

CHAPTER II

REVIEW OF LITERATURE

This chapter, the researcher will discuss about literature review, some of relevant research, and theoretical framework. In this chapter, the author will also discuss a review of literature and several studies relevant to the topic of this study.

A. Review of Literature

1. Speaking skills in EFL Students

In the modern era, English serves as a critical global lingua franca utilized across various sectors, including education, commerce, and tourism. Consequently, achieving high English proficiency has become essential. To truly master the language, learners must develop competence across four core interconnected dimensions: speaking, listening, writing, and reading. According Riadil (2020), One of the most important abilities that students must acquire in order to interact well in a variety of settings is speaking. However, many EFL students are still unable to speak fluently. Based on Sayuri (2016), speaking English requires mastery of a number of important skills, including pronunciation, grammar, vocabulary, fluency, and comprehension. There is another opinion that states that without mastering grammatical structures and having a sufficient vocabulary, foreign or second language learners find it very challenging to construct sentences (Rao, 2019).

In short, speaking is important in this world. However, English is not easy. There are linguistic aspects such as grammar, pronunciation, and vocabulary that need to be learned in order to master English, especially speaking skills.

This needs to be given more attention, especially by teachers in their teaching. In Indonesia, instead of assisting students in using the language in practical scenarios, such as conversations, writing, or comprehending spoken English in various contexts, English instruction may lean more toward theory. This can be the reason why students cannot master speaking skills. In teaching, teachers must create more varied lessons by using several approaches and teaching methods. This is especially true in learning that aims to improve speaking skills. This is because not all students can immediately understand what the teacher conveys in theory. Therefore, it is important for teachers to choose approaches and methods for teaching English, especially speaking skills.

There are various learning approaches that teachers can use in teaching students. The first is Communicative Language Teaching (CLT). According to Al-Shanta (2020) The core priority of CLT is building students' communicative competence; it achieves this by promoting classroom interaction, prioritizing meaningful dialogue, and utilizing authentic language materials. Therefore, the methods suitable for this approach are role-play activities, group discussions, and simulations. These methods make students active in learning. In this approach, teachers act as facilitators rather than just giving orders or assignments to students. Teachers must be able to encourage

students when they make mistakes in learning. With this, the Communicative Language Teaching (CLT) approach can make students more comfortable when learning, especially in learning speaking skills.

The second is Task-Based Language Teaching (TBLT). In this approach, students are given more opportunities to use the target language when discussing their ideas, with a focus on meaning. This is done through learning activities or tasks that enable students to use language effectively in relevant situations. Therefore, students not only learn grammar but also other aspects of language that are important for communication. Based on Panduwangi (2021) research, he used three phases in examining the effects of using TBLT in teaching speaking skills. The first is the pre-task, which consists of a list of exercises that can be used by teachers and students before starting the task. The second is the during task, in which students complete tasks using the language. Finally, the post-task emphasizes two objectives: language analysis and additional practice. The results of this study show that the control group's speaking skills improved, based on the results of the post-lesson speaking test. One factor that made English learning more comfortable for students was the use of authentic materials. Their confidence also increased as a result of lesson activities that required them to interact with their teachers and friends. Each student felt more comfortable during class thanks to encouragement from friends and teachers, which ultimately inspired them to try speaking in English. Accuracy and fluency.

The third is Project-Based Learning (PjBL). This is one of the approaches often used in teaching. A study by Maulana (2024) states that There are several key principles of Project-Based Learning (PjBL). Firstly is Student-Centered Learning. Project-Based Learning (PjBL) emphasizes student-driven learning rather than lecturer-led education. This paradigm empowers students to manage their own learning, leading to increased engagement and ownership of their education. Secondly is Inquiry and Exploration. Students are encouraged to ask questions, undertake research, and examine different topics thoroughly. This inquiry-based approach develops critical thinking and problem-solving skills. Thirdly is Collaboration and Communication. PjBL focuses on collaboration and collaborative learning. Effective communication is essential when students work together on projects. This collaborative environment is ideal for enhancing speaking skills. And Lastly is Authentic Assessment. Project-Based Learning (PjBL) employs authentic assessments that examine students' abilities to apply their knowledge in real-world situations. The method offers valuable insight into their speaking abilities. This study found that Project-Based Learning (PjBL) was proven to improve students' speaking skills, particularly in terms of vocabulary, grammar, pronunciation, and fluency. Project-Based Learning (PjBL) can also increase student motivation to learn because this approach allows students to freely use their speaking skills in activities such as discussions and presentations. Some students also felt that

this approach made them more confident, thereby increasing their participation in class.

In conclusion, there are several methods that students can use to learn speaking skills. Each of these approaches has its own characteristics and benefits. Communicative Language Teaching (CLT), Task Based Language Teaching (TBLT), and Project-Based Learning (PjBL) are great ways to help students improve their speaking skills. CLT uses effective communication skills with the aim of supporting the learning process so that students can master the language and use it to interact with others in everyday situations. Therefore, students usually use roleplay in this approach. In TBLT, students have more opportunities to use the target language when discussing their ideas, with a focus on meaning. They achieve this through learning activities or assignments that enable them to use the language effectively in relevant situations. In Project-Based Learning (PjBL), students collaborate and engage in collaborative learning. Therefore, this collaborative environment is ideal for improving speaking skills. All these methods create a supportive environment where students can practice speaking and become more confident and fluent.

2. Teaching speaking for EFL students

English as a foreign language (EFL) is widely recognized as a crucial skill for learners preparing to participate in educational, social, and professional domains. Of the four foundational language skills, speaking is uniquely critical because it enables functional, real-world communication.

This skill is especially pivotal in EFL environments, where opportunities to actively practice the language outside school walls are severely restricted. English serves as the dominant global medium across a vast array of disciplines, including scientific research, academia, global commerce, and technology. Furthermore, it remains indispensable in fields such as medicine, engineering, software development, banking, international tourism, and mass media. In high school EFL settings, speaking skills become especially critical as students begin transitioning toward academic tasks, interpersonal interaction beyond school, and future professional environments where English communication may be necessary. Thus, developing speaking capability in senior high school is strategically important for learners' long-term language success.

Although important, English language learning in Indonesia still has many problems. Many EFL students in high school have difficulty learning English. As is well known, English in Indonesia is still a foreign language, which means that many students are still unfamiliar with English, so many are unaware of the importance of English. Based on (Natasia & Angelianawati (2022), There are three reasons why students find it difficult to learn English, especially speaking skills. First, students must make sentences spontaneously. This makes it difficult for students to become proficient in speaking the target language because they do not necessarily know the correct pronunciation, grammar, fluency, and vocabulary. Second, many students feel insecure and afraid of making mistakes. As a result, when

teachers still use traditional teaching methods and do not use the right strategies to create interesting and interactive sessions, the classroom remains quiet. Third, many EFL students lack time to practice. In Indonesia, English learning time is very limited. Students only have the opportunity to practice speaking English. When they finish class, they have almost no opportunity to speak English.

Consequently, educators play a pivotal role in cultivating oral proficiency. To maximize classroom effectiveness, teachers must analyze the underlying factors, conditions, and core components influencing spoken language acquisition while consistently encouraging students to utilize English. Furthermore, establishing a strong teacher-student rapport and implementing engaging, interactive activities are essential. To achieve this, pedagogical strategy is crucial, and Project-Based Learning offers a highly effective framework for instructors to adopt.

Project-Based Learning (PjBL) has gained significant attention as a student-centered instructional approach that can address many of the challenges EFL learners face in speaking. Rather than focusing on traditional drills or teacher lectures, PjBL engages students in authentic, collaborative, and communicative tasks that require meaningful use of English. According to Wahyuni et al., (2017) Project-based learning has some effective stages for implementation. (1) The first stage begins with the teacher asking key questions. In addition, teachers also need to organize resources and determine learning grouping strategies. (2) The second stage is the launch of the project.

At this stage, teachers stimulate students' interest by introducing the project description. This is also followed by project determination, which includes setting rules, creating schedules, and designing project procedures. (3) The third stage is project creation. In their study, the project was filled with digital material for describing people and places. (4) The final stage is project closure. Students present the final results of their projects and the teacher conducts an assessment. At the end of the lesson, students reflect on the learning and project process. They are given the opportunity to express their opinions about the strengths and weaknesses of the project. At these phases, it can be seen that teachers are crucial in inspiring students, guiding them through projects, assisting them in developing a variety of skills, designing innovative learning opportunities, motivating students to keep learning and adopting new teaching methods and technologies, and giving them the chance to become learning guides and facilitators rather than just teachers. In summary, this approach can assist educators in boosting students' enthusiasm to acquire speaking abilities through imaginative and artistically planned instruction. speaking skills through creatively and innovatively designed learning.

In conclusion, English language teaching, especially speaking skills, in Indonesia still has many problems. These problems originate from the students themselves or from the teachers. Teachers, as educators, have an important role in teaching students. Teachers must create creative and innovative learning experiences. One way to do this is by using Project-Based

Learning. Through this method, teachers can act as facilitators, providing motivation and support to students who are learning through projects determined by the teacher. This will also make students feel more enthusiastic about learning because the learning environment is more relaxed and less boring.

3. Teaching Narrative Text in EFL Classroom

Narrative text aims to amuse readers by narrating a story that has occurred (in the past). This text can be amuse people because it has some structure such as orientation, complication, resolution and re-orientation. This is in line with Arto (2020) assertion that the goal of narrative texts is to amuse readers through tense, crisis, and resolution scenarios that include a variety of characters and locations throughout the plot. In addition, there are some type of Narrative text. According to Sinamo et al., (2023) Narrative text can be from imagination or real story (fairy tales, mysteries, fables, adventure stories, romances, myths, and legends). In Narrative text , students can learn many things that support their speaking skills. For example: Past simple is a verb used for past activities, and time expressions can be used to remember the types of time.

From this explanation, it can be concluded that Narrative texts play an important role, especially in English as a Foreign Language (EFL) classes. Narrative texts can also improve students' abilities such as comprehension, critical thinking, writing, and speaking. Students can also practise pronunciation, fluency, and coherence by using Narrative texts. This proves

that Narrative texts can be suitable learning material in English as a Foreign Language (EFL) classrooms.

To teach narrative texts and develop speaking skills in EFL settings, instructors often choose between frameworks like CLT, TBLT, and Project-Based Learning (PjBL) based on student needs. Among these, PjBL is uniquely effective due to its highly interactive nature. According to Setyorini (2019), it encourages active student engagement and facilitates meaningful two-way communication. Additionally, Kartikasari (2018) found that PjBL helps students identify their own speaking deficiencies, driving them to improve. By combining interactive dialogue with opportunities for self-assessment and practice, PjBL proves to be a highly successful methodology for EFL speaking classrooms.

4. The Use of PjBL in EFL Classroom

Project-Based Learning (PjBL) is an instructional approach that positions learners at the center of the learning process by engaging them in meaningful, student-driven project work that reflects real-world problems and challenges. In this approach, learning is not teacher-centred. Instead, students in a PjBL environment are required to actively investigate complex questions, collaborate, and design authentic products over an extended period of time. This approach aims to develop advanced knowledge and critical thinking skills by engaging students in tasks that involve investigating, analyzing, and synthesizing information, connecting it to other facts and concepts, and answering authentic, interesting, and complex questions.

Throughout the learning process, students engage in numerous learning activities, such as problem-solving, group discussions, and creating beneficial outcomes.

Project-Based Learning (PjBL) involves several stages that teachers must follow when planning lessons. This is necessary to ensure students gain a thorough and meaningful education. According to Yamin et al. (2023), there are three stages to implementing project-based learning. The first stage is planning and preparation. During this stage, three learning activities are carried out: first, presenting exemplary samples of previous project work; second, drawing on real-life examples of language use; and third, developing a framework for the project activities. The second stage is the project work. This stage involves two primary activities: first, facilitating the implementation of the project and second, overseeing students' project work progress. The final stage is the report and presentation. The two common activities conducted at this stage are facilitating discussions and promoting peer assessment.

Furthermore Study by Kartikasari (2018) stated that Project-Based Learning has six steps. First is Questioning. Second is Planning. Third is Researching. Fourth is Creating. Fifth is Improving. Sixth is Presenting. 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 to face real-world challenges. The PjBL approach is designed to be flexible and adaptable, allowing educators to tailor it to their

specific context and learning objectives. This flexibility enables educators to incorporate a wide range of subject areas and teaching methods, ensuring that PjBL remains relevant and effective in diverse educational settings.

5. The Use of Drama in Language Teaching

Currently, instructional media has become a vital component of education, with drama being one of its various forms. In the context of English language teaching for EFL students, such media is essential for creating a more interactive and communicative learning environment. In this regard, drama serves as a viable instructional tool for teaching speaking. According to L. Gabitova, L. Shayakhmetova, (2018) drama has existed throughout human culture since the emergence of communities as a means of expressing thoughts, feelings, and issues. Generally, drama is a performing art featuring a group of people portraying characters to convey specific meanings, messages, or conflicts.

However, as times have changed, drama has evolved from a purely artistic pursuit into an educational medium. Drama is considered an interactive and communicative teaching tool because it allows students to experience learning differently than traditional methods. This aligns with Altweissi & Maaytah (2022), who states that when drama-based techniques are applied, students find the process more engaging as they can develop their imagination and collaborate to build characters through acting and storytelling. Furthermore, according to Sirisrimangkorn (2018), incorporating drama into education can enhance linguistic abilities and oral communication.

In conclusion, using drama in the classroom offers numerous benefits; besides improving speaking skills, it enables students to harness their imagination and collaborate, making the learning process more communicative and meaningful.

The use of drama as a medium in learning requires several steps to be carried out by teachers so that the learning objectives can be achieved and are appropriate. Based on Shraiber & Yaroslavova et al. (2016), there are three stages, namely: 1) Preparations, where students making a script for the story such as: theme, dialogue, character, plot, and other. In this step, the students also practice their performance, but the teacher also plays an important role in guiding the students as they practice. 2) Production, where students perform about their script. 3) Reflection, The reflection phase is the final phase, during which students and teachers are expected to provide feedback together on the learning activities they have carried out. There are several stages for implementation of drama to teaching.

Another study by Nguyen (2023) identified three stages in the implementation of drama as a teaching medium for learning speaking skills. 1) Production: students are required to make their script. 2) Practice: students practice of their story. 3) Presentation: Students perform their story in the front of the class. It is similar with the study.

From these two studies, it can be seen that there are several steps that must be taken in implementing drama as a teaching medium. 1) Preparation, 2) Practice, 3) Perform/Presentation, and 4) Reflection. These steps are taken

so that learning becomes communicative and interactive, so that when students are learning, they can be more enthusiastic and motivated to continue learning speaking skills.

6. Speaking for EFL Students

The speaking ability of High school students is assessed through their verbal communication skills. Based on (Brown, 2010) There are several key components and methods for assessing speaking skills, such as :

1) Pronunciation

Pronunciation is the way a person pronounces words in a language. This is an important aspect in both personal and social contexts. Individually, a person's identity can be seen from the way they speak. In a group, pronunciation indicates comprehensibility: it determines whether a group can communicate effectively with the intended meaning.

2) Grammar

Grammar refers to the basic rules and structure of a language, including how to construct accurate sentences and use the correct word forms. In general, grammar serves to organise sentences correctly and according to context, ensuring clear communication and preventing misunderstandings. For students, it is important to understand grammar, as it is used to form correct sentences in oral and written interactions.

3) Vocabulary

Vocabulary is very important for using or mastering a foreign language effectively. If someone has a limited vocabulary, they will have difficulty communicating clearly. The most basic element of communication is vocabulary. Vocabulary involves choosing the right words and is vital for speaking. In addition, if students have a wide vocabulary, they will find it easy to express their ideas, feelings and thoughts, both verbally and in writing.

4) Fluency

Fluency involve the ability to communicate orally perfectly, without interruption, and accurately. In the learning process, if a teacher aims to assess a student's fluency, they must allow the student to speak freely without interruption. The purpose of this activity is to help students speak easily and fluently. Teachers should minimise direct corrections as excessive corrections can disrupt the natural flow of conversation.

5) Comprehension

Comprehension is the ability to receive, process, and interpret verbal information conveyed by others, not just hearing the words, but also understanding the meaning, context, tone, and sentence structure in order to respond appropriately and relevantly in conversation. In education or assessment, a comprehensive approach will cover all relevant areas to ensure deep understanding or assessment. For example, in a Drama project based on Narrative text, the assessment criteria can be

based on how students convey the information they want to give to others, how they understand the information, and how they respond to the information they get from others.

From the above explanation, it can be concluded that assessing the speaking ability of EFL students requires several aspects, such as pronunciation, grammar, vocabulary, fluency, and comprehension. All aspects of this assessment are interrelated and complementary. By utilising these aspects, teachers can ensure that students can express their thoughts and ideas clearly and interact meaningfully with their communication partners, thereby boosting their confidence and improving their communication skills in the real world.

B. Theoretical Framework

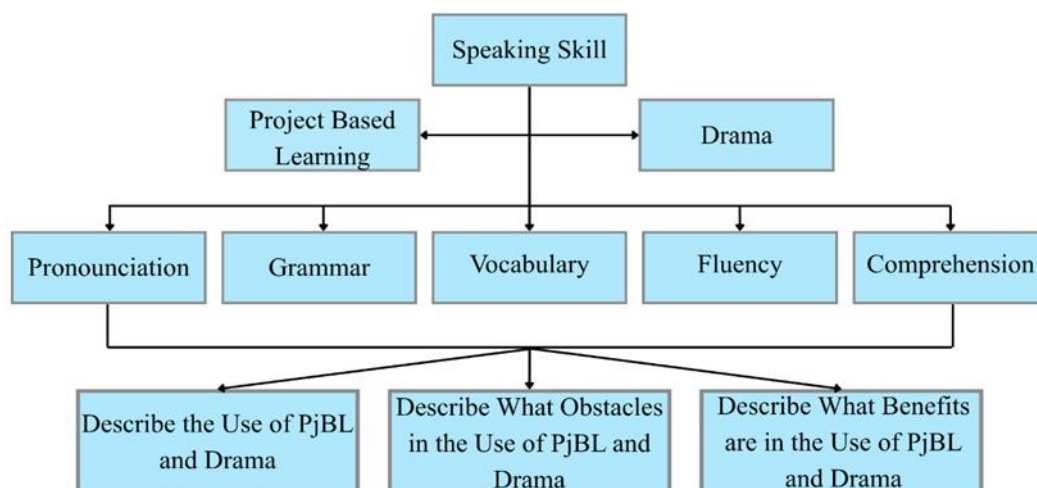


Figure 2. 1 Theoretical Framework

Speaking is one of the essential skills in English language learning that must be mastered by students. However, in practice, many students still experience difficulties in expressing their ideas orally, particularly in delivering narrative texts. These difficulties include lack of self-confidence, limited vocabulary, inadequate mastery of grammar, and insufficient opportunities to practice speaking actively in the classroom. In addition, the teaching and learning process is often still teacher-centered, which contributes to the low level of student participation in speaking activities.

To address these problems, an appropriate teaching approach is needed to enhance students' active involvement and provide meaningful learning experiences. One of the approaches that can be applied is Project-Based Learning (PjBL). PjBL is a student-centered learning model that engages students in completing a project requiring collaboration, creativity, and the use of language in real contexts. In the context of teaching speaking, PjBL provides opportunities for students to use English in more authentic and contextualized situations.

The use of drama as part of a project in PjBL is believed to further enhance the effectiveness of speaking instruction. Drama in language teaching functions as a medium that allows students to practice speaking through specific roles, interact with their peers, and express ideas and emotions more freely. Through drama activities, students do not merely memorize dialogues but also understand the context of communication, including appropriate intonation and expression. This can help improve students' fluency, pronunciation, and self-confidence in speaking.

In teaching narrative text, drama is highly relevant because this type of text focuses on imaginative stories that involve plot, characters, conflict, and resolution. The generic structure of narrative text consists of orientation, complication, and resolution. Through drama, students can perform characters, bring the storyline to life, and express conflicts directly. The process begins with selecting or creating a narrative story, followed by script writing, dialogue practice, and finally performance. Throughout this process, students engage in repeated speaking practice in a meaningful context, which helps them better understand language use in narrative text.

Therefore, the implementation of Drama-Based Project-Based Learning in teaching speaking of narrative text is expected to create a more active, creative, and enjoyable learning environment. Students' involvement in drama projects enables them to practice speaking intensively and collaboratively, which can improve their speaking ability in terms of fluency, accuracy, and confidence.