

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Learning English reflects a pressing need in today's world of education. As the world becomes increasingly connected, English has emerged as an important global language, essential for communication in a variety of contexts, ranging from academia to business. Gronwald in Hidayat (2024) stated that in today's linked world, being able to communicate effectively in English is essential for involvement in international projects, access to global knowledge resources, and transnational collaboration. Therefore, improving students' English proficiency is of paramount importance. Sogimin & Wiwoho (2023) argues that learning English requires mastering four fundamental abilities: speaking, listening, writing, and reading. In educational settings, particularly in language programs, these four abilities are integrated into the academic syllabus as distinct subjects.

Speaking is one of fundamental abilities in learning English. Speaking involves the act of sharing, expressing, relaying, or replying with information to other individuals (Zega & Hulu, 2022). Supported by Nurdin (2021) speaking is an action used by individuals to convey messages to others. It has integrated into our everyday routine. When a person converses, they engage and utilize language to convey their feelings, thoughts, and ideas. Moreover, speaking allows people to exchange information with one another. In certain scenarios, speaking serves as a means to provide guidance or accomplish tasks. In conclusion, speaking is the process of sharing, expressing, conveying, replying the message or information to others.

Nonetheless, there is a significant gap between the objectives outlined in the *kurikulum 2013* and English syllabus used by tenth grader of *TKJ (Teknik Komputer dan Jaringan)* at SMK Negeri 1 Alasa emphasizes that students must be able to develop the ability to speak effectively in various contexts, students must be able to speak English inside and outside the classroom with confidence, students must be able to pronounce vocabulary in

English properly and correctly, students must be able to master vocabulary in English so that the learning process there is a stimulus between teachers and students.

Based on the results of the researcher's observation in the field conducted at SMK Negeri 1 Alasa, many students do not feel confident when speaking in front of the class because they are fears of making mistakes so that they get a bad response from friends, students are unable to translate words in English due to lack of vocabulary and students are unable to pronounce words in English correctly because English is not a local language that students often use. So that makes students unable to speak English properly and correctly.

There are many techniques, method or model can be done by students to develop their ability in speaking. The teacher have to think about how to make students easier to understand and enjoy the material especially in speaking English in the class. However this research want to find another way to develop the students' speaking skill namely with integrated learning model.

One model that can foster understanding in English is integrated learning models. These models incorporate various educational strategies, such as speaking, reading, listening, and writing. According to Atta-Alla in Umami Kalsum et al., (2023) integrating language skills entails creating authentic learning environments where speaking, listening, reading, and writing may all be developed for actual audiences and goals. To enhance learners' abilities in communication and their proficiency in utilizing English for social, career, educational, or professional avenues, integrated learning model combines the four essential language skills: speaking, listening, reading, and writing (Pardede;2020).

Based on explanation above, the researcher interest to analysis the integrated learning model on students' speaking skill in learning English.

1.2 Identification of the Problem

By reflecting on the situation of the previous problems, the researcher recognized the following problems:

1. Students are unable to speak in front of the class using English because they are fears of making mistakes.

2. Students are unable to translate English vocabulary due to lack of vocabulary.
3. Students are not able to pronounce vocabulary in English properly.

1.3 Focus of the Problem

This research focus to analysis the integrated learning model on students' speaking skill in learning English at tenth graders of SMK Negeri 1 Alasa.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problems namely:

1. Is the integrated learning model suitable for use as a learning model at SMK Negeri 1 Alasa?
2. What are the factors that influence students' speaking skill by using integrated learning model?
3. What are the aspects of speaking obtained by students using integrated learning model?

1.5 Objective of the Research

Based on the formulation of the problem above, this research has the objective, namely:

1. To analyze integrated learning model suitable for use as a leaning model at SMK Negeri 1 Alasa.
2. To analyze the factor that influence students' speaking skill by using integrated learning model.
3. To analyze the aspects of speaking obtained by students using integrated learning model.

1.6 Significance of the Research

The significance of the research devided in two main categories: theoretical benefits and practical benefits.

1.6.1 Theoretical Benefits

This study will provide insights into how integrated learning models can enhance speaking skills, contributing to existing language acquisition theories. It will help to clarify the relationship between teaching methodologies and language proficiency. By focusing on a specific educational setting (SMK Negeri 1 Alasa), the research will add to the body of literature on integrated learning models, particularly in vocational education, which is often underrepresented in academic studies.

1.6.2 Practical Benefits

a. For Teachers:

The research will provide educators with evidence-based strategies for implementing integrated learning models, enabling them to enhance their instructional methods and better support student learning in speaking skills. Insights from the study can inform teachers' professional development programs, equipping them with innovative approaches and techniques to foster effective communication skills among students.

b. For Students:

Students will benefit from improved speaking skills, as the integrated learning model emphasizes active participation and communication in various contexts, boosting their confidence and proficiency. The engaging qualities of combined education will maintain higher levels of enthusiasm and interest among learners, transforming the educational experience into something more pleasurable and productive.