. Others according to Wirtz et al (2003) cited in (Park and Santos 2016) have pointed out that tourists remember both positive and negative emotions and feelings associated with their experiences.

Some models have been developed to examine different phases of the experience as well as influence and outcomes of the experience. Four key dimensions of memorable tourism experiences have been proposed by Tung and Ritchie (2011) cited in Park and Santos (2016). The four key dimensions include: affect (i.e., positive or negative emotions or feelings associated with the experiences), expectations (i.e., unexpected positive surprises, disappointment for failing to meet the expectations), consequentiality (i.e., social development, intellectual development, self-discovery, and overcoming physical challenges), and recollection. On the other hand, Kim, Ritchie, and McCormick (2012) developed a model of memorable tourism experience scale to explore seven dimensions/components of travel experiences that facilitate the formation of memorable tourism experiences (i.e., hedonism, refreshment, local culture, meaningfulness, knowledge, involvement, and novelty).

Tourists recollect experience from various occasions during their travels. Many tend to recollect something unexpected they experience during their travels (Williams, 2004, p18). Szarycz (2008, p. 268) cited in Park and Santos (2016),

told that tourists recollect experiences of “self-development, reflection, social interaction, and cross-cultural immersion and learning”. Similarly, (Haldrup and Larsen, 2003) cited in Park and Santos (2016), suggest that social interactions during travel are critical components of the tourist experience.

Many scholars suggested that memory is considered to be a dynamic process. A tourist’s prior vacation experience is influenced both by the tourist’s background knowledge and communication he or she received after the trip”. Lean (2012) cited in Park and Santos (2016) points out those memories are not stable but rather dynamic and subject to change over time. Memories are frequently changing throughout the ongoing processes of everyday life.

Travel experience is a “holistic experience” covering anticipation, travelling experience, returning, and after travel recall Clawson and Ketch (2013).

Furthermore, tourists’ background, for instance, also has significant impact to destinations, and shapes anticipation and expectations, as well as forms experiences. Scholars have noted that anticipation and expectations are mainly developed prior to travel. Undoubtedly, anticipation and expectations are mainly shaped by information about tourism destinations (Crandall et al, 2009) cited in Park and Santos (2016). Some argues that tourists’ process of collecting information and organizing their travel schedule is not only limited to pre-travel but rather is it a sequential, on going stages that is maintained throughout the travel experience (Choi et al. 2012, Fesenmaier 2012) cited in Park and Santos (2016).

Lean (2012) cited in Park and Santos (2016) states that cultural memories, emotion, and moments experienced while traveling are stimulated and evoked by photographs, object, and innumerable sensations (e.g., sound, touch, taste). While Braun-LaTour, Grinly, and Lotfus (2006) cited in Park and Santos (2016) states that memory is now thought to be a dynamic process where the memory trace for the prior vacation experiences is influenced both by what the tourist learned prior to the experiences and communication he or she received after trip.

Finally, while pre-travel and during-travel experiences insight into the study of memorable tourism experiences, the experiences are accessed and remembered,

post-travel that are most revealing when it comes determining future behavior and decision making (Wirtz et al, 2003) cited in Park and Santos (2016). In short, this study calls for a multiphase approach that considers successive travel stages (e.g., pre-travel, during-travel, and post-travel) (Braun and Clarke's, 2006).

2.5 Studies on Memorable Experiences (ME)

According to Kim (2014), there are 10 dimensional, local culture, activities and event, hospitality, infrastructure, destination, accessibility, quality of service, physiographic, place attachment, and superstructure can affect memorable experiences. Meanwhile (Tung and Ritchie, 2011) cited in Park and Santos, (2016), there are four main components classified the identified of response which represents aspects of memorable experiences. They are affect, expectations (i.e., positive or negative emotion or feelings associated with experiences), consequentiality (i.e., social development, intellectual development, self discovery, and overcoming physical challenges), and recollection. Based on Kim, Ritchie, and McCormick (2012), there are hedonism, relaxation, stimulation, refreshment, adverse feelings, happiness, meaningfulness, knowledge, challenge, assessment of value, assessment of service, unexpected happenings, personal relevance, novelty, and participation. In short, the writer concludes aspects study on memorable experiences are effect, expectations, consequentiality and recollection.