

ABSTRACT

Aditiya Veri Willyatan, 2026. "Using Drama-Based Project-Based Learning to Teach Speaking Narrative Text for the Tenth-Grade Students of SMAN 5 Madiun". Thesis. Faculty of Teacher Training and Education, UNIVERSITAS PGRI MADIUN. Advisor: Dr. Erlik Widiyani Styati, M.Pd., Co-Advisor: Dr. Rengganis Siwi Amumpuni, M.Pd.

Key Terms: Project-Based Learning, Speaking Skill, Drama

Speaking skills are the most important language skills for students; however, EFL students often face challenges with grammar, limited vocabulary, pronunciation difficulties, as well as anxiety and a lack of confidence when speaking, while conventional textbook-centered methods are considered to lack variety and be unengaging. This study aims to describe the implementation of Drama-Based Project-Based Learning in teaching narrative text speaking, as well as to identify the benefits and challenges experienced by 10th-grade students at SMAN 5 Madiun during the learning process. This study employed a descriptive qualitative approach with 16 10th-grade students as participants. Data were collected through observation, interviews, and documentation, then analyzed using data reduction, data presentation, and the drawing of conclusions and verification. The results of the study indicate that, this method has three steps to implement in teaching; First is Planning and Preparation, second is Project Work. and last is Report and Presentation. In addition, this method enhances students' self-confidence, learning motivation, vocabulary mastery, and pronunciation, and creates a more active and communicative classroom atmosphere, although students still face challenges such as anxiety about speaking, nervousness, fear of making mistakes, and difficulty memorizing drama scripts.

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Speaking Skill merupakan keterampilan bahasa yang paling penting bagi siswa; namun, siswa EFL sering menghadapi tantangan terkait tata bahasa, kosakata yang terbatas, kesulitan pengucapan, serta kecemasan dan kurangnya kepercayaan diri saat berbicara, sementara metode konvensional yang berpusat pada buku teks dianggap kurang bervariasi dan tidak menarik. Penelitian ini bertujuan untuk mendeskripsikan penerapan Pembelajaran Berbasis Proyek (PjBL) dengan Drama dalam pengajaran berbicara teks naratif, serta mengidentifikasi manfaat dan tantangan yang dialami oleh siswa kelas X di SMAN 5 Madiun selama proses pembelajaran. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan 16 siswa kelas X sebagai partisipan. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa metode ini memiliki tiga langkah yang harus diterapkan dalam pembelajaran; pertama adalah Perencanaan dan Persiapan, kedua adalah Pengerjaan Proyek, dan terakhir adalah Pelaporan dan Presentasi. Selain itu, metode ini meningkatkan rasa percaya diri, motivasi belajar, penguasaan kosakata, dan pengucapan siswa, serta menciptakan suasana kelas yang lebih aktif dan komunikatif, meskipun siswa masih menghadapi tantangan seperti kecemasan dalam berbicara, kegugupan, rasa takut melakukan kesalahan, dan kesulitan menghafal naskah drama.

Kata Kunci: Keterampilan Berbicara, Pembelajaran Berbasis Proyek, Drama