

CHAPTER I

INTRODUCTION

This chapter presents: (1) Background, (2) Problems, (3) Objective, and (4) Benefits of Research.

1.1 Background

English Education is the process of learning and teaching English to students. According to the Council, C. by 2020 about two billion people in the world will be studying English. Therefore, English was being introduced in many nations, even at the elementary school level. (Theriana, A. 2020) The likelihood is that you will be able to communicate in English with someone you meet from overseas. It facilitates communication with people throughout the world and opens doors for you to enter the world. So that English is very necessary in the global, while in Indonesia English lessons are still in the stage of improving English language skills, especially speaking. The main aim is to help students develop effective English language skills, especially speaking skills. In this case, numerous high school pupils, especially those pursuing vocational education are not interested in learning English due to communication difficulties and low speaking abilities, affecting their grades.

The learning process is reflected in the results of many learning improvements. In order to achieve maximum learning results, it takes the active role of the educator component, especially teachers and students, to be the main

factor in the teaching and learning process. According to a study conducted by Hanushek et al. (2019), quality teacher interaction has a significant positive impact on students' speaking development. Besides all this, there is the quality of the interaction between teachers and students that cannot be ignored, because the communication between educators and learners is one of the benchmarks for the development of students, especially in speaking. By using techniques that involve good learning models and providing clear examples and strategies can help students develop good speaking ability. This is important in teaching by calling it a strategy and how the strategy is used (Pratiwi, E. 2019).

Speaking is one of the key skills in learning a language. It involves the ability to communicate thoughts, ideas and feelings in English. Speaking is a speech skill that involves using language to convey information, ideas, and feelings to others through spoken language (Ellis, R. 2003). The ability to respond to and interact with other speakers. This includes understanding when it is your turn to speak, how to start and end a conversation, and how to respond to what others are saying.

English speaking ability is one of the very important aspects to master in foreign language learning, especially for secondary school students. According to Nuraini (2022), one of the most crucial language skills that children need to acquire is speaking. It's common knowledge that speaking is difficult thing to do to communicate with others to be mastered by students. To overcome this, an effective model is needed, one of which is by using the direct instruction model.

According to Davis, A. (2019), direct instruction is a in which the teacher works directly with a group of students, which is different from an approach in which students are given tasks to do on their own without direct guidance from the teacher. In direct teaching, the teacher actively imparts knowledge to students through explanation, example, and guidance, thus creating a more intense interaction between teachers and students in the learning process. The researcher provided clear explanations and skill demonstrations to provide step-by-step practice and feedback to students.

Direct learning is a learning approach that has been widely researched and proven to be effective, especially for students who are less motivated or have difficulty learning. Johnson (2010) also shows that the use of direct instruction model has a positive impact on high school students' speaking ability. In his research, Johnson involved high school students in direct instruction-based learning and found a significant improvement in students' speaking ability after taking part in learning with this model. In this learning model the teacher not only provides theoretical explanations, but also invites students to be actively involved in the material being taught through practice or assignments guided by the teacher. In this case, the researcher used descriptive text by asking students to describe a place using expression and intonation.

This is in accordance with the conclusion of Windu, I. G. (Sudrajat in Anori, Putra, and Asrizal, 2013), The direct instruction learning model has several advantages, including its ability to deliver material efficiently in a short time, emphasize key concepts, not cause stress to students, be a direct information

platform, and provide challenges. (Sanjaya, 2007) However, this model also has weaknesses, such as its inability to accommodate individual student differences, emphasis on one-way communication, limited control over student understanding, and requires a relatively long time and limited teacher ability to implement.

Based on the observation conducted by the researcher, the researcher chose PGRI Pangkalan Balai Vocational School as the object of research on speaking ability, because That the level of speaking ability is low raises the suspicion that the teaching approach applied by teachers may be too simple or unfocused in teaching students' speaking abilities. This has an impact on the overall learning process, especially for students at the secondary education level, who are often faced with complex communication tasks in the future. Therefore, the researcher proposed the use of a more structured and focused direct instruction model in an effort to improve students' speaking skills. It is hoped that with this more focused approach, the communication barriers that students face can be overcome, opening up opportunities for more effective learning and improved communication abilities in English.

Based on the description above, the researcher had interested in trying to conduct experimental research entitled **TEACHING SPEAKING ABILITY OF VOCATIONAL HIGH SCHOOL STUDENTS THROUGH DIRECT INSTRUCTION MODEL**. Because researcher was interested in knowing more about the direct teaching model and whether this model can help vocational school students improve their speaking ability.

1.2 Research of Problem

1.2.1 Limitation of Problem Scope

Based on the background above, this research focused on speaking ability in Expressing Place, Sultan Mahmud Badaruddin 2 Museum and Ampera bridge material using direct instruction model in tenth grade students' Vocational High School PGRI Pangkalan Balai academic years 2023/2024.

1.2.2 Formulation of the Problem

The problem of this research formulated as:

“Is it effective using Direct Instruction Model to improve teaching Speaking Ability of Vocational High School PGRI Pangkalan Balai at the Tenth grade students 2023/2024?”

1.3 Objective of the Research

The objective of the research at to know of describe the effectively was of using direct instruction model to improve teaching speakig ability with the theme of Sultan Mahmud Badaruddin 2 Museum and Ampera Bridge of Vocational High School PGRI Pangkalan Balai the tenth grade students 2023/2024.

1.4 Benefits of Research

1) Theoretical Benefits

- a) As a better understanding of effective learning strategies, researcher hoped to improve the quality of learning in schools.
- b) The results of this research were expected to contribute to developments in the world of education.

2) Practical Benefits

- a) For students

It was hoped that this research could improve their speaking ability through a directed and structured learning model.

- b) For researchers

The results of this research are expected to be used as a study and support in developing research knowledge related to the topic and to improve their quality as prospective professional educators.

- c) For Teachers

The benefits of this research for teachers could be used as inspiration to develop effective models in improving students' speaking ability.

- d) For the school

As for the benefits of this research for schools, it could be used as a better understanding of how certain learning models can affect student learning outcomes.