

CHAPTER I

INTRODUCTION

A. Background of the Study

Mastering English involves four core components: speaking, listening, writing, and reading. Among these, speaking stands out as the most critical skill for students to develop. According to Amumpuni et al. (2020) Speaking is the core skill in English education because it forms the basis of all communication. It is a skill that students use to convey information, opinions, and feelings to others through verbal communication. All students need to improve their speaking skills, because it is used in the workplace, academia, tourism, and other sectors. This way, when they graduate from school, students will be ready to communicate using English, which is used globally.

Developing oral proficiency requires mastering several distinct components, including grammar, fluency, pronunciation, and articulation. Navigating these overlapping elements often makes English particularly challenging for English as a Foreign Language (EFL) students. In addition, according to Kartikasari (2018). When learning English, students encounter several challenges, including a lack of motivation, fear, nervousness, and anxiety, as well as external ones such as a lack of practice. There are other problems that students experience, such as a lack of vocabulary, fear of pronunciation, and fear of grammar. In addition, traditional teaching methods that only focus on books make teaching less varied and less

interesting for students. This results in students having poor speaking skills, so that when teachers try to get students to speak English, they are unable to respond to what the teacher says. Another problem is that when teachers allow students to speak, some students are unable to do so because of their limited vocabulary.

These issues should be taken into consideration by teachers when teaching English. Teachers must develop learning approaches. One of the learning approaches that is suitable for teaching speaking is Project-Based Learning (PjBL). According to Maulana & Royal (2024). Project-Based Learning is a teaching approach that encourages students to investigate issues and difficulties from real situations actively. This methodology places the responsibility on the students, requiring them to engage as active participants who drive their own educational experience. According to Widiyati & Pangesti (2022). This teaching approach enables students to produce outcomes that can take the form of presentations, performances, and others. Therefore, Project-Based Learning is exceptionally well-suited for oral communication instruction, as it allows students to acquire language skills dynamically through the creation of hands-on projects. This is also consistent with the view expressed by Dewi (2016) who states that by using this approach, students can enhance their knowledge, motivation to learn, problem-solving skills, self-directed learning, and collaboration skills. Based on this, it can be concluded that Project-Based Learning is an appropriate approach to use in teaching English, particularly for developing speaking skills.

One of the methods of Project-Based Learning to teach speaking skills is Drama. Based on Altweissi & Maaytah (2022), Educational drama is a

contemporary approach to language acquisition that is considered effective. This method emphasizes active student participation and facilitates the learning process through role-playing techniques. So, Drama is an activity in which a student portrays a character and speaks according to a written script. Project-Based Learning (PjBL) and Drama are appropriate methods for adding variety to teaching speaking skills. Project-Based Learning (PBL) and drama can be effective methods for developing speaking skills, as these approaches allow students to take on the roles of characters in a script. Several experts have researched the use of Project-Based Learning (PjBL) using Drama to teach speaking skills.

The first study examined the effect of project-based learning on teaching speaking skills. Firdaus & Septiady (2023) Drawing from a sample of 35 accounting students across the first to fourth semesters at Universitas Potensi Utama, the study demonstrated that Project-Based Learning (PBL) had a statistically significant impact on oral proficiency. Ultimately, PBL proved to be an effective instructional methodology because it not only improved spoken English but also cultivated collaborative problem-solving while nurturing active, communicative, creative, and imaginative mindsets among learners.

Second study, examined the effect of project-based learning used to teach speaking. Sirisrimangkorn (2018) demonstrated that the students' speaking skills were significantly impacted by project-based learning. Because it enhances students' speaking abilities, fosters teamwork and problem-solving skills, and

encourages students to be active, communicative, creative, and imaginative, it was a successful teaching strategy.

Lastly, Anggraini (2022) investigated the impact of exposing students to diverse Project-Based Learning methodologies, specifically focusing on theatrical drama. Over the course of a semester, the researcher and a cohort of 30 participating students collaborated to prepare a theatrical production. The study concluded that drama serves as a powerful instrument for language acquisition; it not only contextualizes grammatical structures but also teaches learners to use language for authentic communication, self-expression, and social control, while simultaneously elevating their cultural and linguistic awareness.

Previous Research indicates that both Project-Based Learning (PBL) and drama are highly effective strategies for advancing students' oral proficiency. While PBL primarily enhances spoken capabilities by cultivating collaboration, critical thinking, and student engagement, drama specifically accelerates linguistic development by reinforcing vocabulary acquisition, structural accuracy, contextual content, pronunciation, and fluency.

Narrative texts are one of the most important learning materials in English language learning. According to Arto (2020), a narrative text is one that aims to amuse readers with a plot that is full of conflict, suspense, and conclusion and that includes a variety of characters and locales. There are some types of Narrative Text such as fables, fairy tales, legends, myths, and folklore. This text has orientation, complication, resolution, and reorientation that students can use

to develop their creativity to create and develop their own texts, so that they can understand and apply the language structures in their daily activities. In this context, it can be concluded that Project-Based Learning using drama is a highly effective teaching method for instructing students on narrative texts, as this approach focuses on students' ability to develop a story from a narrative text. Students also have the opportunity to portray a character, enabling them to study every dialogue in a script and practice it in front of the class.

In previous studies, there remains a gap in research on Project-Based Learning and Drama. Many earlier studies focused on how Project-Based Learning and Drama can influence students' speaking skills. Therefore, this study aims to fill this gap by examining how Project-Based Learning that incorporates Drama is implemented in the teaching of narrative texts in 10th-grade high school classes.

This study aims to describe the stages of the learning process that use Project-Based Learning with Drama in teaching narrative texts. In addition, this study also examines the challenges and benefits experienced by students when applying this learning method. Through this examination, the findings of the study are expected to provide valuable insights for English teachers, researchers, and educational practitioners regarding the effective use of Project-Based Learning and Drama in enhancing students' speaking skills. The results may also serve as a reference for future studies and contribute to the improvement of innovative media in English language teaching practices.

B. Delimitation of this study

The delimitation of this research is to examine how Project-Based Learning using Drama to teach speaking of Narrative Text used in one class in grade 10 at SMAN 5 Madiun. This delimitation is expected to clarify that the focus of this study is how Project-Based Learning is applied by making Drama to teach speaking skills in tenth grade at SMAN 5 Madiun.

C. Research Question

1. How is Using Drama-Based Project-Based Learning to Teach Speaking Narrative Text For the Tenth-Grade Students of SMAN 5 Madiun?
2. What benefits did the students get during Project-Based Learning while learning speaking skills in narrative texts through making Drama for Tenth-grade at SMAN 5 Madiun?
3. What obstacles do students face during Project-Based Learning to learn speaking of Narrative Text by making a Drama in tenth grade at SMAN 5 Madiun?

D. Significance of Study

This study has three objectives that are expected to be useful for students, teachers, and researchers in the future.

1. Students

The results of this study are expected to provide additional references for students who want to learn speaking skills, especially in narrative texts.

In addition, through this study, students are able to speak more fluently in class activities.

2. Teachers

This study is expected to be useful and valuable for all English teachers, especially for English teachers at SMAN 5 Madiun. Hopefully, this study will provide insights that can be used to improve teaching skills in the future so that it can help students develop their speaking skills.

3. For researchers

This study can be used as a reference in researching Project-Based Learning and Drama to increase speaking skills. Other researchers can also supplement what is lacking in this study and develop it further according to their ideas.

E. Definition of Key Terms

1. Speaking skills

Speaking ability is a person's ability to speak or express ideas using correct grammar, pronunciation, and vocabulary. In addition, conveying ideas in a manner appropriate to the context and intonation of speech is also included in speaking skills.

2. Teaching speaking

Teaching speaking is a process where teachers instruct students on how to speak correctly by using proper grammar, appropriate vocabulary, and suitable intonation.

3. Narrative Text

A narrative text is a kind of English text that narrates prior experiences or occurrences in chronological order. Its goal is to amuse, educate, or inspire readers by using temporal conjunctions and the past tense to clearly depict a series of events.

4. Project-Based Learning (PjBL)

Project-Based Learning (PjBL) is an active learning method in which students learn by working on complex and meaningful real-world projects, solving real-world problems, and creating a product or solution, all while developing knowledge, critical thinking skills, collaboration, and independence in a relevant context.

5. Drama

Drama is a type of literary work written to be performed in front of an audience. This literary work is written in the form of a script, and the story is conveyed through dialogue spoken by the characters portrayed by the actors.