

- 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. Bi-lingual 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.

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

- 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 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.

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.
- Teaching 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

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

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.