## **CHAPTER V**

## **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion of this study. Considering the description and the discussion of study in the previous chapter, in this chapter the researcher write down the conclusion of using field trip method to improve speaking competence. In addition, the researcher also proposes some suggestions for the English teacher and other researcher who are going to conduct the similar research.

## A. CONCLUSION

This study focused on the implementation of field trip method, the field trip method could improve students' speaking ability or not, and the students' responses toward the implementation of field trip method. Based on the result of this study, it can be concluded that:

1. Field trip method was implemented through two topics during six meetings. The topics used were: Describing business places, and Describing things. The implementation of field trip in this study was based on the Kenneth Beare's idea, that is visiting local businesses, but have students role-play shop assistant - customer / employment agency officer -

citizen / etc<sup>50</sup>. The field trips' implementation used collaborative action research in which has four steps such as planning, implementing observing and reflection. Based on the result of observation checklist, the field trip method was implemented in learning speaking well. It was because, the result of the last cycle showed that the field trip method was applicable well. The field trip method could motivate students to speak. The teacher got the improvement in applying lesson plan. It is proved from the result of observation checklist, the teacher asked eliciting questions to the students, beside that she gave positive signs when commenting on a student's response. Thus, the students were more active in English speaking. The result of field note of the last cycle showed the teacher not only gave feedback to the students, but she also checked the students' understanding of using right grammar and pronunciation. Thus, the students more pay attention to their speech. The students also got the improvement in the cycle. It is proved in the result of observation checklist in the last cycle, most of students were talk active participant then the first cycle, moreover the students responded more to the group's performance by asking some questions. Meanwhile, the result of field note in the last cycle showed that the method could make students speak confidently. That

<sup>&</sup>lt;sup>50</sup> Kenneth Beare, Short Field Trips, retrieved from http://esl.about.com/od/conversationlessonplans/a/Short-Field-Trips.htm, on 30<sup>th</sup> December 2010

is why the application of field trip method can be considered as good, because it gave the way out of the students' problem in speaking, in which they were usually shy to express their English speaking ability.

- 2. Field trip could improve students' speaking ability, especially to the eighth year students of MTs Darul Hikmah Mojokerto. It can be seen from the result of students' speaking ability scores. It showed that 100% of the students could get the standard minimum score achievement in the last cycle. Therefore, the field trip method could minimize the students' problem they faced in speaking class.
- 3. The students' responses toward the implementation of field trip method were good. This statement was confirmed by the result of questionnaire, there were 90% students admitted that they were interested to the field trip method in learning speaking, about 90% students admitted that field trip made the students comfortable communicate using English, and 100% students admitted that by implementing field trip method, their experience in learning speaking could be fun. It can be concluded that this method has many advantages for the students in enhancing their speaking competence.

## **B. SUGGESTION**

In order field trip improves the students' speaking ability the researcher has formulated some suggestions that should be considered by English teachers. The suggestions presented as follows:

- Explaining field trip method that would be conducted by the students clearly.
- Companying the students' while doing interaction, observation, or roleplay during field trip, in order the students were serious and used their speaking ability maximally.
- 3. Ask students the eliciting questions, and give a positive sign when commenting their responses to motivate students to speak more. Based on Brown's statement, a characteristic of successful speaking activity is the students have high motivation in speaking<sup>51</sup>.
- 4. Correcting students' mistakes in speaking after the students finished their speech, and make sure that the students understand what they should repair from their speech. It because Kayi suggested the correction should not distract student from his or her speech<sup>52</sup>.

<sup>51</sup> H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition, (New York: Addison Wesley Longman, 2001), p. 270

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