

## 2.4 VIDEO FIELD TRIP

Talking about the definition of field trip, Sagala (2010: 214) states that a *field trip* is *excursion* done by students in order to complete their certain learning experience as a part of integrated curriculum. Moreover, Djamarah (2005: 240) defines that field trip is a way to master lesson by bringing the students out of the class to observe and experience directly about targeted objects. It is a journey by a group of people to a place away from their normal environment. When done for students, it is also known as *school trip* in the UK, New Zealand, Philippines, and *school tour* in Ireland. The purpose of the trip is usually observation for education, non-experimental research or to provide students with experiences outside their everyday activities. It is most often done in 3 steps: preparation, activities and follow up activity. Preparation applies to both the students and the teacher. Teachers often take the time to learn about destination and the subject before the trip. Activities that happen on the field trips often include: lectures, tours, worksheets, videos and demonstrations. Follow up activities are generally discussions that occur in the classroom once the field trip is completed.

Impey and Underhill (1994: 124) state that an activities and excursions programme can be offered as an integral part of a whole package – typically for junior courses and some adult package holiday courses; or as an optional extra, which students can choose to participate in or not as they choose. In this study, what is meant by Video Field Trip (VFT) is a part of certification program conducted by Language Center of Muhammadiyah University of Ponorogo. The program of Video Field Trip was followed by all students of non-English departments taking certification program. It was conducted in the end of the first semester as a part of language center curriculum. According to Impey and Underhill (1994: 124), the advantages of activities and excursion programme are: 1) It provides opportunities for language practice with native or other non-native speakers in a relaxed, non-classroom, 'not on show' environment, where the normal rules of conversation operate, rather than 'teacher' rules; but at the same time where there is usually a high tolerance of hesitation and error; 2) Relaxation and pleasure are an important and growing part of the 'language travel' package. People need variety; 3) It makes better use of the student's limited time. It informs the individual about the host culture, which ultimately enables him/her to exploit it better and to learn and use its language more meaningfully; 4) It provides a rich source of experience to discuss and exploit in class (not just 'What did you do at the weekend?' but 'What differences in...have you noticed between here and your country? Why do you think these differences exist?' etc)

## 3 CONCLUSIONS AND SUGGESTIONS

Video Field Trip has proven as an effective and interesting program for ESP students because it brings the students to study and practice English outside the class especially in tourism places in order the students are able to build self-confidence to speak English with foreigner or native speakers of English. The students will not feel bored because of meeting people for many countries and they feel proud because they can prove about their ability in speaking English with foreigner. Video Field Trip can be as a variation for outdoor learning and speaking assessment for English Language Learning.