CHAPTER I

INTRODUCTION

This chapter comprises the background of the study that describes the reasons why the researcher intends to conduct the study. Because of those reasons, formulation of the problem, purposes of the study, and benefits of the study are formulated. Next, the scope and limitation of the study is presented. Finally, the last part is the definition of key terms which is presented to avoid misunderstanding of those terms.

A. Background of the Study

Language has important role in our life. Language is used to communicate between people. Without language the people cannot communicate each other, moreover they cannot build relation each other. English is the most popular language in the world. It is because nowadays English is an official language of 63 countries and unofficial second language in many countries. Thus, almost the people in every country understand English. That is why learning English is very important for us, because it makes us easy to communicate with the people in the world.

English has four skills; they are listening, speaking, reading, and writing. According to the 2006 English Curriculum and its supplement, the emphasis of the curriculum is that the students are able to communicate in

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English by mastering the whole skills[1]. However, it is not easy to master all the skills; there must be the most important one that covers the whole skills. Based on the statement above speaking is the most important skill that should be mastered by students in order to communicate in English fluently.

For students, learning to speak English is very important. To be educators, governments, or ministries of education and employers need people who can speak English well. Companies and organizations want staff who can speak English in order to communicate within the international market place. In addition, Baker said that students who can speak English well may have a greater chance for further education of finding employment and gaining promotion[2]. Good English speaker also will be in a strong position to help their country economic, social, and politic development. Thus, by learning speaking well, students gain a valuable skill which can be useful in their lives and contribute to their community and country.

In teaching English, there are many methods which can be used by the teacher. For example, discussion, role-play, group work, drilling, field trip, team teaching, discovery, etc. Nasih stated that to choose a method, a teacher must consider the effective and relevance of a method with a given material[3].

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[1] James Dean Brown, The Elements of Language Curriculum: A Systematic Approach to Program Development, (Boston : Heinle & Heinle Publisher, 1995)

[2] Joanna Baker &Heather Westrup, *Essential Speaking Skill: A Hand Book for English Language Teachers*, (New York: Continuum, 2003), p. 2

[3] Ahmad Munjin Nasih dan Lilik Nur Kholidah, *Metode dan Tekhnik Pembelajaran Pendidikan Agama Islam*, (Bandung: Aditama, 2009), p 30

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The success of using a method is a success of teaching learning process that function is to determine quality of education.

In this research, the researcher used field trip as a method to improve students' speaking skill. The reasons of using this method, first Ernst and Monroe stated that field trip increase motivation for learning; moreover, it gives more positive attitude toward knowledge and environment concept[4]. Supardiyanto said that field trip gives new situation to the students; because students learn outside the classroom, in addition students get the direct experience from the seen object[5]. Tri Lestari wrote in her thesis, field trip can increase students' creativity; they are free to express their thought. The more students are sensitive toward the condition of environment, the more incisive their imagination[6]. Whereas Kim stated that during field trip the teacher has a lot of pressure to interact with the students, so that they get language practice. He saw that everyone had a good time to speak English; moreover, students were quite content and comfortable interacting with each other in English[7]. Considering the benefits of field trip explained above, the researcher

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[4] Julie Ernst and Martha C. Monroe, *Enhancing Natural Resource Programs with Field Trips*, retrieved from http://edis.ifas.ufl.edu. 19th august 2010

[5] Teguh Supardiyanto, *Penggunaan Metode Karya Wisata dalam Upaya Meningkatkan Motivasi Belajar Siswa pada Studi Agama Islam*, retrieved from http://pdfmachine.com, 23th October 2010

[6] Tri Lestari, *Pemanfaatan Metode Kunjungan (Field Trip) untuk Meningkatkan Kemampuan Menulis Karangan Deskripsi Siswa Kelas VII-G SMP Negeri 1 Sambungmacan Sragen*, retrieved from http://docs.google.com, 13th September 2010

[7] Steven G. Mc Cafferty, at al., *Cooperative Learning and Second Language Teaching*, (New York: Cambridge Language Aducation, 2006) p. 170

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concludes that field trip is an effective method to improve students speaking skill.

This research took place in MTs Darul Hikmah Mojokerto. MTs Darul Hikmah is one of islamic junior high school in Mojokerto. The school follows the institute of islamic boarding school Darul Hikmah. The location is near with the highway. Thus, the location was suitable for doing the research, bacause it is easy to visit. As the researcher's reason of using this school as the research place was because the students having lack of English speaking competence. An English teacher said the factor that made them having lack of speaking competence was because they are seldom to practice speaking English. Furthermore, the English lesson was twice in a week more focus to discuss about skill of reading and writing then speaking. It was because those skills are useful to meet examination[8]. However speaking also has the important role in learning English as researcher explained in the second paragraph. That is why the researcher feels there must be a new method that is field trip which is expected to be able to increase students' English competence.

A research concerning field trip was ever applied by Cynthia Rau Rieger, She was a university student of Louisiana State University, 2010. Her research's title is "Effective Lesson Planning: Field Trip in the Science

[8] Mutammimah, *Direct Observation*, on 23 Nopember, 2010

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Curriculum". Kind of this research was experimental research. This study was undertaken to determine if a classroom lesson before an out of the classroom activity would affect learner gain more or less than a lesson after the activity[9]. The result of this research shows using field trip is more effective then using guided notes with a Power Point. Nevertheless, the previous research is different with this research, because in the previous research field trip was used to study of science, whereas this research, field trip is used to study English, particular in speaking skill. The kind of the previous research was experimental research by dividing the students into two groups; the first group visited an immersive theater to view the movie *Earth's Wild Ride* and the second group participated in a teacher-led lesson using guided notes with a Power Point for visual aid. However, in this research, the researcher uses classroom action research by inviting students in a class to visits certain places near school of Mts Darul Hikmah, such as furniture shop, stall, shop, and chips factory.

Another research concerns field trip was ever implemented by Tri Lestari that the title is "Pemanfaatan Metode Kunjungan (Field Trip) untuk Peningkatan Kemampuan Menulis Karangan Menulis Siswa Kelas VII-G SMP Negeri 1 Sambung Macan Seragen". Kind of this research was classroom action research. The object of this research was the students' ability

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[9] Cynthia Rau Rieger, *Effective Lesson Planning: Field Trips in the Science Curriculum*, retrieved from http://etd.isu.edu/docs/available/Rieger Thesis.pdf, 15th November 2010

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in writing descriptive text by using field trip method[10]. Even though the previous research by Tri Lestari is same with my research, that uses classroom action research, but the research by Tri Lestari is different with my research. It is because the focus of this research is about English speaking, whereas the previous research is about Indonesian writing. The aims of this research are to know the implementation of field trip, the response of students concerning field trip method, and students' improvement in English speaking. Whereas the aims in the previous research are to know the development of students' writing ability, to know students' active in writing descriptive text during field trip, and to know the problem experienced by the students in writing descriptive text during field trip.

B. Formulation of the Problem

Based on the background of study above, the researcher formulated questions as follows:

1. How is the field trip method implemented in teaching speaking?
2. Does field tip method improve students' speaking ability?
3. How are the students' responses toward the implementation of field tip method?

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[10] Tri Lestari, *Pemanfaatan Metode Kunjungan (Field Trip) untuk Meningkatkan Kemampuan Menulis Karangan Deskripsi Siswa Kelas VII-G SMP Negeri 1 Sambungmacan Sragen.*

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C. Purposes of the Study

Based on the problems above, the purposes of this study are:

1. To describe the implementation of field trip method in teaching speaking.
2. To know how far field tip method improve students' speaking ability.
3. To describe the students' responses toward the implementation of field tip method.

D. The Benefits of the Study

Considering the purposes of the study above, this study was trying to find an alternative way to improve the students' speaking skill by using field trip method. The result of this study is expected to give benefits to the writer, students, and the teacher.

1. For the writer, this research can be an instrument to improve her self to be a professional teacher. Moreover, it can be an experience for the writer to make the next research being easier.
2. For the students, it can be a method to motivate and ancourage students to be more active in speaking English. By using this, students can learn English with fun. In addition, it inspires students to have good attitude toward a visited place.
3. For the teacher, it can be a reference in teaching a subject using

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appropriate approach and method. Furthermore, it can be reference for English teacher to guide them finding the better ways to achieve the successful English study.

E. Scope and Limitation of the Study

Scope limitations for this study are:

1. This study would take place in MTs Darul Hikmah Mojokerto, especially the researcher focused on the course class of the eighth grade in this school.
2. This study would focus on English subject, particular in using field trip method to improve students' English speaking skill. The material given to the students was about descriptive text. The activity to promote speaking was role-play.
3. There were some places would be visited during field trip, such as a stall, a shop, a chips factory, and a furniture shop.

F. Definition of Key Terms

1. Field trip method in this research was a teaching method by inviting students to visit some places near the school of Mts Darul Hikmah. The aim of this method was to interact between students using English through role-play.

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2. Speaking skill in this research was one of skills in English that had to be improved by students through the application of field trip. Although speaking class is not implemented in Mts Darul Hikmah, considering the importance of speaking ability in learning English, the researcher wanted to use field trip method to improve students' English speaking skill.

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