

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language is used by a person or group of people to communicate. A person or group of people can exchange ideas and introduce their respective cultures with communication. Communication is synonymous with speaking, meaning that the people involved must have good speaking skills for good communication to occur. Speaking ability is one of four skills in English, namely listening, speaking, reading, and writing.

English speaking skill is a skill that is needed nowadays. It because English is an international language, and in Indonesia, English is not a second language, but English is a foreign language. Knowing English is not a second language in Indonesia, teaching English speaking skills in Indonesia's schools must be even more active.

To encourage learning English speaking skills in schools, the role of the teacher is needed for this. As we know, the teacher is a character who is close to the students at school. Teachers in the learning and teaching process are asked to pay attention to students' needs, academic achievement, and interest in learning. Interest in learning is important to pay attention to for the success of teaching and learning activities. According to Mekuria, one of the most powerful reasons for learning English is interest (Mekuria, 2018:116). Mekuria also noted that teachers should teach while sparking student interest when students participate in learning. Focusing on students' interests wants to create an environment where students feel comfortable and joyful while learning.

Students who like all aspects of learning will be motivated to continue learning or participate in these activities. It indicates that involving students in the lesson can enhance their motivation to learn English speaking skill. Thus, focusing on what students are interested in or enjoying the learning process can significantly impact each student's learning outcomes. Appropriate strategies and techniques are critical for effective language learning, particularly when developing English speaking skills.

The teacher should provide a good teaching method to grow students' interest in learning English speaking skills. Many teaching methods can use to teach English speaking, such as the direct instruction method and experiential learning method. According to Arends (1997) in an article entitled "*Comparative Study on Teaching Reading Using Know, Want, Learnt (KWL) and Direct Instruction Method (DIM)*", he stated that the direct instruction method (DIM) is "a style of teaching that assists students in acquiring fundamental skills and information that may be presented in a step-by-step approach which consists of the following characteristics: an academic focus, a teacher-centred focus, limited student choice of activity, instruction in large groups rather than small groups, and education based on factual questions and controlled practice (Nagri, Ngadiso, & Sarosa, 2018:170). Using the direct instruction method, students will learn foreign languages, particularly modern languages, by conversation, discussion, and reading in the language itself, rather than utilizing the student's native language, translating, or studying grammar.

Meanwhile, Hoover and Whitehead (1975) in article entitled "*A Meta-Analysis of the Relationship Between Experiential Learning and Learning Outcomes*", experiential learning as the process by which a personally accountable participant processes knowledge, skills, and attitudes in a learning context with a high level of active involvement (Burch et al., 2019:241). In line with Hoover and Whitehead's opinion, Kolb (1984:41) defined learning as the process through which knowledge is formed through experience transformation. So, in this method, experience is number one because experience can bring students to a memorable learning process. Students feel cared for when learning occurs because this method involves students in practice.

Based on the writer's observation in MTs Al-Ittihadiyah, Medan, students have a low interest in learning English speaking skills. This problem is caused by the learning method used by the teacher is not appropriate. In addition, the method often used by teachers is a teacher-centered focus. In this case, the involvement of students and the student's practice activity in the speaking class is minimal, then the motivation of students to be good at speaking skills is low. So, when the writer

did observation and asked students to use English in speaking, they were afraid to make mistakes.

Therefore, the writer is interested in carrying out the study titled **“The Comparison of Students’ Interest in Learning English Speaking Skill Through Direct Instruction and Experiential Learning Method.”**

1.2. Identification of the Problems

Based on the explanation of the problem above, we can identify several problems related to students’ interest in learning English speaking skill:

1. The learning method used by the teacher is not appropriate.
2. The student’s interest in learning English speaking skill is low.
3. Action is needed to increase students’ interest in learning English speaking skill.

1.3. Limitation of the Problem

In line with the identification of the problem above, this study only focused on comparing students’ interest in learning English speaking skills through direct instruction and experiential learning methods. In the experiential learning method, the writer focuses on using the game, namely guessing game with picture. The decision was taken by considering the importance of this method as one of the learning methods in increasing students’ interest in learning English speaking skills and motivating students to be confident in speaking English.

1.4. Formulation of the Problems

Based on the limitation of the study, the formulation of the problems is as follows:

1. How many percentage students are motivated to learn speaking skills using the direct instruction method?
2. How many percentage students are motivated to learn speaking skills using the experiential learning method?

3. Is there any significant difference of the students' interest in learning English speaking skill taught by direct instruction and experiential learning method?

1.5. Objective of the Study

Based on the formulation of the problem above, the objective of this study is as follows:

1. To find out the percentage of students who are motivated to learn speaking skills using the direct instruction method.
2. To find out the percentage of students who are motivated to learn speaking skills using the experiential learning method.
3. To find out the significant difference of the students' interest in learning English speaking skill taught by direct instruction and experiential learning method.

1.6. Significance of the Study

The research has two implications, they are theoretically and practically:

1.6.1. Theoretically

The writer hopes that the results of this study can be information for the public that we can get interesting lessons, especially in learning English speaking skills based on the learning methods used.

1.6.2. Practically

a. For the Teachers

The teacher can use these methods in the teaching and learning process to increase students' interest in learning English speaking skill.

b. For the Students

Through this research, hopefully the students will enjoy English speaking class. Because the students will get many opportunities to involve in learning process.

c. For the Future Writer

They can use this study as guidelines or references to do further research.