

## UNLEASHING THE POTENTIAL: INVESTIGATING THE EMPOWERING EFFECTS OF FIELD TRIPS ON AUTONOMOUS ENGLISH LEARNERS' LEARNING

<sup>1</sup>Yuni Hariyanti, <sup>1</sup>Jati Satrio, <sup>2</sup>Endang Setyaningsih

<sup>1</sup>Faculty of Politics and Social Sciences, Universitas Pembangunan Nasional Veteran Jakarta, Indonesia

<sup>2</sup>Faculty of Teacher Training and Education, Universitas Sebelas Maret, Indonesia

Corresponding Author Email: [yuni.hariyanti@upnvj.ac.id](mailto:yuni.hariyanti@upnvj.ac.id)

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### Abstract

Field trips have long been recognized as a significant component of educational endeavours. While students at the primary and secondary levels commonly engage in such activities, the integration of field trips into tertiary education remains infrequent. University student who attend the English classes are seldom afforded the opportunity to directly observe authentic professional environments or explore potential workplaces related to their future careers, experiences that can be facilitated through field trips. Additionally, given the increasing emphasis on the internship program held by Indonesian Ministry of Education, Culture, Research, and Technology, a gap arises as students are limited in their exposure to real-world work environments. The objective of this research endeavour was to investigate university students' perceptions of field trip activities and assess how these experiences contribute to the development of students' autonomous learning skills. Qualitative data for this study were collected through two questionnaires, a preparation and a reflection Google sheet. The participants consisted of 27 students enrolled in the International Relations Study Program at UPN Veteran Jakarta. The findings of the study revealed that field trips offer numerous benefits to English for Professional Purposes students, including enhancing their understanding of academic concepts, providing a deeper real-world context for learning, and fostering social interaction. The questionnaire results demonstrated a predominantly positive perception among the students. Furthermore, a majority of the participants reported engaging in autonomous learning activities during the field trip, facilitated by the opportunity to interact with industry professionals and seek their guidance through questioning.

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## INTRODUCTION

The need of providing students with authentic learning experience has been addressed through internship programs, specifically targeting students in their 5th and 6th semesters. Students are encouraged to take neither *Magang Kampus Merdeka*, an internship program by the Indonesian Ministry of Education, Culture, Research and Technology, nor taking an independent internship scheme in which students can propose an institution to build an internship cooperation with the faculty. Engaging in an internship program yields positive outcomes, benefiting both the students and the educational institution. Through these programs, students can enhance their proficiency in soft skills while concurrently bolstering the reputation of the institution (Lutfia & Rahadi, 2020). Furthermore, the institution stands to gain advantages such as the ability to evaluate interns' performance during the internship period, facilitating informed decisions regarding potential employment opportunities (Lian et al., 2018).

The provision of internship opportunities to students has undoubtedly been beneficial; however, a notable gap arises due to the limited exposure of students in the first to the fourth semesters to authentic learning experiences. As the majority of lectures are conducted within the confines of the classroom, students have less exposure to real-life applications of their knowledge. Diverging from the traditional classroom-based learning approach, authentic learning offers students the chance to engage in meaningful activities that provide them with a genuine context reflective of real-life scenarios. This approach allows students to access expert performances, observe processes as they unfold, and critically reflect on the knowledge they are acquiring (Herrington and Oliver, 2000).

These aforementioned characteristics are prominent in a well-structured field trip designed to fulfill these educational requirements. In order to effectively attain the desired learning objectives, teachers play a pivotal role in orchestrating off-campus learning experiences. It becomes imperative for teachers to devise strategies that sustain students' focus on the intended learning goals they seek to accomplish (Griffin & Symington, 1997). Simultaneously, students themselves must take ownership of their learning by establishing their own learning objectives and assuming greater responsibility for their educational journey. The application of these principles enables students to become autonomous learners, aligning with the principles of autonomous learning, where the roles of teachers and students intersect. The potential benefits of a field trip in addressing students' need such as bridging the gap prior to their participation in an internship program and fostering autonomous learning should be strong reasons to keep implementing this program in learning activities. Nevertheless, the prevailing circumstances portray a distinct situation, thus questioning the significance of implementing such a program.

Therefore, this research was undertaken with the objective of exploring the perception of students who attended English for Professional Purposes course regarding the implementation of field trips and examining the ways in which field trips contribute to students' autonomous learning. The research questions to answer were "What are students' perspective towards the implementation of the field trip?" and "How does the field trip activate students' autonomous learning?" By addressing these two inquiries, valuable insights can be gained regarding whether this particular learning activity aligns with the preferences of students, who play a central role in the learning process. In addition, it can explain the impact of the field trip towards students' autonomous learning.

The novelty of this research study lies in its distinctive focus on exploring the relationship between field trips and autonomous learning within the context of Indonesian university students. In most cases, researches on field trips in the Indonesian context has predominantly centered around younger students (Mansjur, 2019; Putri & Kurniawan, 2019; Surbakti, 2015), often with an emphasis on subjects such as environmental studies (Wulandari 2016, Widiyanto, 2017; Nurhasnah & Rusdi, 2018; Tobing, 2017). However, this study breaks new ground by shifting the subject matter to English for Professional Purposes and engaging university-level students as its primary research subjects. By delving into this less-explored territory, the research seeks to contribute valuable insights into the dynamic interplay between field trips and the cultivation of autonomous learning skills among higher education students, thus enriching our understanding of the educational implications of field trips in a novel context.

### **Field Trips**

According to Merriam-Webster dictionary, field trip is a trip that is done by students and a teacher to a facility with the aim of direct observation. Field trips fulfil a number of important goals, including five main goals (Michie, 1998). First, they give students the priceless chance to get firsthand experience and engage with real-world surroundings and phenomena. Field trips also can function as a stimulant for improving students' interest and enthusiasm.

Additionally, they give learning a sense of practical significance by creating links between many topic areas and improving students' capacity for sharp perception and observation of their surroundings. Last but not least, field trips are crucial in fostering social and personal growth, motivating students to develop not only academically but also as individuals within a larger social framework.

In order to maximize the field trip implementation, Myres and Jones (2004) propose three important stages including pre-trip stage, trip stage, and post-trip stage. In the first stage, the two important components are administration and instruction. The administration deals with the logistic while the instruction focuses on preparing students' experience and making sure that they are comfortable during the visit. In the second stage, it is crucial for the students to understand the agenda and the objective of the visit. Students should be equipped with whole class and small group discussion so that they can be active participants of this activity. In the last stage, the two substantial elements are debriefing where students can share their field trip experience and culminating where students can apply things that they learn from a field trip.

### **Autonomous Learning**

The ability to learn things autonomously is very important for students, especially for university students (Brockmann & Winch, 2008). Autonomy calls for students to take ownership of and an active role in their education (Littlewoods, 1999). The steps entail choosing instructional methods, creating learning objectives, and evaluating the learning process. In other words, an autonomous learner must have the capacity to choose according to their need. Their actions have to demonstrate this aptitude. Having autonomous learning behaviour is highly advantageous not only for the students themselves, but also for the teachers' development and the classroom behaviour. Further, they explain that teachers are potentially able to enhance their teaching skills and satisfaction. Meanwhile, a supportive classroom behaviour can be achieved when teachers apply instructions that stimulate students' autonomy such as through discussion and dialogs including about the change the students want to make in the class (Assor et al., 2018). Despite all of its positive sides, not all students have the ability to own autonomous learning behaviours such as planning and preparing for class (De Bruijn & Leeman, 2011). In order to make prepare students to be autonomous learners, there should be adequate scaffolding that can help them achieve it.

### **RESEARCH METHOD**

Since the purpose of this study is to learn more about the perspective and opinion of students who participated in EPP course on whether field trips can help them to have autonomous learning, the respondents of this study were limited to students who participated in the activity. Students were given a questionnaire before and after the field trip to record their differing perspectives on the field trip. Before the field trip, students were also requested to complete a preparation sheet on which they put some questions they wanted to ask each of the divisions they were going to visit. After the field trip, students completed a reflection sheet on which they stated their general impressions, things they liked, and things they would change. In contrast to the Google Form questions, students completed the preparation and reflection on Google Sheet. Students can learn from their peers' questions on the preparation sheet. Meanwhile, the reflection sheet was produced so that they might have a discussion platform to get around the field trip's time constraint.

### **Research Design**

This study's research design includes a descriptive qualitative study that explores the experience aspects of field trips in a learning environment. Participants in this study were specifically university students taking an English for Professional Purposes course. A variety of carefully chosen equipment were used to record the detailed details of these students'

experiences. The participants' opinions and reflections on the field trip experience were examined using the pre- and post-trip questionnaires. They can utilize the questions from the preparation Google page to help them get ready for the field trip. Subsequently, the reflection Google sheet facilitates the collection of participants' post-trip reflections and insights, allowing for an in-depth exploration of their experiential journey. These instruments generate qualitative data that is subjected to rigorous thematic analysis, a method of analysis that systematically identifies and interprets recurrent themes in participant narratives. Thematic analysis can be an excellent method for examining experiences, perceptions, and understandings (Herzog, et al., 2019).

### **Population**

Twenty-seven participants from the International Relations Study Program at UPN Veteran Jakarta were included in this research. The participants were in their fourth semester and aged between 19 and 21 years. They were from two different classes of students who took English for Professional Purposes (EPP) course, which is an elective course for fourth semester students. The total participants of EPP course were 27 students. The gender distribution among the participants was 67% female and 33% male. In this study, the entire population of EPP students was included as research participants due to the small size of the population. Following Bhandari's (2020) suggestion that when a small population is easily accessible and cooperative, researchers can collect data from the entire population without using sampling methods.

### **Instruments**

The data were taken from four different instruments: before field trip questionnaire, after field trip questionnaire, a preparation sheet and a field trip reflection sheet. All of the instruments above were distributed online, through Google forms and Google sheets. The questionnaires used both open and close-ended questions. These two types of questions were applied in the questionnaires to portray genuine communication that is more meaningful (Maftoon & Rezaie, 2013). Prior to its distribution, the questionnaires were tested to check its face validity. According to Nunnally and Bernstein (1994) face validity pertains to how well a measurement accurately represents the subject it is meant to assess. To conduct the face validity, fourth semester students of the same study program were tested using the same questionnaires. These students voluntarily took part in the face validity testing of the questionnaires. Positive results from the face validity evaluation suggested that the questionnaires had a high level of face validity. Students' responses from the fourth semester repeatedly emphasized how pertinent and appropriate the questionnaire items were for the topic at hand. The participants' enthusiastic response confirmed the questionnaire's capacity to accurately measure the targeted construct. The face validity assessment indicated that the questionnaires had potential as a trustworthy tool for data gathering and analysis.

Further, the questionnaires were tested to measure its reliability. The use of reliability is needed for ensuring the consistency of a measure (Heale & Twycross, 2015). Cronbach's alpha coefficient, which measures the internal consistency of a group of survey questions, is one often used technique to evaluate reliability. In this study, Cronbach's alpha was used to assess the reliability of the questionnaires. The 0.85 result was obtained from an SPSS computation. According to Triton (in Sujianto, 2009), the alpha steadiness measure can be understood within a five-class scale, offering insights into the reliability of a measurement. When this scale is applied, the interpretation is as follows: Cronbach's alpha values between 0.00 and 0.20 signify a low level of reliability. In the range of 0.21 to 0.40, Cronbach's alpha suggests a moderately credible outcome. A value of 0.41 to 0.60 for Cronbach's alpha indicates a moderate level of reliability. When Cronbach's alpha falls between 0.61 and 0.80, it signifies a high degree of reliability. Finally, when Cronbach's alpha reaches 0.81 to 1.00, it reflects a

very credible quality of data. Since the result of the SPSS computation was 0.85, the questions from both questionnaires were considered very reliable.

## Data Analysis

This research applied the six-steps theme analysis developed by Braun and Clarke.

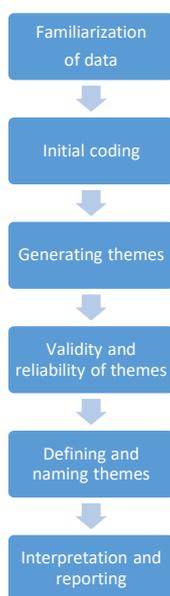


Figure 1. Thematic Analysis by Braun and Clarke (2006)

The six critical phases of thematic analysis are first, becoming acquainted with the data; second, coding the data; third, creating themes; fourth, reviewing these themes; fifth, defining and labeling them; and finally, reporting the analysis (Braun and Clarke, 2006). The crucial step of data familiarization occurs at the beginning of the data analysis process. In this study, researchers thoroughly analysed the gathered data to comprehend both its content and context. It required a thorough examination of all the raw data sources, such as questionnaires and reflection sheets. In the step, data coding, labels were methodically applied to the data collected from the research instruments used. The research then conducted a thematic analysis after the initial coding stage. In the thematic analysis, the researcher finds recurring patterns and defining them as primary themes in research (Lochmiller, 2021). During thematic analysis, the previously allocated codes were deftly organized into overarching themes. The replies and experiences of the participants were meticulously compiled into these themes, creating a thorough narrative that clarified the research questions and goals.

In the context of this research endeavor, collaboration among the researchers played a pivotal role in mitigating potential bias and subjectivity during the thematic development process. To foster objectivity and enhance the reliability of the analysis, the researchers collectively assumed the role of coders. By working collaboratively, they aimed to establish a consistent and standardized approach to identifying themes across the diverse array of data points under examination. This collaborative effort not only promoted uniformity in theme identification but also bolstered the overall dependability of the findings. The dependability of the thematic analysis was further underscored by the recurring emergence of the same themes when multiple researchers independently scrutinized the same dataset. This recurrent pattern of theme identification instilled a high degree of confidence in the trustworthiness of the analysis,

as it demonstrated the robustness and replicability of the themes across different observers. In the later stages of the research process, the identified themes were subjected to a rigorous assessment of their relevance to the overarching research questions. Researchers sought to ensure that these themes were not only consistent but also aligned with the research objectives. To bolster the validity of their interpretations, researchers judiciously substantiated their findings with supporting evidence derived directly from the dataset. Additionally, to enhance the clarity and comprehensibility of their research outcomes, researchers frequently incorporated relevant excerpts from the data, effectively reinforcing the thematic insights with concrete examples. This approach not only enriched the presentation of the findings but also contributed to a more nuanced and comprehensive understanding of the research phenomena under investigation.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

To delve into the research findings, this section is divided into two parts: perception and contribution of field trip.

#### *Students' Perception towards Field Trip Implementation*

According to the questionnaire results, 63 percent of the students went on their first field trip during their two-year education period. Meanwhile, those who participated in this activity before said that they were able to participate in another field trip because they were involved in campus organizations. They also said that this was their first field trip activity as part of a certain course. As a result, the majority of students claim they were very enthusiastic about the field trip's implementation. Some of the causes are illustrated in the data samples below.

“I am very interested in taking the field trip because this is my first field trip as a university student” (Student KO)

“I was very interested because I really liked this course, so when I heard that my favorite course would be holding a field trip, I was really enthusiastic and really looking forward to it.” (Student DS)

In addition to the euphoria, students believe that their interest in journalism and broadcasting is another strong reason for their enthusiasm for the field trip as indicated in the subsequent excerpts.

“I have always been curious about the world of broadcasting, especially those that work a lot with foreign parties and use many foreign languages.” (Student DS)

“I’m interested in the world of journalism.” (Student SM)

Students also underline that field trip would give them access to get hands-on experience outside the lecture activities in the classroom by adding outside classroom learning like field trip that enables students to gain a wide variety of discourse activity as mentioned in the following data excerpts.

“We can understand what is happening in the field, and being able to ask questions interactively. The answer received can stimulate the brain to imagine it because the object or tool is in front of the eye. Field trips also trigger excitement from students, this can be used as a momentum for students to understand a lot of information, especially when the willingness to learn is high.” (Student NK)

“With field visits I came to know about how to work in the field directly and had the opportunity to share with people who work in that place.” (Student NA)

By immersing themselves in authentic scenarios, students cultivate the ability to analyze, adapt, and devise innovative solutions. These important concepts cannot be taught in regular classroom settings. The following data excerpts point out students' view on the field trip implementation and its positive impacts to students' knowledge on real-world practices.

"I get better understanding of the working atmosphere and environment to better adapt with conditions." (Student SJ)

"By going directly to the field, and seeing the live practice of a process that is being studied. It will make it easier for students to understand learning material, and will further increase student interest in a particular field. Besides, this field trip also makes it easier for students who want to apply for interns at the company concerned, because they have seen the workplace and its working environment." (Student DS)

Interestingly, students state that field trips serve as a medium that allows them to delve into occupations they had not previously considered, as evidenced by the data excerpts below.

"From the field trip I got a lot of new knowledge about the world of radio and broadcasting as well as the history of radio in the past. Apart from that, after I listened to stories from VOI staff, I became interested in working in broadcasting." (Student AR)

"I became interested in a field that I had never been in before." (Student FN)

By giving fourth semester students access to explore the real-world experience through a field trip, students' careers choices can be widened. As a result, students can consider more options for the internship program that they should take in the fifth semester. According to students' reflection sheet, students claim that they learn very specific topic from the field trip as they mentioned in the following data excerpt.

"Things I learned are second-track diplomacy, journalism ethics, 3rd party POV on Policy Decision-Making, and the rich history of Indonesia's voice in international stage." (Student YS)

"Might be bit off topic but still relevant: there are plenty of tremendous work opportunities by just being a polyglot, in the broadcast and journalistic field in particular." (Student TP)

The provided excerpts shed light on a significant educational outcome derived from field trip activities. As evident from the text, students are afforded a unique opportunity to encounter and grapple with issues closely linked to the theoretical concepts they have been exposed to in the classroom setting. Notably, these issues span a range of topics, encompassing areas such as second-track diplomacy, journalism ethics, and policy decision-making. What sets this experiential learning apart from traditional classroom instruction is the immersion of students in real-life scenarios. Instead of merely engaging with these concepts in a theoretical or abstract manner through textbooks, students are placed in practical situations during field trips. In this dynamic environment, they can explore and apply their classroom knowledge, allowing for a deeper and more meaningful understanding of the subject matter. This experiential approach thus enriches their educational experience by bridging the gap between theory and real-world practice.

### *Field Trip and Learner's Autonomy*

Based on the results obtained from the questionnaire administered to the student participants, it is evident that a substantial majority of the students reported a heightened sense of control and responsibility for their learning experiences throughout the course of the trip. The feedback provided by these students indicates that they perceived themselves as being

empowered to make independent decisions and to address any challenges or problems that arose during the field trip. This finding suggests that the students not only recognized the educational value of the trip but also felt a genuine sense of agency in their learning process, as they actively engaged in decision-making and problem-solving while immersed in the field trip environment.

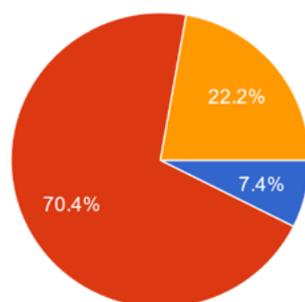


Figure 2. Field Trip's Contribution in Improving Exploration and Independent learning

Moreover, it is worth noting that a substantial majority of the student respondents, exceeding 70 percent, articulated their belief in the capacity of field visits to stimulate exploration and foster independent learning. This sentiment finds support in the subsequent data excerpts, which provide further insights into the nature of independent learning experiences that students encounter during field trips. These data excerpts shed light on the manner in which students actively engage in self-directed learning processes while participating in field trips. The high proportion of students who share this perspective underscores the significant role that field visits play in nurturing a spirit of curiosity and self-reliance among learners, ultimately contributing to their educational growth and development.

“During field trips, I am self-aware of what things stimulate my interest and curiosity. My explorations are made easier by field trips. For example, when everyone else approached the booth, they were interested in at VOI Indonesia yesterday, I and my companions were more interested in exploring people who have more than one language ability (polyglot) and how they use this to improve themselves, develop themselves, and advertise it. Of course, field visits provide a satisfying feeling of having answered questions about numerous topics that interest us.” (Student NK)

“After visiting VOI yesterday, I learned more about VOI through their social media platforms.” (Student LH)

A consistent pattern emerges from the data, with an equal proportion of students expressing agreement regarding the capacity of field trips to facilitate active and interactive learning. Central to this perspective is the notion that students become the focal point of the learning experience when they are provided with the unique opportunity to directly engage with specialists and experts in the field. As evidenced by the data excerpts, this interactive engagement empowers students to take on an active role in the learning process. By enabling them to pose questions and actively seek insights from specialists, field trips effectively transform students into proactive agents of their own education, fostering a deeper level of engagement and understanding. This observation underscores the pivotal role of field trips in cultivating a dynamic and participatory learning environment.

“I posed a few questions to the professionals on the field trip yesterday to broaden my understanding.” (Student NA)

“When I am curious about something, I instantly question the VOI staff.” (Student GA)

“I utilized how to behave with someone in the discussion and also digested the information offered by the reporter when chatting with selected reporters at the ASEAN Summit yesterday.” (Student MI)

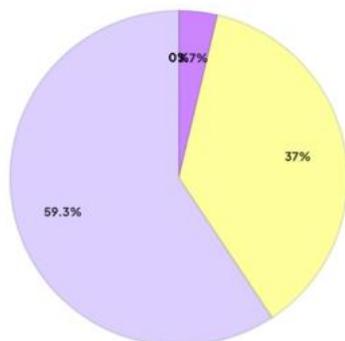


Figure 3. Field Trip contribution in Improving Students' Interest and Involvement

According to the data, more than half of the students said the field trip sparked their interest and got them involved. Students feel that factors such as willingness and interest are very important so that students are able to benefit from the field trip activity.

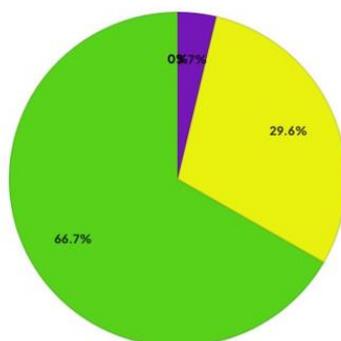


Figure 4. Field Trip Contribution in Improving Students' Social Interaction and Cooperation

The figure presented above offers a compelling insight into the impact of field trips on student dynamics, with a notable majority, exceeding 60 percent, reporting that such excursions serve as catalysts for social interaction and collaboration among peers. The nature and form of this cooperation and interaction are elucidated in the subsequent excerpt from the data. This data excerpt sheds light on the various ways in which students engage with one another during field trips, emphasizing the role of these outings in fostering not only social contact but also cooperative learning experiences. This finding underscores the potential of field trips to promote not only academic engagement but also the development of valuable interpersonal and teamwork skills among students, enriching their overall educational journey.

“I learn more about a topic and discuss it with friends through field trips.” (Student AH)

“One independent example of having a field trip is being able to interact with other people by asking questions throughout the tour.” (Student ID)

The above excerpt showed that the field trip gave students a chance to discuss a particular topic with their peers. This discussion also played a role as a medium for students to exchange their knowledge. This interaction also enables them to learn from each other.

## Discussion

### *Students' Positive Perception*

The research findings showed that students had a positive perception towards the field trip implementation; not only due to their excitement towards the activity itself, but also the rewarding experience they acquired after the activity. Getting real-world experiences, accessing various discourse activities, and connecting the theories with practices were the most prominent positive values students benefitted through field trip. Field trip as one of the beyond the classroom learning activities also equip students with real-world practices. According to Seifan et al., (2020), the real-world setting allows students to create knowledge to address challenges. Students can learn from the professional through their working experience stories that they share during the field trip. Not only about the solution for the problems they might encounter but also the mentality they should own when dealing with the same issue. The interaction students have with the professionals are also valuable to enrich their insight towards the professions that might be new for them. Students' ability to ask questions related to the context can also be sharpen in the field trip. They also learn on how to deliver the questions and match it with the professional context. Students also practice using the right register when they conduct this activity. A register is a way to use a language that suit to the specific context (Yule, 2022). Using the right register can help students better socialize with others. As it was stated by a number of researchers, field trips are believed to be an effective tool to relate abstract ideas to the real world and improve their social skills (Pace & Tesi, 2004; Ramachandiran & Dhanapal, 2016).

### *Field trip contribution towards students' autonomous learning*

In a learning context, autonomy is regarded as a social process that moves away from the usual education scheme and allow students to take more responsibilities towards their learning process (Masouleh & Jooneghani, 2012). In order to be autonomous learner, students should have a high degree of autonomy in the process of acquiring the knowledge. According to the research findings, the majority of the students believed that the field trip had equipped them in conducting independent learning and enabling them to explore the site. Students were also given a chance to solve the emerging problems by giving students a full authority to ask questions to the professionals. By asking questions, students had interactive session that also improved their interest in learning from the professionals.

In addition, students became active agents in learning because they were actively engaging in the discussion as they can follow up the questions they gave to the professionals. Students engage in a wide range of social interactions with experts and their peers. Their interactions with them through inquiries and discussion with their classmates are equally valuable. Ellis et al., (2004) believe that learning through discussion is an essential component of both teaching and learning. Students may profit by taking part in a discussion that follows an interesting topic. A stimulating discussion can keep the ball rolling, resulting in further learning. The discussion among students also allow to cooperate in understanding the topic of discussion. In the small group, they can help each other to understand the challenging parts. Students who work in groups can acquire more knowledge (Mahanal, 2014). The result showed that the field trip, in general, had activated students' autonomous learning because it promoted independent learning, encouraged students to be active learning agents, and offered students with opportunities for social engagement and student cooperation.

### *Students' comments and suggestions for improving field trip implementation*

Despite the positive feedbacks students give in the questionnaire, they also find some areas need to be improved.

“In my opinion, during field trips students can be given the opportunity to try or get involved directly in practicing the work done by broadcasters so that students can have experience and be more interested in the world of broadcasting.” (Student AR)

“It's expensive, but a field trip can't be done in just a day. Also, there needs to be proper preparation in the form of questions and statements. It is necessary for students to dare to be 'wrong' so that later it is revised by the professional.” (Student YS)

“In my opinion, during field trip students also need to experience making news scripts or simulating live broadcasts.” (Student AH)

The duration of the field trip becomes the main concern for the students. Students have a high thirst so that they expect to get certain amount of time where they can try out the work done by the professionals. Therefore, it requires the facilitators to devise a feasible plan to allow the students to gain real-world experience in the limited time available.

Further, there is also an expectation to have other field trips in other courses as well, as it is mentioned in the following excerpt.

“Each course should have field trips that support the learning material”. (Student AZ)

In general, students indicate positive perception towards the field trip implementation. However, it is also important to understand that a variety of contextual elements, like the unique educational environment, the caliber of trip planning and execution, and the assistance offered to students before and after the field trip experience, may affect how beneficial field trips are. Additionally, individual differences among students, such as their goals, learning preferences, and background knowledge, can have a big impact on how successful such educational programs are. These factors underscore the complexity of the connection between field trips and autonomous learning and the importance of having a thorough awareness of the dynamics at play. Future studies should focus on delving deeper into these elements to create a more comprehensive understanding of how field trips affect English language learners. Students also mentioned that despite their satisfaction towards the field trip implementation, there are some areas that can be improved like the duration, practice session, and frequency.

## CONCLUSION

The good response of the students who attended EPP course to field trip implementation was mirrored in the feedback they provided. They believed that the field trip has provided them with benefits such as receiving a diverse range of discourse activity, gaining real-world experiences, and integrating theories with practices. Therefore, there is a promising potency behind incorporating field trips into the educational framework. It can be a deliberate strategy to bridge the gap between theory and practice while allowing students to benefit from professionals' experiences. Another advantage of a field trip is its ability to encourage students to become self-directed learners. Field trips can unlock potential activities that are restricted in the classroom, such as having more control and responsibilities in learning, being more engaged in learning, and having more opportunities for social contact with peers and professionals.

It is critical to recognize the study's limitations, especially with regard to its applicability to a larger student body. Students who were actively enrolled in an English course made up the subjects of this study, and the location of the field trip was picked to complement their course of study. Although the results offer insightful information on the perspectives and experiences of these particular students, it is important to understand that students with different learning objectives or from various academic disciplines may not necessarily find the findings to be universally applicable. The specific environment of learning English in addition to the field trip's thematic applicability to this area of study could perhaps have an impact on the results.

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