

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Integrated Learning Model

a. Definition of Integrated Learning Model

The integrated learning model refers to the combination or blending of multiple language abilities to create a communicative and interactive environment for teaching and learning languages (Gürbüz & Kömür;2021). Supported by Ryan et al., (2024) state that integrated Learning model could be a show that permits you to target different subjects at the same time to supply a more significant learning involvement for your understudies.

The integrated learning model is provided to students as they perceive it as a holistic entity. Physical growth is intertwined with mental development, including their cognitive processes, social interactions, and emotional maturation. The success of implementing the integrated learning model relies on preparing and organizing it in a manner that aligns with the students' environment, skills, requirements, and abilities.

Every subject must include a title for the activity that is crafted using engaging or uplifting language to spark the students' interest when the instructor presents the learning materials, which will encourage students to participate in those activities. The educators will organize the learning environment to align with the subject matter and instructional tasks, enabling students to have enriching experiences regarding their knowledge, attitudes, awareness, skills, and competencies. Each topic has its own specific timeframe. Some subjects can be covered over several days, while others may need to be spread out over weeks. This depends on the depth, breadth, and focus of the activities involved.

An integrated learning model for language abilities signifies a method that unifies several teaching techniques while merging different

language competencies (listening, speaking, reading, and writing) into a unified educational journey. This framework highlights the relationship among these skills, fostering a more comprehensive grasp of language application in everyday situations.

An integrated learning model to language skill acquisition can be characterized as one that highlights the concurrent advancement of listening, speaking, reading, and writing abilities, acknowledging their mutual reliance. Involving learners in tasks that necessitate the application of various skills enhances their grasp of the language and overall expertise. This holistic learning approach grounds language application in genuine, practical situations, like project-driven assignments and thematic learning modules.

This relevance enhances student engagement and motivation by demonstrating the practical application of language skills. The model encourages collaborative activities where learners work together, facilitating peer interaction and cooperative problem-solving. This approach not only strengthens language acquisition but also nurtures essential social and communication skills. Incorporating authentic materials (e.g., videos, podcasts, and real-world texts) and digital tools is crucial in integrated language learning. This exposure connects language skills to real-life scenarios and enhances student engagement through diverse learning modalities.

According to multiple definitions, the researcher determined that the integrated learning model involves the concurrent growth of listening, speaking, reading, and writing skills while acknowledging their relationship.

b. Steps of Integrated Learning Model

Here are the steps of implementing integrated learning model according to Ertmer et al in (Yassin et al., 2019):

- 1) Present the material to be explained using clear and understandable language using real-life examples.
- 2) Use the integrated learning model in learning

- 3) Present the theoretical background of the skill to be taught (e.g., reading, writing, speaking, listening).
- 4) Ensure students have a basic understanding before practicing the skill.
- 5) Encourage students to build on their knowledge by connecting new information with previous experiences.
- 6) Use strategies such as class discussions and presentations to deepen understanding.
- 7) Encourage students to organize their ideas and monitor their understanding.
- 8) Let students reflect on the knowledge they have gained.
- 9) Provide stimulus in the form of skills or topics to be practiced.
- 10) Practice with a variety of methods to reinforce students' skills.
- 11) Conduct drills to hone the skills that have been taught.
- 12) Ensure students can recall previous experiences to improve performance.
- 13) Provide positive feedback and external reinforcement to encourage students to keep trying.
- 14) Create a supportive atmosphere to increase students' learning motivation.
- 15) Encourage interaction between students and teachers as well as between students during the theoretical and practical stages.
- 16) Ensure that this interaction is integrated in the whole learning process.
- 17) Evaluate students' understanding and skills after practice.
- 18) Encourage students to reflect on what they have learned and how they can apply it in other contexts.

Ilham, et al (2025) stated several steps in integrated learning model,

namely:

- 1) Teachers choose or develop themes that are relevant, interesting, and can integrate various English language skills (listening, speaking, reading, writing) in one lesson.

- 2) Students are given clear directions regarding learning activities, including how to listen to explanations, note important points (making a note), and prepare themselves for the next discussion or task.
- 3) Students carry out activities listening to teacher or friends' explanations (listening).
- 4) Students discuss in small groups or pairs to develop ideas (speaking).
- 5) Students read materials related to the theme.
- 6) Students write notes or assignments related to the material (writing).
- 7) These activities are carried out simultaneously and support each other so that language skills develop thoroughly.
- 8) Teachers utilize learning media such as digital notes, posts on class social media, or other learning resources that are contextual and interesting to students
- 9) Teachers observe students' learning activities from the beginning to the end of the meeting, noting who is active and how their language skills develop, especially in speaking, writing, and listening
- 10) Teachers evaluate learning outcomes through tests or assignments, as well as reflect on the learning process to improve and optimize the next learning cycle
- 11) Teachers provide constructive feedback to students based on the results of evaluations and observations, as well as provide motivation for students to continue to develop their English language skills.

c. The Advantages of Integrated Learning Model

Integrated learning produces various positive effects as noted by Usmeldi & Amini (2019), which include:

- a) Enhancing abstract reasoning abilities,
- b) Fostering a sense of identity,

- c) Encouraging independence,
- d) Boosting academic performance.
- e) This approach to learning can enhance communication abilities (such as reading, listening, speaking, and writing), the capacity to convey ideas, understanding of diverse cultures, cognitive skills, and levels of motivation.
- f) The significance of integrated learning lies in its capacity to advance student competencies through the application of four distinct learning cycles, specifically transformational learning, developmental learning, behavioral learning, and supplementary learning.
- g) The application of integrated learning strategies has the potential to elevate students' scientific literacy.

d. The disadvantages of integrated learning model

The disadvantages of the integrated learning model, as noted by Ummi Kalsum et al., (2023) are as follows:

- a) Learners with limited motivation in their studies can impact their classroom behavior negatively due to a lack of interest and drive to learn English.
- b) The instructors' proficiency in implementing this model is still insufficient.
- c) The available hours for English instruction are restricted.
- d) For the integrated learning model to succeed, the school needs to create a supportive learning environment as a representation of robust institutional backing

2.1.2 Speaking Skill

a. Definition of Speaking Skill

There are many definitions of speaking that have been proposed by some experts. Laoli (2021) state that speaking is the act of transmitting thoughts or concepts from the person speaking to the audience. Speaking refers to the capacity to communicate with others

through language to share experiences, thoughts, information, recommendations, and emotions in everyday situations Murti & Jabu (2022). Additionally, verbal communication involves not just gestures and the movements of the face and body, but also the utilization of vocal mechanisms to produce sound. Acquiring the ability to speak English necessitates an openness to express oneself in a way that differs from one's mother language, often supported by contemplation and the same motivation to convey meaning.

According to Tomprou et al., (2021) and Kohl et al. (2022), speaking involves generating and sharing significance across various situations, making use of both spoken words and body language. It represents the act of verbal communication through oral expression. Numerous productive practice activities do not meet anticipated outcomes due to either unsuitable content or students lacking familiarity with the topics (Heggart & Dickson-Deane;2022).

Through speaking, a learner can articulate their thoughts, proposals, viewpoints, and passions (Amiruddin et al., 2022). Furthermore, speaking enhances their understanding of the world around them. English stands out as a global language. However, it is often regarded as challenging to master. Effective speaking entails multiple skills, such as pronunciation, grammar, and vocabulary. In conclusion speaking is important in daily life, with speaking the others can convey, share and communicate the information to each other.

Speaking skill is a fundamental skill in English that allows individuals to share their views, respond to others, and disagree with opinions that differ from their own, as well as to pose and reply to inquiries (Azizah;2023) . Additionally, it involves the capability to correctly produce sounds, phrases, or words in order to communicate, convey, and articulate thoughts, concepts, and emotions. According to Batang in Leonita et al., (2023), the ability to speak is a dynamic activity that involves creating, receiving, and analyzing information. Furthermore, learners can only develop their advanced thinking abilities

when they are able to express themselves openly. It can be concluded that speaking skill is one of the skills in learning English that enable students to share, convey, communicate, and articulate the opinion, concepts, idea, and emotions in the teaching learning process.

b. Speaking Skill Aspect

There are several aspects of speaking that must be mastered by students. In explanation by Harris in Satriawan & Skolastika (2023) there are several aspects in speaking, the aspects are as follows:

1) Comprehension

Comprehension involves students being capable of interpreting and grasping the significance of their own statements as well as the implications of the replies they get. When students have effectively analyzed and comprehended the meaning of what has been said, it indicates that they have achieved the comprehension component. For example: when the teacher asks "what did you do last weekend", the student answers with a relevant answer "I went to the beach with my family". In conversation students can follow the storyline and provide appropriate responses without looking confused.

2) Grammar

Grammar is a collection of sentence frameworks that learners need to become proficient in. When students use the right sentence frameworks, their oral communication will be proper and excellent. Learners who can create sentences that follow these frameworks demonstrate their proficiency in the grammatical component of speaking abilities. For example the student says "She goes to school everyday" (incorrect), but after learning the student corrects it to "She goes to school every day" (correct).

3) Vocabulary

In order to communicate effectively, learners must acquire a good grasp of numerous words along with their definitions. When students enhance their vocabulary, they can select appropriate language in their interactions. A lack of vocabulary proficiency can lead to challenges

in articulating their thoughts clearly. Consequently, it is crucial for students to develop their vocabulary so they can appropriately choose words for communicating greetings. Those who can select suitable language and possess an extensive vocabulary demonstrate that they have achieved competence in the vocabulary component of oral skills. For example, in describing animal pictures, students can say “The tiger is strong, has sharp teeth, and runs fast”. when asked about hobbies, students can answer “I enjoy gardening because I like planting flowers and vegetables”.

4) Pronunciation

Pronunciation refers to the way learners articulate their speech more distinctly while talking. When articulating words, clarity and simplicity are crucial for the listener to grasp the intended message. Learners demonstrate proficiency in pronunciation when they make minimal errors in their verbal expressions. For example: the student initially pronounced vegetable as [ve-gi-ta-bel] (incorrectly), after correction and practice the student pronounced it correctly ['vedʒtəbl].

5) Fluency

Fluency refers to the capability of communicating smoothly and correctly. Indicators of fluency include talking at a fairly brisk pace, accompanied by minimal short breaks and "hmm" sounds (indicating hesitation). The fewer interruptions a student makes, the greater their proficiency in speaking. Thus, fluency encompasses the skill to converse with few pauses and hesitations and is a crucial element of effective communication. Learners who possess strong speaking abilities excel in understanding, grammar, vocabulary, pronunciation, and fluency. For example, the student says “My favoritefood is...uhm...noddle” (not fluent). after practice, the student can say “My favorite food is noodle because it is easy to cook” (fluent).

c. The Functions of Speaking Skill

According to Rahmat et al., (2020), the act of talking or communicating, often known as speaking in more formal scenarios, plays

an extremely important role in everyday life, especially when using English as a second or foreign language. Additionally, Torky in Rinda et al., (2022) identifies eight primary roles of speaking, which include sharing personal details, stating future plans, providing instructions, offering recommendations and suggestions, telling a story, sharing opinions, giving descriptions, and engaging in social interactions. From the insights of these scholars, it is clear that speaking serves vital purposes in individuals' lives.

As a means of communication, the ability to speak is essential for engaging with others in everyday life. Excelling in speaking skills reveals the speaker's identity within the community. The skill of speaking encompasses the capability or proficiency required to engage in dialogue. The audience will comprehend the discussion when the speaker articulates their thoughts distinctly. Articulating thoughts distinctly means the speaker adheres to grammatical standards, pronounces words correctly, and selects appropriate vocabulary. Moreover, the effectiveness of communication is enhanced through gestures, tone, and body language, ensuring the conversation is easily understood. There will be no confusion arising from insufficient speaking skills.

Additionally, the role of verbal communication in everyday life can be categorized into three types: interactional speaking skills, transactional speaking skills, and performance speaking skills. When considering the purpose of speaking, it can be articulated that speech is a fundamental aspect of human existence. Individuals utilize speaking to engage socially, conduct transactions to meet their needs, and showcase their abilities within their communities through verbal expression. In summary, the purpose of speaking skills is to facilitate effective communication among individuals. These skills empower individuals to articulate information verbally in a manner that is comprehensible to others.

d. The Purposes of Speaking Skill

The primary purpose of speaking skill is to convey messages. Oral communication serves as a crucial means for expressing or exchanging thoughts regarding the speaker's remarks with their community. This underscores the significance of verbal communication. According to Tarigan in Astuti, (2022) stated several purposes of speaking skill, namely:

1) To inform

This indicates that the individual speaking wishes to convey and exchange thoughts, details, emotions, viewpoints, and understanding. Here, the speaker's intent is simply to relay a piece of information. The knowledge held by the instructor will be shared with the learners. In conclusion, it can be stated that the aim of this objective is to deliver knowledge and information for a particular reason.

2) To provide entertainment

This indicates that the speaker aims to enhance the listener's mood through content chosen mainly for its fun aspect. To achieve this, storytelling serves as a suitable method. For instance, when an educator shares a tale with the learners, similar to a narrative format, the delivery becomes more engaging for the audience.

3) To persuade

This indicates that the speaker is seeking to verify that the listener is engaged in a specific task. Typically, this scenario is relevant during the educational process. Instructors need to offer effective support to learners by demonstrating how to present the content. Additionally, educators should establish a timeframe. For instance, if the instructor aims to collect students' results from a verbal assessment, they might pose a limited number of questions, expecting students to respond quickly. Pupils wishing to reply must lift their hands. This approach encourages students to take the initiative.

4) To discuss

This indicates that the individual wants to talk about a matter since the aim of speaking is to reach conclusions and develop strategies. Intentional conversation is employed to form certain choices and arrangements. Conversations are conducted thoughtfully as learners need to seek guidance and understand the details. The approach taken is straightforward and uncomplicated. Engaging in this process allows learners to grasp the components of speaking: clarification, organization, supporting information, reasoning, and clear thinking.

e. Types of Speaking Skill

Brown in Ilham et al., (2020) identifies various types of speaking namely:

1) Imitative

Imitative refers to a speaking performance type where the individual can merely replicate (mimic) words, phrases, or potentially entire sentences.

2) Intensive

Intensive denotes a different mode of communication frequently employed in assessment environments, which entails producing short segments of spoken discourse designed to demonstrate skill in particular grammatical, phrasal, lexical, or phonological relationships, including factors like intonation, elongation, rhythm, and juncture.

3) Responsive

Responsive describes interactions that assess understanding but only at the level of very brief dialogues, typical greetings, light conversation, straightforward requests, and similar exchanges.

4) Interactive

Interactive denotes the duration and intricacy of discussions that may involve several exchanges and/or additional participants.

5) Extensive

Comprehensive spoken tasks include presentations, speeches, and narrative activities, in which the anticipated engagement from the

audience is either highly limited (possibly restricted to nonverbal responses) or entirely nonexistent.

f. Difficulties of Speaking Skills

Speaking is challenging for learners as they must put in significant effort to achieve fluency and understanding to converse effectively. As noted by Hosni in Harahap et al., (2023), many individuals learning English find that speaking is the most difficult ability to acquire, and articulating thoughts in English poses even greater difficulties. Issues related to speaking can stem from both psychological and linguistics factors.

1) Psychological factors

Psychological elements that hinder students' ability to speak include fears of making errors, shyness, anxiety, lack of self-assurance, and insufficient motivation (Juhana in Harahap et al.;2023).

a) Shyness

Juhana in Harahap et al.;2023) defines shyness as the fear of embarrassment. This feeling can deter students from speaking English aloud in front of others. When students feel embarrassed, they may mentally blank out or forget their words. This situation manifests as a challenge in speaking classes.

b) Lack of Confidence

A deficiency in self-confidence arises when students struggle to grasp the conversation's content. This can lead them to remain silent rather than participate. Those who experience this lack of confidence often fear making errors in front of their peers, which weakens their speaking skills.

c) Lack of Motivation

Insufficient motivation can also lead to reluctance among students to participate in class discussions. Motivation acts as an internal drive that inspires individuals to achieve specific objectives. Students who lack motivation are less likely to attain success compared to their more motivated counterparts.

d) Fear of Mistake

The fear of making mistakes is a primary factor contributing to students' avoidance of speaking English in class. Many students believe they will face corrections and negative feedback when they are in speaking, particularly if they are laughed at by classmates or criticized by instructors.

e) Anxiety

Anxiety refers to nervousness and is closely linked to the process of learning a foreign language. It presents a significant barrier to effective language acquisition. Consequently, students experiencing anxiety about speaking need encouragement and support to build their confidence.

f) Lack of Vocabulary

Students often resort to using the Indonesian language instead of English due to limited vocabulary. A restricted vocabulary can lead to confusion when attempting to speak, as they may not possess enough words to express their thoughts.

g) Lack of Pronunciation

Pronunciation presents another challenge for students learning English as a foreign language. Many students lack the confidence to speak because they are unsure of how to articulate specific words correctly. Speakers who frequently mispronounce various phonemes can pose significant understanding difficulties for others. Thus, students with proficient pronunciation are more likely to be understood, even if they make mistakes in other aspects, whereas those with unclear pronunciation may struggle to be comprehended, regardless of their grammatical accuracy.

2) Linguistics factors

Another factor contributing to students' challenges in verbal communication is the issue of language, which includes elements such as shyness, insufficient input, inconsistent involvement, and reliance on their native language.

a) Inhibition

Inhibition refers to the anxiety associated with making errors, facing criticism, and the fear of embarrassment. For those learning English, shyness manifests as a disinterest in reading, listening to, or writing in the language, leading to reluctance when speaking in class.

b) Insufficient Input

This situation arises when students lack the necessary vocabulary and grammar in English, leaving them unsure of what to express. It indicates that students should be encouraged to continuously enhance their grammatical skills and vocabulary.

c) Inconsistent Involvement

The classroom environment can lead to inconsistent or minimal participation, where typically only one student can speak at a time if they wish to be acknowledged. In larger classes, the time allotted for each student to communicate is restricted, resulting in a few students monopolizing the speaking time.

d) Native Language Use

Common issue encountered in speaking classes involves students resorting to their native language for conversation and responses. This may occur because they are unsure how to reply in English, prompting them to rely on their first language.

g. Rubric of Speaking Assesment

According to Harris in Rifna (2021), there are several criteria of speaking assesment, namely pronunciation, grammar, vocabulary, fluency, comprehension.

No.	Component	Score	Criteria
1.	Pronunciation	5	The pronunciation is clear and quite understandable
		4	There are some pronunciation problems, but still quite understandable
		3	Pronunciation problem necessitate listening and occasionally lead a misunderstanding

		2	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat
		1	Pronunciation problem so severe as to make speech virtually un-intelligible
2	Grammar	5	Error in grammar quite rare
		4	There are few grammatical errors but still intelligible
		3	Make frequent errors grammar and word order occasionally obscure meaning
		2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict to basic patterns.
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
3	Vocabulary	5	Almost all vocabularies used are in proper use.
		4	Frequently use inappropriate terms or must replace ideas but still intelligible.
		3	Frequently uses the wrong word, conversation some what limited because of inadequate vocabulary.
		2	Missuse up words and very limited vocabulary make comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Able to use the language fluently, rare skip, and the skip of speech are at the normal rate.
		4	Speed of speech seem to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant often forced into silent by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Understand most of what is said at average speed.
		4	Understand what is said at average speed, but occasional repetition may be necessary.
		3	Understand what is said at slower then average speed repetition.
		2	Has great difficulty following what is said.
		1	Cannot be said to understand even simple conversational English.

Table 2.1 Rubric of Speaking Skill Assesment

2.2 Relevant Research

Relevant research is very important as a basis for footing in the preparation of this research. Its usefulness is to know the results that have been done by previous researchers. However, there must be some studies that have not been studied and the author will study them more deeply.

Based on the research by Nevia (2024), titled “Students’ Motivation in Learning English by Using Content Language Integrated Learning (CLIL) Approach,” the findings indicated that: Through the implementation of the CLIL method, learners exhibited a greater inclination toward positive engagement throughout the English instruction and learning experience. They showed interest by posing inquiries to the instructor, engaging actively in discussions, and participating with enthusiasm in the activities led by the teacher.

Similarity with the research conducted by Iskandar et al. (2024) “Implementation of Integrated Learning to Enhance Elementary School Students' Creativity”. The results showed that the connected type of integrated learning model can enhance creativity and motivate students to always remember the lessons they have learned before and strengthen students' understanding in connecting the concepts they have learned with other concepts they understand.

Based on the results of the relevant research above, there are similarities and links with the research conducted by the researcher. Based on the implementation of the integrated learning model, it can be concluded that it has a positive impact on students and teachers in the learning process.

Behind that there are differences between the results of previous studies and the results of research by researchers. In this study, the researcher focuses only on students' speaking skills and the researcher will analyze the integrated learning model on students' speaking skills especially to analyze the integrated learning model in overcoming the existing problems in the tenth grader of *TKJ* at SMK Negeri 1 Alasa.

2.3 Conceptual Framework

The framework began with the researcher coming to the school to make observations and interviews with the English teacher as a preliminary study. The researcher made observations in the tenth grade of *TKJ*, after that the researcher conducted an interview with the English teacher. At the time of observation, the researcher found difficulties and problems faced by students

during English learning, after that the researcher met the English teacher and asked several things, from the results of the interview with the teacher there was a gap in the learning outcomes with the expectations expected in the syllabus so that the researcher got a problem. The problems found by researchers are: 1) students are unable to speak English in front of the class because they are afraid of making mistakes, 2) students are unable to translate vocabulary in English due to lack of vocabulary and 3) students are unable to pronounce vocabulary in English correctly. From these problems, the researcher raised the title "An analysis of integrated learning model on students' speaking skills in learning English at tenth grade students of SMK Negeri 1 Alasa". The solution to the problem is by applying integrated learning model in learning English. As for the results found in the field, the integrated learning model is suitable for tenth grader and there are several factors that influence student learning using the integrated learning model, namely students are motivated and interested in learning, students are active and students can speak English well. besides this model makes students gain several aspects of speaking such as comprehension, fluency, vocabulary, pronunciation and confidence. so it can be concluded that the integrated learning model can overcome problems for students.

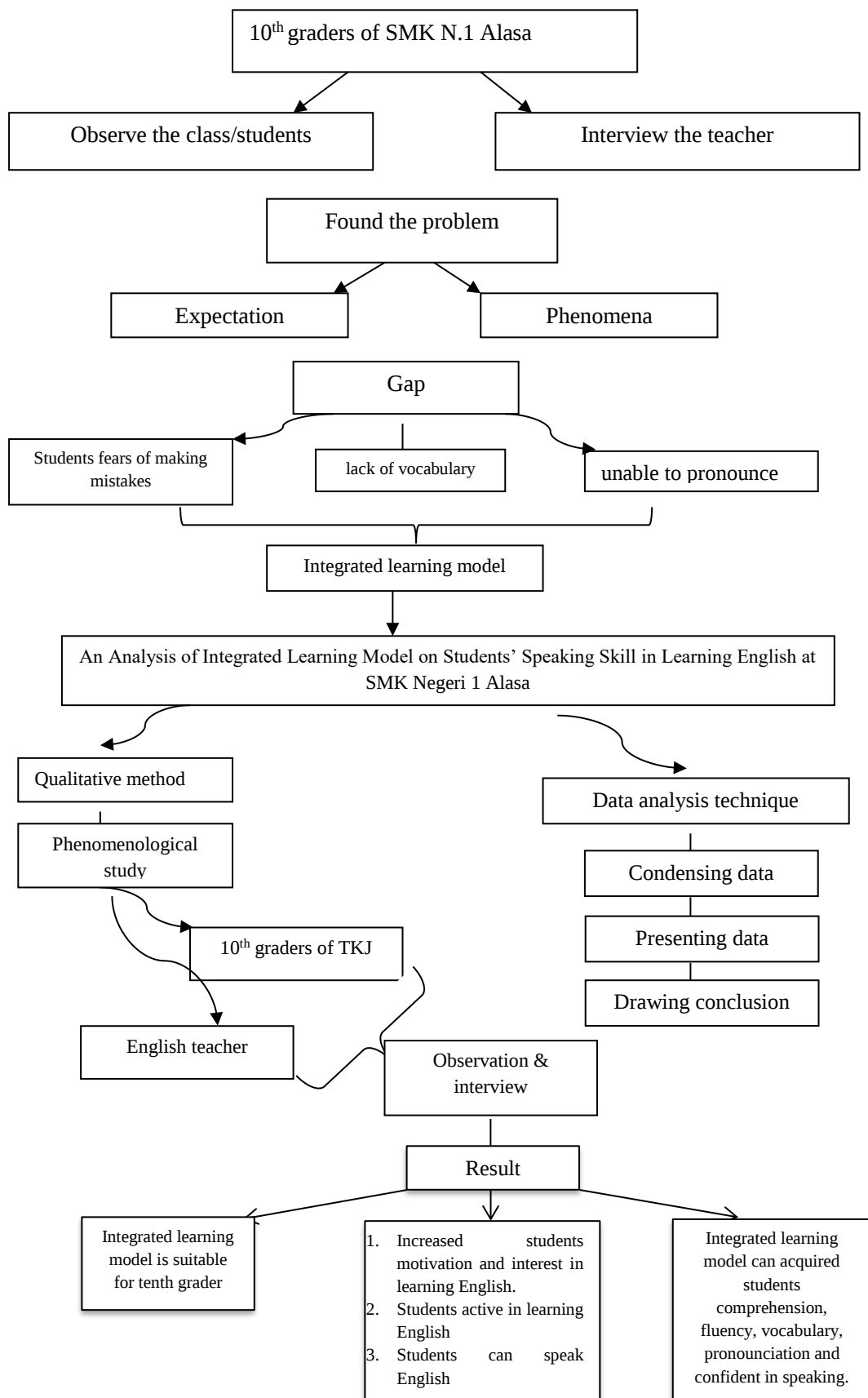


Figure 2.1 The conceptual framework