ABSTRACT

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Title	: USING FIELD TRIP METHOD TO IMPROVE STUDENTS' SPEAKING COMPETENCE IN THE EIGHTH GRADE OF MTS DARUL HIKMAH MOJOKERTO
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English is one of the international languages which is very important. It is taught in elementary school as a local content subject and in junior high school until universities as a compulsory subject. The ability of using English in speaking becomes the objective of most English teaching nowadays. By mastering English speaking, the people are able to communicate with other people in the world. Moreover, by learning English speaking, the students gain a valuable skill which can be useful in their lives and contribute to their community and country.

In this thesis, the researcher tried to prove the theory that field trip could improve students' speaking ability. Therefore, the researcher determined to conduct her research using field trip method to improve students' speaking competence. She chose role-play as the activities during field trip to promote speaking. For the material, the researcher used descriptive text. It was because the material related with the topics chosen in this research, they were *describing business places* and *describing things*. The researcher preferred to use field trip because it gave learning English-speaking fun by observing the authentic objects.

The design of this research was Collaborative Classroom Action Research. The researcher conducted in two cycles for six meetings. One cycle consisted of four elements, they were: planning, implementing, observing and reflecting. Moreover, the researcher used instruments to collect the data through observation checklist, field notes, questionnaire and the assessment form. The researcher discussed the data as the result of study in descriptive qualitative manner.

In the implementation of field trip, the researcher conducted the activities, they were: at the first meeting was the field trip preparation. Here the teacher informed the short field trip, prepared role play, and reviewed the material of descriptive text. At the second meeting was short field trip, here the students implemented the short field trip by visiting the real objects outside the classroom and wrote the vocabularies used during short field trip. At the third meeting was the post trip. Here, the students performed role-play based on their experience, and submitted the summary of field trip in the form of short writing. While performed role-play in this meeting, the teacher assessed students speaking ability.

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In the post trip, the researcher used the assessment form to get the students speaking score. Therefore, the researcher knew the improvement of students' speaking ability after implementing the method. The data of students' speaking score showed that the students' speaking ability was improved. That in the first cycle the average of their speaking competence was in level 1+ that means students were able to ask and answer questions on topics very familiar to them, but in the last cycle the students could improve at level 2+ and level 3. It means that the students were able to participate actively in simple conversation, control of grammar good, and their errors never interfere with understanding.

Furthermore, the researcher gave the students questionnaire sheet to know their responses after applying the method. Based on the result of questionnaire, the researcher concluded that most of students liked the field trip method in speaking learning. It was proved by 90% students said that field trip made them comfortable communicate using English, furthermore 100% students admitted that by implementing field trip method, their experience in learning speaking could be fun.

Finally, this research is expected to give useful contribution for teacher and students in teaching learning process of English lesson, especially for speaking skill. Moreover, it is expected to be a reference to help other researchers who conduct the wider research in the same field.

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