

IMPROVING STUDENTS' ENGLISH-SPEAKING MOTIVATION AND ACHIEVEMENT THROUGH FIELD TRIP VIDEOS

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ABSTRACT

An essential component of a student's learning process is motivation. The primary issue, specifically VII A in SMP Khadijah 2 Surabaya academic year 2022/2023, was identified by the researcher as a lack of desire during speaking class. The pupils were apathetic, easily bored, did not participate in the learning process, and did not give the assignment their full attention. The purpose of the study is to implement the use of field trip videos to increase the students' English-speaking motivation and achievement in VIIA students of SMP Khadijah 2 Surabaya so the lack of motivation and achievement can be solved. To address the issue of low motivation and achievement, the researcher employed classroom action research to install field trip videos. To assess the researcher's data, qualitative and quantitative methodologies are both used. The qualitative approach is used to gather data utilizing field notes, surveys, observations, and interviews. For each Cycle, data from the speaking pre- and post-tests are gathered using the quantitative method. The findings show that field trip videos improve students' English-speaking motivation and achievement in speaking class. This can be seen from the improvement in each Cycle. Nineteen of the twenty-four students received score that exceeded the Minimum Mastery Requirement (KKM).

Keywords: Students' English speaking, motivation, achievement, field trip videos.

INTRODUCTION

The aim of a teaching learning process will be achieved if the students are engaged, enthusiastic, and active in a learning activity. Students' motivation plays a big part in determining how they behave during a learning experience. Their method of learning in a classroom will alter as a result. Students were motivated to study when they actively participate in a learning activity by embracing its objective and making an effort to understand the concepts or master the targeted abilities (Brophy, 2004). Understanding the purpose and idea of the learning activity might help students become more motivated. Students who are motivated will work harder at their academic tasks. A "motivated learner" is someone who is interested or even willing to put out effort in learning activities (Ur, 1991). Students' success in the learning process is also influenced by their

level of motivation. In the same vein, pupils with low motivation will struggle to learn while those with great drive will quickly accomplish their learning goals. The motivation of pupils studying English needs to be raised in order to improve their performance or English attainment.

Some students didn't seem to be motivated to learn when they are studying English. They believe that studying English is challenging, unimportant, and boring. In actuality, they make no attempt to improve their English. They have little interest in honing their English. When the English teacher presents the content, many of them merely become bored. The absence of a fun environment in the classroom presents another issue. The teacher always employs the same boring instructional methods. Simply obeying the teacher's instructions, the students. For instance, filling out worksheet questions or copying from the teacher's notes on the

board or PowerPoint slides, they lack the vocabulary necessary to speak English in class, they lack speaking experience, and finally, they lack engaging subject matter. These difficulties make learning English tedious. Considering the causes above, the researcher proposes a learning medium such as a field trip videos in the classroom to improve Students' English Speaking Motivation and Achievement. This learning medium can be very useful if it is integrated with some learning activities such as discussion or practicing language skills. Based on the field trip videos, students can learn a language in an interesting and enjoyable way with the media. There are some medias which belong to group work. The researcher proposes a learning media such as a field trip videos in the classroom to improve Students' English Speaking Motivation and Achievement. If combined with other learning activities like debate or language practice, this learning tool can be highly beneficial. Students can use media to learn a language in an engaging and fun way based on the field trip videos. To address the issue, we must identify an efficient teaching strategy that would increase students' motivation and achievement in speaking English. Working in groups gives pupils more chances to speak. The word "group work" refers to a variety of methods in which two or more pupils are given a job that requires cooperation and self-initiated discourse (Brown, 2001). Therefore, one strategy that can be utilized to encourage kids to communicate more is group work. The usage of film and video to study their impact on students' speaking motivation has been the subject of numerous prior studies undertaken by various researchers from different parts of the world (Muslem & Abbas, 2017; Ismaili, 2013; Sihem, 2012; Silva, 2013). When field trip videos were used in group work activities, the students' speaking abilities, particularly their fluency, increased (Nguyet and May,

2012).

Even the most reserved pupils become enthusiastic at the mere suggestion of a video field trip (Bellan and Scheurman, 1998). When used properly, field trip videos give students the opportunity to interact and integrate what they learn in class, what they read, and their field trip experiences. The use of field trip video in the classroom can boost students' interest in studying English. It provides a digital representation of the English language. Therefore, it is expected that using field trip recordings as teaching resources will increase student motivation for the class and their proficiency in English. In short, it is anticipated that the students' issue can be resolved by employing field trip recordings to boost motivation through a classroom action research. One method English teachers can use to engage their students is to use field trip videos because this activity involves both hands-on and new activities in addition to many others (Bellan, 1998). Videos of field trips allow students to virtually leave the classroom and become fully immersed in the subject matter, which is not possible in a textbook or classroom (Xanthoudaki, 1998). Videos from field trips are available for students to watch and interact with. Students can thoroughly visualize a topic or thought by visiting, for instance, Indian huts, battlefields, or listening to a docent describe the life of a frontier child while sat in a classroom. The interactive features of field trip videos enable the students to interpret the content in their own ways. Due to their ability to enthuse even the most reserved students, field trip videos currently play a significant role in fostering motivation in English studies. When used effectively, field trip videos give students the chance to interact and connect what they learn there to what they already know from class, the readings, and other experiences.

Both English teachers and upcoming academics could benefit from the findings of this study. The three dimensions of this study's significance are theoretical, practical, and educational. In theory, the findings of this study add to the body of literature, especially the literature on speaking learning approaches. Additionally, this study will show whether there is a substantial relationship between students' motivation levels and their English-speaking proficiency as well as whether field trip videos used in the classroom have an impact on students' motivation levels and achievement. By increasing the passion and success of their students' English speaking through field trip videos, this study is projected to practically stimulate English teachers and give them new teaching ideas for speaking. In order to increase students' proficiency in English speaking, motivation is crucial. The study's findings may also help students with different motivation levels who are discovering their strengths and weaknesses in English Speaking Class. Likewise, it is hoped that this study may encourage those in charge of developing curricula or syllabi to develop alternate methods of teaching speaking. The study's findings would encourage English teachers to consider their existing methods for teaching speaking and turn them into useful insights that might be used to the teaching and learning process. Other researchers that want to do a study in the same area as one of their references will find this study to be helpful.

As well as to determine whether there is a relationship between using media field trip videos with the Students' English-speaking motivation and achievement. Hence, the major theories used are Student' English speaking, motivation, achievement, media field trip

videos, and also some previous studies related to the topic of this current research.

Student' English Speaking the expert offers a wide range of definitions for speaking. Communication involves the two fundamental actions of speaking and listening (Clark & Clark, 1977). To help others comprehend what they are saying when they are speaking, people often use utterances, views, sentiments, and facial expressions. Then, emphasizes that speaking involves using speech to communicate meaning to other people (Spratt, 2005). Speaking is not like reading or writing. It indicates that there is a two-way communication during the engagement, with language and nonverbal cues employed to keep the listener's attention on the speaker and ensure that the speaker's meanings were understood. Speakers must use certain actions in order to convey their objectives when speaking (Thornbury, 2001). They should endeavor to speak precisely and fluently, develop and monitor their own speech, and enunciate their words clearly. The ability to communicate effectively also presupposes knowledge of linguistics and the quick processing of language and information (Harmer, 1998). It implies that the speakers should be able to articulate their thoughts, collaborate with others, and evaluate the data they have gathered.

Types of Speaking

Giving the pupils the chance to share their ideas, opinions, and expertise is the most crucial aspect of the speaking exercise. If compared with writing and reading skills speaking has several different characteristics. In speaking, speakers usually use easier vocabulary than the written language grammatically. There are five fundamental forms of speech, imitative, intense, responsive, interactive,

and extensive (Brown, 2004).

Functions of Speaking

Students may articulate the meaning of formal and ongoing transactional and interpersonal discourse in daily life based on the competence standard of speaking. Both transactional and interpersonal conversation can be characterized as the interactional functions of speaking, which focus on the exchange of information, and the transactional functions, which have as their major goal the development and maintenance of social relationships. Speaking as a transaction, speaking as a performance, and speaking as an interaction make up an expanded three-part version of Brown and Yule's paradigm (following Jones, 1996, and Burns, 1998).

Motivation

In the process of teaching and learning, motivation is crucial. The Latin verb *move* is where the word "motivation" originated (to move). In other words, motivation is something that encourages someone to move and take action in order to succeed. Some psychologists have their own definition of motivation.

Motivation as a kind of internal drive that forces someone to act or think in a particular way in order to achieve a goal (Harmer, 1983). Internal drive refers to an organism's propensity toward a goal based on modifications to the organism's processes (James, 1981). It implies that each person's motivation originates from within and serves to motivate them to engage in an activity in order to accomplish their goal. A person's inspiration may be sparked by someone else, an occasion, or it may come from within (Ryan & Deci, 2000). Motivation as the mind that conducted us to do something that useful and change this

mind to be real activity. For example: why we decide to do something, how long we want to do it for, and how hard we are prepared to work to achieve it. motivation as the ideas and emotions that drive our behavior, sustain our desire for it, and translate our intentions into deeds. He continued by saying that people motivation determines their reasons for doing things, how long they want to do them for, and how hard they are willing to work to accomplish them (Spratt, 2005). The researcher defined motivation as something that happens to a person that prompts them to take a particular action in order to fulfill their goals in light of the aforementioned definitions of motivation. The teacher's efforts to support and enable the students in order to increase their engagement and interest in English-speaking activities during the teaching and learning process constitute motivation in the learning process use field trip videos as media.

Achievement

Achievement is the outcome that a person achieves after performing tasks or engaging in particular activities (Tu'u in Mubarak, 2019). Naturally, a learner will accomplish their anticipated learning objectives. Learning is the process of acquiring new information in oneself by practice, doing, researching, and other activities in order to prepare One self for future changes. Accomplishments are outcomes that have been attained as a result of practice, experience, and learning effort; in this case, they were realized in the form of a test score (Rochsotun, 2015). Difficulty in defining, quantifying, and measuring student accomplishment (Cunningham, 2012). The most prevalent metric of achievement typically relates to a student's performance on achievement examinations in subjects including

reading comprehension, the arts, mathematics, science, and history. Statewide tests, SAT/ACT results, and National Assessment of Educational Progress (NAEP) results are a few examples. Academic achievement is recognized to be influenced by a variety of factors, including a child's personal circumstances and environment, the caliber of schools and teachers, and a number of other variables. All of the parts of the educational system should therefore contribute positively. The researcher concludes that success, improvement or capability, and development in learning education among students all indicate that they have finished the learning process based on the aforementioned assertion.

Field Trip Videos Teaching Media

Brindley claims that all forms of media can be used as tools by both teachers and students to further their educational goals. Furthermore, there are numerous ways to define media. Brindley enumerated a few perspectives that the media might take into account:

1. The type of information that the media conveys (i.e. Linguistic and nonlinguistic information).
2. The information delivery method (auditory, visual, or audiovisual media).
3. The stages of teaching and testing, depending on whether they are used to present, practice, and apply learning content or for testing.
4. The didactic role is employed to inspire students, disseminate knowledge, or promote spontaneous language use.

The physical tools used to teach or send messages including instructions for teaching and learning, or lesson materials utilized in the teaching and learning process, are known as "teaching media." One tool that could be utilized in the

teaching and learning process is video media. Audiovisual media (video) includes media that may be heard, viewed, and/or played back (Rickeit and Strohner, 2008). According to that view, video is a type of media that creates both sound and visual content that may be watched and listened to. Multimedia learning resources, employ computers to present and mix text, images, audio, video, and animation with linkages and tools that enable user interaction, creation, and communication (Richard and Rodger 2000). The researcher defines audiovisual media (field trip videos) as those that use audio and visual components from studying video, cassette, film, etc. to deliver a message or information. Despite that point of view, it is clear that video is the learning medium that best combines sound, animation, and visuals to deliver a concept or idea. According to Ampa et al (2003) journal article, "The Implementation of Multimedia Learning Materials in Teaching English Speaking Skills," there is cause to think that video learning materials could aid in encouraging students to speak. According to information processing theory, students who use both aural and visual information become accustomed to dual coding and employing different methods to retrieve information. In conclusion, video media learning encourages students to speak up and teaches them how to do so. They learn two things directly from the video, both from the audio and the images that are displayed. Both the speaker's words and mouth movements were audible to them. Stempleski also stated that a visual addition may have an impact on the brain's activation of auditory processing in Richards and Renandya (2002). The auditory cortex can be activated by simply observing someone produce mouth movements that resemble speech without

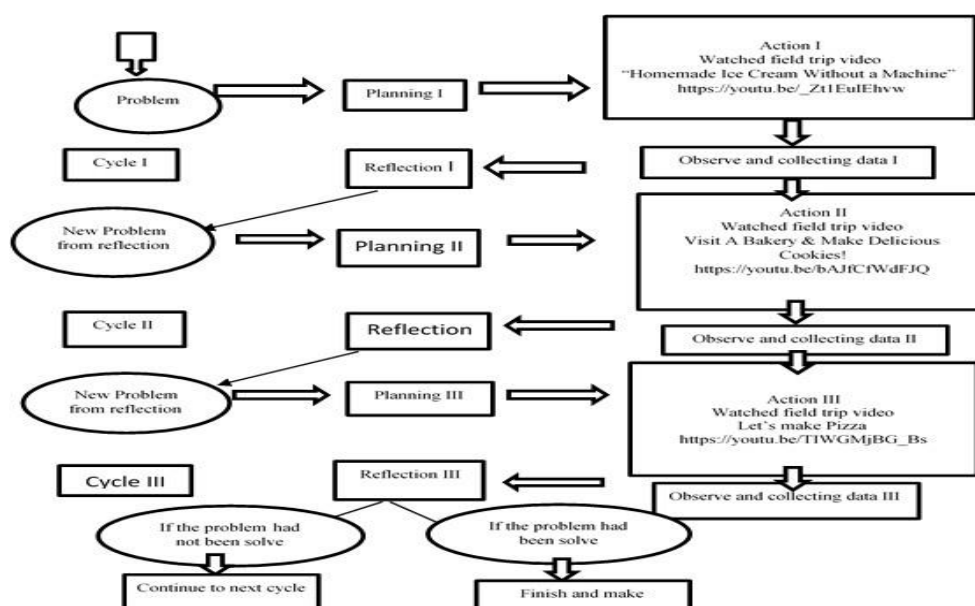
any accompanying sound, according to research. We could draw the conclusion that pictures could facilitate the brain's efficient processing of auditory information. The information conveyed in the film may be easier for us to understand if it is presented visually as well as audibly. It was because we could see what they said in the video we were watching.

METHOD

This research is using classroom action research (CAR) as methodology and it would be done with the Seventh Grade Students of SMP Khadijah 2 Surabaya. There are two classes of seventh graders, each containing 21 students who have received English lessons since they were in elementary school grade VII and at least four of the students in class are taking English course after school. This study has been done more than one month to see the preferences in learning process. Action research is a systematic study of attempts to improve educational practice by teachers (Ebbutt in Hopkins, 1985). They do practice and make a reflection on their teaching process. Additionally, it incorporates teachers in their own educational process and encourages them to reflect and practice critical thinking in

order to enhance their teaching methods. Action research is a form of self-reflective inquiry that participants in an educational setting engage in to improve the fairness and logic of their own teaching and learning practices, as well as their understanding of these practices, and the environment in which the practices are carried out (Kemmis in Hopkins, 1985). It is obvious from the aforementioned definitions that action research can aid educators in learning more about their field. To do this, the research design employs a modified version of Kemmis and Taggart's classroom action research paradigm (1988). Each Cycle in his concept consists of a number of steps. Every Cycle covers planning, action, observation and reflection. Prior to beginning in the first Cycle, the action of problem identification based on an earlier study was taken. One, two, or more Cycles of the observation may be performed. It was taken into account in light of the conclusions drawn from each Cycle. The researcher could draw conclusions about the next phase of observation from the reflection as well.

Figure 1. Classroom Action Research Design



The researcher employs a respectable framework for collaboration in order to enhance the standard of care in classroom action research. Action research can be carried out on one's own or in collaboration with others (Kemmis, 1983). That it is most rationally empowering when done by participants (Hopkins, 1993). Despite the fact that it is frequently done alone and occasionally in collaboration with outsiders, during the planning phase, action phase, observation phase, and post-planning phase, the researcher successfully collaborate. Through the following methods and procedures, the researcher worked to increase students' motivation and success in English-speaking classes.

Classroom Action Research Procedure

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The following Hopkins (1993) quotation states that it is most rationally empowering when done by participants. Despite the fact that it is frequently done alone and occasionally in collaboration with outsiders, During the planning phase, action phase, observation phase, and post-planning phase, the researcher felt successfully. Through the following methods and procedures, she was working to increase students' motivation and success in English-speaking classes:

Preparation Phase

The main issue is identified, the environment is monitored, and recent books or articles are read to gather research at this phase. The most important step in this procedure is obtaining data in order to find inspiration and focus for organizing an investigation more effectively (Burn, 1999)

Planning Phase

This phase entails choosing some relevant research methodologies and creating an adequate plan of action for data collection. The goal of the strategy is to select wise action and gather information from the action (Burn, 1999). In this phase, the researcher conducted interviews with the students to pinpoint and gauge any issues they were having speaking in front of the class. The researcher then used field trip videos in the classroom after that.

Implementing Phase

After creating the data collection processes, the plan was implemented throughout this time. During this time, the topic of the research becomes increasingly prominent (Burn, 1999). As an English instructor, the researcher would observe the teaching and learning processes during this phase.

Observing Phase

In this stage, the intervention's outcome is observed, and its efficacy is considered. This calls for a fresh set of instructional techniques and exercises as well as a return to a period of in-depth data gathering (Burn, 1999).

Reflecting Phase

Analyzing and reflecting are also included in this stage. The data are now evaluated utilizing a methodical procedure of examination and interpretation based on predetermined criteria (Burn, 1999).

The method of data collection intends to aid in the accomplishment of the study. The field trip videos make it easier for researchers to collect data and information about how to improve students' motivation and achievement in speaking English. Both qualitative and quantitative methods are utilized to analyze the researcher's data. Field notes are used to collect data using the qualitative approach. The actions that take place during the teaching-learning process are recorded by the researcher. In addition, surveys and interviews conducted after the

teaching-learning process, as well as the shooting of pictures and videos during that time, complement the observation. The quantitative method is used to collect data from the speaking pre- and post-tests for each Cycle.

FINDINGS AND DISCUSSION

The research had been done after the researcher's receipt of approval from the head of SMP Khadijah 2 to conduct research in class VII A from November to December 2022. This was accomplished following the researchers' receipt of approval from the head of SMP Khadijah 2 to conduct research in class VII A from November to December 2022. In order to improve students' English speaking motivation and achievement in VII A grade, this research was carried out by implementing field trip videos. Both quantitative and qualitative data were used in this study. Speaking test results served as the source of the quantitative data. Every Cycle, students were given a speaking test to see how their motivation and achievement levels had improved. Following the preliminary and post-test, the qualitative data were collected using a questionnaire, observation sheet, field notes, and an interview. A questionnaire is an investigation that involves posing certain written questions. After the use of field trip videos, the students will be asked to check off certain statements on a questionnaire as part of this study to collect their feedback on the teaching and learning process. The questionnaire given to the students was divided in half. The student completed the first questionnaire during the first meeting, and the second during the last meeting. The researcher used the Flanders' Interaction Analysis Category (FIAC) observation sheet to measure how much each student talk participated in the speaking class's teaching and learning process. The observation sheet concentrated on the situation of the teaching and learning

process by implementing field trip videos to improve students' motivation and achievement in English speaking. In order to determine how the students converse in the classroom, the researcher has to choose which group of student conversations better represented the communication at each three seconds interval since FIAC suggests that after each three-second interval. Plotting the coded data was the name given to it. According to Tichapondwa (2008), when using the FIAC technique, the researcher must code the students' conversations at intervals of three seconds. When conducting an interview, questions are asked face-to-face. The students would be interviewed for this study. The researcher would learn more about the students' speaking motivation, achievement in speaking class, and the outcomes of the teacher's teaching approach or technique by interviewing them. Field Note. A way of gathering data is by keeping written records of everything that occurs when collecting data in the field. Field notes are transcribed notes that are based on information gathered through observation and interviewing. Every Cycle, the data not recorded on the observation sheets throughout the teaching and learning process was gathered during the filed notes.

Data is presented in the documentation in the form of images. A camera or mobile phone will be used as a tool for taking photos and filming videos. They bolster the study's primary findings. The researcher also was using an oral test given to the students. A pretest and posttest administered orally in a structured interview to test students' English-speaking motivation and achievement. The tests did by asking the students to tell about how to make or the steps to do something (Procedural texts). The teacher asked the students to describe their actions for making ice cream during the pretest. In this investigation, the post-

test would be employed. It would be taken after students have used the English field trip videos to aid in their study. After each Cycle, students took an oral post-test in their particular capacity. The subject matter is procedural text.

The research was run through three Cycles. The planning, implementing, observing, and reflecting phases make up each Cycle. The researcher began the investigation by providing an initial study before outlining the steps of the classroom action research. Before conducting classroom action research, a preliminary study was completed. It includes a preliminary test.

She asked the students to practice their speaking about how to make ice cream in front of the classroom without using field trip videos. But the most of the students were passive in speaking and, the frequency of their speaking is very low. Data from the preliminary test showed that 20 students failed the test because their scores were below the criterion minimum mastery, while 4 students passed the test (KKM). It means that their score is up to 75. The KKM required for the speaking score is 75, which was taken from the SMP Khadijah 2 Surabaya school agreement.

Table 1. Overall Implementation of the Research

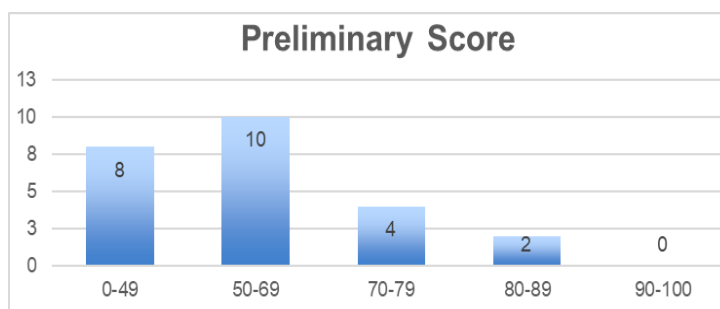
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| Problem: | Students had low speaking motivation and achievement Teaching |
| Solution : | speaking by using Field trip videos |
| Students: | 7A grade |
| Total of Cycle: | 3 |
| Cycle 1 | Communicative activity |
| Planning | The researcher prepared the research instrument, such as the material before beginning the study like observation sheet, field note, questionnaire, and speaking test. |
| Action | In this part, the researcher explained the definition and general structure of procedural text. She gave the topic on how to make an ice cream without machine by watching field trip video at https://youtu.be/ Zt1EuIEhvw . The researcher also used additional learning media to support her teaching and learning process such as LCD and Laptop. |
| Observation | The students liked the teaching and learning process, however some of them did not pay attention to what the researcher was saying, according to the observation sheet. Additionally, most of the students that are still inactive. They did not have a firm understanding of the topic. Some of them claimed they were unable to communicate, and others believed that learning English was challenging due to the spelling and writing system's differences. Some kids were also unable to comprehend the word's English definition. |
| Reflection | Based on observing and implementing Cycle 1 the researcher needs improvement in explaining and socializing procedural text by using field trip videos for the students. So the students will give more attention and not crowd when teaching-learning activities. To see whether or not the action was successful, the researcher as a teacher |

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| | <p>who observed the process of the teaching and learning process in the classroom made reflection. The reflection focused on the analysis of the teaching and learning process and learning results. The researchers also tried to find out the way out by changing the speaking model used to improve the students' English-speaking motivation and achievement in order to the teaching-learning process</p> |
| Cycle 2 | Communicative activity |
| Planning | <p>In this part, the researcher continued explain procedural text. She gave the topic "Visiting a bakery and making delicious cookies" by watching field trip video at https://youtu.be/bAJfCfWdFJQ. To complement her teaching and learning efforts, the researcher used extra learning tools such an LCD and a laptop. In this phase, she also has another option. She wanted to change the learning model, therefore she divided the students into different groups. The two students in each group may get speaking practice in front of their peers, which would increase their motivation and engagement.</p> |
| Action | <p>The researcher divided students into some groups with their peers in the same chair. She thought by making discussion groups with their peers the students would more active and interested to speak. The students are nearly always more engaged and paying attention to the teacher when this strategy is used. After that, she was implementing a field trip video to teach speaking class in some steps. She began the session with a brainstorming exercise to get the students thinking about the lesson's subject. At this time she gave the procedural text entitled "Visit A Bakery & Make Delicious Cookies!" to the students. Then she gave question which related the procedural text. During the brainstorming sessions, questions such "Do you like eating cookies?" and "How do you prepare cookies?" were posed and answered. She then gave a brief introduction to the lesson's main point of discussion. She then demonstrated a video from a field trip to the class to illustrate procedural text. Then, she asked the students to watch the field trip video twice times. She then questioned the students and led a discussion about the field trip video they had seen. The speaking test was finally administered to the students by the teacher. The researcher took the test's results and made notes to determine the extent to which a field trip video could raise students' motivation levels and English-speaking proficiency after she gave them 35 minutes to complete it.</p> |
| Observation | <p>The method and the subject matter were enjoyable for them. As a result, they had no trouble understanding the information, and most of them were not shy about speaking. Despite making some mistakes, they had the courage to share their ideas and opinions with their peers. Using field trip films gave them more incentive to understand the content thoroughly. But several of the pupils were still unable to concentrate, were uncertain, were afraid to talk, or simply made noise and joked with their classmate.</p> |

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| Reflection | Based on the result of the oral test and the observation, some students could study procedural text using field trip videos. It also shows the students are more active and interested in learning, even though there are some students who are still passive, afraid to talk and shy to speak. The researchers also tried to find out the way out by changing the speaking model used to improve the students' English-speaking motivation and achievement in order to the teaching-learning process |
| Cycle 3 | Communicative activity |
| Planning | In this part, the researcher continued to explain about procedural text. She gave the topic "Let's make a pizza" by watching field trip video at https://youtu.be/TIWGMjBG_Bs . The researcher also used additional learning media to support her teaching and learning process such as LCD and Lap top. She has also another way in this phase. By putting the pupils into some groups, she hoped to alter the learning model. Each group consists of two students, and they could practice their speaking in front of their peers, so the students would be more active and interested to speak. The researcher developed the observation sheet to track student activity throughout the teaching and learning process. The researcher also made field notes to document everything that happened in class. At the conclusion of the lesson, students' motivation and success in speaking English were evaluated using an interview form and speaking tests. |
| Action | The researcher divided students into some groups with their peers in the same chair. She thought by making discussion groups with their peers the students would more active and interested to speak. They are nearly always more engaged and paying attention to the teacher when this strategy is used. After that, she began using a field trip video to gradually teach a speaking class. She began the session with a brainstorming exercise to get the students thinking about the lesson's subject. At this time she gave the procedural text entitled "Let's make a pizza" to the students. Then she gave question which related the procedural text. By posing and responding to questions like these, brainstorming exercises were conducted: "Do you like eating pizza?", "How do you make pizza?" Then she gave a brief introduction to the lesson's main point of discussion and demonstrated a field trip video to the class to illustrate procedural text. Then, she asked the students to watch the field trip video twice times. She then questioned the Student' English and led a discussion about the field trip video they had seen. The speaking test was finally administered to the students by the teacher. She gave the test taker 35 minutes to complete it. The researcher then recorded the results to determine the extent to which a field trip video could boost students' motivation and achievement in English speaking. |

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| Observation | In the third Cycle, all of the students found the researcher's teaching and learning activities improve their motivation to speak. The method and the subject matter were very interesting to them. As a result, they all had no trouble understanding the information, and they were all confident in speaking. Despite making some mistakes, they had the courage to share their ideas and opinions with their peers. By using field trip videos, they were more motivated to understand the content thoroughly. Even though, there were few of the students who were still unfocused, confused, and shy to speak. |
| Reflection | The reflection was focused on the student's English-speaking motivation and achievement that has improved through field trip videos. The identification of the improvement was made possible by the satisfaction of the success criteria. The students were engaged and enjoyed watching how things were taught and learned. The student's participation in each lesson of the teaching and learning technique provided evidence of it. It was evident from the observation and speaking test results that using field trip videos helped the student's English speaking. The fact that they can readily understand the content that the teacher explained also demonstrates that the students are more engaged and motivated to study. This suggests that the pupils just need to be inspired. Considering the views of the students they said that when the teacher used field trip videos to teach procedural text in teaching or test, most of the students would more active and focus on learning English, especially in speaking motivation and achievement. In this phase, the teaching-learning process has run well because the Researcher as the English teacher had been able to solve obstacles from the students and the researcher as the English teacher. In Cycle 3 the researcher did not find the students who scored below the Minimum Mastery Criterion (KKM). |
| Final Reflection | Based on the result of the oral test and the observation, the students could be interested in speaking class by using field trip videos. It also shows the students are more active and interested in learning, so they can memorize easily the subject matter. According to the student's opinions, when the teacher used field trip videos to teach procedural text the students would pay attention and focus on speaking in English. The teaching-learning process could run well because the researcher as the English teacher had been able to solve some obstacles both from the students and the researcher as the English teacher. |

Chart 1. Students' English Score in Preliminary Test

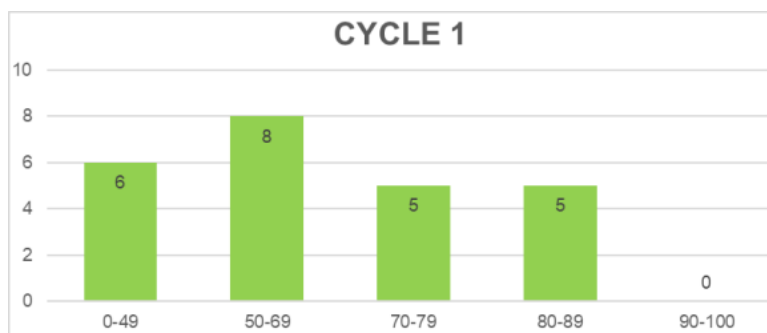


Before conducting classroom action research, a preliminary study was completed. It includes a preliminary test. The researcher then requested approval from SMP Khadijah 2 Surabaya's headmaster to conduct the preliminary test on November 7, 2022. The researcher then began administering the test to the VIIA grade in order to learn more about the students' English-speaking motivation and achievement after obtaining the headmaster of SMP Khadijah2 Surabaya's approval. In doing the preliminary test, the researcher taught the procedural text as usual. She asked the students to practice their speaking about how to make ice cream in front of the classroom without using field trip videos. But the most of the students were passive in speaking and the frequency of their speaking is very low.

From the preliminary meeting, The data showed that 8 students, or 33% of all students, received grades between 0 and 49, 10 students, or 42% of all students, received grades between 50 and 69, 4

students, or 17% of all students, received grades between 70 and 79, 2 students, or 8% of all students, received grades between 80 and 89, and 0 students received grades between 90 and 100. It means that most of them still got the score under the criterion of minimum mastery (KKM). The KKM required for the speaking score is 75, which was taken from the SMP Khadijah 2 Surabaya school agreement. The class was not too active in discussion without any interesting techniques about the topic. Some students prefer to keep silent rather than give their response or initiation during the learning process. After giving the preliminary test in a preliminary study to the students, the researcher conducted classroom action research on the students which consists of two Cycles: Cycle 1, Cycle 2, and Cycle 3. The cycle in classroom action research presents 4 stages; planning, implementing, observing, and reflecting.

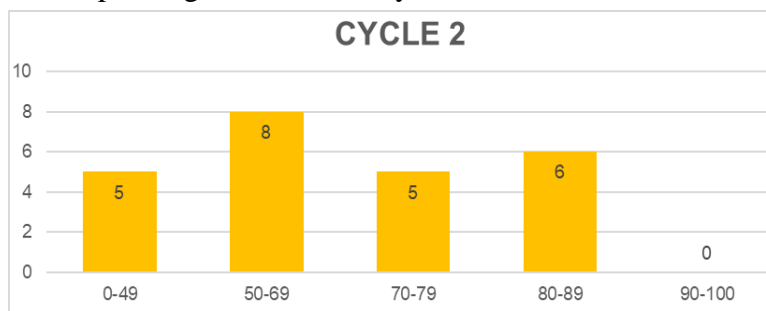
Chart 2. Students' Speaking test Score in Cycle 1



The study found that 6 students, or 25% of all students, received scores between 0 and 49, 8 students, or 33% of all students, received scores between 50 and 69, 5 students, or 21% of all students, received scores between 70 and 79, 5 students, or 21% of all students, received scores between 80 and 89, and 0 students,

or 0% of all students, received scores between 90 and 100. This suggests that the second Cycle must be conducted. The research should also enhance the course of action. The researcher decided to take action in the second cycle to improve students' motivation and achievement in English speaking through field trip videos.

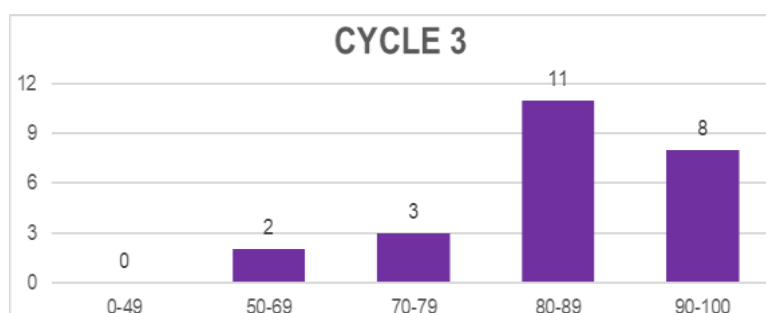
Chart 3. Students' Speaking test Score in Cycle 2



The researcher found that 8 students, or 33% of all students, received scores between 50 and 69, followed by 5 students, or 21% of all students, who received scores between 70 and 79, 6 students, or 25% of all students, who received scores between 80 and 89, and 0 students, or 0% of all students, who received scores between 90 and 100. This implies that the three Cycles must be

completed in order to get better results. The researcher will need to incorporate field trip videos into the forthcoming cycle of teaching and learning in order to boost students' motivation and achievement in English as a result of the aforementioned findings. Also, the researcher must properly regulate the level of classroom activity and inspire the students to progress in the next cycle.

Chart 4. Students' Speaking test Score in Cycle 3



Data analysis revealed that 0% of students obtained grades 0-49, 8% received grades 50-69, 13% received grades 70-79, 46% received grades 80-89, and 8 or 33% of students received grades 90-100. By this

result, the researcher felt satisfied with the result of students' English-speaking motivation and achievement through the field trip video had been realized. The student could speak bravely and with high

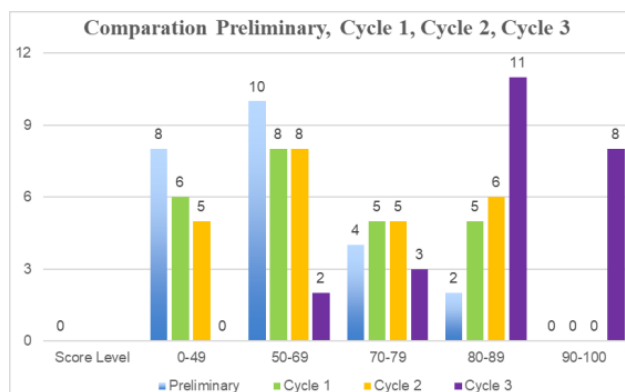
self- confidence. Their higher pre-test to post- test I, post-test II, and post-test III scores served as proof. The researcher chose to end CAR because it had already been successful by 24 students passing it after reaching the aim research of were minimum 17 students who passed KKM. As a result, the researcher did not need to change the strategy.

DISCUSSION

According to the result from the preliminary test, Cycle 1, Cycle 2, and Cycle 3, it shows that implementing field trip videos to improve students 'English speaking motivation and achievement is effective for students in 7A grade of SMP Khadijah 2 Surabaya in the academic year of 2022/2023. Implementing field trip videos brought positive effects on the teaching and learning activity. The students enjoyed the learning process and

were more motivated to speak. They did not shame to speak in front of their peers even though they made a mistake when they spoke but they tried to speak confidently. The teacher also felt comfortable when she used field trip videos to teach in speaking class because the teaching and learning process would be boring and not interesting without implementing field trip videos. The interactive technique that was designed by the researcher in improving students' English-speaking motivation and achievement in the 7A grade student of SMP Khadijah 2 Surabaya was successful. The data that the researchers had been shown indicating there was increasing number in every Cycle. It started from pre-test, Cycle one, Cycle two, and Cycle 3 Furthermore, the data can be described in this chart:

Chart 5. Students speaking score among Preliminary, Cycle 1, Cycle 2, and Cycle 3



According to the information above, speaking scores of pupils increased from the preliminary test to Cycle. There were 6 students (8%) who reached 75 in the preliminary. Ten students (42%) from Cycle I reached 75 on the post-test. This indicates a 34% improvement overall. On the post- test for Cycle II, 11 students (or 46% of the class) scored 75 or higher. The improvement was roughly 10%, and 19 pupils (or 79%) in

Cycle III reached the age of 75. A 33% improvement was made. Between the Cycle III pre- test and post-test, the students' overall score increased by 71%. The researcher's earlier planning for the execution of classroom action research in boosting students' motivation and accomplishment in English using field trip videos.

CONCLUSION

The researcher obtained data from an observation checklist, questionnaire, and test from the use of Field Trip Videos. The result of the observation checklist, which contained a list of modified Flander's Interaction Analysis Categories (FIAC) (1970 cited in Hai and Bee, 2006) proved that the students were very active in the classroom. The questionnaire findings revealed that students had favorable opinions on the use of field trip videos in the speaking class. In addition, the field trip videos inspired and piqued the students' interest since they made learning English, particularly speaking. The students became more courageous and motivated in speaking English. They are not ashamed to talk to their friends after using field trip videos. Then, the result of the students' speaking test was satisfying. The researcher could measure the student's English-speaking motivation and achievement improved after implementing field trip videos for teaching procedural text. There was improvement from Cycle 1, Cycle 2 and Cycle 3. The students' overall score increased 79% or 19 students from 24 students who got the score above the Minimum Mastery Criterion (KKM). It means that, the implementation of field trip videos was effective to improve students' English-speaking motivation and achievement in the seventh grade, especially in the class VII A of SMP Khadijah 2 Surabaya academic year of 2022/2023.

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