

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the methodology in conducting the research and a description of the research procedure to find out the answer to research questions stated in Chapter I. This chapter presents three main parts of the research methodology, namely research design, techniques of collecting data, and data analysis.

3.1 Research Design

The choice of a qualitative research design, specifically a case study, is strategically aligned with the research objectives and offers several relevant benefits. As highlighted by Doolin et al. (2021), the case study method is particularly effective for capturing detailed insights into complex processes and phenomena within their natural contexts. Case studies in qualitative research focus on an in-depth understanding of phenomena as they occur, enabling researchers to explore social interactions, behaviors, and perspectives comprehensively (Fontan et al., 2023). Moreover, Al Arfaj and Solaiman (2022) emphasize that this method provides nuanced data that reflect the complexity of individual and group experiences, making it a powerful tool for addressing multifaceted research questions.

In this study, a qualitative case study approach was utilized to explore how Project-Based Learning (PBL) can enhance English language skills, particularly pronunciation and fluency in speaking. This approach aligns with the study's aim of examining specific impacts and interactions in a natural classroom setting.

Furthermore, PBL has been shown to foster active engagement, collaboration, and practical language use, which are critical for developing speaking skills (Wurdinger & Qureshi, 2015). These findings underscore the relevance of adopting a qualitative approach to investigate the specific ways in which PBL enhances English language proficiency.

The case study approach also supports the research focus on the interplay between language learning and sociolinguistic awareness. According to Burns and Joyce (1997), language competence extends beyond grammar and vocabulary; it requires an understanding of sociolinguistic contexts and the ability to adapt communication strategies accordingly. This perspective is reinforced by recent research, which emphasizes the role of contextual and situational factors in developing speaking competence (Richards, 2017; Zhang, 2022).

3.2 Research Site and Participants

For this study, a purposive sampling technique was chosen to select the participants. Specifically, students in class IX-F were chosen as the participants because the students in this class were observed to have lower participation in speaking activities during lessons. The decision to focus on this class stems from preliminary observations and discussions with the teaching staff, who noted that students in class IX-F often exhibited a lack of confidence and motivation in their speaking abilities. These characteristics make this class a suitable sample for the study, which aims to enhance speaking competence through drama Project-Based Learning (PBL).

By selecting the students in class IX-F, the research aims to address the specific needs of a group that may not be actively engaged in speaking practices. The focus is on assessing the effectiveness of using drama-based learning as a tool to boost students' confidence and participation. This choice also provides an opportunity to explore whether targeted interventions can bring about noticeable enhancements in speaking competence among students who initially show low motivation and participation levels.

3.3 Research Procedure

When students engage in drama-based projects, they are required to take on roles, navigate context-specific situations, and use language that is appropriate for the given context. This embodied understanding of language and culture is crucial

for successful language learning, as it allows students to develop a more nuanced and contextualized use of the target language.

Implementing project-based learning with a focus on drama performance involves eight steps. First, the teacher should carefully design the project-based learning activities, ensuring that they are aligned with the learning objectives and provide opportunities for students to develop their speaking skills. Next, the teacher should guide students through the process of developing and rehearsing their drama performances. This may include activities such as character development, script writing, and improvisation.

Before conducting the lesson, the teacher prepared a Lesson Plan for the English subject in the even semester, focusing on the basic competencies based on the instruction which was taken from Government Regulation or *Permendikbud* No 37 / 2018.

Kompetensi Dasar:

- 3.7 *membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.*
- 4.7 *menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait fairy tales.*

Basic Competence:

- 3.7 Comparing the social functions, text structures, and linguistic features of several oral and written narrative texts by giving and asking for information related to short and simple fairy tales, according to their context of use.
- 4.7 Capturing contextual meaning related to the social functions, text structures, and linguistic features of very short and simple oral and written narrative texts related to fairy tales.

The teacher initiates the learning of narrative texts for their students by creating lesson plans, thereby establishing a more structured and predictable approach to learning that provides clear objectives for the students to achieve. At the educational institution where the research was conducted, the ninth grade for the 2024/2025 academic year still employs the 2013 curriculum. Consequently, the teacher also

developed a lesson plan comprising explicit learning methods and steps based on the 2013 curriculum guidelines.

The teacher planned the learning process for this narrative text material using the Project-Based Learning method. The practical implementation involves engaging students to enhance their speaking skills, specifically improving their pronunciation of English words. Through repeated practice, it is expected that their fluency in speaking English will also enhance. Following these developments, the teacher hoped that students' confidence in speaking English would increase, motivating them to continuously enhance their English language skills in the future. The resulting lesson plans are listed below.

The planning stage served as a crucial foundation for the implementation of the learning process. By designing a lesson plan aligned with the basic competencies (KD) 3.7 and 4.7, the teacher ensured that the learning objectives were clearly defined and achievable. The use of the Project-Based Learning model aimed to foster active student participation and enhance their speaking skills in terms of pronunciation and fluency in speaking. This comprehensive preparation laid the groundwork for a structured and engaging learning experience, enabling students to achieve meaningful progress in their English language proficiency.

At the beginning of the period, activities will focus on understanding the research framework through the exploration of narrative texts (such as social functions, structures, and language features). This activity aims to strengthen the foundation of theoretical knowledge. Next, the activity continued with a storytelling test divided into three sessions (Test Speaking - Storytelling), which was carried out in stages to obtain data on learning progress. A short evaluation session in the form of a formative test was also conducted to determine the understanding achieved. The last part is the second speaking test in the form of retelling the drama performance. The students talked about the content of the story and their experiences during the role-playing in the drama performance.

The implementation phase of the research involved the PBL (Project-Based Learning) method in several steps designed to guide the participants in selecting, developing, and completing their projects. Each step included topic selection,

planning process, project design, project implementation, and project evaluation. This activity was conducted systematically over the period of September to November, with the main objective of enhancing the critical thinking skills and creativity of the participants.

The timeline of this research was systematically designed and structured. The initial phase of the research aimed to strengthen conceptual understanding before entering the project-based implementation process. With formative evaluations in the middle and at the end of the activity, it is expected that this research will be able to provide accurate data on the effectiveness of the methods used. Concluding with a reflection session shows a commitment to continuous enhancement and evaluation of the results of the activities carried out.

Throughout the project, the teacher should provide ongoing feedback and support to students, helping them to refine their language use and performance skills. A complete explanation of the learning steps in Project-Based Learning through drama performance is as follows:

1. Choosing the Project Topic

The first stage involved selecting a project topic that resonated with the students and aligned with their interests. In this study, the topic chosen was drama performance. This stage was crucial to ensure student engagement and motivation, as they would be working on this project for an extended period.



Figure 3.1
Choosing the Project Topic.

The first step in implementing Drama Project-Based Learning (PBL) was to group the 40 students into 4 balanced groups. To initiate the process, I first selected the group leaders based on their academic ability and leadership skills. The chosen group leaders were students who were considered to excel in the classroom and demonstrated strong leadership qualities. This selection was crucial, as the group leaders were expected to guide and organize their teams effectively.

After selecting the leaders, they were given the opportunity to choose their team members. This approach encouraged a sense of responsibility and ownership, as students felt directly involved in building their teams. The grouping process also fostered collaboration and ensured that each group had a mix of abilities to support one another during the project.

Once the groups were finalized, the next step involved selecting a story title for the drama performance. Each group discussed and decided on a title that they would perform during the project. This stage was particularly significant, as it allowed students to explore their creativity, negotiate ideas, and work collaboratively within their groups. The project topic, which revolved around storytelling in the form of drama, aligned with their learning objectives of mastering narrative texts and improving their speaking abilities.

Through these structured steps - group formation, leader selection, team building, and project topic selection - students became actively engaged in the learning process and prepared to participate in a meaningful and collaborative drama performance.

2. Pre-Communicative Activities

This stage provided students with the necessary foundation to engage in the project. Activities such as vocabulary building, pronunciation exercises, and basic conversational drills were conducted to prepare students for the speaking tasks involved in drama performance.



Figure 3.2
Pre-Communicative Activities.

The pre-communicative activities played a crucial role in building students' foundational skills to ensure they were prepared for the drama performance. At this stage, the teacher implemented a series of instructional activities aimed at enhancing students' speaking abilities, specifically focusing on pronunciation, and basic conversational skills. These activities served as a platform to prepare students for the more advanced speaking tasks required during the drama project.

The learning process began with regular lessons designed to support students' speaking skills. Students were introduced to narrative texts provided by the teacher, and particular emphasis was placed on pronunciation practice. Correct pronunciation was reinforced through guided exercises, enabling students to familiarize themselves with the accurate articulation of words from the narrative texts.

To further solidify their understanding, students were given worksheets (LKS) by the teacher. The worksheets contained activities designed to expand their vocabulary and comprehension of the narrative content, ensuring they had sufficient linguistic resources to perform their drama scripts. Additionally, students practiced their speaking skills through roleplay exercises conducted in front of the class. These roleplay activities allowed students to rehearse and perform segments of the narrative texts, fostering confidence and improving their delivery.



Figure 3.3
Students' Role Play Activities.

Following the completion of these activities, the teacher conducted regular progress checks to monitor each group's project development. During this phase, the teacher engaged in discussions with the groups, asking about the titles of the stories they had chosen for the performance and identifying any challenges the groups faced during their preparation. This process allowed the teacher to provide feedback, guidance, and necessary support to ensure each group remained on track with their project.

By incorporating pronunciation drills, roleplay exercises, and collaborative discussions, this stage effectively prepared students to communicate more fluently and confidently. It also ensured that they were equipped with the essential skills to deliver their drama performances successfully, marking a significant step in their overall language learning journey.

3. Asking Essential Questions

In this stage, students explored the key questions related to their project. Questions such as "What makes a compelling drama performance?" and "How can we effectively convey emotions in English?" guided their learning process and focused their efforts on achieving the project's objectives.



Figure 3.4
Asking Essential Questions.

The Asking Essential Questions stage was a main step in guiding students to understand the objectives and technicalities of the drama project. During this stage, students were encouraged to engage in a question-and-answer session facilitated by the teacher. The session aimed to explore critical aspects of the project, such as the implementation process, benefits, and necessary preparations. By addressing these essential questions, students gained clarity on what needed to be accomplished, as well as the steps they had to undertake to ensure a successful drama performance.

The teacher began by presenting key questions such as "What makes a compelling drama performance?" and "How can emotions be effectively conveyed in English?". These thought-provoking questions helped focus students' attention on the core elements of the project, including emotional delivery, pronunciation, and overall stage presence. The discussions not only clarified the technical aspects but also served to motivate students by emphasizing the value and relevance of their work.

In addition to the question-and-answer session, the teacher provided a detailed assessment guide. This guide outlined the criteria that would be used to evaluate their final drama performances, ensuring students had a clear understanding of the expectations and learning outcomes. The assessment criteria typically included aspects such as pronunciation, expression of emotion, teamwork, creativity, and fluency in English. By presenting this

information early, students were better equipped to plan and prepare for the performance, aligning their efforts with the evaluation standards.

To further enhance understanding, the teacher incorporated examples of English drama performances available on YouTube. By watching real-life examples of well-executed drama performances, students were able to observe how emotions were conveyed, how scripts were delivered, and how teamwork played a role in a successful presentation. This visual learning component provided a concrete model for students, helping them visualize the desired outcome and setting a benchmark for their own project.

The Asking Essential Questions stage ensured that students had a comprehensive understanding of the project's technical requirements, objectives, and evaluation standards. By engaging in discussions, exploring examples, and receiving clear guidelines, students were able to develop a roadmap for their project preparation. This step was crucial in equipping students with the knowledge, clarity, and motivation needed to deliver a compelling and effective drama performance.

4. Designing the Project Plan

Students collaboratively designed a project plan outlining the steps needed to complete their drama performance. This plan included role assignments, scriptwriting, and rehearsal schedules. The planning process helped students develop organizational and collaborative skills.



Figure 3.5
Designing the Project Plan.

The Designing the Project Plan stage was a critical phase where students worked collaboratively to formulate a structured plan for executing their drama performance. Within their respective groups, students were tasked with outlining a detailed schedule and the necessary steps to ensure the successful completion of the project. This process not only focused on the technical and creative aspects of drama preparation but also fostered essential organizational and collaborative skills.

The first activity in this stage involved students creating a rehearsal schedule. This schedule outlined specific time allocations for script preparation, role assignments, voice dubbing, and practicing audio. These detailed plans ensured that every group had a clear timeline and structure to guide their work, which was essential for maintaining consistency and progress throughout the project.

Moreover, students collaborated to write or modify the script that they would perform. They worked together to determine the flow of the story, distribute roles among group members, and make necessary adjustments to ensure the dialogue could be delivered naturally in English. This script development activity gave students an opportunity to enhance their language skills while fostering teamwork and creativity.

In addition to the script, students also planned for technical and visual elements, such as audio preparation and voice dubbing. Recognizing that clear audio was integral to the success of the drama, groups discussed how to integrate sound effectively and practiced proper pronunciation to ensure their delivery was accurate and impactful.

Another key component of the planning phase was the preparation of props and costumes. Students identified what props and attire would be appropriate to enhance their characters and storyline. They brainstormed ways to utilize resources creatively, ensuring their performances would appear polished and engaging. By managing these details early, students developed a sense of responsibility and attention to detail.

Throughout this process, the teacher provided guidance and supervision, ensuring that students stayed on track and worked effectively within their teams. The teacher acted as a facilitator, offering support during discussions, clarifying challenges, and encouraging collaborative problem-solving.

The Designing the Project Plan stage empowered students to take ownership of their project by collaboratively preparing all aspects of the drama performance. From scheduling rehearsals to organizing props and costumes, this step provided a platform for students to develop not only their creative and linguistic abilities but also their organizational and teamwork skills. By engaging in detailed planning, students laid a solid foundation for the successful execution of their drama project.

5. Creating the Project Timeline

A detailed timeline was developed to ensure that each stage of the project was completed on time. Milestones such as script completion, initial rehearsals, and final performance dates were set, allowing students to manage their time effectively.



Figure 3.6
Creating the Project Timeline.

The Creating the Project Timeline stage served as an essential step to ensure all groups could organize their tasks efficiently and complete the drama project on time. In this phase, each group collaboratively developed a detailed timeline that outlined specific activities, such as scriptwriting, dubbing, rehearsals, and preparation of supporting elements like props and costumes.

This structured plan allowed students to manage their time effectively and set clear goals for each stage of the project.

Each group was responsible for reporting their progress periodically to the teacher, enabling monitoring and feedback. This included updates on the completion of their drama scripts and the progress of voice dubbing or other audio preparations. The teacher acted as a facilitator, ensuring that the groups stayed on track while addressing any challenges they encountered during the process.

The selection of drama titles by each group reflected a blend of local and international narratives, showcasing the students' creativity and appreciation for cultural diversity. Group 1 chose “Snow White”, a well-known international fairytale that highlights themes of kindness and resilience. Group 2 selected “Sangkuriang”, a classic Indonesian folklore that conveys lessons about love, fate, and consequences. Group 3 chose “Frozen”, a popular modern tale known for its messages of sisterhood, self-acceptance, and empowerment. Lastly, Group 4 chose “*Bawang Merah and Bawang Putih*”, a traditional Indonesian story that emphasizes values such as kindness, honesty, and humility.

By incorporating both global and local stories, the students demonstrated their ability to connect with narratives from different cultures while also celebrating their own heritage. This selection process added richness and depth to the project, fostering a sense of inclusivity and cultural awareness among the participants. These story selections provided a balance between familiar folklore and popular tales, allowing students to engage deeply with both cultural and linguistic elements of the performances. By determining milestones - such as script finalization, initial rehearsals, and final performance dates - students could measure their progress and adjust their plans when necessary.

The timeline creation process encouraged students to develop time-management skills and fostered accountability within their groups. By clearly outlining tasks and deadlines, the students could systematically complete each

phase of the project, ensuring that they were fully prepared for their final drama performance. This stage also strengthened their collaborative efforts, as all members worked together to meet their shared objectives.

6. Finishing the Project

This stage culminated in the execution of the drama performance. Students applied the language skills they had developed throughout the project, showcasing their ability to speak confidently and fluently in English. The performance provided a practical context for language use, enhancing their speaking competence.



Figure 3.7
Rehearsing and Practicing.

The Finishing the Project stage marked the final and most anticipated phase of the drama-based project. At this stage, students engaged in rehearsals and practice sessions to ensure their performances were well-prepared and polished. Rehearsals were conducted both inside the classroom and outside in open spaces, providing a refreshing change of environment and enhancing student enthusiasm for the activity.

The opportunity to rehearse outdoors created a more relaxed and enjoyable atmosphere, enabling students to learn in a stress-free and engaging setting. This change of scenery not only made the learning process feel less formal but also fostered a sense of excitement and motivation among the students as they practiced delivering their lines, coordinating movements, and improving their expressions.

Throughout the rehearsals, students applied the language skills they had developed over the course of the project, such as pronunciation, fluency, and

emotional expression. Practicing in these varied environments allowed them to become more confident in their ability to speak English fluently and naturally.

The supportive and collaborative nature of the activity helped students refine their performances while encouraging teamwork and communication within their groups.

This stage successfully brought the project to life, providing a practical platform for students to showcase their enhanced speaking skills through drama. The combination of structured practice and a fun, interactive learning environment allowed students to fully engage in the project, demonstrating their hard work, creativity, and language proficiency in a meaningful and enjoyable way.

7. Assessing the Results

The drama performance served as both a celebration of students' hard work and a practical demonstration of their enhanced speaking competence. The experience not only enhanced their confidence in using English but also fostered collaboration, creativity, and a sense of accomplishment among the students.



Figure 3.8
Drama Performance.

In the Assessing the Results stage, students showcased the drama performances they had carefully prepared. This final presentation was a culmination of their hard work, creativity, and language learning efforts throughout the project. The performances drew significant attention from the

school community, as they were not only attended by fellow students from grades 7 and 8 but also attracted interest from teachers, parents, and others within the school environment.

During the performances, students applied the language skills they had developed, such as fluency, pronunciation, and expressiveness, to deliver compelling and engaging presentations. Each group brought their narratives to life, demonstrating their ability to communicate effectively and confidently in English.

The teacher played a key role in evaluating the outcomes of the project. Using pre-established criteria - such as clarity of pronunciation, fluency of speech, emotional expressiveness, and teamwork - the teacher observed and assessed the students' performances. To ensure a fair and comprehensive evaluation, the teacher was assisted by several observer teachers from the English department. This collaborative assessment process allowed for multiple perspectives and a more thorough evaluation of student achievements.

In addition to teacher evaluations, the assessment process included peer feedback and self-reflections. Students reflected on their own performances, identifying strengths and areas for enhancement, while also providing constructive feedback to their peers. This reflective approach encouraged students to take ownership of their learning and recognize the progress they had made throughout the project.

After the performance, students and teachers assessed the project's outcomes. This assessment included peer feedback, teacher evaluations, and self-reflections. Specific criteria such as fluency, pronunciation, and expressiveness were used to measure students' speaking competence.

8. Evaluating the Project

In the final stage, the overall success of the project was evaluated. Discussions focused on what went well, what challenges were encountered, and how the project could be enhanced in the future. This reflective process encouraged students to think critically about their learning experience and set goals for further enhancement.



Figure 3.9
Evaluating the Project.

In the final stage of the project, students were asked to reflect on their experiences and share their impressions of the drama performance they had worked so hard to prepare. This reflective process became an essential part of both their assessment and their learning journey. Students were given the opportunity to recount their personal experiences and reflect on what went well, the challenges they encountered, and how they could enhance in the future. This not only helped them express themselves in English but also served as a valuable exercise in critical thinking, as they analyzed their strengths and areas for growth throughout the project.

The activity also functioned as a Stage II Speaking Test, where each student's speaking abilities were assessed based on their fluency, pronunciation, and overall expressiveness. The teacher, with the support of some fellow English teachers, carefully observed and evaluated the students' performances during the discussion. In this final evaluation, the students were encouraged to think critically about the entire project, recognizing what aspects they excelled in and where they faced difficulties, such as time management or technical issues. The open-ended nature of the evaluation also allowed for suggestions to be made about how future drama projects could be enhanced.

This stage offered students an opportunity not only to showcase their progress in language skills but also to develop self-awareness and reflection. By analyzing their learning journey, they were able to set meaningful goals for further enhancement. This reflective process helped students appreciate their

achievements and encouraged them to apply the lessons learned for future success. Through the combination of self-evaluation, peer feedback, and teacher observations, this stage proved to be a significant and enriching part of the project, fostering both language development and a growth mindset.

These eight stages of Project-Based Learning provided a structured yet flexible framework for enhancing students' speaking competence. By integrating drama performance into the language learning process, students were able to engage in meaningful, authentic communication, ultimately improving their English-speaking skills.

3.4 Data Collection

3.4.1 Classroom Observation

The observation was conducted in a participatory manner during the implementation of project-based drama learning, where the researcher acted as both the teacher and the observer. This approach provided the researcher with an opportunity to directly observe various aspects of the learning process, such as student participation, active use of English, pronunciation, fluency, and the confidence of students in using the language. The teacher's dual role as both instructor and observer allowed for more in-depth data collection through direct observation of student interactions, both within groups and with the teacher.

Moreover, the researcher used observation formats such as checklists and field notes to document student activities and dynamics during the learning sessions. During the drama performance stage, the researcher invited other teachers to participate as additional observers to broaden the perspective and enhance the validity of the observational data. These teachers were invited to watch the drama performances and take notes based on predetermined criteria.

No	Student Name	Level of Participation in Group Discussions	Fluency & Pronunciation in English (Rehearsals)	Confidence & Creativity in Performing Drama	Collaboration & Problem-Solving	Additional Notes
1		<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Poor <input type="checkbox"/> Adequate <input type="checkbox"/> Excellent	<input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	<input type="checkbox"/> Poor <input type="checkbox"/> Adequate <input type="checkbox"/> Excellent	

Table 3.1
Observation Checklist.

Below is a concise explanation of the rubric criteria with references:

1. Level of Participation in Group Discussions: Measures how actively students contribute during group discussions. "Low" indicates minimal input, "Medium" reflects occasional contributions, and "High" demonstrates consistent, meaningful engagement (McLeod et al., 2021).
2. Fluency and Pronunciation in English (Rehearsals): Evaluates students' ability to speak clearly and fluently in rehearsals. "Poor" reflects significant challenges, "Adequate" indicates satisfactory performance, and "Excellent" showcases advanced proficiency (Al Arfaj & Solaiman, 2022).
3. Confidence and Creativity in Performing Drama: Assesses students' ability to confidently perform and creatively express themselves. "Low" shows limited confidence and creativity, "Medium" reflects moderate skills, and "High" indicates outstanding performance (Fontan et al., 2023).
4. Collaboration and Problem-Solving: Evaluates teamwork and problem-solving skills. "Poor" indicates weak collaboration, "Adequate" reflects average performance, and "Excellent" highlights exceptional teamwork and leadership (McLeod et al., 2021).
5. Additional Notes: Provides qualitative insights on unique observations and areas for improvement.

This approach aligns with participatory research methods, as suggested by Mackenzie and Knipe (2006), which integrate a collaborative approach to data collection. Furthermore, this method resonates with findings from Ritchie and Rigano (2018), which highlight the value of involving multiple parties as

observers to provide more comprehensive data and reduce bias in observations. This participatory observation technique is also consistent with recent studies, such as Farrell (2020), which emphasizes the importance of active teacher involvement in the learning process to support the holistic development of students.

3.4.2 Interview

This interview will be addressed to the students to gain more valid data related to the aims of this study in enhancing students' speaking through a drama project-based learning including PBL implementation and challenges. In qualitative data, an interview becomes important because it involves the kind of written records of observed behavior which analyze qualitatively (Bordens & Abbott, 2014). In obtaining the data from the interview, the researcher will follow an important guideline namely obtaining informed consent. Informed consent means that the researcher needs to provide the specific details of the research to the participant including what the research is about, why you desire to interview the participant and what you will do with the information you get from the process of interview (Bell & Waters, 2014).

In specific, through the interview, the researcher can follow up ideas, probe responses and identify motives and feelings of the participants (Bell & Waters, 2014). This can be done in the form of person-to-person interaction either face to face or otherwise with particular purpose related to the aims of this study (Alshenqeeti, 2014). Besides, he also emphasizes that the interview is more suitable for the complex situation and useful for gathering in-depth information.

This kind of collecting data can be one of the natural ways of the process of collecting information (Higgins, 2019), thus the enhancement of the questions may happen during the interview. In addition to this, Palinkas, et al. (2015) also finds that this kind of collecting data is much used either on their own or to complement other strategies. Therefore, this kind of data collection will be used in this research.

Interviews were conducted with randomly selected students from 4 groups of drama projects in class IX-F after completing the drama project. Sample interview questions may include:

- a. How was your experience learning English speaking through drama?
- b. What challenges did you encounter during the drama project?
- c. Did this method help you feel more confident speaking English? Why?

The instrument used in this study was a semi-structured interview. The interview questions were developed by the researcher to explore students' perceptions and experiences of learning English through drama. The interview questions were developed based on the objectives of the study and a preliminary review of literature on the use of drama in English language learning. The development of the instrument was guided by Vygotsky's sociocultural theory which emphasizes the role of collaborative and experiential learning in developing language skills.

3.5 Data Analysis

In analysing the data obtained through the implementation of Project-Based Learning (PBL) focusing on drama, this study employs triangulation as the primary technique to ensure the validity and reliability of the findings to gain a comprehensive understanding of the phenomenon under investigation. In this qualitative case study research entitled “Enhancing Junior High School Students' Speaking Competence through a Drama Project,” the application of triangulation in data processing is essential to ensure the validity and reliability of the findings. By combining multiple data sources, collection methods, researcher perspectives, and theoretical frameworks, the researcher was able to gain a more in-depth and comprehensive understanding of the impact of the drama project on improving students' speaking competence.

The existing research on the effectiveness of drama-based project learning in language education is promising. Previous studies have demonstrated that the combination of project-based learning and drama can help to address the challenges students often face when using English for communication, by fostering a more

learner-centered, autonomous approach to language acquisition (Amarullah & Rachmawaty, 2020). Drama-based activities have been found to enhance various language skills, including reading, writing, speaking, and listening, by creating an engaging and contextual learning environment (Zahrani & Arafat, 2019).