

CHAPTER II

LITERATURE REVIEW

2.1 Study Excursion

Study excursion or nowadays well known as study tour or field trip is one of the learning strategies which was implemented in educational institutions, especially at university level. Then, study excursion began to be applied even has become one of the educational curriculum implemented for undergraduate students who will complete their degree. The study excursion time program can be differentiated between a short tour for a half-day or a day and a longer tour for some few days or a week, and more.

Study excursion is a kind of field trip that is used as an experiential learning tool in tourism studies. Xie (2004) points out some main points of conducting a field trip as cited in Goh (2011). Firstly, it can facilitate students' self motivation in learning on site. He further states that studying a field trip should be done by examining each part of the studying process separately covering the students' expectations, perception and experiences in the pre-trip, trip and post trip phases using a variety of data collection techniques. Similarly, Kent, Gilbertson and Hunt (1997) classify the learning stages of the field trip into preparation, practice and debriefing.

Xie (2004) also points out a drawback of tourism field trips that the field trips are perceived as travelling without significant educational benefit. In contrast Carr (2003) suggests that field trips need further research to study the value of excursion to students' learning experiences'. Study excursion is a trip with learning provision that students can learn directly and gain the experiences which is not found in the school especially during class lecturing. Therefore, Mulyasa (2005) states that study excursion or field trip is a trip undertaken by students to acquire learning experience, especially the direct experience and part of the school curriculum.

2.2 The Advancement of Learning Study Program

Technology and education advancement that currently develop is a challenge for educators and students to be able to compete. Educational institutions play an important role to answer these challenges therefore, Educational institutions especially at university level has been implementing learning international program begun with the exchange of students as well as study abroad program and do a study excursion abroad with the goal of improving students' ability in the face of current global developments and provide the students experience directly involved in dealing the problem besides that students can also learn about foreign cultures, etc. It is accordance to AUSSE (2008), challenging and supportive learning environments and environments that support students; participation in enriching experiences play an important role in enhancing student satisfaction and outcomes (as cited weaver and tucker, 2010).

2.2.1 The Study Tour Program

The Faculty of Higher Education, Lilydale, of Swinburne University of Technology has adopted a multidisciplinary focus for its International Business Study Tour Program which was established in 2000. As a result, the study tour provides an opportunity for students to:

- a. Better understand their own discipline area of study in a global environment;
- b. Develop a deeper understanding of the issues facing those in other discipline areas; and
- c. Reflect on and develop their prior experiences (both professional and personal) (as cited in Weaver and Tucker, 2010).

Study tour program is a one of strategies and a chance for students to explore their skills from various sides such as communication skill, cross culture, improve students' confidence to socialize with the environment and new people in different country and can participate actively to take the role in the global community. Study tours are regarded as invaluable learning experiences that enrich business degree studies and benefit students in many

ways. They provide an international perspective on business by exposing to the different factors business addressed in their particular environment, notably the political, social, legal and technological issues Gordon and Smith (1992).

2.2.2 Study Abroad Programs

Study abroad is very common and increasing popular nowadays among colleges. It is accordance to McMurtrie (2007) that studying abroad has become increasingly popular for college students, as the numbers of study abroad enrollment has increased (as cited in Black, 2013). The implementations of study abroad programs have benefits to improve English skill of students especially as native speaker when interact with foreign and develop acknowledgement students about other cultures in different country. It is accordance to Norris and Gillespie (2009), studying abroad is one of the best ways to develop cross-cultural understanding and communication skills and strengthen foreign language skills among other benefits (as cited in Black, 2013).

According to Hopkins (1999), short study abroad is a type of experiential learning, a form of learning that takes place from or through experience.

2.3 The Implementation of Study Excursion in English Department

The development of the tourism industry in Indonesia, especially in Palembang also affects the implementation of travel undertaken by local and foreign tourists. Nowadays tourists will travel if they have spare time to spare from their daily activity. Tourists usually travel with the tour and travel agents. According to Indah (2006), tour and travel agent as intermediary between travelers and tourism industry becomes one of the important factors that cannot be separated people who will travel. Nowadays, tourists also travel using backpacking system to get a satisfaction with low budget.

English department at the State of Polytechnic Sriwijaya is also affected the development of the tourism industry. English department has implemented study excursion using tour and travel agents and begin to make English department

students being active and involve to plan, organize and carry out of study excursion with backpacking system.

2.3.1 Tour and Travel Agent

According to Surat Keputusan Direktur Jenderal Pariwisata No. Kep. 16/U/II/88 25 Februari 1988 Pelaksanaan Usaha perjalanan, pada Bab I Penelitian Umum Pasal 1 (as cited in Indah, 2006), tour and travel agent is commercial business activities to arrange, prepare and operate the service to a person, group of people, travelling with some reason and purpose.

From definitions by experts above, it can be concluded that the tour and travel agent is an intermediary for the tourists who want to travel which managed commercially to get a profit.

2.3.2 Backpacking System

According to Pearce (1990) in Buddhabhumbhitak and Markward (2008) state that backpacker is people who do a travel budget and backpacker hostel and socially interactive.

According to Buddhabhumbhitak (2008), understanding backpacker itself is terms that describe someone who travels by carrying various goods during a sightseeing trip in a backpack.

From the explanation above, the writer can conclude that backpacker is the person who travels with self-made itinerary planning, visits many tourist destinations, uses the facilities with low budget started from transportation, accommodation, meals, drinks, etc.

2.4 Stage of Study Excursion

The implementation of the study excursion needs some guidelines to run smoothly and effectively. Although developed independently, the program closely follows the three-phase model recommended by Porth (1997):

- a. Pre-tour program
- b. Study tour and
- c. Post-tour program

A study excursion as education program should be designed so the participants include the students can focus between the field trip and the concepts that they are learning in the educational program.

According to Myers and Jones (2015), in planning and organizing study excursion, there are three important stages for study excursion, they are:

A. Pre-trip stage

The pre-trip stage of field trip involves two major components: administration and instruction. The steps are:

a. Administration

1. Securing permissions from appropriate administration
2. Organizing transportation to and from the field trip location
3. Contacting the field trip location to verify the schedule and activities
4. Obtaining signed permission slips from parents/guardians of youth attending the field trip
5. Showing participants photographs, drawings or a videotape of the site to be visited
6. Searching the information on the website from internet
7. Identifying the location of restrooms and basic features of the site to be visited

b. Instructions

1. Reviewing safety and behavior rules and expectations with the participants
2. Increasing the educational effectiveness of field trips, pre-trip instruction should focus on the content topics and concepts that participants will be investigating during the field trip
3. Giving the participants verbal clues regarding what to look for during field trip
4. Briefing the use of any equipment and explaining in detail any activities that will be occurring the field trip

5. Deciding and arranging the specific roles of each group member during activities such as observer, recorder, etc.

B. Trip stage

The second stage of a successful field trip is the trip itself. Trip stage involves two components: the role of the participant and organizer.

a. The role of the participants

1. Accomplishing by establishing a field trip agenda and sharing to the participants
2. Briefing amount of free time for individuals to explore the field trip site on their own

b. The role of the organizer

1. Pointing out the specific items during the tours that relate to the educational goals of the trip and this also provides an opportunity for participants to ask any questions during their exploration time
2. Monitoring participants learning during the field trip
3. Interacting with participants to help and answer participants' questions might have
4. Guiding the participants by playing more active rather than passive role that can increase students' interest and learning

C. Post-trip stage

The final stage of successful field trip is the post-trip stage. This stage also contains two components: debriefing and culminating.

a. During the debriefing

1. Sharing and discussing participants' experiences during the field trip
2. Giving the opportunity for participants to identify and discuss problems encountered during the field trip

b. Culminating activity

1. Giving participants an opportunity to apply the content knowledge they gained during the field trip

2.5 Research Studies on Perception and Learning Experience of Study

Excursion

A study excursion which may also be termed as field trip, school excursion, or school journey, in which students can concern learning activities and study excursion about organization, planning and students' reflection during pre-trip, trip and post-trip to gain students' experiences and perception during activities outside of the classroom. According to Behrendt and Franklin (2014), field trips may be planned for five purposes:

- a. To provide firsthand experience
- b. To stimulate interest and motivation
- c. To add relevance to learning and interrelationships
- d. To strengthen observation and perception skills and
- e. To promote personal (social) development

The aim of this research was to determine if students learn about the environment during study excursion or field trip and to find out a value of learning about study excursion or field trip, the objectives were to:

- a. Establish the intellectual value of study excursion
- b. Define the students' role of study excursion
- c. Determine the range of skills developed by students undertaking study excursion

This research is contextualized to ensure the effectiveness of learning during study excursion realistic, innovative, focused and relevant for students. It is accordance with Besenyei, Watkin and Oliver (2004).

2.5.1 Perception

The students find that outside of the classroom learning activities is more realistic, interactive and interesting than inside of the classroom learning activities. It is accordance with Gormez (2014), learning outside of school can provide students more enjoyable and motivate learning activities. Students may discuss their personal understanding of what they are experiencing during study excursion to connect students with their

perception and study excursion concepts. In addition, they can observe scientific concepts in real life situations (Griffiths and Moon, 2000; Tytler, 2002, Çimer, 2007) (as cited in Gormez, 2014). The outcome of students' perception depends on their personal interests, life circumstances, motivation in that time that relates students' perception about the knowledge of study excursion and learning experience of study excursion. Study excursion offers an opportunity to increase students' knowledge, learning experience then comes to observe students' perception during the trip. It is related with Nundy (1999) that highlighted variety of learning outcomes of field trips such as gaining higher order thinking enhanced via group work, dialogue, control on learning, thinking and talking about learning.

In the research of Ballantyne and Packer (2002), after the field trip students gave optimistic answers about the degree of freedom, learning environment, social interaction, able to feel the nature. It was explained that students can find the free choice activities more attractive than structured learning activities.

In the study of Kıyıcı and Yiğit (2010), the effect of field trip to college students on learning outcomes. The students' interviews after the field trip indicated that the trip was beneficial because it provided first-hand information, valuable observation and meaningful and lasting learning.

2.5.2 Learning Experience

Various subjects and activities in respect to tourism and hospitality industry are developed. Traveling abroad as the implementation of study excursion is a relatively new program in many schools and higher education's of tourism and hospitality industry. Studying tourism subjects needs to relate the courses to the real working conditions around them. According to Xie (2004), This kind of experiential learning is designed to stimulate students' interest, aid their recognition of the links between theory and reality, and, as a result, help them engage in deep learning processes and

according to Carr (2003) points out that field trips can lead to a higher quality of learning and better graduates.

The experiential learning activities like study excursions motivate the students to learn their field of study on site holistically and the best way to understand students learning in this context are to study the process separately step by step, this study includes investigating the students' expectations, perceptions and experiences in the pre-trip, trip and post-trip phases using a variety of data collection techniques. It is accordance with Xie (2004). Similarly, Kent, Gilbertson and Hunt (1997) propose stages of the learning in field trips - preparation, practice and debriefing. The need for carefully integrated preparation, practice, debriefing, and feedback are also well-integrated fieldwork contributes to the notion of a spiral curriculum. In addition, Bruner (1960) suggested that student can revisit concepts covered in class during fieldtrip, when they are also expected to acquire and display deeper levels of understanding. Fieldtrip greatly enhances students' engagement and students' understanding of geographical features and concepts, identities a series of guidelines aimed at improving the effectiveness of a field course through careful consideration of course design, location, curriculum, preparation, themes, staff supervision, skills development, data analysis, and post fieldwork activity.

Kent, Gilbertson and Hunt (1997) suggest that the objectives of any fieldwork exercise need to be clearly identified since its success as an educational exercise. In addition the arrangement of the study excursion or field trip program must depend on the students' learning objective and learning experience. According to Fuller et al (2000), the key of educational objectives of fieldwork:

- a. Development of observational skills
- b. Facilitation of experiential learning
- c. Encouragement of student responsibility for their own learning
- d. Development of analytical skills
- e. Provision of a taste of research

- f. Kindling of a respect for the environment
- g. Development of personal skills
- h. Lessening of barriers between staff and students on residential courses

The results of learning experiential principles according to Association for Experiential Education (2011), they are:

- a. Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- b. Experiences are structured to require the student to take initiative, make decisions and be accountable for results.
- c. Throughout the experiential learning process, the student is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning.
- d. Students are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic.
- e. The results of the learning are personal and form the basis for future experience and learning.
- f. Relationships are developed and nurtured: student to self, student to others and student to the world at large.
- g. The instructor and student may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of the experience cannot totally be predicted.
- h. Opportunities are nurtured for students and instructors to explore and examine their own values.
- i. The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes