

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

In the era of globalization, a person's ability to master foreign languages, especially English, is highly prioritized. The role of English is increasingly dominant so that the application of English subjects is carried out at various school levels. One of them is a vocational school which also applies English as a subject to equip its students to have the ability to communicate according to their skills program, both verbally and in writing. Learning English at Vocational High Schools aims to ensure that students have the ability to master basic knowledge and skills in English to support the achievement of skills program competencies. English has four skills that must be mastered, namely listening, speaking, reading and writing. One of the things that is highlighted is speaking, which is generally an important aspect of communication. Speaking is also the process of conveying information or messages. It is through this speaking activity that the communication process and the process of conveying information occurs.

In its development, communication has become an important aspect which has given rise to several opinions from experts. One thing that is often used as a reference is Borman's (1898) opinion which states that communication theory is a word or term that has a reciprocal meaning to the entire conversation or communication accompanied by careful, structured and conscious research regarding communication. In this case, the communication used in speaking is English as the language must be studied and understood by every student in school. Because English is an international language, in the international world

this language is definitely used in any case when speaking and exchanging information.

Students begin to be trained to learn English formally after entering school, although there are some people who have been taught English since childhood. In this case, children who have studied English at school still have the same problems in speaking. This happens because they don't know what the meaning of their conversation is, so the conversation develops slowly and it is said that many students who want to talk to other students with a sense of will and curiosity within themselves, usually face several problems such as: not being able to generate ideas, their arguments or feelings. It becomes a big problem when the way of communicating, known as speaking, is difficult to translate in a foreign language and is something new for them because they are not used to expressing things in another language. So the communication process in another language does not run completely smoothly.

The learning process at school is the core of school activities. Learning must be planned, organized so that it runs effectively and efficiently. Students do not easily accept the lesson material as a whole. Therefore, teachers must have a strategy in dealing with and distributing material in the classroom. The learning strategies used by teachers more or less have an impact on the learning process. This impact is expected to provide better results in the learning process. The learning strategy chosen should be carefully considered. Because learning strategies must be in accordance with class needs and the material presented by the teacher. Mastering various Learning strategies are one of the teacher's efforts to overcome problems during the learning process.

According to Sunendar (2008:59), the direct method assumes that good language learning is learning to use language directly, intensively in communication. The orientation of this method is the use of language in society. Its use in class must be like a native speaker. This method is called the direct method because during the lesson the teacher directly uses the foreign language being taught, while the learner's language should not be used as much as possible, namely by creating a language environment. To explain the meaning of a word or sentence, pictures or demonstrations are used. In the second language learning process, language is learned through direct associations between words or phrases with first language objects and actions or interventions. Learners must be able to master language listening activities through practice as often as possible.

Based on initial observations at SMK Negeri 1 Terbanggi Besar for the 2023/2024 academic year in class 11, researchers found that teachers who taught English in class mainly focused on writing texts and reading books. As a result, students' opportunities to practice English are limited. In addition, this strategy results in most students not being able to speak English well. One of the biggest problems for learners is communicative competence and fluency. As experts in speaking skills, students must speak and think critically simultaneously. This means that students need good thinking skills. However, teachers must provide kindness and wisdom when learning to deal with student problems.

1.2 Research Question

The researcher formulated a research question: is there any significant effect of direct method to improve students' speaking abilities?

1.3 Research Objective

Based on the research question formulation above: This research aims to find out whether there is a significant effect of the Direct Method on improving students' speaking ability in telling legends or fairy tales.

1.4 Uses of Research

It is hoped that the results of this research can be used theoretically and practically

1. Theoretical Use

This research is intended to see students' abilities in carrying out learning using direct methods. Learning using the Direct Method has an important role as a strategy in learning descriptive texts, especially in the aspect of speaking skills.

2. Practical Use

A. For students, this research can provide motivation in improving language skills. Therefore, students can hone their speaking skills in telling a legend or fairy tale.

B. For teachers, this research can be an alternative in choosing an effective learning method in improving speaking skills using direct methods.

C. For future researchers, hopefully this research can be useful for further research. If there are shortcomings in this research, future researchers can further examine this thesis to use as material for research.

1.5 Scope of the Research

This research is focused on looking at the application of the Direct Method as a narrative text learning strategy on students' speaking skills in telling legends or fairy tales. Samples were taken from class 11 students of SMK Negeri 1

Terbanggi Besar. The topic discussed is knowing students' speaking abilities when telling legends or fairy tales.

This research method uses a quasi-experimental research design to see the influence of the problem. Arikunto (2000:272) defines experimental research as research intended to determine whether there is a treatment effect on the subjects studied. The way to find out the results of this research is to compare the experimental class with the control class. The experimental class was given pre-test, treatment and post-test. Meanwhile, the control class was only given a pre-test and post-test without any treatment.