#### CHAPTER IV

#### **RESULT AND DISCUSSIONS**

In this chapter, the researcher introduces the data, which were obtained during the research. The results and discussions including the answers to the research problems which were 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?

To answer the first question, the researcher needed to describe the data from the result of the observation that contained the descriptions of the application of field trip method in teaching speaking based on the action research with actionreflection model.

Related to the second question, the researcher used the data from the students' speaking scores that were obtained in every cycle. This data could inform whether there was any improvement on the students' speaking competence or not.

To answer the third question, the researcher used the data of questionnaires, which contained many questions given to the students in the last meeting of the teaching and learning process during the application of field trip. The researcher then described and analyzed the data to know the students' responses toward the implementation of field trip method.

## A. The Glance Description of Research Object

Mts Darul Hikmah is one of Islamic junior high school in Mojokerto. It is very easy to reach from many other sides. The location is near the main road, so this school is strategic. The school has many facilities that causes the students can study well. For example the wide yard, hall, laboratories, library, and computer. Moreover, there are facilities to make students feel comfortable doing other activities, such as sickbay, canteen, parking lot, mosque, etc. that is way the researcher choose this school as the place to implement the research.

All the students of Mts Darul Hikmah are very obedient and respectful toward the teacher; it is because this school follows the institute of Islamic boarding school of Darul Hikmah, in which the religion education is much applied there. The students have a good interaction with their teacher, either in the classroom or outside of the class. One of the best classes is VIII grade. The class consists of 20 students in which 8 of them are boys and 12 of them are girls. The students in this class are mixture of the best students throughout the eighth grade. They are clever students in all subjects including English. Unfortunately, they are weak in English speaking competence. This also became the reason for the researcher to choose this class as the subject of research.

## B. Preliminary Study

Before doing the research, the researcher did the preliminary study. The researcher observed the VIII Course class when the process of teaching learning English. In addition, the researcher also interviewed the English teacher to get more information about the teaching learning process, and the students' competence in English speaking.

Preliminary study was held on November 23<sup>rd</sup>, 2010. Here, the researcher came to the school and observed the class when the English teacher was teaching the students. This observation was conducted by researcher to get information about how the teacher taught the students and how the students' activity during teaching learning process. The teacher taught the students using the lesson plan based on curriculum. The material given was about passive voice in the form of present continuous tense. The time allotment was 2x45 minutes.

In the teaching learning process, first of all, the teacher checked students' attendance, then she reviewed the lesson that had been taught in the last meeting. After that, the teacher tried to ask the material that would be taught at that day. Considering that the students had been received material about present continuous tenses. Unfortunately, students still could not change it to be passive voice. Further, the teacher wrote the formula of present continuous tense in the form of passive. After writing and explaining the material, the teacher checked students' understanding by changing some

present continuous tense in active form to the passive form that had been written in the white board by the teacher. Then, the teacher checked the students' work, and corrected the work that was not still correct yet. After the students understood the material, the teacher asked them to write five present continuous tense in active form, then changed those to passive form immediately. After students finished the given task, they were asked to submit the task to the teacher. The teacher gave assessment of the students' task; finally, she distributed the result of the task to the students.

Conducting preliminary study was very important for the researcher. The result of observation in preliminary study became a foundation to make lesson plan that appropriate with the research that would be conducted. Furthermore, based on the preliminary study, researcher could determine that the problem of class appropriate with the research or not

The result of observation in the response note that was filled by researcher, were as follows:

- The total of students are 20 students, 8 boys and 12 girls
- The students who always gave response when teacher asked question were: Sabih Fahmi, Naila Ikrima, Mufarrihah, and Alfiyatur Rohmah.
- The students who never gave response toward the question of teacher were

  Uji Nur Hidayat and Ngahi Kulum.

- The student who looked cleverest especially in English lesson was Naila Ikrima.
- The student who looked weakest especially in English lesson was Fatikhatun Nasriyah.
- The student who seemed silent, but actually clever was M. Fahmi Zakariyah.
- The students whose always active were Sabih Fahmi and Mufarriha.
- The students who always help her friend in the process of learning was
   Naila Ikrima H.
- Most of the students' ability was active in answering the teacher's questions, including English subject.
- The difficulties that always experienced by students was speaking English
- The activity which they really like was learning outside the classroom,
   such as in the laboratory or in the library
- The teacher mixed between using English and Indonesian during teachinglearning English to make students easy to understand the material.
- The students get difficulties when the teacher explains the material throughout using English language.

Based on the result of the observation above, the researcher found that the students of VIII course have the problems in speaking English. It was confirmed by an English teacher, furthermore she said that the causes was they were not accustomed to speaking English. That is way a new method to improve speaking competence was necessary to solve this problem. The method chosen related to learning outside the classroom, that was (field trip). Whereas, the activity to promote speaking used during field trip was roleplays. Kayi stated by implementing role-plays, since they were entertaining, they could motivate students in learning. They also increased the students' self-confidence<sup>46</sup>. Field trip was appropriate with activity preferred by the students in which they liked learning outside the classroom than inside the classroom.

## C. The Descriptions of Research Findings

# 1. The Description of the Teacher's Activities in Implementing Field Trip Method

As what researcher stated in chapter III before, there were six meetings in this research. The chosen topics were different in each cycle. The topics chosen are appropriate with English material for eighth grade. The teacher had

<sup>&</sup>lt;sup>46</sup> 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

prepared the topic that would be used in implementing field trip method. The description of the teacher's activities in implementing field trip method is explained as follows:

## a. First Cycle

## Planning

The first cycle was held on December 7th, 9th, 14th 2010. In the first cycle, the researcher acted as teacher who carried out the lesson. She got time allotment 6x45 minutes to conduct her study. The theme was visiting some business places near the school. The topic that would be given was "Describing Business Places". The main objective of this method was using role-play to interact between students concerning the businesses place. Here, the researcher would prepare the material for implementing field trip, such as a thenic, a topic and outline of short field trip. Beside that, the researcher also prepared lesson plan for three meetings, many sheets of observation checklist and field notes. The first meeting or in field trip preparation would cover the explanation of field trip and the training for students before implementing short field trip in the next meeting. Further, the second meeting would be the application of short field trip that had been studied in field trip preparation. The last, the third meeting would be as summary of short field trip in the previous meeting. Here, the researcher also planned to use FSI level as the

assessment of students' speaking ability and make notes as a reflection for the next cycle.

## **Implementing**

In the first meeting, the researcher started activity by giving warming up. The activity was telling the teacher experience when visiting a new restaurant with her friend. In the short story, she told that she asked much information concerning the place to her friend, whereas her friend gave the information she need by describing the place. After finished telling, she asked students to share their experience too. The teacher continued activity by informing short field trip to the next meeting. But before that, the students were asked to mention some difficulties may happen while describing place. The teacher wrote her problems to the whiteboard, she gave little suggestions of being their problems. After that, the teacher continued by giving field trip information. First, she begin wrote the outline of short field trip in the white board, then she explained it to the students. She also informed a theme and a topic of the next field trip. After that, the teacher and the students discussed to determine the tasks that should be accomplished during field trip. Further, the teacher make four groups of students by asking them chosen a task they like. A group consists of five students. Each group was asked to write some questions that they should ask while short field trip. After that, from the questions they made, they were asked to role-play based on he context. The teacher did not

forget to give feedback after their performance. After that, the teacher reviewed the material of descriptive text to remind students about the material relating the study. In the last activity, the teacher checked students' understanding by asking some questions of what they understand about the next short field trip.

In the second meeting, first, the researcher gathered the students with their own groups and asked them prepare the questions that they had made in the previous meeting. Before implementing short field trip, the teacher gave field trip instruction. It was to understand students of what they should do during short field trip. The students began to visit a business place near the school. The places addressed were: stall, chips factory, shop, and furniture shop. There, they role-play based on the context. The teacher and the observer companied them during doing all activities in short field trip. it was to help students whenever they need for help. After doing all activities in short field trip, the teacher asked students back to school. Again, the teacher gave feedback of what they had done. Then, the teacher asked them write vocabularies studied during implementation of field trip. After that, the teacher informed the tasks for the next meeting as the follow up activity after implementing field trip, they are, creating short field trip based on their experience and submitting the written task as summarize their experience.

In the third meeting, the researcher began the activity by asking students perform role-play based on their experience. This activity was to get students

speaking score after implementing field trip. Here, the researcher called a group to come forward to perform short role-play based on their experiences. Other groups who did not perform gave response of the performance by asking two questions to the group in front. After all groups had performed, the researcher gave feedback of their performance. The next was the teacher asked them submits their short writing task as summarize of their experience. The last activity, the teacher invited students to sing a song. It was to refresh students' mind after they had followed field trip activity from preparation until post trip.

## Observing

The observation process included the topics, the method used, and the teaching learning process of speaking class. Here, the researcher used the observation checklist, field notes and the assessment forms of FSI level to measure and assess the students' speaking competence. The assessment was done when the students performed short role-play based on their field trip experiences. The observer observed the activity while the process of teaching and learning speaking immediately. The result of observation showed that the method was not done perfectly caused two factors. First, the students were passive in speaking, only some of them whose active in speaking during teaching learning process. Second, the students still often made mistakes in their speech, which were mostly on grammar and their pronunciation.

## Reflecting

In this cycle the researcher found that there were some important points that should be given more attention. The first was about the students' behavior. It was found that there were many students whose passive in speaking. Here the researcher should give more attention to the students whose passive in speaking by asking eliciting questions and giving them a positive comment on their response. The second was about the students' understanding. Most of the students made mistake in their speech, which were mostly on grammar and their pronunciation. Seeing this, it was important for the teacher to check students' understanding after received feedback from the teacher.

## b. Second Cycle

## Planning

The second cycle was held on December 16<sup>th</sup>, 21<sup>st</sup>, 23<sup>rd</sup> 2010. The theme that was given to the students was "visiting the schoolyard" and the topic was "describing thing". The main objective of this cycle was using role play to interact with classmates concerning a thing in English. In this stage, the researcher who acted as the observer made some improvement based on the result of the first cycle. It was about the way to change students' speaking passive became students' speaking active. Here the researcher planned to give

more attention to the students by asking eliciting questions and giving positive sign to comment their response. To improve students' speaking competence, particular concerning grammar and pronunciation, the researcher planned to explain the right grammar and pronunciation they might use clearly. Besides, the researcher also prepared the example of pronouncing the words correctly. In addition, she planned to check the students understanding by asking students to pronounce some words, and asking them to make a sentence with correct grammar. Like in the first cycle, the researcher also planned to use observation checklist and FSI level as the assessment of students' speaking ability and make notes as a reflection for the third cycle.

## Implementing

In the first meeting, the teacher started activity by giving warming up to introduced students to the topic. First, the teacher told her experience when buying a plant in the florist. The students listened the teacher's story carefully. Then the students also shared their experience too that causing someone described a thing. The teacher asked students who seldom speak in the class to share their experience. It was to make all students participate to the activity. The teacher then continued activity by informing short field trip in the next meeting. But before, the students should mention the difficulties that might happen when they describe a thing. The teacher tried to give suggestions of

what became their problem. Then the teacher began explaining field trip after wrote the outline in the white board. Continuing by informing students a theme and a topic that would be used. After that, the researcher and the students discussed to determine the tasks that would be accomplished during short field trip. The students then sit in-group of five by choosing a task determined. There were students chosen task of getting the features of jackfruit tree, flag, new bicycle, and coconut tree. Further, the students wrote some questions they should ask while short field trip. the students then performed role-play related with the task chosen. After all groups had performed, the teacher did not forget to give feedback. As what the researcher planned before, the teacher was not only give feedback but also check the students' understanding of what the teacher explained to them by asking them make a sentence with correct grammar, and giving them some example of pronouncing the correct pronunciation. The last activity, the teacher checked students' understanding of conducting short field trip by asking questions of what they got at the day.

In the second meeting, the teacher began activity by asking students gather with their own group, prepare the questions they had made before, and giving the field trip instruction. It was done before students visiting the schoolyard. After students had been ready, the students began to walk to visit the schoolyard. There, the students perform role-play by looking at the thing observed. There were students took the role as florist who served customers,

bicycle owner who talk with his friends, the elder sister who gives information to her little sister, and so on. The teacher here tried to pay attention to the students who rarely spoke or less participated to the activity. Again, the teacher asked eliciting question to them and giving them positive sign on their effort. After the time was finished, the teacher asked them back to school. Then, she asked them wrote new vocabularies used during short field trip. The teacher then informed the students about the tasks after implementing field trip, they were creating short role-play based on their experience and writing summary based on their experience too.

In the third meeting, after the teacher greeting and checking students' presence, the teacher asked students perform role-play based on their experience. This activity was to get students speaking score after implementing short field trip. Here, the teacher called a group to come forward to perform short role-play based on their experiences. Other groups who did not perform gave response of the group performance by asking two questions to the group in front. It was to maintain the students' attention toward the performance showed. After all groups had performed, the teacher did not forget to gave feedback. After that, the students were asked to submit their short writing task as summarize of their experience. The teacher then distributed the questionnaire that contains of students response toward the implementation of field trip as a method in teaching speaking. While the students fill the questionnaire, the teacher explained per its point. It was to

understand students; in order, their understanding was not different. To appreciate students' participation during the study, the teacher gave a prizes to a group whose the best and snack for all students in the class.

#### Observing

The students implemented field trip very well because they had used the method before. However, in this cycle the students were all motivated to speak and learn together with their groups. Their willingness to speak up much better compared with the previous cycle. Moreover, their teamwork was more solid. The students were more comfortable when they were speaking with their friends. The teacher effort by asking eliciting questions and giving positive sign when commenting students' response could encourage them to speak. Furthermore, the teacher's feedback through checking students' understanding of using correct grammar and pronunciation could improve their speaking competence, although there were still little errors found in their speech. For the last observation of this cycle, beside the researcher did some observations using observation checklist, field notes, and students' speaking assessment forms, here the researcher also distributed a questionnaire to the students to know their responses toward the field trip method given to them for six meetings during the teaching and learning of speaking class.

#### Reflection

In this cycle the students showed some improvements. They were easier to be controlled than before. They also became confidence to speak up although there were still grammar mistakes made. The method and suggestions that had been applied during the research were applicable. And the result of the method could assist the students to improve their speaking ability.

After having done the previous activity using field trip method as well as considering the reflection of each cycle, the researcher tries to give some suggestions in order to make the Field Trip improve the students' speaking ability as follows: first, the topic must be interesting. The second, explaining field trip method that would be conducted by the students clearly. Third, companying the students' while doing interaction, observation, or role-play during field trip, in order the students were serious and used their speaking ability maximally. Fourth, finding the way to make students are able to keep speaking motivation. Brown stated that one of the characteristics of successful speaking activity is the students have high motivation in speaking<sup>47</sup>. The last, for correcting students' mistakes in speaking, Kayi suggested the correction

<sup>&</sup>lt;sup>47</sup> H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition, (New York: Addison Wesley Longman, 2001), p. 270

should not distract student from his or her speech<sup>48</sup>. Therefore, it was better done after the students finish their speech, and make sure that the students understand what they should repair from their speech.

## 2. The Result of the Students' Speaking Ability

The researcher attempted to examine the students' speaking ability in every cycle, which in the last meeting of first cycle and in the last meeting of second cycle. The scores were presented completely in an FSI rating procedure table:

Table III: Assessment Scores of Students' Speaking Ability

NO	NAME	1 <sup>st</sup> C	1st Cycle		2 <sup>nd</sup> Cycle	
		Scores	Level	Scores	Level	
1	Ahmad Robith Sabiq	42	2	70	3	
2	M. Fahmi Zakariyah	41	1+	63	3	
3	Uji Nur Hidayat	37	1+	62	2+	
4	M. Zainudin	40	1+	74	3+	
5	Muhammad Fatih M	38	1+	72	3	
6	Sabih Fahmi	42	1+	67	2+	
7	Ngahi Kulum	39	1+	76	3	
8	M. Abdul Muabbad	37	1+	62	2+	
9	Anggun Nurani	47	2	72	3	
10	Naila Ikrima Hisbiyah	43	2	72	3	

<sup>&</sup>lt;sup>48</sup> 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

11	Umi Masruroh A	34	1+	66	3
12	Ayu Nadhiroh	33	1+	59	2+
13	Ina Fastabiqul Khoirot	38	1+	71	2+
14	Siti Aminah	38	1+	62	2+
15	Siti Maulidatul Fitriyah	37	1+	65	2+
16	Alfiyatur Rohmah	40	1+	71	3
17	Mufarrihah	42	1+	70	3
18	Nur Muazzizah	43	1+	71	2+
19	Akmala Tazkiyah	38	2	66	3
20	Fatikhatun Nasriyah	33	1+	58	2+

The Standard Score: 2+ (53 – 62) The Maximum Score: 3+ (73 – 82)

Table IV: The Conversion Table

NUMBER OF CYCLE	SCORES	NUMBER OF STUDENTS	FSI LEVEL
I	33 – 42	16	1+
	43 – 52	4	2
	53 – 62	9	2+
II	63 – 72	10	3
	73 – 82	1	3+

Based on the data of the table above, it can be identified that there was an improvement on the students' speaking ability. In the last meeting of the first cycle, 16 students got the scores of 33 up to 42 means that they were at

level 1+. Whereas, 4 students got scores from 43 up to 52 means that they were at level 2. Based on the data shows that in the first cycle the students were not only being able to ask and answer question on topics which were familiar to them but also could understand and participated in a simple conversation.

Meanwhile, in the last meeting of the second cycle, there were significant progresses on their speaking ability since most of the students' scores were higher than in the previous one. The scores increased to level 2+ for 9 students, level 3 with 10 students, and level 3+ for 1 students. It shows that the students in the second cycle were able to describe simple things, people or places and chronological events. Few errors on pattern and grammar or word order, but errors never influence the understanding. Moreover, they were able to participate actively in short conversation.

## 3. The Results of the Questionnaire

In conducting her research, the researcher also used questionnaire to collect the data. She used this technique to know the students' responses to the use of field trip method. The analysis of the students' responses then indicates the effectiveness of using field trip while the method was implemented in the speaking class. Concerning the result of the questionnaire, the researcher comes with a conclusion that field trip, in fact, could help the students to practice their speaking ability because the method could create a relaxed

atmosphere so that the students could express their idea freely. Moreover, the implementation of the field trip could motivate them to participate actively in the speaking class activity because students had already been familiar with some words related to the topics. In shorts, from the students' responses in the questionnaire toward the use of field trip, the researcher then concludes that field trip could give a great deal of contribution to the students' speaking ability if the method are applied with mature preparation. The followings are the indicators being measured and elaborated in the questionnaires:

- 1. The students' opinion about English (1)
- 2. The students' opinion about speaking (2)
- 3. The students' opinion about the field trip method (3 7)
- 4. The students' opinion about the topics used in the field trip method (8 10)
- 5. The teacher's role in the application of the method (11 15)
- 6. The students' opinion of the advantages and disadvantages of using field trip method (16 20)

The result is presented in the following table:

NUMBER OF	N	NUMBERS OF ANSWERS			NUMBER OF	
QUESTIONS	A	В	C	D	STUDENTS	
1	2	14	4	-	20	
2	4	12	4	_	20	

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3	4	14	2	-	20
4	8	12	-	-	20
5	7	13	-	-	20
6	14	6	-	-	20
7	3	13	4	-	20
8	8	12	-	-	20
9	10	10	-	-	20
10	5	13	2	-	20
11	3	16	1	-	20
12	15	5	-	-	20
13	12	7	1	<b>-</b>	20
14	13	7	-	-	20
15	6	11	3	-	20
16	14	4	2	-	20
17	-	18	2	-	20
18	10	10	-	-	20
19	12	8	-	-	20
20	5	13	2	-	20

After classifying them, the frequency of occurrence of each opinion type is counted to know the proportion of each opinion type. It is calculated using this formula:

# Number of Responses

Total number of students

X 100%

## 1. The students' opinion about English subject

No.	A	В	С	D
1.	10%	70%	20%	-

## 2. The students' opinion about speaking skill

No.	Α	В	С	D
2.	20%	60%	20%	-

## 3. The students' opinion about the field trip method

No.	A	В	С	D
3	20%	70%	10%	-
4	40%	60%	-	-
5	35%	65%	-	-
6	70%	30%	•	-
7	15%	65%	20%	-

# 4. The students' opinion about the topics used in the field trip method

No.	Α	В	C	D
8	40%	60%	-	-
9	50%	50%	-	-
10	25%	65%	10%	-

# 5. The teacher's role in the application of the method

No.	A	В	C	D
11	15%	80%	5%	-
12	75%	25%	-	-
13	60%	35%	5%	-
14	65%	35%		-
15	30%	55%	15%	-

# 6. The students' opinion of the advantages of using field trip method

No.	A	В	С	D
16	70%	20%	10%	-
17	-	90%	10%	-
18	50%	50%	•	-
19	60%	40%		-
20	25%	65%	10%	

## D. The Discussions of Research Findings

#### 1. The Discussion of the Presentation of Each Cycle

The researcher found several things that could be noted down from the result of the observation during the method was implemented. The result showed the development of the students' speaking competence by using field trip. In this case, the researcher observed what was happening in some activities.

#### a. First Cycle

The first cycle, there were many things happened. Field trip whose the topic "Describing Business Places" could not be implemented perfectly. There were only several students who were active and the others were passive. They were passive because they were too shy to speak English. They only smiled when they were asked to give response or opinion. The crucial problem arose when they got difficulties in the grammar construction, the vocabulary mastery and the pronunciation of words. Knowing that conditions, the researcher tried to ask eliciting questions and give them motivation by giving positive sign while commenting their response, like saying "good" or "that's right" to make them speak more in English. Moreover, according to the real teacher, the researcher as the practitioner in this first cycle even though had already corrected the grammar mistakes, yet the students still did not understand their mistakes. The result, they often made the same mistakes later.

Therefore, the researcher tried to check students' understanding by asking them make a sentence using correct grammar and giving examples of pronouncing the correct words. Here are the examples of the grammar errors made by the students.

• Student 1 : "It my favorite place, because the place calm and it sell my favorite foods, they are fry foods"

Instead of : "This is my favorite place, because the place is calm and it sells my favorite foods, they are fried foods."

• Student 2 : "Do the place sells some cakes too?"

Instead of : "Does the place sell any cakes too?"

• Student 3 : "Do you have a business before?"

Instead of : "Have you had a business before?"

• Student 4: "In my mother new shop there are many things that the people and children need; such as, stationery, rice, fried oil, baby milk, instant noodles, some cute candies, some snacks, etc"

Instead of : "In my mother's new shop there are many things that the people and children need; such as, stationery, rice, fried oil, baby's milk, instant noodles, some cute candies, some snacks, etc."

• Student 5: "The superiority of Jatitulen furniture shop; for example, all furnitures are made from teak."

Instead of : "The superiority of Jatitulen furniture shop; for example, all furniture is made from teak."

They also mispronounced these words:

- furniture [ furnitur ] instead of ['f3:nit]ə(r)]
- stationery [ stasioneri] instead of ['steilənri]
- noodle [ nodel ] instead of ['nu:dl]
- business [besnes] instead of ['biznes]
- cozy [kozi] instead of ['kəuzi]

The errors occurred due to the students' limited experiences of practicing their speaking ability in the classroom. So, it was actually natural if they made mistakes since the method spontaneously much use English language.

#### b. Second Cycle

In the second cycle of the topic "Describing Thing", the students made progress in their speaking ability. They made only few errors in their grammar and pronunciation while implementing short field trip. It was because the teacher had checked the students' understanding in constructing the right grammar and pronouncing the words in the first meeting of second cycle. The improvement of students could be seen when they perform role-play while short field trip, the student expressed a sentence such as "I have many banana trees in my field. Do you have any fruit trees?". This sentence showed

that they could use the right pronunciation and construct the grammar in the right order compared with the previous cycle. Although there were still grammar mistakes and mispronunciation of some words, at least they could reduce the errors. Another important thing that was found in this cycle was the participation of the students in their groups before they perform role-play in front of the class. The students showed cooperative work and they had a great responsibility. It was shown by a member of the groups who understood the setting well, he or she pointed the other members to take their role. The members also divided the task to speak as average. When the students found difficulties during role-play preparation, members of the groups immediately solve the problem by discussing it or asking to the teacher. The important one was the method made the students and the atmosphere of the class become alive. It was because the students were accustomed to doing role-play. In roleplay activity, the students could more entertain the others compared with the previous cycle. The groups competed to give the interesting performance. It caused other students who looked at the group's performance felt consoled. Then, it encouraged them to give responses on what they performed. The method using role-play activity also increased the students' self-confidence in speaking English. It could be seen from the students' performance in front of class. The students were brave to express their role and they felt enjoy to interact with friends. It could happen because the student had different role and they did not speak for themselves.

## 2. The Discussions of the Results of Speaking Ability

Concerning to the assessment of the speaking ability and the daily conversation, field trip could improve the students' speaking ability. The improvement of them could be seen from the progress of the students' speaking ability scores from the first cycle until the second cycle. The improvement could be seen in the accent, grammar, vocabulary, fluency, and comprehension.

In the first cycle, the students' accent was in the level 1 and level 2. It means that the students' accent needs some frequent repetition. They had problem in pronouncing their words. But in the last meeting, their accent reached level 3. It means that they have an occasional mispronunciation in their sentences, but do not interfere with understanding.

In the vocabulary acquisition, most of students were in the 3 level. It means that the students' vocabulary was sometimes inaccurate. They had problem in word choice. While in the last meeting, the students' vocabulary acquisition reached level 4. It means their vocabulary was apparently accurate. Their vocabularies were adequate to discuss special interest; general vocabulary permitted discussion of any non technical subject with some circumlocution.

In grammar, the students' achievement was in level 2. It means that the students constantly made errors. It was different with the result of the last cycle. The students could reach level 4 and level 5. It means that they made

few errors in grammar. It happened because the teacher always checked the students' understanding after explaining the correct grammar of the students' fault. It makes them pay attention to their sentence.

Their fluency relatively increased from slow to occasional hesitant. In the first meeting, they were able to reach level 2 and 3, which means their speech is still slow and hesitant; their sentences might not incomplete. But at the last cycle they could reach level 4 and level 5. It means that their speeches were sometimes hesitant, but some students were effortless and smooth in their speech.

The last improvement was about the comprehension. In the first cycle the students were at level 2 and 3, which mean they could understand very simple speech. In the last cycle they were able to reach level 4, which means they understand quite normal speech direct to them.

All of the explanation of the improvement that made by the students could improve their speaking ability.

## 3. The Discussion of the Results of Questionnaires

In the description of the research findings, the result of questionnaire had been briefly explained; the result of the questionnaire will be analyzed based on the research problem that is going to be revealed. In this part, the discussion will be divided into six matters. The first is about the students' responses of English lesson. The second is about the students' responses of

speaking skill. The third is about the students' responses of the field trip method. Fourth is about the students' responses of the topics used in field trip method. The fifth is about the students' responses of the teacher's role in the application of the method, and the last is about the students' responses of the advantages of the method.

The first is about the students' responses of English lesson. Based on the result of the questionnaire, 70% of students liked English lesson. Although, 20% of the students stated that they did not really like English lesson.

The second is about the students' responses of speaking skill, it is showed that 60% of them admitted that they liked speaking skill, although 20% of them rather liked learning speaking skill.

The third is about the students' responses of the field trip method. Based on the questionnaire, about 70% students conveyed that the implementation of field trip method was interesting. Even though, 10% of them said that it is not really. The students who said that the rule in implementing field trip was important were 60%, whereas 40% of them said that it was very important. In addition, 70% of the students conveyed that field trip help them really often work in-group. Students also stated that field trip method encouraged them to convey their opinion. About 75% students said like that. Even though there are 10% of students said that it was not.

The fourth is about the students' responses concerns the topics used in field trip method. Based on the result of questionnaire, the data showed 60%

of the students said that the topics were interesting and 50% said that the topics could help the students to participate actively in implementing the technique. 85% of them also admitted that by using this method, their friends were very enthusiast in implementing field trip activity.

The fifth is about the students responses of the teacher's role in the application of the method. Based on the result of the questionnaire, the data pictured that there were 80% of the students stated that the teacher give eliciting questions to prompt them to speak more. About 75% of the students also said that the teacher always gave the positive sign to them. In addition, 60% of the students stated the teacher could explain the field trip method clearly. Although, 5% of them said the explanation was rather clear. The students also stated that the teacher always gave feedback of their performance. It was proved by 65% students who said like that. Moreover, 55% of the students said that the teacher's role while field trip could motivate them to be more active in speaking English. Even though there were 15% of them said that the teacher did not motivate them. In short, it could be concluded that the teacher's role was good in applying field trip to the speaking class, thus she made the students could understand the materials and learn English speaking well.

The last is about the students' responses toward the advantages of field trip method. After the implementation of the method, there were 65,8% of the students admitted that field trip could help them practice English speaking in

the real life setting. In addition, there were 90% of the students admitted that they could feel comfortable when speaking English, though, there were 10% of them said that they did not feel comfortable. About 50% of the students admitted that the information they got from field trip was more complete and based on the truth, whereas 50% of them admitted it more. About 60% students admitted by using field trip, learning English speaking to be more fun. Furthermore, the students in 65% admitted that by using field trip method, their speaking ability, especially in communication was increase. Even though, there were 10% of them said that there were no significant improvement of speaking skill after applying the method. However, the explanation could conclude that the method has many advantages for the students in enhancing their speaking competence.

In conclusion, the above discussion showed students' responses toward the implementation of field trip method was gradually good because the students admitted by themselves that this method was very useful for them.

#### E. The Criteria of Success

Considering the criteria that were made by researcher, she can conclude that her research was successful because the data of the study could reach the criteria of success. The criteria are as follows:

a. The teacher is considered to have a good performance in implementing the field trip method in teaching speaking skill.

Dealing with the observation, in the first until the last cycle the result observation checklist stated that the activity of teacher got the improvement. The teacher explain field trip clearly, provide chance for the students using English language, ask eliciting questions, give feedback, and involve speaking activity in the class and out of class. (See appendix 3, and 4).

In addition, the result of the questionnaire number eleven that discussed about the teacher's role, 80% students stated that teacher gave the eliciting questions, thus it made them to speak more. 65% students also said that the teacher always gave feedback of their performance. Moreover, 30% and 55% students stated that the role of teacher in applying field trip could motivate them to be active in speaking.

Based on the data, it can be concluded that the teacher had good performance in implementing the research, because according to Kayi of suggestion for teacher in teaching speaking, the teacher is able to apply the points he mentioned<sup>49</sup>. Furthermore, the role of teacher could help the students in learning speaking.

<sup>&</sup>lt;sup>49</sup> 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

b. The students are interested and enthusiastic in applying the method. The students are able to implement the rules of this method well and participate totally on the teaching and learning process.

This statement was confirmed by the result of questionnaire that in question number 3, there were 20% and 70% students admitted that they were interested to the field trip method in learning speaking. But the students who was not really interested were about 10%. The question number 10 concerns students' responses toward the topics used in field trip method, there were 10% and 65% students stated that the topics made them enthusiast in applying field trip activity, and 25% of them stated that the topics made them very enthusiast in applying field trip activity. But, 10% students said that they not really enthusiast to apply the activity. However, from the result can be concluded that the students are interesting and enthusiastic in applying the field trip method.

For question number 7, there were 65% students stated that they often give their opinion through using field trip method, although there were 20% of students stated that they seldom gave their opinion. While for question nine, discussing the topics used in field trip, about 50% students said that the topics really help them were active participate in following field trip activity. Whereas 50% students said that field trip help them to be active. This shows that most of the students active participate in teaching and learning process.

To prove that the students were able to implement the rule of field trip well, considering the question number 13 in the questionnaire, concerns the teacher's role; about 60% students stated that the teacher had explained the rule of field trip method very clearly. Whereas, 35% of them stated that the teacher explained it clearly. But, 5% students said that it was not really clear. Nevertheless, it shows that the students have been clear about the rule of field trip method. In addition, 60% and 40% students admitted that by using field trip method, their English learning was being fun. It showed that the students were easy to apply field trip and they did not get any difficulties (See appendix 10 and 11).

It can be concluded that the students really understand the rule of the method and they also implement the rule well.

c. More than or equal to 60 percent of the students' score of speaking tasks is greater than or equal to (2+) according to the conversion table of FSI level or approximately (53-62).

Based on the result of speaking test, it showed that in the first cycle, the students' speaking ability in level 1+ until level 2. it means that the students in the last meeting of the first cycle, they were not only being able to ask and answer question on topics which were familiar to them but they also could understand and participated in a simple conversation. But in the last meeting of second cycle showed that there were significant progresses on their

speaking ability. It was proved that all of students' speaking score was reached level 2+ until 3+. It means that 100% students could get the standard minimum score achievement in the last cycle. Reaching these levels means that the students were able to describe simple things, people or places and chronological events. The students had few errors on pattern and grammar or word order. The students also were able to participate actively in short conversation. Considering this, it can be concluded that the method have been success to improve students' speaking skill.