



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

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<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



1. Explaining field trip method that would be conducted by the students clearly.
2. Accompanying the students' while doing interaction, observation, or role-play 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>.

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<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

<sup>52</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