

The Correlation between Direct Instruction and Speaking Skill (A Quantitative Study on Grade XI Teknik Elektronika Industri Students of SMK Negeri 2 Pekanbaru)

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Abstract. This study aims to analyze the correlation between the implementation of the Direct Instruction model and students' speaking skills among eleventh-grade students majoring in Electronics Engineering at SMK Negeri 2 Pekanbaru. The research employed a quantitative correlational design to determine the strength and direction of the relationship between the two variables. Data were collected using two instruments: the Direct Instruction Questionnaire to assess the extent of the instructional model's application and the Speaking Skill Test to evaluate students' oral performance. The collected data were then analyzed using the Pearson Product Moment correlation technique. The results of the hypothesis testing revealed a significance value (2-tailed) of 0.000, which is lower than 0.05, indicating that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This finding demonstrates a statistically significant relationship between Direct Instruction and students' speaking skills. Moreover, the correlation coefficient of 0.552 shows that the strength of the correlation falls within the "moderate" category. These results suggest that the more effectively the Direct Instruction model is implemented, the better students' speaking performance tends to be. Thus, Direct Instruction can be considered a useful and structured approach to enhance students' speaking ability in vocational education settings.

Keywords: Correlation; Direct Instruction Model; English Language Learning; Speaking Skills; Vocational Students.

1. BACKGROUND

Speaking skill is a fundamental component of language learning, as it enables individuals to communicate thoughts, ideas, and emotions effectively. Proficiency in speaking is essential for students, as it influences their academic achievement and future professional success (Hadley, 2001). Nevertheless, Karima (2021) highlights that many students, particularly those in vocational schools such as SMK Negeri 2 Pekanbaru, encounter difficulties in developing speaking skills. These challenges include low confidence, limited vocabulary, grammatical inaccuracy, and insufficient opportunities to practice speaking in supportive contexts.

To overcome these challenges, an effective teaching model is required, such as Direct Instruction. This teacher-centered and structured model emphasizes explicit teaching through step-by-step guidance, manageable learning units, and continuous practice accompanied by feedback. Direct Instruction provides a controlled learning environment that encourages students to speak without fear of making mistakes and allows teachers to give immediate feedback to improve accuracy and fluency (Sidik, 2016; Suriyani, 2020; Sakti et al., 2012).

According to Goncharov (2019), Direct Instruction significantly enhances speaking performance by providing explicit modeling and guided practice, enabling learners to internalize language structures effectively. His study reported that the implementation of Direct Instruction improved the speaking scores of intermediate English learners by approximately 0.5 points on the IELTS Speaking scale.

A preliminary study at SMK Negeri 2 Pekanbaru indicated that around 60% of students from Class XI Industrial Electronics 1 and 2 demonstrated low speaking proficiency. Interviews revealed that traditional teaching methods such as lectures and textbook-based learning limit opportunities for students to practice speaking, leading to poor speaking performance.

These findings emphasize that teaching models play a crucial role in the development of students' speaking skills. The absence of effective instructional strategies, such as Direct Instruction, may hinder students' language development. Therefore, this study aims to examine the correlation between Direct Instruction and students' speaking skill at SMK Negeri 2 Pekanbaru, with the goal of providing insights for educators in applying more effective teaching models to improve students' speaking competence and overall language proficiency.

2. THEORETICAL FRAMEWORK

Direct Instruction (DI)

Definition

Direct Instruction (DI) was introduced by Engelmann (1968) to help students master learning material effectively. It is a teacher-centered model that gives clear steps and guidance from the teacher. According to Heward & Twyman (2021), this model has been proven to improve learning outcomes.

Characteristics

According to Arends (2008) and Rosenshine (1995), the main characteristics of DI are:

- a. Focus on academic results.
- b. Teacher-centered learning.
- c. Limited student choice in activities.
- d. Suitable for large classes.
- e. Focus on factual and procedural knowledge.
- f. Teacher control during learning.

Steps of Direct Instruction

Based on Trianto (2011), DI consists of five stages:

- a. Preparing students – The teacher explains objectives and learning importance.
- b. Demonstrating – The teacher shows or explains the material.
- c. Guided practice – Students practice with teacher supervision.
- d. Checking understanding – The teacher evaluates and gives feedback.
- e. Independent practice – Students apply what they have learned.

Advantages and Disadvantages

According to Pratiwi (2016):

Advantages:

- a. Effective for large or small classes.
- b. Teachers control the content and order.
- c. Efficient for structured material.
- d. Helps low-achieving students.
- e. Delivers material quickly.
- f. Encourages student interest.

Disadvantages:

- a. Depends on students' listening and note-taking skills.
- b. Less suitable for varied learning styles.
- c. Limits social interaction.
- d. Depends on teacher enthusiasm.
- e. May reduce student independence.

Speaking

Definition

Speaking is the ability to express ideas, thoughts, and feelings verbally. According to Combleet & Carter (2001), speaking is interactive and involves feedback. Rao (2019) states that speaking is essential for global communication. In short, speaking is using language to express meaning clearly and appropriately.

Elements of Speaking

According to Harris (1974), speaking includes five elements:

1. Comprehension – Understanding conversation.
2. Grammar – Using correct sentence structures.
3. Vocabulary – Choosing the right words.
4. Pronunciation – Saying words clearly and correctly.
5. Fluency – Speaking smoothly without many pauses.

Speaking Skill

Speaking skill means communicating ideas and feelings verbally and interactively. According to Brown (2004) and Nunan (2015), speaking involves producing and receiving information to create meaning. In summary, speaking skill is the ability to share ideas clearly and effectively in a language understood by both speaker and listener.

3. RESEARCH METHODOLOGY

Research Design

This study used a quantitative correlational design to find out the relationship between Direct Instruction (DI) and students' speaking skills. According to Bryman (2016, cited in Ghanad, 2023), quantitative research collects and analyzes data using logical and statistical methods. In this research:

- a. X (Independent Variable): Direct Instruction
- b. Y (Dependent Variable): Students' Speaking Skills



Figure 1. Simple Paradigm.

X: Result of using Direct Instruction

Y: Result of students' speaking skill

Research Setting

This research was conducted at SMK Negeri 2 Pekanbaru, located at Jl. Pattimura No. 14, Pekanbaru, Riau, on February 7th, 2025.

Population and Sample

Population

The population included all 81 students of Grade XI Teknik Elektronika Industri, divided into two classes:

Table 1. Population of Class XI Industrial Electronics Engineering Students

No	Class	Number of Students
1	XI Teknik Elektronika Industri 1	41
2	XI Teknik Elektronika Industri 2	40
Total		81 Students

Sample

According to Rusdi (2019) and Sugiyono (2013), if the total population is less than 100, all members can be used as the sample (Census Technique). Therefore, the entire population of 81 students was used as the sample. These students were chosen because they have difficulty in speaking English, making them suitable subjects for this study.

Data Collection Method

The researcher used two instruments: a speaking test and a questionnaire.

Speaking Test

Students were asked to present a procedural text (e.g., how to screen print a layout onto a PCB board, use a soldering iron, or use a multimeter). They prepared for 10 minutes and presented individually. Their performance was assessed based on Brown's (2004) rubric, covering five criteria: pronunciation, grammar, vocabulary, fluency, and comprehension.

Scoring Formula (Harmer, 2017 in Dewi, 2022):

$$\text{Student's Score} = (n / N) \times 100$$

n = Score obtained

N = Maximum score

Score Classification:

80–100 : Excellent

60–79 : Good

40–59 : Fair

20–39 : Poor

0–19 : Failed

Questionnaire

The questionnaire was adapted from Ulhaq (2022) and translated into English. It contained 10 statements about teachers' use of Direct Instruction based on Trianto's (2011) five phases.

Table 2. Questionnaire.

Phase	Description	Items
1	Communicate objectives and prepare students	1–2
2	Demonstrate knowledge and skills	3–4
3	Guide training	5–6
4	Check understanding and provide feedback	7–8
5	Provide further practice and implementation	9–10

Likert Scale:

Always = 4

Often = 3

Sometimes = 2

Never = 1

Data Collection Procedure

- The researcher obtained permission from the university and school.
- Conducted an interview with the English teacher.
- Observed English classes.
- Distributed questionnaires and conducted speaking tests.
- Collected and analyzed the data.
- Used the results to determine the correlation between Direct Instruction and speaking skill.

Data Analysis Technique

Data from the speaking test and questionnaire were analyzed using SPSS version 25.

Normality Test

Used to check if the data were normally distributed.

- Sig. > 0.05: Data is normal

- Sig. < 0.05: Data is not normal

Linearity Test

Used to check if the relationship between variables is linear.

- Sig. > 0.05: Linear

- Sig. < 0.05: Not linear

Hypothesis Test

Used Pearson Product-Moment Correlation in SPSS.

Ha: There is a correlation between Direct Instruction and speaking skills.

Decision rule:

- Sig. > 0.05 → H_0 accepted, H_a rejected
- Sig. < 0.05 → H_0 rejected, H_a accepted

Correlation Level**Table 3.** Correlation Level.

r Value	Interpretation
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak / No Correlation

4. RESEARCH FINDINGS AND DISCUSSION**Findings**

This research was conducted on grade XI Teknik Elektronika Industri students at SMK Negeri 2 Pekanbaru. Data collection in this research used census sampling, totaling 81 students. In this Research, the researcher used two types of instruments, the first one is used a questionnaire for the Direct Instruction variable, and the second one is test for the Speaking Skill. The measurement results of these variables are correlated to determine their significance in speaking skills. To obtain accurate results, the researcher uses the statistical application SPSS version 25.

Table 4. Classification of Questionnaire Data Distribution.

Description	Quantity
Questionnaires and Written Tests distributed	81
Questionnaires and Written Tests returned	81
Questionnaires and Written Tests not returned	0
Questionnaires and Written Tests that can be used	81
Return percentage	100%

Source: Processed by the Researcher, 2025

Based on table 4.1 above, it can be seen that the data from the questionnaire and written test respondents that can be processed are all 81 students.

The Description of Research Data

a. The Result of Students' Direct Instruction

In this case, students' direct instruction was the variable (X). As it had been mentioned was the third chapter. To measure students' direct instruction researcher used questionnaire. The following figure is the result of questionnaire:

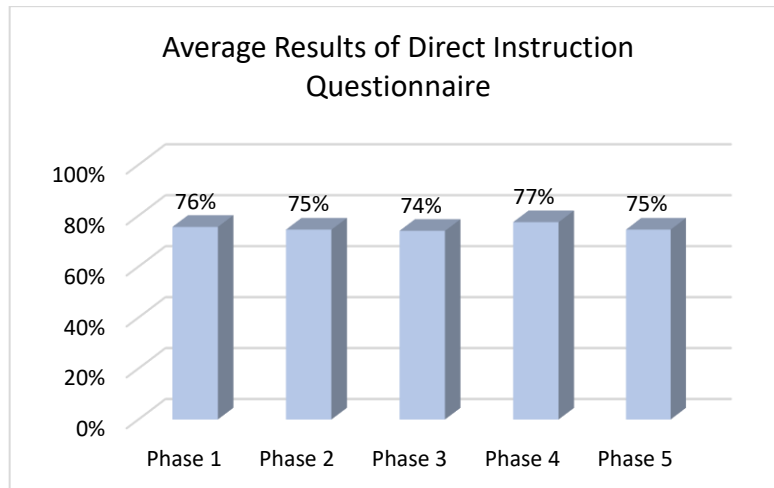


Figure 2. Result of Direct Instruction Questionnaire.

The results of this questionnaire were derived from responses to all 10 statements included in the survey. Each statement was rated on a scale from 1 to 4, with the total possible score ranging from 10 to 40. These 10 statements are divided into 5 phases of Direct Instruction, with each phase containing 2 statements. Specifically, Phase 1 includes statements 1 and 2, Phase 2 includes statements 3 and 4, Phase 3 includes statements 5 and 6, Phase 4 includes statements 7 and 8, and Phase 5 includes statements 9 and 10.

The scores for each phase were averaged to produce the percentages displayed in the graph. According to the graph, Phase 4 achieved the highest percentage at 77%, while Phase 3 had the lowest at 74%. The differences between the phases are minimal, with Phase 1 at 76%, Phase 2 at 75%, and Phase 5 at 75%. This indicates that, on average, students have a moderate understanding of the lessons taught using Direct Instruction. Additionally, it suggests that teachers are generally proficient in applying the Direct Instruction method, with consistent performance across all phases.

Hopefully, these results can help teachers improve their teaching methods and support students in learning better.

b. The Result of Students' Speaking Test

In this case, students' speaking test was the variable (Y). As it had been mentioned was the previous chapter. To measure the speaking ability of descriptive text, researcher used speaking test to the students. The following figure is the result of Speaking Test:

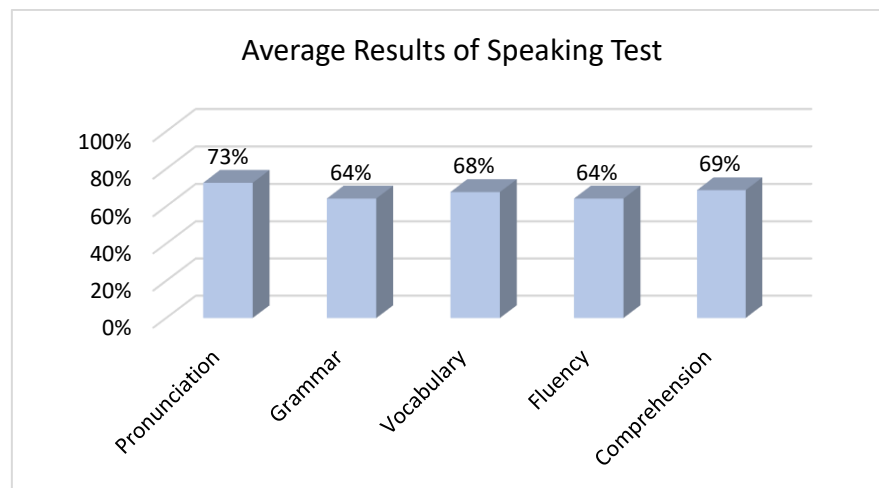


Figure 3. Result of Student's Speaking Test.

From the results obtained in this speaking test, calculations are made based on the speaking assessment rubric, where the speaking rubric consists of pronunciation, grammar, vocabulary, fluency, and comprehension and is assessed using the speaking test formula found in Figure 3.2 in chapter three, with a maximum value of 100 and a minimum value of 20 so that the average results are obtained as in the figure above.

The research results show that the data presents the performance percentages across five aspects of English language proficiency. The highest score is in Pronunciation, with 73%, indicating a relatively strong ability to pronounce words correctly. Comprehension follows at 69%, suggesting a good understanding of spoken or written English. Vocabulary is at 68%, reflecting a moderate range of word knowledge. Both Grammar and Fluency are at 64%, pointing to areas that may need more improvement to achieve better accuracy and smoothness in communication.

Hopefully, these findings can be used by teachers as evaluation material to improve speaking instruction and help students develop stronger speaking skills.

c. Descriptive Statistics Test

Descriptive statistical analysis in this research includes the sample size (N), mean (M), maximum (Max), minimum (Min), and standard deviation (SD). Based on the variables in this research, here are the descriptive statistics:

Table 5. Summary of Descriptive Statistics.

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Direct Instruction	81	25	35	30.16	1.874
Speaking Skill	81	40	80	67.46	7.842
Valid N (listwise)	81				

Source: Output IBM SPSS Statistic 25

Based on table 4.2 above, the summary results of the descriptive statistics of the variables in this research are as follows:

- 1) Variable Direct Instruction (X), It indicates that the variable has a sample size (n) of 81, with a minimum value of 25 and a maximum value of 35 The mean value is greater than the standard deviation, specifically $30.16 > 1.874$.
- 2) Variable Speaking Skill (X), It indicates that the variable has a sample size (n) of 81, with a minimum value of 40 and a maximum value of 80 The mean value is greater than the standard deviation, specifically $67.46 > 7.842$.

Data Analysing

a. Normality Test

Normality test is a test used to test whether the data used is normally distributed (Sugiyono, 2013) Normality test is a test conducted with the aim of assessing the distribution of data in a group or whether the variable data is normally distributed or not. The normality test is conducted using the Kolmogorov-Smirnov tests with a significance value of > 0.05 , where if the data value is > 0.05 then the data is normally distributed, conversely if the data is < 0.05 then the data is not normally distributed. The normality test in this study uses the c tests which can be seen in the following table:

Table 6. Kolmogorov-Smirnov Normality Test Results.

	Tests of Normality		
	Kolmogorov-Smirnov		
	Statistic	df (n-2)	Sig.
Direct Instruction and Speaking Skill	.115	79	.124

*, This is a lower bound of the true significance.

a. Test distribution is Normal.

b. Lilliefors Significance Correction

Source: Output IBM SPSS Statistic 25

Based on table 4.3 above, it can be observed that from the normality test results using the Kolmogorov-Smirnov statistical test, the significance value is greater than 0.05, it can be seen from the results of the table above that the Direct Instruction and Speaking Skill variables have a significance value of 0.124, which is $0.124 > 0.05$ and it can also be said that both variables are normally distributed.

b. Linearity Test

Linearity test is used to examine whether or not there is a linear correlation between the independent variables and dependent variable, to determine the model of the correlation. Linear relation exists when the Sig. value of the linearity is less than 0.05 (Montgomery et al., 2012). The linearity test is used to determine the correlation between the dependent and independent variables. The decision-making basis for this linearity test is that if the significance value of deviation from linearity > 0.05 , then there is a linear correlation between the independent and dependent variables. However, if the significance value of deviation from linearity < 0.05 , then there is no linear correlation between the independent and dependent variables.

Table 7. Results of Linearity Test.

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Speaking Skill * Direct Instruction	Between Groups	(Combined) Linearity	731.854	10	73.185	1.223	.292
		Deviation from Linearity	138.066	1	138.066	2.308	.133
			593.788	9	65.976	1.103	.372
	Within Groups		4188.244	70	59.832		
	Total		4920.099	80			

Source: Output IBM SPSS Statistic 25

Based on the table above, it can be seen that in the “sig. deviation from linearity” section, the significance value is $0.372 > 0.05$. Therefore, it can be concluded that the variable Direct Instruction and the variable Speaking Skill in this research have a linear correlation.

c. Hypothesis Test

Paired t-test analysis is a statistical method used to compare the means of two related or paired groups. In this test, each subject or element in one group has a counterpart in another group, and the differences between the pairs are measured. The researcher employs the statistical calculation of paired sample t-test with a significance level of 5%. The paired sample t-test is a statistical test used to compare the means of two related or paired groups with different treatments (Ghozali, 2018). This study utilizes SPSS to conduct the paired sample t-test.

The statistical hypothesis of this research can be viewed as follows:

- 1) If the probability or Sig. $< \alpha$ (0.05), then H_a is accepted.
- 2) If the probability or Sig. $> \alpha$ (0.05), then H_a is rejected.

Table 8. Results of Hypothesis Test.

	One-Sample Test					
	Test Value = 0.05					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Direct Instruction	144.857	80	.000	30.160	29.75	30.57
Speaking Skill	77.415	80	.000	67.457	65.72	69.19

Source: Output IBM SPSS Statistic 25

Based on Table 4.5, the Paired Sig. (2-tailed) analysis results for the variable Direct Instruction have a significance value (2-tailed) of 0.000, where $0.000 < 0.05$. Furthermore, for the variable Speaking Skill, the significance value (2-tailed) is also 0.000, where $0.000 < 0.05$. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It can be concluded that there is a correlation between Direct Instruction and Speaking Skill.

d. Correlation Level Test

The correlation level test in this research used Product moment correlation. According to Sugiyono (2013) Product Moment Correlation aims to test the hypothesis of the correlation between one independent variable and one dependent variable. In statistics, there are several types of correlations, and the one used is Pearson correlation. The correlation test in this research utilizes the Pearson Product Moment correlation. The Pearson Product Moment correlation (r) aims to determine the level of correlation between variables as indicated by the correlation coefficient (r). In this case, the test results determine the correlation level of the conducted research.

The decision-making basis for this test is as follows:

- 1) If the significance value $< 0,05$, then it is correlated.
- 2) If the significance value $> 0,05$, then it is not correlated.

Table 9. Results of Correlation Test.

Correlations			
		Direct Instruction	Speaking Skill
Direct Instruction	Pearson Correlation	1	.552**
	Sig. (2-tailed)		.000
	N	81	81
Speaking Skill	Pearson Correlation	.552**	1
	Sig. (2-tailed)	.000	
	N	81	81

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Output IBM SPSS Statistic 25

In Table 4.6 above, the significance value (2-tailed) for Direct Instruction and Speaking Skill is 0.000, which is smaller than 0.05, indicating that in this research, the correlation test shows correlation. Furthermore, the Pearson Correlation result has a score of 0.552. In this case, the value or score (r) of 0.552 is interpreted as "Moderate" correlated. This is because 0.552 falls within the range of 0.40 - 0.59 for the correlation coefficient (r). Therefore, it can be concluded that Direct Instruction and Speaking Skill correlate at a "Moderate" level.

Discussion

The findings of this study indicate a moderate correlation between Direct Instruction and Speaking Skill among Grade XI Teknik Elektronika students at SMK Negeri 2 Pekanbaru, as shown by a Pearson correlation coefficient of 0.552 and a significance value of 0.000. The normality and linearity tests confirmed that the data were appropriate for correlation analysis, while the hypothesis test results demonstrated that Direct Instruction influenced Speaking Skill. To ensure accuracy, the researcher used SPSS 25 to process and analyse the data. These findings align with previous research that highlights the effectiveness of structured and explicit instruction in enhancing students' language proficiency. However, the moderate correlation suggests that other factors, such as motivation, exposure to English, and practice opportunities, may also play a role in students' speaking ability. This study implies that educators should integrate Direct Instruction with interactive teaching methods to optimize students' speaking proficiency.

Relevant research further supports these findings by demonstrating that different instructional models impact students' English-speaking abilities in various ways. (Lin, 2022) highlights that constructivist learning environments, particularly those promoting student collaboration and autonomy, contribute to improving productive language skills. Meanwhile, (Maqbulin, 2023) suggests that project-based learning (PjBL) fosters group discussions but may have limited effects on individual speaking skills, emphasizing the need for a balanced approach in instructional strategies. Additionally, (Azizah SBH & Susanti, 2021) found that self-directed learning within virtual English communities correlates with various speaking skill components, such as vocabulary, grammar, pronunciation, and fluency. Taken together, these studies emphasize the importance of combining structured instruction with collaborative, project-based, and self-directed learning models to create dynamic and supportive learning environments that enhance students' overall English-speaking proficiency.

5. CONCLUSION AND SUGGESTIONS

Conclusion

This study aimed to examine the correlation between Direct Instruction and Speaking Skill among Grade XI Teknik Elektronika students at SMK Negeri 2 Pekanbaru. The research involved 81 students selected through census sampling, with data collected using a questionnaire to measure Direct Instruction and a speaking test to assess students' Speaking Skill. To ensure precise data processing and analysis, SPSS version 25 was used for statistical testing, including normality, linearity, correlation, and hypothesis testing. Based on the hypothesis testing, the study formulated the null hypothesis (H_0), which stated that there is no correlation between Direct Instruction and Speaking Skill, and the alternative hypothesis (H_a), which stated that there is a correlation between Direct Instruction and Speaking Skill. The results of the Pearson Product Moment correlation test revealed a moderate correlation between Direct Instruction and Speaking Skill, with a Pearson correlation coefficient (r) of 0.552 and a significance value (Sig.) of 0.000. Since the significance value was less than 0.05, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. This confirmed that Direct Instruction correlated with students' Speaking Skill. Furthermore, the normality test using the Kolmogorov-Smirnov method showed that the data were normally distributed, as indicated by a significance value of 0.124, which was greater than 0.05. The linearity test also confirmed a linear relationship between Direct Instruction and Speaking Skill, with a deviation from linearity significance value of 0.372, which was greater than 0.05. These statistical tests validated the suitability of correlation analysis in this study. Although the correlation between Direct Instruction and Speaking Skill was moderate, this suggests that additional factors may

influence students' speaking abilities. Elements such as motivation, exposure to English, practice opportunities, and other instructional methods might also play a role in enhancing speaking proficiency. The findings align with previous studies highlighting the importance of structured instruction, but they also suggest that combining Direct Instruction with interactive and student-centered teaching approaches could further optimize students' language development. Based on these findings, it is recommended that educators incorporate Direct Instruction alongside collaborative learning, project-based methods, and realworld communication activities to enhance students' English-speaking skills. Future research could explore this correlation in different educational settings, include additional variables, or employ experimental research designs to provide a more comprehensive understanding of how instructional strategies impact speaking proficiency.

Suggestions

Based on the findings and conclusions of this study, several suggestions can be proposed to enhance students' speaking skills and improve instructional practices, the researcher would like to offer some suggestions for:

a. Students

It is recommended that they actively engage in learning activities that involve speaking practice, both inside and outside the classroom. Since Direct Instruction has a moderate correlation with Speaking Skill, students should maximize their participation in structured learning while also seeking additional opportunities to improve their speaking proficiency. Engaging in discussions, joining English-speaking communities, and practicing with peers can help develop fluency, vocabulary, pronunciation, and confidence. Moreover, students should utilize digital platforms, such as language learning applications and online courses, to reinforce their speaking skills independently.

b. Teachers

It is advisable to integrate Direct Instruction with more interactive and communicative teaching strategies to enhance students' engagement and speaking proficiency. While Direct Instruction provides clear and structured explanations, combining it with collaborative learning, role-playing, and project-based learning can create a more dynamic learning environment. Teachers should also encourage students to express their ideas freely, provide constructive feedback, and create real-life speaking opportunities in the classroom. Additionally, incorporating multimedia resources such as videos, podcasts, and online discussions can further enrich students' speaking experiences.

c. Future Research

It is suggested that similar studies be conducted with a broader range of participants from different educational backgrounds and levels to gain a more comprehensive understanding of the correlation between Direct Instruction and Speaking Skill. Future studies may also explore additional factors that influence students' speaking proficiency, such as motivation, learning styles, or the impact of technology-based learning. Furthermore, using experimental research designs with control and experimental groups could provide deeper insights into the effectiveness of Direct Instruction compared to other instructional methods. Expanding the scope of research to different linguistic skills, such as writing and listening, could also contribute to a more holistic perspective on language acquisition..

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