

The Analysis of Students' Perception on the implementation of Student-Centred Learning Model in English for Tour and Travel Subject

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Abstrak

Penelitian ini bertujuan untuk menganalisis persepsi mahasiswa terhadap implementasi model pembelajaran yang berpusat pada siswa dan menginvestigasi persepsi mahasiswa mengenai peningkatan kepercayaan diri dan kemampuan Bahasa Inggris mereka selama mata kuliah English for Tour and Travel. Design penelitian ini menggunakan penelitian Mixed Method dengan model sequential explanatory dimana tahap pertama mengumpulkan data kuantitatif deskriptif dengan bobot lebih tinggi, sedangkan data kualitatif digunakan sebagai data pendukung. Pengumpulan data dilakukan melalui dua instrumen yaitu kuesioner (close-ended) dan pedoman wawancara. Penelitian dilaksanakan di Program Studi Pariwisata Budaya dan Keagamaan STAHN Mpu Kuturan Singaraja dengan partisipan sebanyak 16 mahasiswa semester II kelas B yang mengikuti mata kuliah English for Tour and Travel. Hasil penelitian menunjukkan bahwa rata-rata skor data adalah 4.10. Hal ini menunjukkan bahwa mahasiswa memiliki persepsi positif terhadap implementasi model pembelajaran yang berpusat pada siswa. Berdasarkan data wawancara, sebagian besar siswa merasakan peningkatan kepercayaan diri dan kemampuan Bahasa Inggris mereka selama mata kuliah English for Tour and Travel.

Kata kunci: Persepsi siswa, model pembelajaran terpusat pada siswa, English for Tour and Travel.

I. Introduction

The rapid acceleration tourism in Bali during the last two decades, became the main factor for most of Balinese people to be able to speak English in order to take chance to work in tourism industry. In line with it, English plays a very important role for students who later on work in tourism industry. As English will help them to communicate, negotiate and transact in the tourism business. One of the English subject in Cultural Tourism Study Program STAHN Mpu Kuturan Singaraja is English for Tour and Travel Subject. The aim of the course is to develop students' ability in speaking English in order to make them to be able to handle a tour and become a professional tour guide.

To improve students' ability in speaking English, the Students'- Centred Learning Model implemented in the English for Tour and Travel course. The Student-Centred Learning is a method of teaching learning condition which places the learner/students at the centre of the process (cf. MacHemer et al, 2007; Boyer, 1990). There are five main components in Students'- Centred Learning, includes: good practice with learning activities, teacher training courses, introducing new innovative learning experiences through projects, programme evaluation by students, and programme quality review (Kember, 2009). The priority component should be accomplished is Programme Evaluation by Students which is undertaken via student

evaluation questionnaires, for students to be able to give feedback on their perceptions of the development of holistic teaching and learning environment.

Furthermore, it is important to investigate the perception of students on the learning process, includes: technique, approach, strategies, method, media, material and also their needs. It is because those criteria has a significant effect on the students' learning motivation, and also their learning achievement (Wahyuni, 2021). There are several factors that influence how a person perceives something. According to Chaplin (1968), these factors are stimulus, way of learning, mood and motivation. Meanwhile, according to Vernon (1973), a person's interests, motives and desires affect his perception of something. These factors make people have different perceptions of things. This is supported by Kant in O'Brien (2004) which states that experience provides justification for one's knowledge so that one has a meaningful perception. So, it can be said that knowledge and experience shape one's understanding of something.

Considering the importance of students' perception towards the implementation of Students'-Centred Learning Method is still important to be conducted. In consequence, this study purposes are to analyse students' perception on the implementation of Students'-Centred Learning Method in English for Tour and Travel in Cultural Tourism Study Program and also how their perception regarding their confidence and ability in English language.

Most of the previous studies emphasis on the teachers' perception toward Students'-Centred Learning Method. Pratami (2022) found that a lot of Teachers in Tabanan give positif response on the Implementation of

Student-Centered Learning Models in the English Leaaon based on the 2013 Curriculum. In accordance with it, Jony (2016) showed that the teachers agreed when student centered instruction will improve the ability of the students to learn the content and they have to prepare differently for the class.

II. Research Methodologi

This study used Mixed Method research design (quantitative and qualitative) as in this case the combination method model used was sequential explanatory, where the first stage the data collected through quantitative dominantly, then qualitative as a supportive data. There were two data collection namely a questionnaire and an interview guide used in this research. The questionnaire (close-ended) was used to collect data about students' perception on the implementation of the Students' Centred Learning Model during English for Tour and Travel Subject. A five-point likert scale used to measure the level of response from the statements, namely; 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree). While, an interview guide used to gather data about the students' perception about their confidence and English ability after the implementation of Students' Centred Learning Model during English for Tour and Travel Subject. In line with Sugiyono (2006) Mixed Method Research Design could be conducted in term of data collection technique. It is supposed, the Mixed Method research design is a research design which is used to provide the best understanding by using both qualitative and quantitative method (Creswell, 2019).

The participants were 16 students of the second semester (class B) of Cultural Tourism Study Program STAHN Mpu Kuturan Singaraja in the academic year

2021/2022. The class was chosen as all of the students in the class was agree to join the research.

The instruments used in collecting the data was questionnaire and interview guide. The questionnaires consist of 20 statements which delivered to 16 students through google form. All of the question in the questionnaires were in Indonesian language to enable the participants easily understanding the question and express their perception.

III. Finding and Discussion

This study aims to analyse the students' perception on the implementation of the Students'-Centred Learning Model during English for Tour and Travel Subject. As can be seen in the table below, there are several responses from students, based on the data from questionnaires.

Table 1. Questionnaire Result

No	Statements	Responses
1	I am interested on The Student-Centred Learning Model.	66.7% of 100% agree
2	I feel that The Student-Centred Learning Model gives me many advantages.	58.3% of 100% agree
3	I feel to be an active learner during English for Tour and Travel subject.	50% of 100% agree
4	I feel my motivation to talk in English increases during English for Tour and Travel subject.	58.3% of 100% agree
5	The Student-Centred Learning Model gives positive stimulation for me to be active in using English during the learning process	66.7% of 100% agree

6	The Student-Centred Learning Model support my method of learning to become a more active student in class.	50% of 100% strongly agree
7	The Student-Centred Learning Model makes me have a positive mood to attend lectures.	66.7% of 100% agree
8	I feel less motivated by the Student-Centred Learning Model.	50% of 100% doubtful
9	I feel my English ability increases with the implementation of the Student-Centred Learning Model during English for Tour and Travel subject.	66.7% of 100% agree
10	I don't really like using English in lectures.	33.33% of 100% doubtful
11	The lecturer gives me the opportunity to discuss with friends to do assignments during the English for Tour and Travel subject.	75% of 100% agree
12	I collaborate with friends in completing the assignments given in the English for Tour and Travel subject.	58.3% of 100% strongly agree
13	I was given the opportunity to ask questions in the English for Tour and Travel course	50% of 100% agree
14	I have the same opportunity as other friends to make presentations in	58.3% of 100% agree

	English in front of the class	
15	I feel that the lecturer provides wide opportunities for me to play an active role in the lecture process	58.3% of 100% agree
16	I am very enthusiastic to take English for Tour and Travel lessons because I am able to practice my English well	58.3% of 100% agree
17	In my opinion, the Student-Centered Learning Model aims to make students active and improve their English skills	58.3% of 100% agree
18	I agree with the Student-Centered Learning Model I will get good grades in English courses	58.3% of 100% agree
19	I feel confused by the Student-Centered Learning Model.	33.33% of 100% doubtful
20	In my opinion, the Student-Centered Learning Model should be applied to other subjects.	41,7% of 100% strongly agree

Table 2. Mean Score

N	Minimum	Maximum	Mean	Std. Deviation
16	3.35	5	4.10	0.46

According to the data, it can be seen in the table 2. that the mean of the data was 4.10. The criteria of the students' perception classification can be seen in Table 3. Nurkancana (1986) was presented and categorized the formula as follows.

Table 3. Students' Perception Criteria

Scores	Criteria
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$X \geq 4.5$	Very Positive
$3.5 \leq X < 4.5$	Positive
$2.5 \leq X < 3.5$	Neutral
$1.5 \leq X < 2.5$	Negative
$X < 1.5$	Very Negative

As the mean of data was in between 4.5 and 3.5, specifically it was less than 4.5 and more than 3.5. Therefore, it can be said that students who had joined English for Tour and Travel courses in Cultural Tourism Study Program of STAHN Mpu Kuturan Singaraja had a positive perception toward the implementation of Students' Centred Learning Model.

Table 4. Interview Result

Questions	Responses
1. What do you think about the implementation of the Student-Centred Learning Model in English for Tour and Travel course?	I think the learning model is good because it can make me active (S3)
	The application of this learning can help students speak English more easily (S2)
	Better understand the field of travel and very motivating to move forward and improve mental courage to speak to outsiders (S5)
	I think the application of a student-centered learning model is good for students who are active in English (S10)
	Very happy with this learning model because if it is focused on

	students, we understand more and want to learn more and even my own experience is helped by this model (S11)		the learning model is centered on lecturers, on the other hand, the application of learning is more for lecturers who provide more explanations (S3)
2. What benefits do you feel when the lecturer implements the Student-Centred Learning Model in English for Tour and Travel course?	I feel more active and understand more about the lesson (S6)		I think it's the same now depending on the students themselves, even though it is centered on the lecturer if the students are not serious then any learning model will not be understood (S8)
	The benefits of trying and daring to speak English (S5)		I think the difference is in the individual activity of the students (S6)
	Able to practice using English well even though it is not very fluent (S12)		Both are good, according to the ability of students to follow the two learning models (S15)
	Be confident when you are anywhere in a foreign language (S1)		
	We as students understand more because the lecturer applies a student-centered learning model (S8)		
3. What do you think about the difference between the Student-Centred Learning Model and Teacher-Centred Learning Model?	If it is a student, it will automatically be active even though I personally can't really do it, but over time I can understand, if it's centered on the lecturer I'm sleepy (S4)	4. What do you think about your confidence in using English when taught using the Student-Centred Learning Model in English for Tour and Travel course?	My self-confidence is getting better and better. More and more confident (S7)
	In my opinion, the student-centered learning model is the application of learning that focuses on the students. For example, more on presentation While		My English is pretty good, so I'm confident when learning is student-centered but still I sometimes get nervous when speaking in front of a crowd(S9)
			Confident for sure but I can't speak English very well (S1)

	Certainly more confident (S3)
	I am confident because in the future I will work in the tourism sector using English too (S10)
	Start confident and get to know a new language well(S5)
	I am very confident and want to learn more because I have chosen a major which is definitely the most important English used in the tourism industry and coincidentally the job prospects that will be involved in are required to be fluent in the language, especially English (S15)
5. What do you think about your English ability when taught using the Student-Centred Learning Model in English for Tour and Travel course?	The improvement is that I can speak English somewhat and before I entered this college I could not speak English at all (S3)
	I think my language skills have become more honed(S6)
	Getting better(S2)
	Personally I feel that my ability in various English especially in conversation has improved (S13)
	Greatly improved from semester 1 to

	semester 2 I think I have increased (S10)
	I feel there is an increase, I started not daring to speak English and now I'm starting to be brave (S8)
	My improvement is more towards personality and changing my fear of mistakes(S14)
	It has improved a lot, moreover we have to be more active, more have to understand what is being conveyed, it is very helpful and motivated in this learning (S5)

The summary and interview results were presented in table 4. It can be seen that the result of the interview showed that most of the students who had joined English for Tour and Travel courses had positive perception on their confidence and English ability after the implementation of Students' Centred Learning Model during English for Tour and Travel Subject. The majority of students found that they were more confidence in using English in front of their classmates after the lecturer applied the Students' Centred Learning Models as they requested to be more active in the class, even though they realized that their English still need to be improved. Most of the students also recognized that their English improved better as they confessed that they don't really understand English at the beginning of the semester, and at the last of the semester they could perform in front of the class to guide their friends to some tourism destinations.

IV. Conclusion

The result of the questionnaire parallel with the interview guide. The result showed that the mean score was 4.10 which meant that the students who joined the English for Tour and Travel subject positively perceived Students'-Centred Learning Model.

The cognitive aspect in this study was measured through the students' understanding of the materials. Students also know that the function of the Students'-Centred Learning model could create them to be more independent and active in exploring themselves, and participation in learning. The result of this research showed that the majority of students in Cultural Tourism Study Program especially who had joined English for Tour and Travel had positive perception toward the implementation of Students'-Centred Learning model. This positive perception is in line with the study conducted by Pratami et al. (2022), as the study found that EFL Junior High School teachers perception on the implementation of Student-Centered Learning models based on curriculum 2013 in Tabanan town give a positive response.

The affective aspect in the research could be seen through the feeling of the students in joining the learning process as they stated that they have a good mood and enthusiast in joining the class even though the lecturer keep talking in English.

Furthermore, in the interview, the students stated that the implementation of Students'-Centred Learning model may increase their confidence and their English skill, especially their speaking as they felt the difference at the first joined the course they even do not understand English and at the last semester they could perform in guiding their friends as a tour guide. The limitation of the study based on the

perception of a student that the Student-Centred Learning Model only gave him a little effect to rise his confidence in speaking English

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