TEACHING SPEAKING ABILITY OF VOCATIONAL HIGH SCHOOL STUDENTS THROUGH DIRECT INSTRUCTION MODEL

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ABSTRACT

Through the use of oral tests to describe places described in descriptive texts, this study sought to investigate the efficacy of an instruction model combined with a learning model in enhancing the speaking abilities of Vocational High School (SMK) students. The goal of this study was to teach English speaking skills in a classroom setting. An experimental strategy with a pre- and post-test one group design was employed in the research methodology. Tenth grade TKJ students from Vocational High School PGRI Pangkalan Balai academic years 2023/2024 made up the research sample. Speaking exams were used to gather data both before and after the course of treatment. The speaking exam was divided into multiple parts, including fluency, grammar, vocabulary, and pronunciation. With an average pre-test score of 47.23% and an average post-test score of 64.3, the data analysis results demonstrated a considerable improvement in the speaking ability of students who received instruction through a direct instruction paradigm. This result demonstrates how well the learning model with direct instruction worked to enhance the speaking skills of students enrolled in vocational programs.

Keywords: Speaking Ability, Direct Instruction, Descriptive Text

1. INTRODUCTION

The study and instruction of the English language, which has become more international, is known as English education. It was estimated that two billion people will study the language globally, prompting several nations to start teaching it at the elementary school level (Theriana, A. 2020). This widespread tendency emphasizes how important English is for opportunities and communication across borders.

In Indonesia, the goal of English language instruction is to help high school students—especially those enrolled in vocational programs—get better at speaking the language. However, a lot of kids have trouble communicating, which affects their academic achievement.

Improving speaking abilities requires the use of effective teaching techniques. According to research by Hanushek et al. (2019), pupils' speaking skills are considerably improved by high-quality teacher contact. (Pratiwi, E. 2019) highlights the significance of employing methods that involve effective strategies, clear examples, and strong learning models in order to enhance students' speaking competency. According to Davis, A. (2019), direct instruction entails teachers actively teaching

students through practice and explanation, resulting in a high level of teacher-student contact. According to the (Johnson, A. research, 2010) this strategy has improved pupils' speaking proficiency with positive results.

Speaking is acknowledged as a basic language competency that includes the capacity to communicate and engage successfully in English (Ellis, R. 2003). As stressed by (Nuraini, 2022), secondary school pupils must develop this talent. Although it may not be able to fit all learning styles, direct instruction is still a valuable method despite its problems because it is effective in presenting knowledge and increasing student engagement (Windu, I.G. in Anori, Putra, and Asrizal, 2013).

2. LITERATURE REVIEW

Concept of Teaching

The old, knowledge-centric method of teaching has given way to a dynamic process that emphasizes critical thinking and flexibility. Teachers today play the role of facilitators, involving students in discussion, introspection, and hands-on activities to improve learning outcomes. Teaching involves assisting people in their learning, removing obstacles, disseminating information, and encouraging understanding. In addition to teaching, educators are essential in fostering learning environments that encourage comprehension and active learning.

Contextual elements including communication tactics, feedback systems,

and the caliber of the teacher-student bond all have a big impact on how well students learn (Hadge T, 2000). A supportive learning environment fosters positive interactions between teachers and students, which improves learning results in general.

The researcher came to the conclusion that teaching has changed over time to become a dynamic process that supports active learning. Teachers now take on the role of facilitators, helping students develop comprehension and critical thinking skills. This method places a strong emphasis on encouraging flexibility and the meaningful application of information.

Concept of Speaking

Speaking is a fundamental skill involving the conveyance of thoughts, ideas, and emotions through verbal and non-verbal symbols. Effective speaking enhances interpersonal relationships by fostering understanding, empathy, and cooperation (Duckworth et al., 2019). Key components include vocabulary, grammar, voice clarity, and nonverbal cues, essential across personal and professional contexts.

Improving speaking proficiency among tenth-grade vocational students is critical for clear communication and avoiding misunderstandings (Jaya, A, et al., 2022). Emphasizing structured teaching methods, such as the Direct Instruction Model, facilitates comprehensive understanding and application of language rules, including

pronunciation, vocabulary usage, and sentence construction.

Structured speaking involves understanding communication objectives and adapting to the intended audience, aiming to build students' confidence and fluency in spontaneous language use (Wood, J,). This approach promotes natural communication skills and enhances overall speaking proficiency.

So the researcher concluded that the concept of speaking in this research is about how students can hone their speaking ability through direct practice and structured teaching, which will ultimately help them communicate more effectively and confidently.

The Importance of Speaking Ability

Speaking well is an essential life skill that facilitates both social contact and the development of close bonds with others. Communication specialist Julian Treasure emphasizes the value of using voice effectively, stressing how tone and loudness improve message appeal and clarity.

Gaining confidence through speaking increases communication competency, fortifies persuasiveness, develops leadership skills, and promotes constructive social interactions (Brown, B.D. 2010). To achieve this mastery, one must have the guts to be vulnerable and real, encouraging the candid exchange of feelings and experiences.

(Hadge T, 2000, p261) emphasizes the significance of having proficient English speaking abilities, which are essential for cross-cultural cooperation, educational possibilities, and worldwide communication. Oral fluency can be improved with systematic, regular practice in a variety of communicative settings.

Speaking is an essential life skill that promotes social interactions and the development of relationships. Its significant influence on both personal and professional success is highlighted by the fact that mastering this ability improves self-confidence, communication efficacy, and opens doors to educational and professional prospects.

Speaking fluently is therefore crucial for everyone in daily life, both for social contact and for fostering positive connections. Speaking clearly can enhance social interactions, communication abilities, and self-confidence. Additionally, being able to communicate in English is necessary for job, educational prospects, and cross-cultural cooperation.

Speaking Ability

Speaking ability is crucial in language acquisition, yet many students encounter challenges in developing fluent speaking and listening skills in English (Lightbown and Spada, 2020). High school students, especially those in vocational programs, often struggle to achieve proficiency in spoken English.

Proficiency in English opens doors to diverse career opportunities, enabling

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vocational students to excel in various industries (Leong, L.M, 2017). Effective English communication correlates with improved educational outcomes and career success (Baker and Westrup, 2003 as cited in Holandyah, M. et al., 2024).

Daily interactions, including extracurricular activities and classroom interactions, provide vital opportunities for students to refine their speaking abilities (Holandyah et al., 2024). By engaging in structured learning models and utilizing these opportunities, students can enhance their confidence and proficiency in using English in real-world contexts.

Effective teaching strategies play a pivotal role in encouraging student communication and improving speaking skills (Jahidi. J, 2014). Teachers' positive attitudes towards communication strategies and targeted feedback are crucial in fostering student engagement and achievement.

From the explanations some experts above, the researcher could conclude that the ability to speak English is an important skill and can provide many benefits for students. Even though it can be challenging to develop, students can learn this ability through a variety of real-world experiences and relationships. With good speaking ability, they have a greater chance of achieving a better education, getting a good job, and advancing their careers. Therefore, it is important for students to continue to practice and develop their speaking ability in English.

Definition of Direct Instruction

With the use of practice opportunities, clear instruction, ongoing feedback, and demonstrations, teachers can effectively improve students' learning results using the structured direct instruction technique. Students in high school who use this strategy to improve their speaking abilities have especially positive results.

Studies conducted by Johnson (2010) show that the Direct Instruction technique improves students' speaking skills. Through focused education and practice, high school students using this strategy demonstrated a considerable improvement in their speaking competence.

The significance of structured teaching paradigms like Direct Instruction, which put an emphasis on effective learning and deep comprehension, is emphasized by (Güneş, F., 2022). Review of concepts, skill modeling, guided practice with teacher support, feedback and correction, independent practice, and application in real-life scenarios are the usual steps in the paradigm (Cnesco, 2016; Bianco, 2016).

Using systematic teaching methods that promote student engagement and information acquisition is a necessary part of implementing direct instruction. Teachers can effectively improve their students' speaking abilities and overall academic achievement by using both individual practice and hands-on activities (Pritandhari M, 2017).

The evaluated material emphasizes how well Direct Instruction works to help high school pupils improve their speaking abilities. This method helps kids succeed

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academically while also preparing them for successful communication in a variety of settings outside of the classroom.

This research evaluation suggests that using a direct instruction paradigm can help high school students become more proficient speakers.

Descriptive Text

Descriptive text plays a vital role in language learning by helping students understand language structures and effectively communicate detailed descriptions of objects, places, and experiences (Larsen-Freeman, 2015). It uses rich language to vividly depict physical attributes and evoke emotions, fostering a deeper connection with the audience.

The researcher could conclude that descriptive text serves as a powerful tool to improve language learning and communication skills, especially in speaking. In addition, the use of descriptive language has the ability to evoke a strong emotional response in listeners, emphasizing its significance beyond mere description.

Structure and Characteristics

Descriptive texts typically consist of general classification and description, aimed for accuracy and detail through adjectives and adverbs (Tim Ganesha Operation, 2017; Tim Ganesha Operation, 2019). They allowed writers to choose from various types

such as objective, subjective, temporal, spatial, and emotional descriptions, each serving a unique purpose in conveying personal or objective viewpoints (Kurnia, 2022).

All the types of descriptive had a different uniqueness and purpose. Therefore the researcher chose to use Subjective description which describes the feelings and emotions towards an object.

3. METHODS

A pre-experimental design was utilized by the researcher, which is a type of quantitative research in which an independent variable is identified and its influence on a dependent variable is evaluated. One example of this strategy is to measure pupils' baseline ability by administering a pre-test before starting a treatment. A post-test was given to assess the impact of the traditional classroom setting on the pupils' speaking skills after the treatment. This approach makes it possible to evaluate the technique's efficacy in improving pupils' speaking abilities objectively.

According to Wallen and Hyun (2012), reliability is defined by Frankle as the consistency of ratings achieved on several items or situations (p. 154). It guarantees that people's scores don't change from one evaluation to the next. Inter-rater reliability was used in this study, including two raters: the researcher and an English teacher from

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Vocational High School PGRI Pangkalan Balai. Inter-rater dependability, according to Brown, 2004, p. 21 as referenced in Anisa Dwi Rizki, denotes consistent scores between two raters on the same test. This method validates the consistency and stability of the evaluation tool utilized in the study.

$$rho_{XY} = 1 - \frac{6X\Sigma d^2}{n(n^2-1)}$$

Where:

rho_{XY} : Ranking-order correlation

d : The total of score's difference

n : The number of the students

4. RESULTS AND DISCUSSION

The Result of the Students' Scores

The researcher used a prior study by Moh. Farhan Apetatu et al. 2019 to analyze the study's findings and demonstrate the value of raising students' speaking proficiency. The study's results were in agreement with the researcher's findings, indicating that the direct instruction model is not only consistent with earlier research but also advances our knowledge of how it can be a useful strategy for overcoming students' disinterest in and lack of speaking ability.

The results of the researcher's computation of the students' pre- and post-test scores have been previously discussed. It was known that the pretest average for 19 students was 47.23, while the posttest average was 64.34. This indicates that the students at Vocational High School PGRI Pangkalan Balai had a higher average on the posttest than on the pretest.

The paired t-test could be used to determine the students' mean scores. As a result, it was discovered that the t-obtained result was 4.025 and the t-table value was 1.734 with df 18 at the 5% level (0.05). This indicates that pupils responded well to the direct instruction paradigm of speaking instruction. This suggests that the alternative hypothesis was accepted and the null hypothesis was rejected.

Ultimately, the t-test findings of student scores were greater than the t-table at the 5% significant level (0.05) in one-sided degrees of freedom (18), leading to the rejection of the null hypothesis (Ho). With a t-table of 1.734 and a corresponding t-test result of 4.025 for the students, the alternative hypothesis (Ha) was accepted. Stated differently, the TKJ Vocational High School PGRI Pangkalan Balai tenth grade pupils found it successful to study speaking utilizing the Direct Instruction learning approach in the academic years 2023–2024.

5. CONCLUSION

From the findings of the research, it could be concluded that the use of the Direct Instruction model was effective in teaching speaking ability focused on descriptive texts, with the theme of the Sultan Mahmud Badaruddin 2 Museum and the Ampera Bridge, to tenth grade students at the

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Vocational High School PGRI Pangkalan Balai in the academic year 2023/2024.

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