CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter reviews the understanding theory used in the study concerning with the speaking competence and action research. To be more specific, this review discussed about: (1) English globally, (2) the teaching of speaking, (3) field trip method, (4) field trip in teaching speaking and (5) the previous study.

A. Teaching English

Teaching English to speakers of other languages is both challenging and rewarding. Most of people are choosing to teach English as a Second Language. In many countries around the world, the teacher of English will need to keep in mind the following simple guidelines:

- Use non-verbal cues. Facial expressions, hand gestures, and other non-verbal cues are a great way to overcome the language barrier. For example, when explaining the concept of tall, raise your hand high into the air. When explaining the concept of cold, shiver and chatter your teeth.
- Use visual aids. Sometimes a picture is worth a thousand words, and this is
 particularly true when teaching English as a second language. Visual aids
 can be used to teach everything from vocabulary to prepositions.

- Put students in groups. If the teacher is constantly talking, learners of English as a second language will never get a chance to practice. Group work gives students an opportunity to practice the language.
- Use bi-lingual materials. If the teacher speaks the same language as the students, the situation will be greatly simplified. But not many teachers have the luxury of speaking the same language of his/her students. Bilingual materials can help a teacher of English as a second language to draw on a student's native language without knowing it him/herself.
- Repeat and rephrase. Teachers of English as a second language need to repeat everything at least three times. They should also vary the wording of their remarks. A student may know one set of vocabulary but not another even when the topic of discussion is the same. Even if the student does understand a concept upon first explanation, he/she will still benefit from the repetition and variation of language. It will expose him/her to new words and phrases.
- Don't over-correct. Our first instinct as teachers of English as a second language is to correct student language errors. Over-correction, however, can make students reluctant to use the language. If afraid of being corrected every time they speak, students will simply stop speaking and therefore learning the language. Of course, there are appropriate times to correct language mistakes.

• Create a safe atmosphere. Learning English as a second language is not an easy thing emotionally. Students will feel self-conscious about their lack of English ability and will thus be reluctant to use the language. The job of the teacher of English as a second language is to create a safe and supportive environment, one in which the student will be comfortable experimenting with the language. That means that laughing at or putting down others can not be tolerated in any way, shape, or form ¹⁰.

There are many types of English teaching, which of them are including the four skills of English, such as speaking, reading, listening and writing. After the researcher described some guideline for teaching English, in the next section, the researcher will discuss about teaching speaking, some aspects of it and field trip method.

B. Teaching Speaking

According to Hornby teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice¹¹. So, teaching speaking is giving

¹⁰ Teaching English as a second language: methods and techniques, retrieved from http://www.essortment.com/all/teachingenglish_rcgr.htm, on 17th January, 2011

¹¹ A. S. Hornby, Oxford Advanced Learners Dictionary of Current Language. (New York: Oxford University Press, 1995), p. 37

instruction to a person in order to communicate. Tarigan defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned¹². It means that speaking is the basic language. The process of speaking skill has happened or preceded by listening skill. Increasing listening skill is very beneficial for speaking ability.

The goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation¹³.

Teaching speaking, in my opinion, is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

¹² H. Guntur Tarigan, *Berbicara Sebagai Suatu Ketrampilan Berbahasa*, (Bandung: Penerbit Angkasa, 1990), p. 3-4

¹³ Grace Stova! Burnkart. Spoken language: What it is and how to teach it, derived from http://www.nclrc.org/essentials/speaking/goalsspeak.htm. on 21st November, 2010

1. Characteristics of Successful Speaking Activities

Sometimes spoken language is easy to perform, but in some cases it is difficult. Brown stated there are some characteristics of successful speaking activity, such as ¹⁴:

- Learners talk a lot. As much as possible of the period of time allocated to
 the activity is in fact occupied by learners talk. This may be obvious, but
 often most time is taken up with teacher talk or pauses.
- Participant is even. Classroom discussion is not dominated by a minority
 of talk active participants. All get a chance to speak and contributions are
 fairly evenly distributed.
- Motivation is high. Learners are eager to speak because they are interested
 in the topic and have something new to say about it, or they want to
 contribute to achieve a task objective.
- Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

Based on these characteristics of successful speaking activity, the researcher would like to know the activity during teaching learning speaking

¹⁴ H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition, (New York: Addison Wesley Longman, 2001), p. 270

using field trip method has been successes or not. If the students do not act that shows the successful speaking activities means the activity need to be repaired to make the next cycle better.

2. The Principle of Teaching Speaking

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

In speaking class, the teacher plays an important role she / he is the key of success to help the students having good English proficiency. Nunan states there are five principles for teaching speaking as follows¹⁵:

a. Consider about the differences between second language and foreign language learning context. The target language of second language context is the language of communication in the society since the use the target language almost everyday. Whereas in the foreign language context, the target language is not the language of communication in the society, so that learning speaking skill in this context is very challenging.

¹⁵ David Nunan, Practical English Language Teaching, (New York: McGraw-Hill Companies. Inc, 2003), p.54

- b. Give the opportunities for the students to develop both fluency and accuracy. "Fluency is the extent, to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searchers, etc. And accuracy is the extent to which students' speech matches what people actually say when they use the target language." The teachers have to consider about students' mistakes as a natural part of learning a new language.
- c. Give the opportunities for the students to talk by using pair work and group work. Those activities used to increase the time of learners' speaking practice and to limit the teacher talk.
- d. Consider about the negotiating for meaning. It is to clarify and confirm whether the students have understood each other or not. It can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.
- e. Design the classroom activities that involve guidance and practice in both transactional and interactional speaking. "Interactional speech is communicating with someone for special purpose. It includes both establishing and maintaining social relationship. And transactional speech involves communicating to get something done, including the exchange of goods and/or services."

Besides the five principles for teaching speaking which have been mentioned above, here the researcher wants to add that the teacher also should

provide intrinsically motivating technique, appropriate feedback and correction and encourage the development of speaking strategies that will be described clearly in the next section.

3. The Suggestion for Teacher in Teaching Speaking

Here are some suggestions for English language teachers while teaching oral language according to Kayi¹⁶:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher-speaking time in class while increasing students speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more

Hayriye Kayi, Teaching Speaking: Activities to Promote Speaking in a Second Language, (University of Nevada, USA: The Internet TESL Journal, 2006), retrieved from http://itesjl.org/Articles/Kayi-TeachingSpeaking.html. on 19th November, 2010

- Provide written feedback like "Your presentation was really great. It was a
 good job. I really appreciated your efforts in preparing the materials and
 efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track
 and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Based on the suggestions for speaking English teacher, the researcher concludes that the teacher has roles in teaching oral language, such as a participant, a prompter, an assessor, a corrector, an organizer, and a controller. If the teacher is able to apply these suggestions in teaching speaking means that the teacher is success giving material of speaking to students.

4. Methods of Teaching Speaking

Listed below are brief summaries of some of the more popular second language teaching method of the last half century. However, Pascoe& Wiburg stated that these methods could be the methods for teaching speaking.

Grammar-translation

Learning is largely by translation to and from the target language.

Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability.

Audio-lingual

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situations. New language is first heard and extensively drilled before being seen in its written form.

• The Direct Method

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation.

• The Silent Way

This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue.

• Suggestopedia

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods, it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

• Community Language Learning

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

• The Natural Approach

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no

correction of mistakes. learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

• Total Physical Response (TPR)

TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension.

• Communicative language teaching (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

Task-based

The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors¹⁷.

¹⁷ J. Richards and T. Rodgers, Approaches and Method in Language Teaching, derived from http://esl.fis.edu/teachers/support/method.htm. on 7th December 2010

Here are some teaching speaking methods and the treatment of speaking according to Pascoe& Wiburg¹⁸.

Method/Approach	Treatment of Speaking
Grammar	No speaking or listening is required of students
Translation	
Audio-Lingual	Focus on speech with heavy reliance on repetition and oral
Method (ALM)	drills
Direct Method	Teacher does much of the talking; students engage in many
	controlled speaking activities centered on specific topics of
	situations
Silent Way	Teacher rarely speaks while students engage in speaking
	activities centered around grammatically sequenced forms.
Suggestopedia	Students listen to reading of dialogs or "concerts" by the
	teacher and later engage in controlled or guided speaking
	activities

¹⁸ Butler-Pascoe, M. E. & Wiburg, K. M., *Technology and Teaching English language learners*, retrieved from http://www2.nkfust.edu.tw/~emchen/CALL/Speaking%20Teaching%20Methods.htm, on 30th December, 2010

Community	Teacher acts as "human computer" to translate what the learner
Language Learning	wishes to say in the target language
Natural Approach	Early emphasis on listening comprehension with delayed guided speaking activities
Total Physical	Students rarely speak but use physical actions to demonstrate
Response (TPR)	listening comprehension
Communicative	Focus on speech for communication; use of variety of authentic
Language	speaking activities
Teaching (CLT)	
Task Based	Speech centers around authentic tasks needed to accomplish
	real-world tasks

Based on the above methods, the implementation of field trip has relation with Communicative language teaching method. It is supported by Richards statement that that in Communicative Language Teaching (CLT), the context-building activities include presenting the context through pictures, audiovisual materials, realia, excursion, field trips, guest speaker, etc¹⁹. It is clear that to apply CLT method, the teacher present the context, one of them is through field trip. Whereas, Baker and Jones said that more Communicative

¹⁹ Jack C. Richards, Communicative Language Teaching Today, (New York: Cambridge University Press, 2006), p. 39

Approach there may also be emphasis on field trip and out of classroom planned experience²⁰. From the explanation above, the researcher concludes that field trip has a close relation with CLT. In the relation, the activity may includes the students visit to the target language community to contact with native speakers, visit to plays, concerts, folk dance, or students can be asked to role-play in a simulated foreign language environment. Looking at the effectiveness of field trip toward learning speaking, it causes the researcher chooses field trip to improve students' speaking skill.

C. Definition of Field Trip

The followings are the definition of field trip stated by Sharma and Nathan. Sharma stated, field trip is an activity involving one or more students of a class away from school/classroom and grounds primarily in connection with classroom termed as field trip, school journey, educational tour, etc²¹. This statement shows that field trip is not for fun but it is a part of learning. but takes a place outside classroom or school. Whereas field trip according to Nathan is a visit to a place outside the regular classroom designed to achieve certain objectives that cannot be achieved as well by using other means²². By this statement, the researcher concludes that field trip is a method used to

²¹ Ram Nath Sharma and S. S. Chandra, Advanced Educational Technology, (New Delhi:

²⁰ Colin Baker, Sylvia Prys Jones, Encyclopedia of bilingualism and Bilingual Education Volume 1997, (USA: Multilingual Matters, 1998), p. 666

Atlantic, 2003) p. 106
²² Nathan A. Unterman, Amusement Park Physics: A Teacher's Guide, (USA: Walch, 2001) p.2

maximize students learning, in which it cannot be maximal if learning in the classroom. The objects of field trip can be in plantation, museum, park, factory, house of worship, etc.

D. Types of Field Trip

There are real-life, long-term benefits to take field trip in class. Regardless of the type of field trip you are taking, field trips provide a positive break from the routine of the classroom. These are the four types of field trip stated by Utter; they are excursion, visualization, change space, and virtual field trip.

Field trips excursion has several purposes. Doing hands-on activities during the field trip has a positive impact on the students' abilities to recall information learned. The social impacts of field trips include teaching life skills and improving the social bounding among member of the class. The expedition also helps the students put the learners' knowledge in context; they can link what the learned to the real world application.

Visualization exercises are not as powerful as field trips because they have the limitations of the students' experiences and imagination. On the other hand, visualization can be powerful for vocabulary building, prewriting, or remembering facts. How you use visualization depends on your purpose.

Changing spaces is changing the physical atmosphere by going or even changing rooms with another teacher can activate the students' episodic memories. The context of the learning provides "invisible information" that is as much a part of the learning process as the content. However, be aware that the learning situation may have to be replicated to get recall. This means that the student may have to be in the same physical location to remember what was learned there.

Virtual field trips can be almost as meaningful as actual ones. They give the students the opportunity to experience different careers, cultures, countries, and an almost boundless list of learning prospects. With limited school funding and restrictions, it is often impossible to take a class off campus to experience things. However, they can research the same things on the computer and bring the outside world into the school²³.

From the explanation above, the researcher concludes that there are four kinds of field trip, they are excursion, that is learning outside the classroom to link what the students get in school with the real condition. Visualization, that is learning by using students' imagination. Change spaces, that is learning in the different atmosphere, either changing place or teacher. The last is virtual field trip, that is learning different careers, cultures, countries through seeing the objects directly or using computer/internet. These are very useful, because

²³ Brenda Utter, *Pick and Plan: 100 Brain-Compatible Strategies for Lesson Design,* (USA: library of Congress Cataloging in Publication Data, 2007), p. 68

they are easy to apply and effective to make the students understand the given material.

However, this research would like to apply the field trip excursion. It is because this type of field trip brings students going out the regular classroom. It is appropriate with a characteristic of students that they are easily frustrated. During field trip excursion, students can learn through the real world; moreover, they can link what they study from school to the real condition. So, what they study is not only saved in mind, but they also experience them selves in learning a lesson. Thus, they will get unforgettable experience by applying field trip excursion.

E. The Model of Field Trip

Orion offers a three-part model that can be used to integrate field trips into the curriculum. Each part is a structured, independent learning unit, yet each links naturally to the next part of the model. The followings are the explanation of parts of field trip.

The first part, the preparatory unit, prepares students for the field trip with targeted learning activities—usually incorporating some "hands-on" tasks. Learners might work with materials and equipment that will be used in the field and gain the basic concepts and skills necessary for the completion of field activities.

The field trip is the second and central part of the model. It serves as a concrete bridge toward more abstract learning levels. Making the field trip the central part of the instructional program, rather than using it as a summary or enrichment activity, provides the concretization learners need to move on to higher levels of cognitive learning when they return from the field.

The third part of Orion's model, the summary unit, includes more complex and abstract concepts, aiming toward helping learners to use their field trip learning and to transfer it to new situations. This component is usually conducted in the classroom²⁴.

In shorts, researcher concludes from the theory that the first part is preparation for doing fieldtrip. It means the teacher gives the students the basic skill that will be used during field trip. The second part is doing field trip, here students must develop the certain skill. The third is post trip or summary unit; it means students bring what they experience from the field to the classroom.

The researcher will apply the model of field trip by Orion in this study. It is used as the researcher's principle to make lesson plan in which to implement field trip method. Therefore, the implementation of field trip method in one cycle is three meetings that consist of preparation for field trip, the implementation of field trip, and the last is the post trip/ summary unit.

²⁴ Julie Athman and Martha C. Monroe, Enhancing Natural Resource Programs with Field Trips, retrieved from http://edis.ifas.ufl.edu, on 30th July, 2010

F. The Advantages and the Disadvantages of Field Trip

Djamarah stated that field trip has advantages and disadvantages as follows²⁶:

> The Advantages of Field Trip

- Field trip has a modern teaching that uses the real environment in teaching-learning process
- Field trip makes what the students learn in school having more relevance to the fact.
- The information of field trips used to the material of study is broader, deeper, and actual.
- Feaching by using field trip can stimulate students' creativity.

> The Disadvantages of Field Trip

- The cost is expensive if the object is recreation place.
- Need a mature preparation and planning
- Need coordination with another teacher to avoid the same schedule in doing activity
- Students are inclined to use the time for recreation then use it for learning.

²⁶ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta: PT. Rineka Cipta, 2002), p. 106-107

By understanding the advantages and the disadvantages of field trip, the researcher is expected to anticipate the problems happen during field trip, in order the field trip implementation can run well.

G. The Relation Between Field Trip and Speaking

English as a Second Language students need many diverse opportunities to practice their English skills. Many ESL programs often use listening activities or computer programs to support students' learning. Jennifer Zimmerman said although using listening activities and computer programs are helpful, but they do not help students practice their skills in real-life settings or give them an authentic experience²⁶. This shows that a method as field trip can support students learning English speaking. It is because the method provides learning in real-life setting and giving students an authentic experience.

According to Remando, taking a field trip to a zoo or other interesting location and try speaking in only English with a friend as you observe everything around you, it makes learning English fun. It does not have to be completely a serious endeavor²⁷. From this statement, we know that field trip

²⁶ Jennifer Zimmerman, *Projects to Improve English for E.S.L. Students*, retrieved from http://www.ehow.com/way_5447628_projects-improve-english-esl-students.html, on 11th November, 2010

²⁷ Grace Rimando, *Tips on How to Speak Well in English*, retrieved from http://www.buzzle.com/articles/how-to-speak-well-in-english.html, on 11th November, 2010

can make students learning English speaking with fun by observing everything around them. Mean while 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 English²⁹. This statement shows that during field trip, either the students or the teacher has enough time to practice speaking English. The students can ask question to the teacher, moreover they can interact with their friends in English. Djamarah said that the information acquired from field trips to material of study is broader, deeper, and actual. Furthermore, he said teaching by using field trip can stimulate students' creativity³⁰. From this statement, the researcher concludes that field trip not only gives the broader and actual information, but it also increases students' creativity. Therefore, field trip can make them speak in English easily.

In short, the relation of field trip and speaking, among them: first, field trip helps students practice their skills in real-life settings. Second, field trip can make students learning English speaking with fun by observing everything around them. Third, field trip gives the comfortable time to the teacher and students to practice peaking English. The last is field trip give the broader,

²⁹ Steven G. Mc Cafferty, at al., *Cooperative Learning and Second Language Teaching*, (New York: Cambridge Language Aducation, 2006) p. 170

Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta: PT. Rineka Cipta, 2002), p. 106

deeper, and actual information to use as speaking material. These are includes the advantages of field trip.

H. Field trip Activities in Learning Speaking

Kenneth Beare have some Variation on short field trips for non English speaking countries, those are³⁰:

- Have students take short field trips to each other's place of business.
 Students ask each other the appropriate questions.
- Visit local businesses, but have students role-play shop assistant customer / employment agency officer citizen / etc.
- Take short field trips online. There are many sites that offer real-time chat.
 Have students take advantage of these sites to gather information.

However, the researcher would like to choose a variation of field trip, that is visiting local businesses, but have students role-play shop assistant - customer / employment agency officer - citizen / etc.

Here is an idea of Kenneth Beare in using field trip to improve speaking skill³¹.

³⁰ Kenneth Beare, Short Field Trips, retrieved from http://esl.about.com/od/conversationlessonplans/a/Short-Field-Trips.htm, on 30th December 2010

³¹ Ibid, Kenneth Beare

Aim : Developing speaking skills / practicing interactions between

students by using English

Activity: Short field trips to local businesses / other sites of interest

Level : All levels except for absolute beginners

e Begin lesson with a short warm up. Ideally, tell the students about the first

time you did some shopping or tried to accomplish some task in a foreign

language. Ask some of the students to quickly share their own

experiences.

• Using the board, ask students to describe reasons for some of their

difficulties. As a class, look for suggestions on how they might plan ahead

to deal with such problems in the future.

• Inform students of the rough outline of your planned short field trip. If

there are issues surrounding permission slips, transportation, etc. discuss

these at the end of the lesson rather than at this point in the lesson.

• Choose a theme for the short field trip. If you are going shopping, students

should be gathering information around a specific theme.

• As a class, create a list of the tasks that should be accomplished on the

short field trip. It's probably a good idea to have already created a basic list

on your own before class to get the ideas flowing.

- Have students break up into groups of 3 4, have them write out questions they think they should ask.
- Circulate in the room helping students with their questions.
- Ask each group to role-play the situation switching roles between salesperson, tourist agency representative, employment officer, etc.
 (depending on the context)
- Go on the short field trip!

Follow-up in Class

Here are some ideas to use as follow-up exercises in class or as homework to help solidify what students have learned on their short field-trips:

- Draw up vocabulary trees employing new vocabulary used / studied during their preparations and short field trip
- Create short role-plays based on their experiences
- Short writing assignments summarizing their experience
- Group reports back to class

By implementing this field trip's activity, students are expected to be able to interact with others using English fluently and accurately. During field trip, students are required to speak only in English. The activity to promote speaking through this method is much in the form of role-play or simulation.

Baker and Jones stated that in CA involved taking learners out of the classroom environment, through trips to visit language centers where students take parts in task and role-play in a simulated foreign language environment correspondence with pen pals and exchange visits³². Meanwhile, for the assessment of speaking competence, Hughes stated that it includes accent, grammar, vocabulary, fluency and comprehension³³. These components are to measure the improvement of students' speaking ability in this research.

I. The Previous to Study

The previous study concerning field trip was applied by Tri Lestari which entitle "Pemanfaatan Metode Kunjungan (Field Trip) untuk Peningkatan Kemampuan Menulis Karangan Menulis Siswa Kelas VII-G SMP Negeri 1 Sambung Macan Seragen". Based on the title, the purposes of this study were to know the development of students' ability in writing descriptive text by using field trip, 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. Kind of this research was classroom Action Research, thus this research was done to repair the quality of learning practice in the class. In the data collection technique, the researcher

³² Colin Baker, Sylvia Prys Jones, *Encyclopedia of bilingualism and Bilingual Education Volume 1997*, (USA: Multilingual Matters, 1998), p. 667

 $^{^{\}rm 33}$ Arthur Hughes, Testing for Language Teachers, (Cambridge: Cambridge University Press, 2003), 2nd Edition, p. 131

used observation, field note, documentation, test, and interview. The data that were collected, then analyzed by using descriptive qualitative which contain of three stages, they are: reducing data, giving data, and conclusion. The data were analyzed by comparing the result of every cycle with indicators that was determined. The result of this research showed that; 1) field trip method can improve students' ability in writing descriptive text. It was known from the students' descriptive text was always better in every cycle. At the first cycle, only a student who got highest scores 80, and a student got lowest score 60. The completeness of students in writing descriptive text reached 44,12 % or 15 students. At the second cycle, only a student who got highest scores 80, and three students got the lowest score 66. The completeness of students in writing descriptive text reached 85,29% or 29 students. 2) The implementation of field trip could improve students' active in writing descriptive text. It was known from students' active, students' spirit, and students' motivation in learning writing descriptive text in every cycle. At the first cycle students whose active reached 65% or enough. At the second cycle, students whose active reached 75% or good. 3) The problem that was faced during field trip were, a) need more preparation with outsider, b) some male students had not worked maximally during field trip, c) need more supervision.

Another research that relates with this study is a thesis from Cynthia Rau Rieger by entitle "Effective Lesson Planning: Field Trips in the Science Curriculum". This study was undertaken to determine if a classroom lesson

a classroom lesson before an out-of-the-classroom activity would affect learner gain more or less than a lesson after the activity. In this study, the students were divided into two different groups. One group visited an immersive theater to view the movie Earth's Wild Ride and another group participated in a teacher-led lesson using guided notes with a Power Point for visual aid. The participants in this study were students in a sixth grade physical science class, were given a pretest to determine prior knowledge of topics covered in the classroom lesson and the movie. The same assessment was also administered after each activity to measure learning gain. The result of the study was there were no significant differences between the mean learning gain of the two groups after participating in both activities. Rieger said even though the teacher-led lesson produced significant gains independent of the movie, the visit to the immersive theater had a positive effect on the students and increased their interest in learning the material³⁴. From the description above, it can be concluded that the implementation of field trips is better then using guided notes with a Power Point, because field trips can increase learning gain and/or improve attitudes towards the study of science.

The two previous researches are similar with my research that uses field trip method to improve a certain skill. Another similarity of my research and

³⁴ 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

research of Tri Lestari are using classroom Action Research, in which both of these researches apply the method for a class, and the researches are done for two cycles. Whereas, the success of these researches are seen from the students' learning result in every cycle.

However, there are some differences between my research and the two previous researches, such as; the current research is field trip to improve speaking skill. Second, the subject of this research is the students of the eighth grade. Third, the activities within field trip in this research are in the form of role-play. Fourth, the problems of this research are to know the implementation of field trip toward speaking class, to know the students' response toward the implementation of field trip, and to know the students' improvement of speaking ability after using field trip.