

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 23rd, 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

- 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 teaching-learning English to make students easy to understand the material.
- The students get difficulties when the teacher explains the material throughout using English language.

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 accompanied 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.

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.

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

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	-	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

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.”***

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 role-play 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

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

- 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.

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.