

CHAPTER IV RESULT AND DISCUSSION

4.1 Result

4.1.1 Result of Observation

a. Result of Observation for Teacher

Observation of English learning in tenth grader of *TKJ* at SMK Negeri 1 Alasa was conducted for four meetings. The observation used an instrument that covered five main aspects, namely: Teacher Preparation, Opening, Material Delivery, Teacher-Student Interaction, and Closing. The observation results showed a significant improvement in each aspect from meeting to meeting, which is presented in the following summary:

1) First Meeting

The following are the results of observations at the first meeting

- Teachers have prepared lesson plans but they are not very structured.
- Learning media is still conventional (textbook and blackboard).
- Material delivery tends to be one-way, students are passive.
- Teacher-student interaction is still low, limited questions and answers.
- Closing does not include a summary and relevant assignments.

2) Second Meeting

The following are the results of observations at the first meeting

- Lesson plans have started to follow the standard structure.
- Learning media began to vary with the use of PowerPoint slides.
The teacher began to relate the material to daily life.
- Question and answer began to be active, although it was still dominated by the teacher.
- The teacher starts to give assignments that are relevant to the topic.

3) Third Meeting

The following are the results of observations at the first meeting

- The lesson plans are well organized and integrated with the integrated learning model approach.
- Learning media is more interesting (learning videos and interactive dialogs).
- Students actively discuss in small groups.
- Teacher gives immediate feedback on students' answers.
- Closing includes summary and short reflection from students.

4) Fourth Meeting

The following are the results of observations at the first meeting

- Lesson plans are very clear and systematic.
- Learning media is very varied and technology-based.
- Material delivery is very communicative and interactive.
- Students are very active in asking and answering questions; the class atmosphere is dynamic.
- The teacher gives contextual assignments and summarizes the material effectively.

b. Result of Observation for Students

Observation of students' activities in learning English using integrated learning model was conducted for four meetings. The observed aspects include: student participation, student interaction with teacher and friends, speaking courage, mastery of material, and speaking ability based on speaking skill aspects (fluency, pronunciation, vocabulary, grammar, and comprehension).

1) First Meeting

The following are the results of observations at the first meeting

- Most students are still passive, only a few respond when asked.
- Speaking courage is still low, only 3-4 students are willing to try speaking in front of the class.
- Many students have pronunciation errors and lack of vocabulary.

- Interaction between students is minimal, discussion has not been effective.
- The average speaking score based on the rubric is still in the sufficient category (score 2-3).

2) Second Meeting

The following are the results of observations at the first meeting

- Students began to be more active, as seen from the increase in the number of students who answered and asked questions.
- In dialog exercises, 6-7 students have started to confidently come forward.
- Pronunciation and vocabulary are starting to improve thanks to teacher guidance and group practice.
- Enthusiasm for group work increased; students helped each other in making sentences.
- Speaking score improved to the fair-good category (score 3-4).

3) Third Meeting

The following are the results of observations at the first meeting

- Most students are active in group discussions and are getting used to using English in class activities.
- Fluency and comprehension improved: students can convey ideas although there are still small pauses when speaking.
- Confidence increased, 12 students performed in group presentations.
- Interaction with the teacher is more natural and less awkward.
- Students' speaking scores are predominantly in the good category (score 4).

4) Fourth Meeting

The following are the results of observations at the first meeting

- Almost all students engaged in speaking practice, both individually and in groups.
- Fluency, pronunciation, and grammar showed significant improvement.

- Students look more confident in using English and understanding the content of the dialog.
- Some students started to use the new vocabulary acquired in the lesson.
- The speaking score of 7 students reached the excellent category (score 5), the rest were in the good category (score 4).

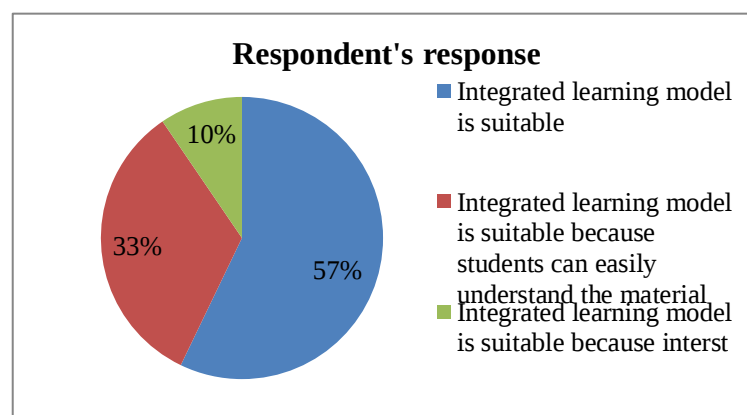
There were significant improvements in students' activeness, engagement and speaking ability at each meeting. The integrated learning model encourages students to be more confident in speaking, more active in discussion and language practice, improving aspects of pronunciation, fluency, and comprehension gradually.

4.1.2 Result of Interview

In this research, researcher have conducted interviews with English teacher and tenth grade *TKJ* students at SMK Negeri 1 Alasa. The results of these interviews are as follows:

1. Integrated Learning Model on Tenth Grader

The result of the respondents' response can be depicted as a diagram below.



Graph 4.1 Respondent's response of the first theme

Based on the diagram above, it can be concluded that overall respondents think that the integrated learning model is suitable to be used as a learning model in tenth grader. The integrated learning model is very suitable to be applied in tenth grade, which is proven by its

ability to foster a more thorough and interconnected understanding of English. There are 57.1% of respondents stated that integrated learning model is suitable for tenth grade students, 33.3% of respondents gave the reason because with this model they can easily understand the material, and 10% of respondents stated that integrated learning model is suitable in learning because this model is interesting.

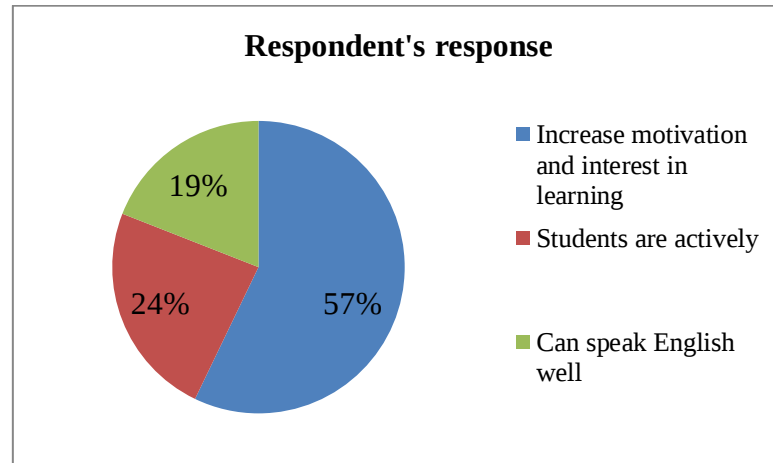
This model effectively merges various educational strategies, incorporating the essential language skills of speaking, listening, reading, and writing, thereby creating a dynamic and engaging learning environment. By emphasizing the interdependence of these skills, the integrated learning model not only enhances students' language proficiency but also prepares them to utilize English in practical, real-world contexts.

Moreover, the integrated learning model has been shown to positively influence students' confidence and motivation, which are critical factors in language acquisition. This model encourages active participation and provides students with numerous opportunities to practice and apply their language skills, thus reducing the anxiety often associated with speaking English in the classroom. The incorporation of varied activities and materials further accommodates diverse learning styles, ensuring that students are more engaged and motivated throughout the learning process.

In conclusion, the integrated learning model are suitable for senior high school especially in tenth grade because not only improves students' linguistic competence but also cultivates essential social and communicative skills. By fostering a collaborative and supportive classroom atmosphere, this model enables students to develop the ability to express themselves effectively and confidently. The integrated approach thus prepares tenth-grade students to become proficient communicators in English, equipped to navigate various academic, social, and professional scenarios.

2. The factor that influence students' speaking skill by using integrated learning model

The result of the respondents' response can be depicted as a diagram below.



Graph 4.2 Respondent's response of the second theme

Based on the results of interviews from respondents, there are several factors that influence students' speaking skills by using integrated learning models. The first is that the integrated learning model can increase students' motivation and interest in learning which was conveyed by 57% of respondents. Students' interest in the learning process is an important foundation for successful learning, including in the development of speaking skills. The integrated learning model often presents subject matter not in separate disciplinary silos, but in a broader context relevant to students' daily lives. This interconnectedness helps students see the relevance of what they are learning, thus sparking curiosity and intrinsic motivation to explore the material further.

The learning motivation generated by this integrated model directly contributes to the improvement of students' speaking ability. When students feel interested and motivated, they tend to be more active in seeking information, asking questions and sharing their thoughts. They no longer feel burdened by the learning process, but rather see it as an opportunity for exploration and discovery. The

positive and fun learning environment, often created by the integrated approach, reduces students' fear of making mistakes when speaking and encourages them to participate more verbally. The variety of teaching methods in this model, such as group discussions, presentations, or role-playing, provides wider opportunities for students to practice speaking skills in different contexts, thus enriching their learning experience and strengthening their oral communication skills.

Hands-on activities can make learning more interactive and engaging for different learning styles. When students feel emotionally and intellectually engaged, they are more likely to remember information and apply it, including in the form of oral communication. A sense of enthusiasm for the subject matter will encourage students to interact more actively with peers and teachers, which in turn will increase the frequency and quality of their speaking practice. Thus, the integrated learning model's ability to arouse students' interest and enthusiasm for learning creates a positive cycle that supports the development of speaking skills.

Secondly, integrated learning model makes students actively involved in learning activities, there are 24% of respondents who answered so due to several reasons. Students' active involvement in the learning process is a crucial element in developing various skills, including speaking ability. The integrated learning model is designed to encourage students' active participation through various activities that demand interaction and collaboration. Unlike traditional learning methods that tend to be passive, this model often involves students in problem solving, groups, discussions and presentations that integrate various concepts from different disciplines. This engagement not only enhances students' understanding of the material, but also provides a rich platform to practice their oral communication skills.

When students work in groups to complete an integrated project, for example, they must discuss, exchange ideas, and communicate their respective roles and responsibilities. This process naturally trains their

ability to express their opinions clearly, listen to others' perspectives, and negotiate to achieve a common goal. Similarly, when presenting the results of their projects, students learn to organize their thoughts, use appropriate language, and convey information effectively to an audience. Active engagement in these various activities provides a real context for students to practice their speaking skills, not just as a formal exercise, but as a tool to collaborate and share understanding.

Integrated learning models often provide opportunities for students to take a more active role in their own learning process. Through assignments or problem solving, students are encouraged to ask questions, seek information and present their findings. This process requires them to use language actively, both in interacting with learning resources and in communicating their ideas to others. Thus, the active engagement facilitated by the integrated learning model not only improves students' conceptual understanding, but also significantly enriches their experience in using spoken language for various communicative purposes.

Thirdly, there are 19% of respondents who said that by using this model students can speak English well. The courage to speak and express opinions effectively is an important aspect of successful speaking skills. The integrated learning model, with its emphasis on collaboration, discussion and presentation, creates a learning environment conducive to fostering students' confidence in expressing their thoughts. In an integrated learning setting, students are often encouraged to share their ideas and perspectives related to the topic being studied, without excessive pressure or fear of making mistakes.

Through group discussion activities, for example, students learn to articulate their opinions, provide arguments that support their views, and respond to ideas from peers. This process not only trains their ability to speak clearly and structurally, but also builds their courage to voice their thoughts in front of others. In addition, the integrated project presentation provides an opportunity for students to practice speaking in

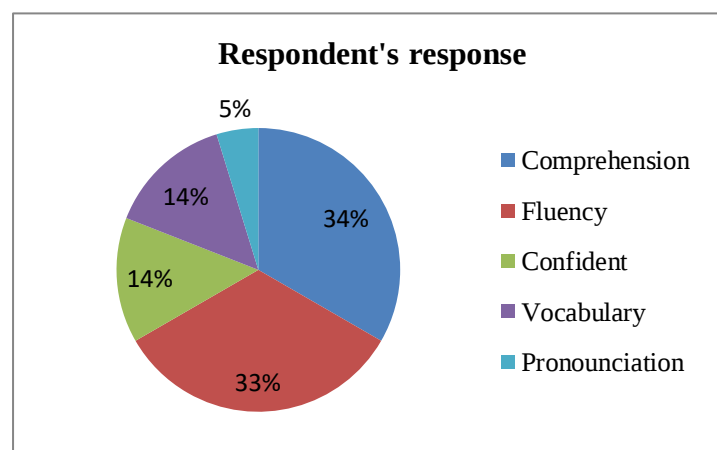
front of a larger audience, which can gradually reduce their nervousness and increase their confidence in conveying information. Constructive feedback from teachers and peers in the context of these activities also plays an important role in helping students feel more comfortable and motivated to continue developing their speaking skills.

Integrated learning models often encourage students to think critically and connect various concepts. This process naturally requires them to formulate their own ideas and convey them orally. When students feel they have a deep understanding of a topic because they have studied it from multiple integrated perspectives, they tend to feel more confident to share their thoughts. The supportive and collaborative learning environment in the integrated model also plays an important role in building students' speaking courage. When students feel valued and listened to, they will be more motivated to actively participate in discussions and convey their ideas more confidently.

It can be concluded that the integrated learning model positively affects students' speaking ability through increased learning motivation, active engagement in learning, and students can speak English well.

3. The aspect of speaking obtained by using integrated learning model

The result of the respondents' response can be depicted as a diagram below.



Graph 4.3 Respondent's response of the third theme that obtained by using integrated learning model, several key aspects emerge as influential. A significant portion of respondents, precisely 33%,

identified comprehension as a crucial aspect. This aspect directly relates to the students' understanding of the subject matter being discussed. When students possess a solid grasp of the material, they are better equipped to articulate their thoughts and engage in meaningful conversations related to it.

Equally significant, with another 33% of respondents highlighting its importance, is fluency. In the context of the integrated learning model, fluency pertains to the students' ease and naturalness in using the English language, particularly when participating in spoken activities. The survey specifically mentions students practicing dialogues in front of the class, suggesting that the integrated approach provides opportunities for such interactive practice, thereby fostering smoother and more confident oral expression. The prominence of both comprehension and fluency underscores their fundamental role in shaping effective speaking skills within this pedagogical framework.

Beyond these two dominant aspects, the results of interview also sheds light on the role of confidence in expressing opinions and speaking in public. While not as frequently cited as comprehension and fluency, with 14% of respondents acknowledging its influence, confidence remains a notable aspect. Students who feel more self-assured are generally more willing to participate actively in speaking activities, share their perspectives, and take risks with the language. This psychological aspect is integral to developing communicative competence.

Similarly, vocabulary, or the students' command of a sufficient range of words to express themselves effectively, was identified by another 14% of respondents as an influential aspect. A richer vocabulary allows students to articulate their thoughts with greater precision and nuance. When integrated learning models incorporate vocabulary development alongside other skills, students are better positioned to communicate their ideas comprehensively and accurately.

Furthermore, the aspect of pronunciation, while acknowledged by a smaller proportion of respondents (5%), is still considered a component obtained through the integrated learning model. While clear pronunciation undoubtedly contributes to the overall effectiveness of communication, the relatively lower percentage might suggest that within this specific integrated learning context, the focus tends to lean more towards understanding, conveying meaning, building confidence, and expanding vocabulary.

It can be concluded that there are several aspects that students gain with integrated learning model such as comprehension, fluency, confidence, vocabulary, and pronunciation.

4.2 Discussion

Speaking in English can be challenging as students have to communicate in a foreign language while maintaining a high level of confidence. A large number of students continue to experience fear when it comes to speaking. In the research results, one of the fears among the students in speaking skills is the fear of mispronouncing English words. This fear is closely related to the concern that classmates will ridicule them for mispronunciation. The results of the study are related to the results of a study by Tiara & Asnawi (2023) state that the reasons that make students experience anxiety when speaking English include fear of being laughed at, incorrect pronunciation, insufficient vocabulary, fear of making mistakes, fear of public speaking, lack of confidence, and poor language proficiency. In addition to pronunciation, students are also afraid of not speaking fluently and feeling embarrassed.

Likewise, according to Kulsum et al., (2025) who pointed out that students face many obstacles when trying to speak English, which include problems with understanding grammar, achieving fluency, having correct pronunciation, limited vocabulary, low self-esteem, feelings of embarrassment, anxiety, and lack of motivation. Juhana in Harahap et al., (2023) also stated there are several difficulties of students in speaking namely shyness, lack of confidence, lack of motivation, fear of mistake, anxiety, lack

of vocabulary and pronunciation. Therefore, tenth grade of *TKJ* do not dare to speak English in front of the class.

However, English teacher at SMK Negeri 1 Alasa have several ways to help students in speaking English in front of the class by using several learning models that can support and make students more confident in speaking, not only that, teachers must also build a safe and comfortable environment, provide support and motivation and praise the efforts made by students. This is also in line with the opinion of Wilupi & Wicaksono, (2023) suggest a teacher should strive to create a welcoming educational environment, recognizing that students need to persist in their self-discovery to minimize the fears associated with speaking English. In addition, teachers can foster motivation through affirmative reinforcement, which will help students build confidence.

Not only are they afraid of not being able to pronounce words in English, but tenth grade of *TKJ* also lack vocabulary in speaking. However, to overcome this, students use dictionaries and ask teachers and friends who understand. When students cannot recall the vocabulary, they address the issue by referring to the dictionary (Annisa et al., 2024). Every teacher has a positive perception of feedback sessions. Feedback sessions are very important to the learning process as it allows them to interact with the students. Feedback sessions are also used to encourage active learning. In addition, feedback sessions can be used to assess the strengths and weaknesses of each student (Amaliah;2022). So that if students cannot find the meaning of words in English then they can ask the teacher or friends at the time the teacher gives to ask or discuss.

Tenth grade of *TKJ* have difficulty pronouncing English words because English words are difficult to pronounce, because it is not a daily language, because the way of writing and pronunciation is different, and because it is rarely spoken. But there are some students who find it not difficult if they already know the basics and often practice. Gulo (2023) provide 5 causes of students' difficulties in pronouncing English namely : (1) lack of confidence (2) Limited opportunities for practice (3) The impact of

the Indonesian language (4) Variations in spelling, pronunciation, and interpretation (5) Inadequate vocabulary. Support by Ammar (2022) said that there are several elements contributing to the pronunciation challenges encountered by learners include: the lack of certain sounds present in their native language, students being unfamiliar with the specific vocabulary, and students becoming accustomed to incorrect pronunciations that have been previously taught. However, if students have a basis and often practice, it is not too difficult to pronounce English words properly and correctly.

English teachers at SMK Negeri 1 Alasa teach students to pronounce vocabulary correctly so that students easily understand and have no difficulty in pronouncing these words. In accordance with Kenworthy in Adinda (2024) in the publication "Teaching and Learning Pronunciation," several crucial elements define a teacher's function in instructing students on pronunciation. These notable elements of the teacher's responsibilities in guiding students through pronunciation instruction include the following: 1) the teacher can persuade learners about how vital it is to have accurate and distinct pronunciation to enhance communication. 2) teacher can highlight to students that the main goal of mastering pronunciation is to ensure clarity and effectiveness in their communication efforts. 3) teacher can demonstrate their investment by concentrating on students' pronunciation difficulties, showcasing their commitment to students' achievements and skills. 4) Additionally, teachers can create more opportunities for instructional success in pronunciation, allowing students to achieve positive results during their English learning journey.

4.2.1 The Interpretation of Research Result

The results show that the integrated learning model is very suitable to be used as a learning approach in English subjects, especially in improving students' speaking skills. The application of this model allows the incorporation of various language skills - such as listening, speaking, reading, and writing in one holistic and contextual learning activity. Learning becomes more interesting, fun,

and provides opportunities for students to interact actively with both the teacher and fellow students.

This model is considered appropriate because it can overcome various problems faced by students in learning speaking, such as fear of speaking, lack of vocabulary, and difficulty in pronunciation. Based on the results of interviews and observations, most students stated that they felt more interested, easier to understand the material, and more confident to speak after participating in learning with this approach. Teachers also provide space for students to practice, discuss, and make presentations, thus directly supporting the development of their speaking skills.

There are several factors that influence students' speaking ability in learning by using integrated learning model, among others:

a. Increased motivation and interest in learning English

This model relates the subject matter to students' daily lives, so students feel that the material learned is relevant and meaningful. This triggers students' intrinsic motivation to actively speak.

b. Active involvement of students in learning activities

Activities such as group discussion, role play, and dialog encourage students to practice speaking directly and engage in real communication, not just passive or rote practice.

c. Students can speak English well and correctly

With the supportive classroom atmosphere and opportunities for practice, students become more courageous in expressing their opinions and performing in front of the class so that they can speak English well and correctly.

In addition, the results also identified several aspects of speaking skills obtained by students through the use of integrated learning model, namely:

a. Comprehension

Students became better able to understand the content of the material and capture meaning in verbal interactions. This is

reflected in their ability to answer questions and respond to the topics discussed.

b. Fluency

Through repeated practice and discussion, students become more fluent in conveying their ideas, with fewer pauses and more natural language.

c. Vocabulary

Students acquire a lot of new vocabulary because learning is accompanied by dialog and conversation-making tasks, as well as help from the teacher in explaining the meaning of words.

d. Pronunciation

With direct guidance from the teacher during dialog practice, students are helped to improve their pronunciation slowly but effectively.

e. Confidence

Students become more confident to perform in front of the class because of the advance practice, appreciation from the teacher, and supportive environment.

4.2.2 The Research Result versus the Latest Related Research

a. Integrated Learning Model on Tenth Grader

The research found that most of the tenth grader of *TKJ* at SMK Negeri 1 Alasa stated that the integrated learning model made it easier for them to understand the English subject matter. As many as 33.3% of respondents mentioned the ease of understanding the material as the main reason why this model is suitable to be applied, and another 10% considered that this model is interesting and fun to follow. This shows that integrated learning is not only effective in terms of learning outcomes, but also in terms of students' perceptions and learning experiences.

This finding is in line with the results of research by Ikhsan, et al (2021) who examined the implementation of

integrated learning model at the secondary level. The research shows that a learning approach that combines several basic competencies in one unit of integrated learning makes it easier for students to understand the material because the information is presented contextually and interrelated. Students' understanding increases because they can see the connection between topics and apply them in real situations.

Furthermore, Suherdi & Nurkamto (2020) emphasized that the integration of language skills (listening, speaking, reading, writing) in English learning creates a cohesive learning environment, where concept understanding becomes more intact and not fragmented. This model is different from the traditional model which tends to isolate one skill only, so that students have difficulty in linking the material learned with its use in everyday life.

In terms of students' interest in this model, this finding is supported by the study of Yustina et al. (2022) who found that the project-based integrated learning model increased students' interest and active participation in the learning process. This is because learning activities are made more interactive and applicable, and provide space for students to be directly involved in shaping the meaning of the material they learn.

Based on the findings of researcher and supported by the opinions of experts, it can be concluded that the integrated learning model is suitable as a learning model in English. After conducting integrated for several meetings with students at SMK Negeri 1 Alasa, students and teachers argues that this model can have an impact on their speaking skills so that the problems experienced in learning can be resolved. In line Dewi (2024), an integrated approach to teaching writing and speaking in the classroom can help teachers to achieve learning objectives and improve students' writing and speaking skills.

b. The Factor that Influence Students' Speaking Skill by Using Integrated Learning Model

In teaching students about speaking the teacher apply integrated learning model. During learning using integrated learning model, students can understand and follow the subject, students feel interest with this model because integrated learning model can increase students' motivation and interest in learning. In line with previous research, it has been proven that the application of integrated learning model increases students' motivation, confidence and proactive attitude towards language learning when compared to their peers who do not use the integrated learning model (Sayur et al., 2022).

Integrated learning model is interesting for students because make students active in English learning process. Previous findings also showed that using the integrated learning model transforms students from passive to active participants, which significantly improves their language use rather than relying solely on memorizing information and grammatical structures (Dewi;2024). In addition, the integrated learning model is interesting for students because students can speak English well. These findings are in line with previous research by Setyaningrum & Khoiriyah (2022) explained that integrated learning model provides opportunities for students to improve their English language skills especially in communicate.

c. The aspect of speaking obtained by using integrated learning model

Integrated learning model is not only suitable to be used as a learning model in senior high school, but it also helps the students in English skills especially in speaking skill. With this model, students can acquire speaking aspects such as comprehension, vocabulary, fluency, pronunciation. Not only that, integrated learning model also builds students' confidence to speak

English in learning English. Papadopoulos & Agathokleous (2020) suggested that integrated learning model can enhance students' linguistic abilities concerning vocabulary acquisition, offer support and opportunities for developing content knowledge, and boost students' confidence in articulating their thoughts in the desired language, thereby making their communication skills more apparent. In addition, students showed a more confident attitude, as indicated in the findings of Mafaza et al in Amurdawati et al., (2020) which indicated that observed character traits included honesty, discipline, responsibility, politeness, empathy, and self-confidence among those actively engaged in speaking activities.

Students feel confident when speaking in front of the class when doing dialog. Because in this model students are given the opportunity to practice before performing in front of the class. The results of the researcher's study are in line with previous research by Murti et al (2022) who said that by implementing integrated learning models, students also get non-linguistic improvements, such as self-confidence and motivation. Likewise according to Dzulkurnain et al., (2024) and Iskandar (2024) argues that Integrated learning model helps students build confidence and understanding in their studies because of its focus on hands-on experience, allowing them to develop broad thinking as educational ideas are interlinked. So it can be concluded that with use this model, students can feel confident when performing in front of the class.

With the acquisition of these aspects, the integrated learning model makes students able to speak English good and correctly. So it can be said that with this model there is relevance in learning, as the results of the test show that 35% of students who obtain excellent criteria and 75% of students who obtain good criteria based on the assessment of students' speaking skills in front of the class using the speculation assessment rubric. This finding is

in line with the research of Akhmadjanovna et al. (2019), who found that EFL learners can improve their proficiency in all language skills when engaged in integrated learning model, as they have the opportunity to practice authentic language and engage in real interactions during real experiences. Similarly, Ouided and Belouahem (2022) indicated that a structured combination of macro and micro skills significantly improved learners' speaking skill.

Integrated learning model can also enrich students' vocabulary so that when the teacher tells students to make a dialog about the topic studied, they can do it, tenth grade TKJ students also argue that with the use of this model students feel that their vocabulary can increase because the teacher helps them to make a dialog about the topic studied. Supported by Qurays et al., (2023) in applying an integrated learning model students get new vocabulary. Because in this model students are given the opportunity to work together and make students more active so that they can enrich vocabulary in English.

Not only enriching students in vocabulary, but with this model students can also learn to pronounce words or sentences in English properly and correctly. Because every mistake students make in pronouncing the word, the teacher will clarify or tell the correct pronunciation. In addition, this integrated learning model also allows students to develop language sub-skills such as vocabulary, grammar, and pronunciation proficiency (Rahmawati et al., 2023).

In addition, the integrated learning model shows that teaching writing and speaking is a good indicator of improving performance skills for students because it transforms them from passive students to active students and maximizes the use of language compared to memorizing facts and grammar rules. The students are also encouraged to convey the message of their writing

through speaking. Neupane (2024) contends that the integrated learning model improves students' proficiency in English while also developing their communication abilities, enriching learning experiences, and promoting cognitive growth.

However, in implementing this model, teachers face several challenges, namely the lack of resources, teaching materials, technology and facilities and infrastructure in schools. These findings agree with Harrop in Dzulkurnain et al., (2024) who said that the lack of appropriate teaching materials, technology, and language assistance can create barriers for teachers and students involved in the use of integrated learning models. Limited resources can hinder the successful implementation of the integrated learning model and limit opportunities for significant language and subject matter acquisition. However, Kalsum et al., (2023) there are some challenges of integrated learning model which are students less motivation in learning, teachers still lacking to apply this model, limited hour of English lesson and must provide facilitative learning atmosphere.

4.2.3 The Research Result versus the Theory

The findings of this study show a strong correspondence between the results obtained in the field and the theories that have been stated in Chapter II, especially regarding the effectiveness of the integrated learning model in improving students' speaking skills.

Based on the theory proposed by Pardede (2020) and Ryan et al., (2024), integrated learning model is a learning approach that combines various language skills, namely listening, speaking, reading, and writing in a complete and meaningful learning process. The aim of this approach is to create a holistic learning experience, where students do not only focus on one skill, but simultaneously develop various aspects of language competence through interconnected activities.

This is evident in this study, where students experienced improvements in several aspects of speaking skills, namely comprehension, fluency, vocabulary, pronunciation, and confidence, which are important components of speaking skills according to Harris' theory in Satriawan & Skolastika (2023). For example: 1) Comprehension; increased because the material presented by the teacher is related to students' real life and delivered through interesting media. 2) Fluency; increased because students were involved in various exercises such as dialog, discussion, and presentation. 3) Pronunciation; improved through direct practice in class and correction from the teacher. 4) Confidence; grows due to the supportive learning atmosphere as well as practice and appreciation of students' efforts.

Furthermore, Ertmer's theory in Yassin et al., (2019) emphasizes that integrated learning should include several important stages, such as: delivery of material in a language that is easy to understand, preparation of speaking practice activities, reflection on learning, and providing feedback. The findings of this study indicate that teachers at SMK Negeri 1 Alasa have implemented these stages effectively. Teachers not only explain the material, but also relate it to students' lives, provide practice opportunities, guide pronunciation, and facilitate reflection and evaluation.

In the aspect of students' motivation and engagement, the theory from Usmeldi & Amini (2019) states that integrated learning model can increase students' learning motivation through emotional and cognitive engagement in the learning process. The research findings show that students find learning more enjoyable and meaningful, which in turn encourages them to be more active and confident to speak in English.

Finally, the theory from Atta-Alla in Kalsum et al., (2023) asserts that the integration of language skills provides students with opportunities to learn in authentic contexts. In practice at school,

students are exposed to activities that encourage them to use language in a real way and not just memorize grammatical structures.

4.2.4 The Research Result Implication

This research has several important implications for various parties, namely for teachers, students, schools, and future researchers. For teachers, teachers need to consider integrated learning model as one of the effective teaching strategies, especially in improving students' speaking skills. This model allows teachers to design activities that encourage students to speak naturally, actively, and contextually. Teachers can also use this approach to create a collaborative and supportive classroom atmosphere.

For students, students are encouraged to be more active and confident in using English, both inside and outside the classroom. Skills integration-based learning allows students to experience first-hand how language is used in meaningful and enjoyable contexts. Implications for Schools, Schools need to provide facilities and facilities that support the implementation of this learning model, such as audiovisual media, discussion rooms, and teacher training in implementing integrative learning models. The school curriculum can also be adjusted to be more supportive of an integrated learning approach.

For Future Researchers, this research opens space for further exploration, for example on other language skills (listening, reading, writing), or on comparisons with other learning models in various educational contexts. Further research can also dig deeper into students' and teachers' perceptions qualitatively.

4.2.5 Limitation of the Research

Although this study produced positive findings, there are some limitations that need to be noted:

- a. Limited school resources; learning facilities available in schools are still limited, such as learning media, technology, and infrastructure that support the implementation of the model to the fullest.

- b. Limited learning time; English lesson time at school is relatively short, so the implementation of integrative activities often cannot run thoroughly and in depth in each meeting.
- c. Teachers' skills in integrated learning model; not all teachers have training or experience in implementing the integrated learning model, so its effectiveness is highly dependent on teachers' initiative and creativity.
- d. Limitations of research location and subjects; this research was only conducted in one school and one department (*TKJ*), so generalization of the results to other educational contexts needs to be done in other departments.
- e. Limited participation; the number of respondents was limited to 20 students and one teacher, so the interpretation of the results is still local and requires further research with a wider scope for stronger validation.