

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher provides a relevant literature review, relevant research, and theoretical framework. The researcher also discusses several theories relevant to the topic in the literature review, and the research relates the theories to be studied in a theoretical framework.

A. Review of Literature

1. Speaking Skill of EFL Students

In modern times, English is recognised as an international language used by many people worldwide. The role of English as a medium of international communication is absolutely essential. Learning English involves mastering four key skills: listening, speaking, reading, and writing. All of these are interrelated and equally important for improving language proficiency (Susini et al., 2021). Speaking is one of the most important skills that English language learners need to develop. Koran (2015), explains that speaking is considered a complex system because it requires the ability to use grammar, sound, vocabulary, and also cultural knowledge of the language. Similarly, Kürüm (2016), argues that speaking is more than just forming grammatically correct sentences and then speaking them. In short, speaking is one of the most important skills that English language learners need to develop. It involves not only the ability to form grammatically correct sentences, but also the use of grammar, voice, vocabulary and cultural knowledge to convey ideas, knowledge or

information to others. Both views from Koran (2015) and Kürüm (2016) emphasise the complexity and importance of speaking in the English language learning.

Learning speaking skills for EFL (English as a Foreign Language) students involves various methods and strategies. Students can use some proven methods to learn speaking skills. Firstly, Task-Based Language Teaching (TBLT) is a method that combines the use of real resources from students, communicative interaction, and effective feedback from interlocutors to provide the best opportunities for students in the successful application of language. According to Nurhadi et al. (2024), TBLT has several stages that students can apply in learning speaking skills. The stages begin with Pre-task, where students learn the new topics and themes they will face. At this stage, students prepare a structured context, an appropriately organised form of language, and what models are suitable for them to carry out the task. The next stage, During-task, provides students with a demonstration of how their task was completed, in addition to this phase they focus on fluency in dialogue with the teacher and other students. The final stage, post-task, is where students receive praise and positive feedback to encourage them to keep trying as they may feel that their presentation is not up to par with the local speakers. The results show that TBLT is an effective method for teaching English speaking skills, providing practical, enjoyable, and supportive learning experiences that foster significant language development.

Secondly, Content Language Integrated Learning (CLIL) can be a method that students use in learning speaking skills in English. Norhassanah & Setiawan (2023) state that CLIL is a method that can be implemented to improve language skills and broaden global horizons. CLIL fosters a positive classroom atmosphere that encourages interaction among students while students' motivation, language competence, and learning improvement were successfully realised due to the implementation of CLIL. In addition, CLIL also makes students learn to see problems from various perspectives, students can share and exchange information. The activities in this CLIL method can prepare students in facing the needs of English language according to the demands of the century.

Thirdly, Cooperative Learning method can be used by students to learn speaking skill. According to Ilmi (2023), this cooperative learning method starts with students getting a group assignment with directions from the teacher and information about the deadline. Next, students discuss with their group members about the topic that has been chosen and the division of tasks. Then, students start working on the task that has been directed by the teacher by making a video without a script which encourages students to practice repeatedly before shooting the video. In addition, students also ask for advice from group mates regarding pronunciation, intonation of speaking. So, it can be concluded that this cooperative learning can be a method to learn English speaking skills.

From the above, there are several methods that students can use to learn speaking skills. Each of these methods has its own characteristics and benefits. Task-based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), and Co-operative Learning are great ways to help students improve their speaking skills. TBLT uses fun tasks that get students speaking in English, such as solving problems or performing role plays. CLIL combines learning a subject, such as science, with practising English, so students get better at speaking while learning new things. Co-operative Learning has students working in groups, encouraging them to speak and share ideas. All these methods create a supportive environment where students can practice speaking and become more confident and fluent. It can be concluded that Task-Based Language Teaching (TBLT), Content Language Integrated Learning (CLIL), Cooperative Learning can be used by students to learn speaking skills.

2. Teaching Speaking for EFL Students

In order to answer the challenges of the times, teaching and learning English is established from elementary to senior high school. The English language emphasizes four essential skills: listening, speaking, reading, and writing. These skills are interrelated and together contribute to a comprehensive understanding and use of language. Each skill supports the others, creating a holistic approach to language learning. Speaking is one of the essential skills that students must master. According to Oktavia & Lestari (2022) as a skill that must be mastered, speaking is regarded as

one of compulsory subjects in high schools, universities, and private schools. It is not only a measure of language ability, but is also essential for effective communication. However, many students still find the rules related to vocabulary, pronunciation, grammar, and fluency confusing. According to Mulia et al. (2020), high school students recognize the importance of mastering speaking skills in English. They believe that speaking is crucial for communication, especially considering English's status as an international language. Unfortunately, many students also perceive speaking as a challenging skill to master due to factors such as limited vocabulary, a lack of grammatical understanding, and difficulties in practicing pronunciation effectively.

To start something big, we must develop something small that may be considered trivial. According to Maji et al. (2022), low motivation is one of the factors that make it difficult to teach speaking skills. Motivation is often ignored in guiding students to improve their speaking skills. In fact, teachers should bring up this motivation so that students become more interested and do not feel pressured to practise to improve their speaking skills. For example, if students are interested in learning English speaking skills, they will try to increase their own motivation to practice speaking. Also, they will continue to learn both inside and outside the classroom. Creative teaching methods are essential for teachers in motivating students to learn and practice speaking English. Morales & Vaca-Cárdenas (2023) state that there are four creative methods that teachers can use to improve

students' motivation to improve their speaking skills, including Task-Based Learning (TBL), Project-Based Learning (PjBL), Content and Language Integrated Learning (CLIL), and Cooperative Learning.

Task Based Learning (TBL) has become an effective method for teachers in language education, focusing on student engagement in real communicative tasks. Anil (2016), states that this method allows teachers to give tasks to learners while practising speaking skills. In this method, the teacher is assigned to be a facilitator who must integrate ICT (Information and Communication Technology) to encourage such development and create interesting and innovative English learning methods. In line with that, Widia & Astawa (2014) stated that there are several teacher roles that are expected to be carried out by teachers in their implementation: 1) have a goal that students are solidly speaking in the target language, 2) provide language lessons that include semantic, linguistic structure, and social function, 3) instruct students to work in groups to share information, 4) provide authentic materials and activities that reflect real life, 5) integrate activities that involve speaking, reading, listening, and writing, 6) teachers must be fluent and precise in using the target language. In this TBL method, the teacher must set the goal of using the target language, provide comprehensive learning, instruct group work, provide authentic materials, integrate various language activities, and use the target language fluently. So, it can be concluded that TBL is a method that teachers can use to teach speaking skills.

The second method that can be applied by teachers to teach speaking skills is Project-Based Learning (PjBL). According to Wahyuni et al., (2018), Project-Based Learning has effective stages to implement: (1) The teacher provides essential questions, organises resources and decides on strategies in grouping students, 2) The second stage is the launch of the project. At this stage, the teacher arouses students' interest by introducing the project description. This is followed by setting up the project, which includes setting rules, creating a schedule, and designing procedures. 3) The next stage is project creation. In their study, the project involved creating digital materials to describe people and places. 4) The final stage is project completion. The teacher conducts the assessment, and students reflect on the learning project and the process, and express their views on the strengths and weaknesses of the project. In these stages, we can know that the teacher's role is critical to motivate students, guide students through the project, help students develop various skills, design creative learning experiences, encourage teachers to continue learning and adopting new teaching strategies and technologies, and have the opportunity to be a facilitator and guide rather than just an instructor. In short, this method helps teachers to increase students' motivation for speaking skills in a creative and innovative way.

The third method is Content and Language Integrated Learning (CLIL), which teachers can apply to teach English speaking skills. According to Norhassanah & Setiawan (2023), CLIL can help teachers to

broaden their global horizons and improve students' language skills. It can give teachers the freedom to design and implement creative and innovative lessons by combining various knowledge, such as science and history. This method can be a solution and reference in the teaching demands of the current century. Khoiriyah & Soeparto (2022) stated that if CLIL is implemented, teachers can use all strategies, such as memory, cognitive, metacognitive, affective, and social strategies. Memory strategies help students remember important information, while cognitive strategies encourage deep understanding and analysis. Metacognitive strategies teach students to organise and evaluate their learning process. Affective strategies focus on managing emotions and motivation to learn, and social strategies improve communication and collaboration skills through group interaction. By implementing CLIL, teachers can create a holistic and effective learning environment.

The last effective method for teaching speaking skills, according to Morales & Vaca-Cárdenas (2023), is Cooperative Learning. This method can be used by teachers to teach speaking skills. According to Ilmi (2023), the cooperative learning method starts with the teacher giving the task to make groups and directions regarding the deadline for the task to be collected. Then, the teacher lets the students discuss the division of tasks with their groups and the chosen topics. Next, the teacher directs students to make an unscripted video. At this stage, the teacher expects students to practice repeatedly to improve their speaking skills. So, we can conclude

that Cooperative Learning can be a method that teachers can use to teach speaking skills.

Creative methods are essential to teach speaking skills. The teacher's ability to choose the proper methods is vital in increasing student motivation and interest. Teachers at all educational levels should use different teaching methods that match their students' abilities to help them improve their speaking skills (Morales & Vaca-Cárdenas, 2023). With enjoyable and varied teaching methods, teachers can make the learning process more enjoyable and effective. This not only helps students to understand the material better, but also encourages them to be more active in participating and feel confident in speaking English. Therefore, the teacher's ability to adapt and apply effective teaching strategies greatly determines the success of learning speaking skills in students.

3. Teaching Narrative Text in the EFL Classroom

Narrative texts are a type of text that tells stories and events in detail based on a specific time sequence. Rosita et al. (2019) states that the goal of narrative texts is to give the reader as clear a picture as possible regarding the phases, sequence, steps, or sequence of something happening. In addition, they are used to change social opinions and attitudes. Many people use narrative texts not only to entertain but also as a way to teach others moral values and how to behave better, especially for children. The author's event-based writing allows readers to understand the author's feelings and perspectives on life and events (Bulut & Turkozu,

2019). In a narrative, the author depicts one or more events that happen to a character or group of characters as if the reader were actually living with the primary characters (Rosyadi et al., 2023). Stories of this type can be either nonfiction or fiction, such as autobiographies, biographies, fairy tales, myths, folktales, and animal stories. Anggraeni (2023), states that a text is considered narrative if it contains the three generic structures of orientation, complication, and resolution. A story follows a structured format to make it engaging and understandable. It starts with orientation, wSolihati et al. (2023), here the narrator introduces key details like the characters, time, setting, and the overall situation. This helps the audience understand the story's background.

Next comes the complication, which is the turning point that sets a series of events in motion. This part introduces conflicts or challenges affecting the characters, driving the story forward. Essentially, complications act as the trigger for the narrative. After the events unfold, the resolution follows, where problems are solved and conflicts come to an end. This gives a sense of closure and brings the story to its conclusion. The way stories are structured helps readers fully engage with the narrative, making them feel emotionally connected to the characters as if they are part of the journey. Khoir et al. (2024), indicate that by using immersive storytelling techniques, the author creates a realistic and vivid experience, allowing readers to empathise with the characters and understand the plot as it unfolds.

Narrative plays a fundamental role in language learning, especially in English as a Foreign Language (EFL) classroom. It is a powerful tool to develop students' comprehension, writing, speaking, and critical thinking skills. Among these, speaking is particularly enhanced through narrative-based instruction, as storytelling naturally encourages verbal expression and interaction. Using narrative texts in speaking activities allows students to practice pronunciation, fluency, and coherence while engaging in meaningful communication. According to Sataa et al. (2023), learners develop their ability to express thoughts clearly and confidently by retelling stories, discussing plot developments, and creating their own narratives. Additionally, storytelling fosters spontaneity in speech, as students learn to narrate events, describe emotions, and explain situations in English.

There are various methods to teach narrative text in English as a Foreign Language (EFL) classroom, each offering different ways for learners to engage with spoken English. Common approaches include Role-Playing, Debate and Discussion-Based Learning, and Project-Based Learning (PjBL). Among these, Project-Based Learning (PjBL) provides an interactive and engaging way for students to practice speaking in meaningful contexts. Project-Based Learning (PjBL) is an approach for teaching narrative text in English as a Foreign Language (EFL) classroom. This method encourages students to engage in hands-on projects that enhance their understanding of storytelling elements while improving their

language skills. Prabowo et al. (2021), explored the implementation of PjBL in teaching narrative text to EFL students with different personality traits, showing that both introverted and extroverted learners benefited from interactive discussions and creative writing activities. Another research from Syarifah & Emiliasari (2018), highlighted how PjBL fosters students' ability and creativity in writing narrative stories, helping them grasp the social function, structure, and language features of narratives. Through PjBL, students can work on projects such as writing their own stories, creating illustrated storybooks, producing digital storytelling videos, or performing role-plays. These activities enhance their comprehension, writing, and speaking skills and encourage collaboration, problem-solving, and creativity.

A video blog (vlog) project is a creative and interactive way for students to engage with narrative texts in an English as a Foreign Language (EFL) classroom. Instead of writing traditional essays or summaries, students create video content where they narrate, act out, or visually present a story. This approach enhances their speaking skills, fluency, and confidence while making learning more engaging. According to Laina & Marlina (2018), their study shows that digital storytelling, including vlogs, significantly improves students' narrative writing and speaking skills by making learning more interactive and engaging. Another study from Elyani et al. (2022) highlights how digital storytelling enhances speaking skills by providing students with opportunities to practice fluency,

pronunciation, and expression in a dynamic and immersive way. Additionally, research on digital storytelling for intermediate EFL learners from (Valizadeh & Valizadeh, 2025) suggests that it promotes coherence, fluency, and descriptive vocabulary, making it an effective tool for narrative-based language instruction. By integrating vlog projects into narrative text instruction, educators can create a more engaging learning environment that supports students using English confidently and creatively.

4. The Use of Project-Based Learning in EFL Classroom

Project-Based Learning (PjBL) model is a contemporary educational strategy that employs projects and activities as the primary method of instruction, thus actively engaging students. Unlike traditional teaching methods that often involve passive learning through lectures and rote memorisation, PjBL requires students to participate in their learning process actively. Although not a recent innovation, PjBL has been in practice for decades and has been adopted by many countries, including notable implementations in places such as the Alamo in Texas, Iroquois villages in the Northeast, and Civil War dioramas in the South (Boss & Larmer, 2018). In Indonesia, PjBL is currently gaining attention because its characteristics are believed to enhance various student abilities during classroom learning, particularly in solving problems and working collaboratively, aligning with the objectives and characteristics of the Merdeka Curriculum, Indonesia's educational framework (Pertiwi et al.,

2022). This approach is designed to help students acquire advanced knowledge and critical thinking skills by encouraging prolonged engagement with tasks that require investigation, analysis, and synthesis of information, relating it to other facts and concepts, and addressing authentic, engaging, and complex questions, problems, or challenges. Throughout the learning process, students participate in various activities, including problem-solving, group discussions, and the creation of valuable outputs. This model promotes critical and creative thinking by allowing students to take the initiative in producing real products, whether physical items or services (Ukah et al., 2023). Project-Based Learning offers a comprehensive and engaging way to educate students by integrating project work into the learning process. This approach enhances academic understanding and fosters essential life skills, making it a valuable tool in contemporary education.

Implementing Project-Based Learning (PjBL) involves several well-defined steps that ensure students' thorough and meaningful educational experience. According to Jalinus et al. (2017), the process begins with (1) formulating the expected learning outcomes, where teachers identify the goals they want students to achieve through the project. (2) understanding the concepts of the teaching materials, ensuring both teachers and students are clear on the key ideas and knowledge needed. (3) students undergo skills training, which equips them with the necessary abilities to engage in the project effectively. (4) Designing

project themes takes place where students, often with teacher guidance, develop the central themes or questions that their projects will explore. (5) Students create project proposals and outline their plans for the project, including the objectives, methods, and resources needed. (6) executing project tasks where they actively work on their projects, applying their knowledge and skills in practical contexts. (7) presenting project reports, where students present their findings and the outcomes of their projects in a structured format.

Furthermore, there are six steps of Project-based learning based on Winasih et al. (2019): 1) initiating with an essential question to spark student curiosity, 2) collaboratively designing a project plan, 3) creating a schedule for project work and deadlines, 4) monitoring progress and guiding students, 5) assessing the outcomes with feedback. 6) Evaluating the project experience through reflection and discussion to improve future projects. These structured steps ensure that PjBL is not only a dynamic and engaging learning method but also a comprehensive and effective educational approach that prepares students for real-world challenges. So, we can conclude that the procedure in project-based learning involves several key steps namely; 1) formulating the expected learning outcomes, 2) understanding the concept of the teaching material, 3) provide skill training to students and design the project theme collaboratively, 4) create a clear project proposal and actively carry out project tasks, 5) monitor progress and provide guidance, 6) assess project results with feedback,

presenting the project report and evaluating the project experience through reflection and discussion. These steps ensure that the project can be implemented effectively, from planning to final evaluation, to achieve the desired learning objective.

5. The use of Video Blog (VLOG) in the EFL Classroom

Innovative technology offers vast opportunities for students to share, collaborate, and learn in more engaging and effective ways. In the context of English language learning, integrating technology and social media has been shown to significantly enhance students' abilities (Maulidah, 2017). One particularly effective tool is the use of vlogs (video blogs). According to Amir (2019), vlogs are personal video records that are frequently updated and shared widely. Unlike traditional text or audio blogs, vlogs utilise video to cover a wide range of topics, from personal experiences to global issues, making the content more relatable and engaging (Lee, 2017). By incorporating video, sound, images, and text, vlogs provide a richer, multi-sensory experience that enhances informational and emotional content (Safitri & Khoiriyah, 2017). This dynamic format allows vloggers to convey their messages more effectively and establish a stronger connection with their audience. The combination of these elements helps make learning more interactive and enjoyable, encouraging students to express themselves creatively and confidently. Vlogs enrich the educational experience and prepare students to navigate the digital world with greater proficiency. Vlogs can be used as a medium

to teach English speaking skills. Through vlog making, students are encouraged to speak in front of the camera, which helps them improve their confidence and ability to speak spontaneously. Vlogs also offer flexibility in time and place, allowing students to learn and practice speaking anywhere and anytime, according to their convenience.

The use of vlogs as a medium for learning English, especially to teach speaking skills, follows several structured procedures. According to Sun (2009), it starts with 1) conceptualising, where students think about what they need to plan their vlog, and 2) brainstorming, during which students begin creating vlog concepts. Articulation involves the lecturer repeating the speaking act and editing the video before uploading it, possibly inserting images, songs, and text to make the video more engaging. 3) Monitoring ensures that the video content is appropriate and aligns with the rubric grade assigned by the teacher. Finally, 4) evaluation verifies the video's alignment with the rubric grade.

Different researchers outline additional steps for creating effective vlogs. According to Maulidah (2017), the stages of creating vlogs as a medium for learning English reflect a structured and in-depth creative process to improve students' speaking skills. The process begins with stage 1) Ideas, where students brainstorm and determine the main topic relevant to their personal experiences or learning themes. 2) Script, writing a script as a guide to maintain focus while recording. 3) Production, where students begin recording according to the script using a camera or phone, enabling

them to express ideas verbally. 4) Video Editing, where the recorded footage is edited—combining clips, cutting out irrelevant sections, and adding music, visual effects, and text to make the final product engaging and communicative. 5) finalization stage involves reviewing the final product, ensuring the quality and content are appropriate, before sharing it publicly as a learning product. This entire process not only enhances technical and language skills but also encourages students to practice critical thinking, communicate confidently, and produce authentic work that can be appreciated by others.

To ensure effective vlogging for improving students' speaking skills, teachers can follow steps like preparation, production, editing, sharing, and feedback. Wulandari (2019), procedural theory also emphasises five key steps: 1) preparation, where teachers and students discuss vlog themes and roles, 2) production, encouraging creativity and expression 3) editing, adding effects and filters 4) sharing, publishing the vlog for viewing and 5) feedback, using speaking rubrics to improve skills. Playing the vlogs in class or offline maintains the activity's excitement and positive reinforcement, making the learning experience enjoyable and encouraging English speaking practice. Teachers should consider these aspects to ensure the assignment positively encourages and benefits students.

In summary, using vlogs to teach English speaking skills involves several structured procedures. Sun (2009), emphasises conceptualising,

brainstorming, articulating, monitoring, and evaluating the vlog. Maulidah (2017) adds stages such as the stages of vlog creation, including ideas, script, production, video editing, and finalization, as a creative process that supports students' speaking and expression skills comprehensively. Wulandari (2019), highlights preparation, production, editing, sharing, and feedback to ensure effective vlogging and improve students' speaking skills. The concluding steps for using vlogs to enhance English speaking skills can be summarised as: 1) preparation, conceptualise and brainstorm the vlog content, plan themes, and roles 2) production, record the vlog, ensuring creativity and expression 3) editing, edit the video to make it engaging, adding effects and filters 4) sharing, publish the vlog for viewing by others. 5) feedback, evaluate the vlog using rubrics, and reflect on the process for improvement. These steps provide a structured approach to integrating vlogs into language learning effectively.

Apart from the procedures for making a vlog as a medium for practising speaking skills, some criteria need to be considered to make the results more interesting and professional. According to Rachmijati et al. (2019), there are 10 criteria, including 1) starting with a compelling introduction, the purpose of the vlog should be clearly stated to capture attention, 2) followed by a well-organised body where the main content is delivered engagingly. 3) A firm conclusion helps wrap up the vlog, summarising key points or encouraging interaction. 4) Maintaining eye contact with the camera fosters a connection with viewers, and 5) simple

language ensures the content is easy to understand. 6) Positive body language enhances delivery, such as confident posture and natural gestures. 7) Clarity in both speech and visuals is essential for a smooth experience. 8) Choosing a relevant and interesting topic, 9) incorporating supportive visual aids such as graphics or text. 10) Additionally, proper time management ensures the vlog is neither too long nor too short, effectively conveying the message.

6. Teaching Speaking by Using Project-Based Learning and Video Blog (VLOG) for Senior High Students.

In today's era, students are expected to develop various skills, including life and career skills, learning and innovation skills, and proficiency in information and technology media. These requirements naturally foster creativity and motivation to learn. Incorporating the popularity of vlogs as project assignments within a project-based learning (PjBL) framework can make English learning more engaging. Vlogs provide a platform for creativity, allowing students to produce engaging videos on personal experiences, social experiments, unboxing, and more. Widiani et al. (2018) suggest that vlogs facilitate communicative and meaningful learning for teachers and students. Through vlogs, students can become content creators, sharing their knowledge and experiences, enhancing their creative thinking skills. The combination of PjBL and vlogs is a highly effective and innovative method for teaching speaking skills to high school students. In the PjBL approach, students undertake

real projects that require comprehensive research, collaborative efforts, and systematic presentations of their findings (Evenddy et al., 2023). This method fosters the development of critical thinking, problem-solving, and communication skills, which are essential in real-life contexts.

Several studies find that combining Project-Based Learning (PjBL) and vlogs significantly enhances student learning outcomes. Asmaningrum et al. (2021) research vlog design as ethnochemical learning media within a PjBL framework. The findings indicate that the vlog design is highly valid as a project-based ethnochemical learning medium. This aligns with Kartikasari (2018), who finds that PjBL is an effective model for teaching speaking skills, enabling high school students to be more active in speaking English. Hidayat et al. (2024) further support these findings by demonstrating that integrating PjBL and vlogging significantly improves students' communication skills. This integration creates an engaging and interactive platform for students to learn, collaborate, and share their ideas. Students report increased motivation and engagement in their learning experiences, with PjBL offering opportunities for hands-on project work and vlogging, allowing them to reflect and document their learning process. This combination leads to notable progress in communication skills, including the clarity of idea delivery, thought structuring, and presentation abilities.

Integrating video blogs into project-based learning (PjBL) significantly enhances students' learning experiences. According to

Wulandari (2019), this approach begins with selecting a project topic that is both relevant and interesting to the students. Following this, students plan their vlog content, designing a clear and engaging script and determining the visual and audio elements to reinforce their message. Recording the vlog involves students speaking in front of the camera, which boosts their confidence and helps them practice articulation, intonation, and facial expressions. The next stage is video editing, where students can add visual effects, background music, and text to make their videos more professional and engaging. This editing process also helps them develop valuable technical skills for the digital age. Additionally, it provides an opportunity for students to review and correct any mistakes before publishing their vlog. Once completed, the vlog can be shared on platforms like YouTube or other social media channels. This allows students to receive feedback from peers and teachers, which is crucial for their learning process. This feedback helps them identify areas for improvement and motivates them to continue enhancing their speaking skills.

Implementing Project-Based Learning (PjBL) and VLOG involves several well-defined steps that ensure a thorough and meaningful educational experience for students. Zubaidi et al., (2021) stated that the steps begin with 1) explaining the vlogging project. The teacher begins by introducing and explaining the details of the vlogging project to the students. This includes outlining the project's objectives, expectations, and

benefits for enhancing their speaking skills. 2) preparing the student's leading draft of the vlogging project, students prepare an initial draft or plan for their vlogs. This draft serves as a roadmap for their project, detailing the content, structure, and elements they plan to include in their videos. 3) Working on the project within the designated time frame, students work on their vlogging projects according to the schedule provided by the teacher. This phase involves creating and recording the vlog, following the plan they have prepared. 4) Consulting about the project within the given timeframe, students have opportunities to consult with the teacher. This allows them to receive guidance, feedback, and support to ensure their vlogs meet the required standards and objectives. By following these steps, teachers can effectively guide students through creating vlogs, ensuring that the projects are well-organised and beneficial for developing speaking skills.

Another researcher outlines additional steps in implementing PjBL and VLOG. Hidayat et al. (2024) have a procedural theory that also emphasises four key steps: 1) Identifying needs and initial analysis, determining specific needs for developing learning materials that integrate PjBL and vlogging, including context analysis and students' needs according to humanistic-religious education theory. 2) Designing and developing learning materials which creating learning materials that incorporate PjBL and vlogging principles. According to humanistic-religious education theory, this involves developing content, activities, and

learning media. 3) Implement the designed learning materials in a natural classroom according to humanistic-religious education theory by integrating PjBL and vlogging in networked learning. 4) Evaluation and Assessment is collecting and analysing feedback from students and teachers to evaluate the effectiveness of the learning materials according to the humanistic-religious education theory

From the procedures Zubaidi et al. (2021) and Hidayat et al. (2024) above, the writer concludes that in implementing Project-Based Learning and VLOG, several stages can enrich students' learning experience.

1) Preparing

The selection of a project topic that is relevant and interesting to the students is then followed by the planning of the vlog content. When selecting a topic for a vlog project, narrative is one of the most interesting choices during the preparation stage. Narrative allows students to create a well-structured story, enabling them to plan their vlog's flow systematically. Additionally, students can explore ideas from various sources, such as personal experiences, folklore, or historical events, which can then be developed into engaging narratives. Students must design a clear and compelling script at this stage and determine the visual and audio elements they will use to reinforce their message.

2) Producing

While recording the vlog, students speak in front of the camera, which not only boosts their confidence but also helps them practice articulation, intonation, and facial expressions. After recording, students enter the video editing stage.

3) Editing

Students can add visual effects, background music, and text to make their videos more engaging and professional. This process also allows students to practice technical skills useful in today's digital world. Moreover, video editing allows students to review and correct mistakes before publishing the vlog.

4) Sharing

The completed vlog can be shared through YouTube or other social media platforms. A vlog can captivate viewers by presenting authentic, engaging, and relevant content, inviting positive interactions such as likes, comments, and shares. Beyond just entertainment, vlogging can become a space to build connections and receive affirming responses from a community with similar interests

5) Giving Feedback

This feedback allows them to see areas that need improvement and motivates to continue improving their speaking skills.

By adhering to these steps, teachers can proficiently lead students in implementing Project-Based Learning (PjBL) and VLOG to teach speaking skills.

7. Assessing Speaking for Senior High School Students

Assessing speaking skills in senior high school students involves evaluating their verbal communication abilities. Here are some key components and methods for assessing speaking skills (Brown, 2004) :

1) Pronunciation

Pronunciation involves how a person articulates the words of a language or how a specific word is pronounced. It holds significant importance in both personal and social contexts. Individually, how a person speaks reflects their identity and signals their belonging to certain communities. Simultaneously, and occasionally in opposition to this identity function, pronunciation ensures intelligibility: it determines whether or not we can effectively communicate our intended meaning.

2) Fluency

Fluency is the ability to communicate orally in a smooth, uninterrupted, and accurate manner. Fluency typically refers to the ability to express spoken language freely without interruptions. In the teaching and learning process, if a teacher aims to assess students' fluency, they allow students to speak freely without interruptions. The objective is to help students speak easily and fluidly. Immediate

correction by the teacher is avoided because excessive correction can disrupt the natural flow of conversation.

3) Vocabulary

Vocabulary is crucial for effectively using a foreign language. Without a broad vocabulary, it becomes difficult to utilise the learned structures and functions for clear communication. Essentially, the key to successful communication lies in the power of words. Vocabulary involves the correct choice of words and is particularly vital in speaking. Additionally, having a wide range of vocabulary makes it easier to express ideas, feelings, and thoughts, both orally and in writing.

4) Grammar

Grammar pertains to the essential rules and structure of a language, encompassing accurate sentence construction and the proper use of word forms. Essentially, grammar's role is to organize sentences correctly according to their context, ensuring clear communication and preventing misunderstandings. For students, understanding grammar is crucial for forming correct sentences in spoken and written interactions.

5) Comprehension

Comprehensive refers to something complete and includes all or nearly all elements or aspects of something. In education or assessment, a comprehensive approach would cover all relevant areas

to ensure a thorough understanding or evaluation. For example, in a narrative-based VLOG project, assessment criteria could include the organization of the story, the speaker's fluency and pronunciation, lexical and grammatical accuracy, expressive delivery, and audience awareness. By evaluating these aspects, educators can ensure learners articulate their thoughts clearly and engage meaningfully with their audience, fostering confidence and storytelling ability in real-world communication.

In conclusion, assessing the speaking skills of EFL students requires evaluating various aspects of verbal communication, including pronunciation, fluency, vocabulary, grammar, and comprehension. Grammar ensures that sentences are structured correctly, transitions flow smoothly, and verb tenses, especially the past tense, are correctly used. Features like direct and indirect speech, adverbs of time, and conjunctions help organize the story logically. Comprehension allows the speaker and listener to understand the story's meaning, follow events in order, and grasp character motivations. In speaking assessments, strong comprehension skills also mean adjusting storytelling for different audiences, ensuring the message is engaging and easy to follow. This holistic approach helps students develop well-rounded speaking abilities.

B. Review of Relevant Research

Exploring previous studies relevant to this topic is important to understand the use of Project-Based Learning (PjBL) and vlogs in teaching speaking skills, especially in narrative text. Firstly, research conducted by Karisti (2019) entitled 'Using Vlog for Teaching English in Junior High School'. The purpose of this study is to find out how vlogs are implemented in teaching English, as well as to understand students' views after the implementation of vlogs. Vlogs are used as a tool for students to practice what they have learnt in class. Although there were some obstacles in the implementation, such as some students' difficulty memorising scripts and the nervousness of speaking in front of the camera, this study showed that students responded positively and felt that vlogging made it easier for them to learn English.

Secondly, the study conducted by Abdul et al. (2021), titled "Speaking Project-Based Learning (SPjBL) as an Innovative Learning in Promoting Students' Speaking Skill at Senior High School Context," focuses on the implementation of Project-Based Learning to enhance students' speaking skills in a high school setting. The research aims to identify the improvement in students' speaking abilities through PjBL, describe the teacher's method of implementing PjBL, and gauge student responses. Given that the learning activities concentrate on speaking materials, the term Speaking Project-Based Learning (SPjBL) is used in the study. The research utilises a classroom action research design carried out over three cycles, each consisting of four phases:

planning, action, observation, and reflection. Student activities during lessons are observed and recorded. At the end of each cycle, the researchers conduct speaking tests to measure students' progress and administer interviews to understand their responses to SPjBL.

Findings indicate that students' speaking skills improve from cycle one to cycle two and from cycle two to cycle three. This improvement is evidenced by the increase in students' test scores: from 77.85 in cycle one to 82.61 in cycle two, and 83.88 in cycle three. Students respond positively to the use of SPjBL to enhance their speaking skills. Therefore, it can be concluded that SPjBL, as an innovative learning method, effectively improves students' speaking skills in a school context. This study provides theoretical and practical implications for applying suitable learning approaches to enhance student skills and achievements.

Thirdly, the study by Nugroho & Anugerahwati (2019) proved that the Project-Based Learning (PjBL) model through vlog making can significantly improve the speaking skills of Vocational High School (SMK) students, especially in the context of narrative text delivery. In classroom action research involving eleven students in the accounting program, the students were asked to select a local folktale, reconstruct the story in their own language, revise based on teacher feedback, and finally deliver the story in monologue form through a vlog that they recorded and edited themselves. The results showed a marked improvement in the aspects of fluency, grammatical accuracy, pronunciation, vocabulary, and content, with the average score increasing from

61.63 to 76.27 after the implementation of the action. This success underscores the effectiveness of student-oriented and technology-based PjBL not only as a means of developing language competence but also as a strategy to foster students' self-confidence, emotional engagement, and digital literacy.

Lastly, the study by Hidayat et al. (2020), titled "Teacher Perception Toward Teaching Speaking Using Project-Based Learning," aimed to describe English teachers' perceptions of using Project-Based Learning (PjBL) for teaching speaking skills. The qualitative research focused on English teachers who implemented PjBL and Screencast-O-Matic as tools to teach speaking. Data collection was conducted through questionnaires, interviews, and focus group discussions. The findings indicated that PjBL positively impacts the speaking skills of EFL students. The teachers perceived PjBL as an effective method for improving students' speaking abilities and creating a positive learning atmosphere. Additionally, Screencast-O-Matic was viewed as a valuable tool for teaching millennial students.

Both studies by Nugroho & Anugerahwati (2019) and Hidayat et al. (2020) highlight the positive impact of Project-Based Learning on speaking skills. Nugroho & Anugerahwati (2019) focus on vocational students using vlogs, while Hidayat et al. (2020) examine teachers' perceptions and the use of Screencast-O-Matic. The former employs a classroom action research approach, whereas the latter uses qualitative methods. Similarly, both Abdul et al. (2021) and Hidayat et al. (2020) emphasise the benefits of PjBL on students' speaking skills. Abdul et al. utilise a structured classroom action research

design with multiple cycles, measuring improvements through test scores, while Hidayat et al. (2020) focus on qualitative feedback from teachers. Lastly, Karisti (2019) and Hidayat et al. (2020) use qualitative approaches to understand perceptions and experiences. Karisti (2019) concentrates on student experiences with vlogs, while Hidayat et al. (2020) explore teacher perceptions of PjBL and Screencast-O-Matic. Despite some implementation challenges, both studies find positive impacts on learning. These studies collectively emphasize the effectiveness of PjBL and digital tools like VLOG in improving speaking skills. Each study offers unique insights into the different aspects of implementing these methods and their positive impacts on student learning.

C. Theoretical Framework

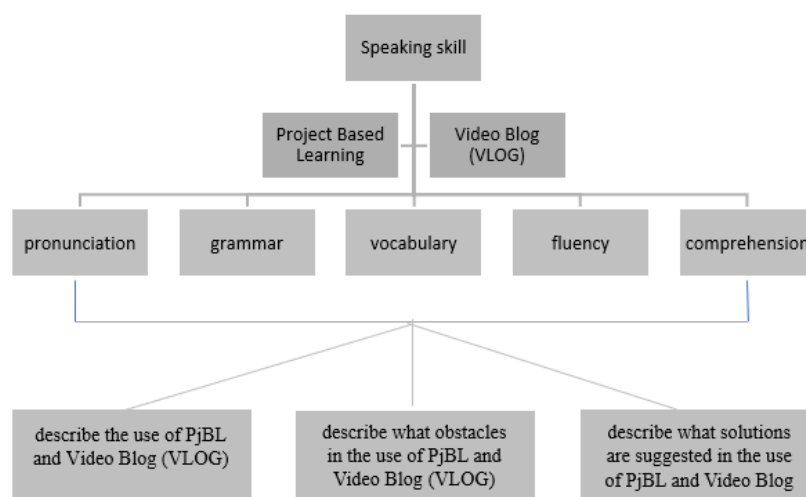


Figure 2. 1 Theoretical Framework

English speaking skill in Indonesia is a difficult skill to master, especially for high school students learning English as a foreign language (EFL). To overcome this challenge, Project-Based Learning (PjBL) and

using VLOG come as innovative and creative learning media. Project-Based Learning (PjBL) and VLOG are learning methods that can be combined to teach speaking skills in narrative text. PjBL encourages students to actively engage in real projects that require research, collaboration, and presentation of results. Vlogging provides a digital platform for students to express themselves creatively and practice speaking skills in front of the camera. PjBL is a student-centred learning approach, where they work on long-term projects that provide a meaningful context for developing critical thinking, problem-solving, and communication skills. Vlogs as digital learning media combine visual, audio, and text elements, which can enhance student understanding and engagement. Vlogs also provide flexibility for students to repeat and revisit the material they have created, thus helping them learn their speaking skills.

Through Project-Based Learning and VLOG, students can develop their speaking skills in a more interesting and interactive way. In project-based learning that integrates VLOG, students are required to communicate orally and pay attention to important aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension. Students will create a video project, which is then evaluated based on these criteria, so that they can see their overall progress. This study aims to describe the use of Project-Based Learning and VLOGs to teach speaking skills in narrative text to eleventh graders at SMAN 1 Parang, describe obstacles, and suggest solutions. Thus, it is hoped that this method can be an innovative and fun

learning alternative, and help students master speaking skills in English more optimally.