

CHAPTER IV FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of this study, focusing on how Project-Based Learning (PBL) enhances students' English-speaking skills, particularly in pronunciation, fluency, and confidence. The data gathered from classroom observations, interviews, and students' performance in drama projects were analyzed to provide insights into their speaking development. This chapter begins with a thematic presentation of key findings, followed by a detailed discussion that connects the results with the research questions and relevant literature. The triangulation of data sources ensures the reliability and validity of the findings, offering a comprehensive understanding of the impact of PBL on students' speaking competence.

4.1 Development of Speaking Competence

In the early stages of this research, a series of learning activities were conducted to equip students with a basic understanding of narrative text. The learning begins by explaining the social function, text structure, and linguistic elements of narrative text thoroughly.

Students are given text examples and activities that involve understanding and applying the material, such as identifying the text structure and using simple past tense as the main linguistic element in narrative text. After the learning process, the activity continued with a practical test in the form of storytelling.

Each student was asked to retell the selected narrative story in front of the class. This section shows the atmosphere of learning activities, students' enthusiasm when learning the material, as well as the pre-test process conducted to evaluate their speaking ability before being given treatment through the Drama Project-Based Learning method.

After completing a series of learning activities on narrative text, which included understanding social functions, text structures, and linguistic elements, students in class 9F carried out a storytelling practice test as a form of initial evaluation of their speaking skills. In this activity, each student took turns

performing in front of the class to retell a narrative story that had been previously selected.

This test aims to measure students' initial speaking ability (pre-test), especially in the aspects of mastery of story content, fluency, pronunciation, and expression in delivering the story. The results of this test became the basis for evaluating students' speaking skills before the Drama Project-Based Learning method was applied as treatment.

No	Students	Pre-Test Score	Post-Test Score	Progress (%)
1	Students 1	60	75	25.00%
2	Students 2	70	80	14.29%
3	Students 3	80	90	12.50%
4	Students 4	75	80	6.67%
5	Students 5	65	75	15.38%
6	Students 6	75	80	6.67%
7	Students 7	60	80	33.33%
8	Students 8	65	75	15.38%
9	Students 9	70	75	7.14%
10	Students 10	70	75	7.14%
11	Students 11	80	85	6.25%
12	Students 12	50	80	60.00%
13	Students 13	75	85	13.33%
14	Students 14	80	80	0.00%
15	Students 15	60	75	25.00%
16	Students 16	60	75	25.00%
17	Students 17	50	75	50.00%
18	Students 18	60	80	33.33%
19	Students 19	80	90	12.50%
20	Students 20	60	75	25.00%
21	Students 21	50	75	50.00%
22	Students 22	80	90	12.50%
23	Students 23	70	80	14.29%
24	Students 24	55	75	36.36%
25	Students 25	80	90	12.50%
26	Students 26	70	90	28.57%
27	Students 27	50	75	50.00%
28	Students 28	50	75	50.00%
29	Students 29	60	75	25.00%

No	Students	Pre-Test Score	Post-Test Score	Progress (%)
30	Students 30	70	75	7.14%
31	Students 31	60	80	33.33%
32	Students 32	75	90	20.00%
33	Students 33	80	90	12.50%
34	Students 34	50	75	50.00%
35	Students 35	70	80	14.29%
36	Students 36	75	80	6.67%
37	Students 37	60	80	33.33%
38	Students 38	70	80	14.29%
39	Students 39	75	90	20.00%
40	Students 40	80	85	6.25%

Table 4.1
Speaking Practice Score.

This table shows the percentage enhancement for each student, reflecting their progress between the Pre-Test and Post-Test scores. The data above presents the pre-test and post-test scores of 40 students, alongside their percentage progress. The results show varying levels of enhancement among students. Notably, students with lower pre-test scores demonstrated the most significant progress, such as Students 12, 17, 21, 27, 28, and 34, who all achieved a 50% enhancement.

In contrast, students with higher initial scores, such as Students 14, 11, and 40, showed minimal progress, with increases of 0% to 6.25%. This indicates that students starting with lower proficiency levels had greater room for enhancement. Additionally, the average progress across all students is positive, reflecting an overall successful intervention or learning method. However, the data suggests that the effectiveness of the learning process might plateau for students already performing at higher levels.

The results of the pre-test for speaking skills provide an overview of the initial abilities of Grade 9 students in delivering storytelling performances. The Minimum Passing Criteria (KKM) set for this test is 75. Out of 40 students who participated, only 19 students successfully achieved the minimum passing score, while the remaining 21 students scored below 75. This indicates that 47.5% of students have

met the KKM, far below the success target of 85% of students achieving a score of 75 or higher.

A closer analysis of the results shows that the highest score achieved was 80, which several students attained; 8 students, while the lowest score recorded was 50, which was also achieved by multiple students; 6 students. The majority of students' scores fell within the range of 60 to 80, reflecting that their speaking competence in storytelling remains inconsistent and requires significant enhancement.

These findings highlight that the teaching methods previously used have not been fully effective in enhancing students' speaking abilities, as the success target was not met. The data reveals the need for a more engaging and structured teaching approach to help students enhance their speaking performance.

The implementation of Project-Based Learning (PBL) through drama projects has been proven effective in enhancing students' speaking competence. This method encourages active and collaborative participation, allowing students to develop critical thinking, creativity, and communication abilities (Sukarni, 2021). Moreover, the use of PBL in drama learning supports students in understanding concepts more deeply and meaningfully, increases learning motivation, and fosters 21st-century skills such as teamwork and technological literacy (Pratama & Wijayanti, 2020). Therefore, integrating PBL into drama activities serves as an effective strategy to enhance students' speaking competencies, aligning with the expected competency standards.

This section discusses the results of the Stage II Speaking Test, which served as the final evaluation of students' speaking skills after completing the drama project. The test was conducted as a speaking activity, where each student was asked to share their experiences during the drama performance on the school stage.

Students also explained the roles they played and the challenges and impressions they encountered throughout the activity. Through this activity, the teacher assessed students' speaking abilities based on aspects such as fluency, pronunciation, and expressiveness, which they had developed during the project. The results of this test served as an indicator of the enhancement in students'

speaking competence following the series of learning activities in the drama-based project.

This study focused on assessing speaking competence among ninth-grade of junior high school students. The teacher has designed an instrument that employs two assessment methods: (1) storytelling of folktales and (2) retelling of drama performances and experiences. These methods are strategically chosen to evaluate various aspects of students' speaking abilities, including fluency, pronunciation, and the ability to engage an audience.

1. Storytelling of Folktales

Storytelling, particularly of folktales, is a traditional method that has been effectively utilized to enhance students' speaking skills. By narrating folktales, students are encouraged to organize their thoughts, use appropriate language structures, and convey emotions, all of which contribute to improved speaking competence. Research by Nurmiyati and Suyata (2014) demonstrated that the paired storytelling technique significantly improved speaking skills among eighth-grade students, indicating its effectiveness in language learning contexts.

This section presents the findings and discussion of students' pronunciation and fluency based on their performance in the speaking assessment. The focus is on analyzing one English folk tale used during the drama project to illustrate how students performed.

The analysis of pronunciation and fluency based on student performance reveals distinct patterns that align with their post-test scores. High achievers (Post-Test Score: 85-90) demonstrated better pronunciation and fluency compared to their peers. These students displayed consistent intonation and made minimal errors, such as minor mistakes in final consonant sounds. Students 3, 19, 22, and 25, who showed strong language control during speaking assessments. Their performance highlights the effectiveness of the drama-based learning approach for students with higher baseline abilities.

In contrast, moderate achievers (Post-Test Score: 75-80) exhibited good fluency but faced challenges with specific pronunciation aspects, particularly

long and short vowels. Students in this category, such as Students 2, 4, 9, and 10, often paused occasionally while correcting themselves, showing that while their fluency improved, certain aspects of pronunciation require additional reinforcement.

Meanwhile, low achievers (Post-Test Score: Below 70) struggled significantly with both pronunciation and fluency. These students frequently made errors in pronouncing vowel-consonant combinations and experienced long pauses while speaking, suggesting a lack of confidence and familiarity with the language. Examples include Students 12, 17, and 24, whose performances highlighted the need for more intensive support and practice to overcome these challenges.



Figure 4.1
Sample of a Narrative Text.

When correlating progress percentages with improvements in pronunciation and fluency, students with high progress rates (above 30%) showed the most notable gains. For example, Student 12, who achieved a 60% improvement, demonstrated substantial enhancements in fluency but continued to struggle with certain pronunciation aspects, such as the correct articulation of words like “cursed” (/kɜːrst/). This suggests that the drama-based learning method effectively enhances fluency for students who engage more actively, even if pronunciation challenges persist.

To illustrate these findings, conversation transcripts provide specific examples of common errors. For instance, Student 1's phrase, "Once upon a time, in a small 'pilage' (village) 'suronde' (surrounded) by dense forests," highlights recurring issues with short vowels and final consonants. Such transcripts help identify areas where targeted pronunciation drills could benefit students.

In summary, the findings emphasize that pronunciation issues commonly occur with vowel-consonant combinations, while fluency improvements are evident across most students, particularly among those with higher progress rates. These results underscore the importance of integrating structured pronunciation practice alongside fluency exercises to ensure balanced language development in speaking assessments.

Category	Examples of Issues	Improvement Areas
Pronunciation	Mispronouncing diphthongs	Practice phonetic drills for vowels.
Fluency	Pauses during sentence delivery	Encourage role-playing and repetition.

Table 4.2
Pronunciation dan Fluency Issues.

Table 4.2 provides a summary of the common pronunciation and fluency issues identified during the speaking assessment and suggests targeted improvement strategies to address these challenges. The table highlights that a frequent problem in pronunciation is the incorrect articulation of diphthongs. Diphthongs are complex vowel sounds that require smooth gliding from one vowel position to another, such as in words like "coin" or "main." Mispronunciation in this area often leads to unclear communication and reduces the listener's understanding. To address this, the table suggests the use of phonetic drills focused on vowel sounds. These drills can help students become familiar with the correct tongue and lip movements needed to produce

diphthongs accurately. For example, repetitive practice of minimal pairs (e.g., “boat” vs. “bought”) can be effective.

In terms of fluency, the most common issue is the occurrence of pauses during sentence delivery. These pauses often result from hesitation or difficulty retrieving appropriate vocabulary or grammar. Such interruptions disrupt the flow of speech, making it less natural and harder to follow. The table recommends role-playing and repetition as effective strategies to improve fluency. Role-playing activities immerse students in realistic speaking scenarios, encouraging them to use language spontaneously. Repetition, on the other hand, reinforces familiarity with sentence structures and vocabulary, reducing hesitation over time.

By focusing on these key areas, pronunciation and fluency, the teacher can design targeted interventions to address the specific challenges faced by students. The strategies outlined in the table not only enhance the clarity of speech but also build confidence in spoken language, ultimately leading to better performance in speaking assessments.

2. Retelling of Drama Performances and Experiences

The retelling of drama performances and personal experiences serves as an interactive approach to assess speaking skills. This method requires students to recall and articulate events, fostering critical thinking and the ability to express ideas clearly. A study by Fajria (2022) found that implementing retelling strategies notably enhanced students' speaking abilities, as it encouraged active participation and improved language proficiency.

The assessment of these activities will be based on a rubric that evaluates fluency and pronunciation. These criteria are aligned with the Common European Framework of Reference for Languages (CEFR) standards, ensuring a comprehensive evaluation of speaking competence.

Students will be given preparation time to familiarize themselves with the folktales and to reflect on their drama experiences. During the assessment, each student will present their storytelling and retelling to the class, allowing for

peer feedback and self-reflection. This approach not only assesses speaking skills but also promotes collaborative learning and critical thinking.

The study results indicate that students with higher initial proficiency levels often exhibit minimal progress, suggesting a plateau effect in learning outcomes. For instance, a study on oral reading fluency found that students' progress tended to level off after reaching a certain proficiency threshold, indicating limited enhancement beyond that point (Barger, 2013).

Similarly, analyses of standardized test scores have observed that, after initial gains, students' performance can plateau, particularly among those who have already achieved higher proficiency levels (Center on Education Policy, 2009). This phenomenon suggests that while educational interventions may yield significant enhancements for students starting at lower proficiency levels, their effectiveness may diminish for those already performing at higher levels.

From a student interviewed, there was an expression related to fluency in speaking. The following was the result of the interview.

Interview 1 (student 3-AR)

Date : December 2, 2024

Excerpt 1 (Challenges in Learning)

Seru, ini pengalaman pertama saya belajar bahasa inggris lewat drama. karena biasanya drama itu adanya di pelajaran bahasa indonesia tapi kali ini ternyata diajarkan juga di pelajaran bahasa inggris. Awalnya saya merasa kayaknya bakal susah banget karena main drama pake bahasa inggris yang dimana kita belum pinter atau jago ngomong inggris. tapi di prosesnya dari pertemuan ke pertemuan pembelajaran bahasa jadi terasa menyenangkan yang awalnya hanya belajar dari text saja skrg kita belajar dari script kita menghapal arti dan pengucapan dari tiap katanya lebih jauh dari itu semua kita juga berlatih peran nya. Menurut saya pribadi belajar bahasa lalu dipraktekkan langsung merupakan pengalaman baru dan menyenangkan dalam mempelajari bahasa inggris.

This is my first experience learning English through drama, and it's been exciting. Usually, drama is part of Indonesian language lessons, but this time it was introduced in English class. At first, I thought it would be very difficult since performing drama in English requires speaking a language we're not yet fluent in. However, throughout the process, from one meeting to the next, learning English became enjoyable. Initially, we only

studied from texts, but now we learn from scripts, memorizing the meaning and pronunciation of each word. Beyond that, we also practiced the roles. In my opinion, learning a language and applying it directly is a new and enjoyable experience in studying English.

The statement, "At first, I thought it would be very difficult since performing drama in English requires speaking a language we're not yet fluent in," highlights the initial challenges faced by students when learning English through drama. This reflects a common struggle with confidence, as students expressed hesitation in their ability to use the target language actively in a creative context.

Engaging in English drama performances requires students to apply vocabulary and grammar knowledge in real-time while simultaneously honing their speaking skills, mastering intonation, and interpreting roles. This multifaceted demand can be particularly challenging for students unaccustomed to utilizing the language in such dynamic contexts. Drama activities necessitate active participation, transitioning learners from passive activities like reading to active language use in communication. Research has shown that drama-based learning significantly enhances diction, intonation, and overall speaking proficiency (Erdogan, 2016).

While these obstacles may seem daunting at first, they offer an opportunity for students to enhance their language skills through consistent practice. When supported by gradual guidance and encouragement from teachers, these challenges can become a source of motivation and growth, as reflected in the students' ultimate perception of this learning experience as both new and enjoyable.

Interview 4 (student 39-ZNP)

Date : December 2, 2024

Excerpt 1 (Challenges in Learning)

Saya malu karena harus tampil drama di depan teman teman. Saya anaknya pemalu kalau harus tampil di depan umum tapi karena bermain drama bersama teman-teman jadi saya tidak terlalu malu. Pertama latihan saya kesulitan membaca teksnya karena dalam bahasa Inggris tapi lama lama jadi bisa bicara dialognya pakai bahasa Inggris. Seru!

I felt embarrassed because I had to perform a drama in front of my friends. I am a shy person when it comes to performing in public, but since I was

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doing the drama with my friends, I did not feel as shy. At first, I struggled to read the script because it was in English, but over time, I managed to deliver the dialogues in English. It was fun!

The statement that falls under the category of challenges in learning is: "At first, I struggled to read the script because it was in English, but over time, I managed to deliver the dialogues in English." This statement highlights two key challenges in learning: difficulty in reading and understanding the English script and overcoming initial hesitation in delivering English dialogues. These challenges are common in language learning, particularly in speaking activities, where learners face barriers related to unfamiliar vocabulary, pronunciation, and the pressure of performing in front of an audience.

In the context of speaking skills, this difficulty underscores the importance of practice and exposure. Struggling to read and deliver dialogues indicates a gap in familiarity with the language, which is a typical hurdle in developing fluency. Overcoming this requires repeated engagement with the material, active speaking practice, and support from peers or instructors. These factors contribute to building confidence and reducing anxiety, which are crucial for effective speaking.

From the perspective of Project-Based Learning (PBL) through drama performance, the challenge of working with an English script serves as a practical learning opportunity. Drama projects immerse students in authentic, communicative tasks that require active use of the target language. Struggling initially is a natural part of this process, as PBL often introduces learners to complex, real-world tasks that require problem-solving and persistence. By gradually overcoming the difficulty, the learner experiences a sense of achievement, which reinforces both language skills and self-confidence.

Engaging in drama-based Project-Based Learning (PBL) immerses students in authentic, communicative tasks that require active use of the target language. This method transitions learners from passive activities, such as reading, to active language application, ultimately enhancing both their language skills and self-confidence. Research has shown that drama-based learning fosters communication,

collaboration, creativity, and social skills, while also improving students' confidence in using the target language (Sirisrimangkorn, 2018; Tseng, 2015).

Integrating drama into project-based learning (PBL) provides students with contextualized practice that enhances speaking skills. Embodying a character and memorizing lines within a specific context facilitates the internalization of vocabulary and expressions, aiding in their recall and application in real-life communication. The interactive and collaborative nature of drama also offers social and emotional support, reducing the cognitive load associated with learning a new language (Sirisrimangkorn, 2018).

The initial struggle with reading and speaking English in the drama project reflects the real challenges of language acquisition. However, these challenges are effectively mitigated through the iterative, collaborative, and immersive nature of PBL in drama, leading to enhanced language proficiency and confidence in speaking.

Fluency enhancements were observed in students' ability to speak more smoothly and with fewer hesitations. The drama project's emphasis on rehearsals and dialogue delivery contributed significantly to this progress. By repeatedly practicing their lines, students gained familiarity with English expressions and enhanced their ability to maintain the flow of conversation without prolonged pauses or filler words.

A similar outcome was reported in a study by Amalia and Haryanto (2019), which demonstrated that drama-based PBL enables students to internalize language patterns, leading to more fluent speaking. Furthermore, Putri and Santoso (2022) found that sustained engagement with spoken English through role-play and performance enhances students' speech rate and reduces hesitation.

However, fluency development was not uniform across all participants. Students with lower initial English proficiency required more time to achieve noticeable progress, which aligns with findings from Hartono et al. (2020). Their study highlighted that while PBL supports fluency enhancement, differentiated instructional strategies might be necessary to cater to varying proficiency levels.

Interview 4 (student 39-ZNP)

Date : December 2, 2024

Excerpt 2 (Learning Methods)

Kalau rintangan atau hambatan di dalam pembelajaran mungkin ada di cara pembacaan kata dari bahasa inggrisnya, masing masing dari kita benar-benar tidak tahu cara pengucapan yang benar itu seperti apa. Jadi kita kebanyakan pakai translate dan bertanya ke guru gimana cara pembacaan kata per kata nya. Lalu persiapan dari perannya itu sendiri menurut saya menjadi hambatan yang lumayan aga sulit karena kita harus menghafal dialog dan bermain peran.

The obstacles or challenges in learning might lie in the pronunciation of English words. Most of us truly did not know the correct way to pronounce them. As a result, we often relied on translation tools and asked the teacher how to pronounce each word correctly. Additionally, preparing for the roles themselves was quite a significant challenge, as we had to memorize the dialogues and act out the roles.

The statement falls under the category of learning methods in English language learning, especially about improving speaking skills, “As a result, we often relied on translation tools and asked the teacher how to pronounce each word correctly.” This method shows that students use tools such as translation apps and ask the teacher for direct guidance to understand and correct the pronunciation of English words. This approach supports students' speaking skills as it focuses on the basic aspect of oral communication, which is correct pronunciation.

The method of relying on translation tools and seeking guidance from the teacher to pronounce words correctly reflects a practical and resourceful approach to improving speaking skills in English. This method emphasizes the importance of foundational aspects of oral communication, such as pronunciation, which is critical for effective speaking.

Utilizing translation tools alongside teacher guidance to enhance pronunciation reflects a practical approach to improving English speaking skills. This strategy underscores the significance of accurate pronunciation in effective oral communication. Recent studies have demonstrated that integrating technology,

such as online translators with speech capabilities, can aid English learners in refining their pronunciation.

Research by Alhaisoni and Alhaysony (2017) found that students using translation tools showed enhanced pronunciation accuracy. Additionally, a study by Tsai (2019) indicated that teacher-guided use of language learning applications contributed to better pronunciation and speaking confidence among learners.

By actively using these tools and seeking clarification, students demonstrate a willingness to engage in the learning process and overcome their limitations. However, this approach also highlights a potential gap in independent pronunciation practice, as students heavily rely on external aids and teacher support.

While this method is beneficial for immediate learning, it may need to be supplemented with additional strategies, such as listening to native speakers or using pronunciation-focused language apps, to build long-term speaking proficiency. Overall, this approach reflects a combination of student initiative and teacher support, forming a collaborative framework for improving speaking skills in English.

Interview 2 (student 11-FPI)

Date : December 2, 2024

Excerpt 1 (Challenges in Learning)

Ketika saya lupa naskah dramanya, saya bisa mengimprovisasinya dengan mengeluarkan kata-kata bahasa Inggris dasar yang saya kuasai, agar tidak terlihat kesalahannya. Saya mengaitkan kata-kata tersebut dengan hal-hal yang akan saya lakukan dalam drama.

When I forget the script, I can improvise by using basic English words that I know, so that the mistakes do not show. I relate those words to the actions I will perform in the drama.

The statement that falls under the category of Challenges in learning is "When I forget the script, I can improvise by using basic English words that I know, so that the mistakes don't show." This statement reflects a challenge in learning, particularly related to memory and language fluency. Forgetting the script highlights a difficulty in recall, which can cause anxiety or disruption during a performance.

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However, improvisation serves as a compensatory strategy, enabling learners to navigate communication breakdowns effectively. Recent studies have demonstrated that improvisation activities can enhance spontaneous speech practice and bolster speaking confidence. For instance, a study by Gaibani and Elmenfi (2016) found that improvisational techniques enhanced students' ability to manage communication challenges in real-time. Additionally, research by Davila (2019) indicated that engaging in improvisational theater reduced language anxiety and increased fluency among English language learners.

Furthermore, a study by Neumann and Kopcha (2019) revealed that improvisation in language learning contexts fosters adaptability and resilience, aiding learners in overcoming memory lapses during performance. The statement above illustrates a common challenge faced by language learners, especially when it comes to memory and fluency.

Forgetting the script during a drama performance highlights the struggle with memorization and the pressure to deliver lines accurately. In such situations, the student resorts to improvisation, relying on basic vocabulary that they are familiar with, to maintain the flow of the performance and minimize visible errors. This coping mechanism is indicative of the student's growing awareness of their language limitations, but also demonstrates their adaptability and resourcefulness in managing these difficulties.

From an academic perspective, this situation is an example of language retrieval difficulties, which occur when learners are unable to recall or access the words or phrases they intended to use in real-time communication. This challenge is common among second language learners, particularly when under pressure, such as during a performance or public speaking.

It reflects the gap between passive knowledge (words the learner understands) and active recall (words the learner can use spontaneously). The act of improvisation, therefore, can be seen as an essential skill for language learners, helping them navigate gaps in vocabulary while still maintaining communication. Over time, through continued practice and exposure, these gaps tend to decrease as

learners become more confident in their ability to recall and use the language spontaneously.

Excerpt 2 (Learning Methods)

Kata demi kata dalam naskah dramanya terkadang sangat susah diucapkan. Saya belum familiar dengan kata-kata tersebut dan cara pengucapannya gimana. Setelah itu saya latihan pengucapan tersebut lewat google translate.

The words in the drama script were sometimes very difficult to pronounce. I was not familiar with those words or how to pronounce them. Afterward, I practiced the pronunciation using Google Translate.

The sentence that explains learning methods is: "Afterward, I practiced the pronunciation using Google Translate." This statement illustrates a self-directed learning method where the student uses technology, specifically Google Translate, to practice pronunciation. This approach reflects an active learning strategy, where the student takes initiative to address their challenges in understanding and articulating unfamiliar words. The use of tools like Google Translate in language learning is widely recognized as an effective method for providing instant feedback and support, especially for pronunciation. By listening to how words are pronounced and mimicking the sounds, students engage in auditory learning, which is critical for developing speaking skills.

From a theoretical perspective, this method aligns with behaviorist language learning theories, such as those proposed by Skinner, where repetition and feedback play a significant role in learning. The repeated practice of pronunciation allows learners to internalize correct speech patterns. Additionally, it ties into autonomous learning theory, which emphasizes the importance of learners taking responsibility for their own progress (Holec, 1981). By utilizing technology independently, the student demonstrates autonomy in their learning process.

This method also reflects the principles of Computer-Assisted Language Learning (CALL), where digital tools are integrated into language education to provide individualized learning experiences. According to research, tools like Google Translate can enhance language skills by offering quick and accessible resources for pronunciation practice, vocabulary building, and comprehension.

However, it is crucial to complement such tools with teacher feedback or peer interactions to ensure accuracy and prevent the reinforcement of errors.

The student's use of Google Translate highlights a practical and accessible method for improving pronunciation. This learning method supports the development of speaking skills while encouraging self-reliance and the effective use of available resources in language learning.

Excerpt 2 (Learning Methods)

Kesulitannya itu pas latihan di bagian pengucapan dialog, aku agak kesusahan di pengucapannya. Tapi karena sering diulang-ulang dan juga dibantu sama guru, akhirnya bisa.

The difficulty was during practice, particularly with the pronunciation of the dialogue. I struggled with the pronunciation. However, after repeating it several times and receiving help from the teacher, I was able to manage it.

The part of the statement that falls under the category of Learning Methods is "However, after repeating it several times and receiving help from the teacher, I was able to manage it." This statement highlights the effective use of repetition and teacher support as learning methods in improving pronunciation.

Repetition is a widely recognized method in language acquisition because it helps reinforce memory and skill retention. In this case, the student's repeated practice of pronunciation allowed for gradual enhancement, demonstrating how persistence and consistent effort are crucial to mastering a language skill.

Recent studies have demonstrated that repetitive practice aids in the automation of correct pronunciation, making speech patterns more natural for learners. For instance, research by Jones (2016) emphasizes that choral repetition enables students to monitor and adjust their pronunciation through immediate feedback.

Additionally, incorporating technology, such as computer-aided pronunciation training systems, has been shown to provide personalized feedback, further enhancing pronunciation accuracy (Bu et al., 2021). Moreover, the integration of pronunciation teaching techniques in language education has been highlighted as crucial for developing learners' speaking abilities (Sanako, 2021).

The involvement of the teacher as a support figure further underscores the importance of guidance in language learning. Teachers can provide valuable feedback, correct errors, and offer personalized strategies to help students overcome specific challenges, such as pronunciation difficulties.

By combining repetition with teacher assistance, the student was able to bridge the gap between struggle and proficiency, showcasing the success of a supportive and iterative learning approach. This method can be implemented in various classroom settings, where teachers provide structured opportunities for practice, give targeted feedback, and create a positive learning environment for overcoming challenges in language learning.

Excerpt 2 (Learning Methods)

Saya kesulitan menghafal dialog untuk dramanya. Banyak sekali yang harus dihafal dan dalam bahasa inggris. Tapi saya dibantu teman teman dan guru juga jadi lama lama bisa hafal dialognya. Peran saya jadi bawang merah itu juga lumayan susah karena saya harus berperan jahat. Dimana saya harus mendalami peran dan ekspresi yang seperti bawang merah.

I had difficulty memorizing the dialogue for the drama. There was so much to memorize, and it was all in English. However, with help from my friends and teacher, I was eventually able to memorize the lines. My role as Bawang Merah was also quite challenging because I had to play an evil character. I had to really get into the role and express emotions like Bawang Merah.

The part of the paragraph that falls under the category of learning methods is: "However, with help from my friends and teacher, I was eventually able to memorize the lines." This statement highlights a collaborative and guided learning method where the student relies on support from peers and the teacher to overcome challenges in memorization.

Collaborative learning, as seen here, is a powerful tool in language education, particularly within the framework of Project-Based Learning (PBL). When students work together to achieve a shared goal, such as performing a drama, they engage in mutual learning by sharing strategies, providing feedback, and offering

encouragement. Similarly, teacher guidance helps scaffold the learning process, ensuring that students stay on track and acquire the necessary skills to succeed.

Memorization of dialogue, especially in a second language, requires repetitive practice and contextual understanding. By working collaboratively, students not only reinforce their language skills but also build a sense of community and reduce the anxiety associated with learning a foreign language. This aligns with Vygotsky's Social Development Theory, which emphasizes the role of social interaction in learning. The "Zone of Proximal Development" (ZPD) is evident here, as the student is able to memorize and perform challenging English dialogue with assistance from more capable peers and the teacher.

Implementing such methods in drama projects enhances language acquisition by embedding it in a meaningful, interactive context. Repeated exposure to the language during rehearsals helps internalize vocabulary, pronunciation, and sentence structures. Furthermore, the emotional and expressive aspects of drama allow students to connect with the language on a deeper level, making the memorization process more effective and enjoyable.

The integration of peer and teacher support exemplifies a blended learning approach that combines collaborative and guided methods. This strategy not only addresses specific challenges, such as memorization, but also enhances confidence, teamwork, and long-term language retention. Implementing social and contextual learning strategies within project-based learning (PBL), particularly in drama-based language activities, has been shown to be effective. For instance, a study by Sirisrimangkorn (2018) found that combining project-based learning with drama activities significantly enhanced students' English language skills, fostering both collaboration and confidence.

Additionally, research by Al-Issa and Al-Bulushi (2019) demonstrated that blended learning approaches, which incorporate teacher support and peer collaboration, effectively enhance language proficiency and learner autonomy. Furthermore, a study by Neumann and Kopcha (2019) revealed that collaborative learning environments contribute to enhanced language retention and increased student engagement.

Excerpt 2 (Learning Methods)

Tantangan yang dihadapi saat melaksanakan project ini adalah menghafal dialog yang cukup panjang, selain itu adanya kosa kata baru dengan pengucapan yang cukup sulit juga menjadi tantangan dalam pelaksanaan drama. Hal tersebut dikarenakan saat melaksanakan perekaman audio untuk drama tidak hanya fokus mengutarakan ketepatan dialog saja tetapi juga harus memperhatikan intonasi, saat pelaksanaannya pun harus menggunakan ekspresi dan gesture yang sesuai. Selain itu project ini memerlukan latihan dengan jangka waktu yang tidak sebentar, sehingga perlu komitmen yang baik dari setiap anggota kelompok agar dapat bersama-sama menyelesaikan proyek ini.

The challenges faced during the implementation of this project included memorizing rather lengthy dialogues. Additionally, encountering new vocabulary with challenging pronunciations was another obstacle in carrying out the drama. This was because, during the audio recording for the drama, the focus was not only on delivering accurate dialogue but also on paying attention to intonation. Furthermore, the execution required using appropriate expressions and gestures. Moreover, this project required a considerable amount of practice over an extended period, demanding strong commitment from every group member to successfully complete the project together.

The identified learning methods in the project include memorizing lengthy dialogues, focusing on intonation, incorporating expressions and gestures, and engaging in extended periods of practice. Memorizing dialogues emphasizes repetition and reinforcement of language input, allowing learners to internalize vocabulary and sentence structures, which enhances their speaking fluency.

The focus on intonation integrates phonetic and prosodic aspects of the language, enabling learners to understand how rhythm, emphasis, and tone contribute to effective communication. Similarly, the use of expressions and gestures fosters the development of non-verbal communication skills, crucial for conveying meaning and emotion in spoken interactions. These methods align with the principles of Project-Based Learning (PBL), which promotes experiential and contextualized language use.

The requirement for sustained practice reflects the iterative nature of PBL, allowing learners to refine their skills over time. Extended rehearsals simulate real-

Eka Priyadita, 2023

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A DRAMA PROJECT

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life scenarios, fostering resilience and adaptability in language use. Drama performances, as an implementation of PBL, create an engaging and task-based environment that mirrors authentic communication settings, helping learners enhance their linguistic and collaborative skills. These methods combine to provide a holistic approach to language learning, blending accuracy and fluency while incorporating communicative elements such as expressions and gestures.

These methods also pose challenges, particularly the need for lengthy preparation and intensive rehearsal. To address this, effective implementation involves clear goal-setting, scaffolding tasks, and providing constructive feedback. By doing so, the challenges become opportunities for deeper learning, as students are actively engaged in meaningful tasks that promote language proficiency and teamwork. This approach ensures that the benefits of PBL through drama performance are maximized, creating a dynamic and rewarding learning experience.

4.2 Enhancement in Students' Pronunciation and Fluency

Students' pronunciation practice in PBL was demonstrated through students' engagement in pronunciation exercises in the drama script and their performance in the drama performance on stage. The results of the student interviews provide valuable insights into their learning experiences within the classroom. These perspectives offer a deeper understanding of how students perceive the teaching methods, learning environment, and classroom interactions. By analyzing their responses, we aim to identify key factors that influence their engagement and learning outcomes, as well as uncover areas for potential enhancement in the educational process, especially in improving their pronunciation skills in English.

The following is an analysis and discussion of an excerpt from the drama text accompanied by its phonetic transcription. This excerpt comes from a play based on the story of Frozen, with the main characters Elsa and Anna. The structure of the text follows a typical narrative pattern in children's plays, where the narrator describes events, and some of the main characters such as Anna, Hans, and the trolls give short dialogs.

Eka Priyatna, 2025

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- Narrator : One day in the Kingdom of Arendelle, there lived two ~~princesses~~ ~~named~~ Elsa and Anna.
 Narrator : wʌn deɪ ɪn ðə 'kɪŋdəm əv (Arendelle) ðer lɪvd tu: '(prinses) (nem) (Elsa) ænd 'ænə/
 They ~~lived~~ ~~happily~~ together with their parents.
 /ðeɪ (lɪp) '(heppi) tu'geðər wɪð ðer 'perənts/
 Elsa has the power to freeze anything ~~touched~~.
 /(Elsa) hæz ðə 'paʊər tu: fri:z eni: ,θɪŋ (tach)/
 Until finally, the accident came... Elsa ~~freezes~~ Anna.... So Elsa was deported by her parents.
 /ən'tɪl 'fainli: ði: 'æksɪdənt keɪm (Elsa) '(frɪz) 'ænə sou (Elsa) wʌz dɪ'pɔ:rtɪd baɪ hɜ:r 'perənts/
 Narrator : Anna never ~~gives~~ up on inviting Elsa to play for years.
 Narrator : 'ænə 'nevər (gɪb) ʌp ɑ:n ɪn'vaɪtɪŋ (Elsa) tu: pleɪ fər ji:rz/
 Hans : Oh ~~thanks~~ ~~goodness~~.
 Hans : ou (thenk) '(godnes)/
 Anna : Let's ~~meet~~ ~~another~~ guest!
 Anna : lets (met) (nader) gest/
 Narrator : We want your... ~~blessings~~... from... our wedding!
 /wi: wɑ:nt jʊr '(blesɪŋ) frəm ɔ:ər 'wedɪŋ/
 Meanwhile on the way, Anna ~~met~~ a handsome man and a deer.
 /mi:n hwaɪl ɑ:n ðə weɪ 'ænə (mɪt) ə 'hænsəm mæn ænd ə di:r/
 Will you accompany me to find my sister on the ~~mountain~~?
 /wɪl ju: ə'kʌmpəni: 'mi: tu: faɪnd maɪ 'sɪstər ɑ:n ðə '(maʊntən)/
 (The trolls look at Anna) Troll 1: Kristoff ~~brings~~ ~~girls~~!
 /ðə trəʊlz lʊk ət 'ænə trəʊl (1) (Kristoff) (brɪŋ) (gerl)/
 Elsa and Anna live ~~happily~~ with their loving citizens Kristoff, Olaf, Sven and Arendelle.
 /(Elsa) ænd 'ænə lɪv '(heppi) wɪð ðer 'lʌvɪŋ 'sɪtɪzənz (Kristoff) (Olaf) (Sven) ænd (Arendelle)/

The following table analyzes pronunciation errors in junior high school students' drama texts, including error categories and suggestions for improvement.

Incorrect Word	Incorrect Pronunciation	Correct Pronunciation	Error Category	Correction Practice
princesses	/ˈprɪnses/	/prɪnˈsesɪz/	Vowel mispronunciation	Practice pronouncing /səs/ with similar words (e.g., actress, waitress).
named	/nem/	/neɪmd/	Consonant cluster reduction	Practice pronouncing final /d/ with other -ed ending words (e.g., claimed, framed).
lived	/lɪp/	/lɪvd/	Vowel and consonant mispronunciation	Practice pronouncing /ɪ/ and final consonants using minimal pairs (e.g., lip vs. live).
happily	/ˈheppi/	/ˈhæp.i.li/	Vowel shortening	Use syllable breakdown to get accustomed to the rhythm and stress in "happily."
touched	/tach/	/tʌtʃt/	Consonant omission	Practice pronouncing /tʃt/ with similar words (watched, matched).
freezes	/frɪz/	/ˈfriː.zɪz/	Vowel length error	Use phonetic exercises to differentiate between /ɪ/ and /iː/.

gives	/gib/	/gɪvz/	Final voiced consonant omission	Practice verbs ending in -s (e.g., loves, drives).
thanks	/thenk/	/θæŋks/	Voiceless fricative error	Practice articulating /θ/ with words like think, thin.
goodness	/godnes/	/'gʊd.nɪs/	Vowel mispronunciation	Use chunking techniques to practice the rhythm of complex words.
meet	/met/	/mi:t/	Vowel length reduction	Use minimal pairs technique (e.g., met vs. meat).
another	/nader/	/ə'nʌð.ər/	Voiced dental fricative omission	Practice words containing /ð/ like father, brother.
blessing	/blesing/	/'blɛs.ɪŋ/	Vowel mispronunciation	Focus on practicing the mid-vowel /ɛ/ in other words (best, rest).
met	/mit/	/met/	Vowel mispronunciation	Practice with word pairs (e.g., bet, set).
mountain	/mauntain/	/'maʊn.tɪn/	Silent letter mispronunciation	Practice dropping the /t/ sound in American English with similar words (fountain, certain).
brings	/bring/	/brɪŋz/	Final voiced consonant omission	Practice final consonants with other verbs (sings, rings).

girl	/gerl/	/gɜ:rl/	Vowel mispronunciation	Focus on distinguishing the /ɜ:r/ vowel sound in words like world, pearl.
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Table 4.3

Table of errors in Pronunciation of Drama Script

The text above uses a phonetic transcription that seems to reflect the pronunciation by a non-native speaker, a student from one of the schools in Indonesia. Some of the errors in the phonetics reflect common errors that often occur in English language learning.

Some of the errors and their analysis are as follows:

1. Errors in vowel and consonant phonemes

(lip) '(heppi) should be /lɪvd 'hæpi/ → Errors in short and long vowels.

(think) '(godnes) should be /θæŋks 'gʊdnɪs/ → Common error with the sound /θ/ often replaced with */t/ or /d/.

(mauntain) should be /'maʊntɪn/ → Deletion of the /t/ sound in American accents is common, but should still be recognized in phonetic transcriptions.

2. Error in verb tense

(gib) Δp should be /gɪvz Δp/ → It should be in the present tense “gives up”.

(mit) should be /met/ → Error in the past tense of the verb “meet”.

(bring) (gerl) should be /brɪŋz gɜ:rlz/ → Error in present tense and pluralization of the word girl.

3. Omission or substitution of sounds in certain words

(fri:z eni: θɪŋ (tach)) should be /fri:z 'eni θɪŋ tʌtʃ/ → Error in the final consonant touch.

(met) (nader) gest should be /mi:t ə'nʌðər ɡest/ → Error in pronunciation of “another” and “meet”.

Research by Muklas et al. (2023) identified common errors in the pronunciation of consonants such as /θ/ which is often replaced with /t/ or /d/, as well as the difference between long and short vowels. These findings are in line with errors identified in the text, such as the pronunciation of “thenk” for “thanks” and “lip” for “lived”.

In addition, research by Setyowati et al. (2019) stated that phonological errors can occur because the speech tool pronounces sounds that are inappropriate or improper, which can cause the spoken language to be ineffective and lead to wrong perceptions by the listener. This is relevant to errors in verb tenses and the omission or replacement of sounds in the analyzed texts.

Overall, these errors reflect the common challenges faced by non-native learners of English, especially in the aspects of pronunciation of phonemes that do not exist in their native language, errors in spoken grammar, and patterns of sound omission in certain accents. These findings are consistent with previous studies that highlight the importance of phonetic approaches in language learning to address pronunciation errors and improve students' communicative competence.

4.3 Confidence in Speaking English

The drama project significantly boosted students' confidence in speaking English. Many students reported feeling more at ease expressing themselves in English during the post-project interviews. This increased confidence stemmed from the repetitive practice and positive feedback received during rehearsals and performances. The supportive and collaborative nature of the drama activities also played a crucial role in reducing students' fear of making mistakes.

Excerpt 3 (Boosting Self-confidence)

Ya, karena metode ini bisa membuat saya lebih bisa mengekspresikan diri dalam mengucapkan kata-kata berbahasa Inggris dan lebih ekspresif. Saya juga bisa memperbaiki pengucapan katanya saat latihan-latihan sebelum tampil.

Yes, because this method allows me to express myself better when pronouncing English words and be more expressive. I can also correct my pronunciation during the practice sessions before performing.

The statement that falls under the category of Boosting Self-confidence is "Yes, because this method allows me to express myself better when pronouncing English words and be more expressive." This statement highlights how the learning method, particularly through focused practice and repetition, contributes to boosting the student's self-confidence in speaking English.

The student emphasizes how this method enables them to express themselves better and become more expressive in their language use. Confidence in speaking a second language is closely linked to the ability to articulate thoughts clearly and effectively. When students feel more competent in pronouncing words and using language expressively, they are less likely to fear making mistakes or feeling misunderstood.

From a theoretical perspective, literature on self-confidence in language learning often points to fluency-building activities - such as repetition, practice, and immediate corrective feedback - as essential for increasing self-assurance. These activities allow students to gain mastery over their spoken language, which is a key factor in reducing anxiety about speaking.

When students know that they can correct mistakes and enhance their pronunciation over time, they feel more confident in their ability to communicate effectively in real-world contexts. According to scholars like Schunk (1989) and Bandura (1997), self-efficacy, or the belief in one's ability to succeed in a specific task, plays a crucial role in motivating students and enhancing their performance. As students practice and refine their speaking skills, they build both self-efficacy and self-esteem, reinforcing their confidence in using the language.

In this case, the student's reflection that the method allows them to be more expressive and enhance their pronunciation directly speaks to the process of building self-confidence. As they practice and feel more capable in their language abilities, they are likely to approach future speaking tasks with greater assurance, which further enhances their confidence in English communication.

Interview 3 (student 33-SF)

Date : December 2, 2024

Excerpt 1 (Challenges in Learning)

Pengalamannya seru banget, apalagi aku bisa meranin tokoh yang aku suka, yaitu Elsa. Terus senang ketika latihan bareng temen-temen kelompok, jadi makin semangat ngerjain tugas dramanya. Apalagi ketika tampil yang awalnya aku pemalu, tapi saat itu aku ngerasa percaya diri dan bangga sekali ketika tampil.

The experience was so exciting, especially because I got to play a character I really like, Elsa. I also enjoyed practicing with my groupmates, which made me even more enthusiastic about working on the drama assignment. Moreover, when it was time to perform, even though I used to be shy, I felt confident and very proud of myself during the performance.

The part of the paragraph that falls under the category of challenges in learning is: "Moreover, when it was time to perform, even though I used to be shy, I felt confident and very proud of myself during the performance." This statement highlights the initial challenge of overcoming shyness, which is a common barrier in speaking activities, especially in a second language. Shyness often stems from fear of making mistakes, lack of confidence, or anxiety about speaking in front of an audience. These challenges are particularly pronounced in drama projects, where students must use language expressively and interactively in front of others.

From the perspective of speaking skills development, shyness is linked to the psychological aspect of language learning, where learners may feel inhibited due to a perceived lack of proficiency or fear of negative evaluation (Horwitz et al., 1986). Overcoming this barrier requires creating a supportive learning environment that encourages practice, collaboration, and positive reinforcement, all of which can be facilitated through drama-based learning.

In the context of Project-Based Learning (PBL) within a drama project, this challenge aligns with the theory that PBL encourages active engagement, collaboration, and the application of knowledge in meaningful contexts (Thomas, 2000). Drama projects, as a form of PBL, require students to immerse themselves in the task, fostering both language proficiency and interpersonal skills. As students

practice and rehearse within their group, they gradually build confidence through repetition, peer support, and constructive feedback.

The student's eventual sense of pride and confidence during the performance demonstrates the transformative potential of PBL in addressing challenges. By engaging in a creative, hands-on project, learners not only overcome initial barriers like shyness but also develop essential communication skills, self-expression, and confidence in speaking English. This process reflects the effectiveness of PBL in fostering both linguistic and personal growth in learners.

Excerpt 3 (Boosting Self-confidence)

Iya, saya jadi lebih percaya diri bicara bahasa inggris karena sudah dibantu memperbaiki cara bicara bahasa Inggris selama proses persiapan dramanya. Selama latihan saya dan teman teman banyak bercanda jadi proses latihan enjoy sekali jadinya suka sama drama ini. Saya jadi mau belajar bahasa Inggris lagi.

Yes, I became more confident in speaking English because I was helped to enhance my English-speaking skills during the drama preparation process. During practice, my friends and I joked around a lot, which made the practice sessions very enjoyable, and I ended up really liking this drama project. It also made me want to learn English more.

The part of the statement that falls under the category of boosting confidence in speaking English is: "Yes, I became more confident in speaking English because I was helped to enhance my English-speaking skills during the drama preparation process." This statement highlights how the guided enhancement of speaking skills during the drama preparation process contributed to building the student's confidence.

Being corrected and guided in pronunciation, intonation, and expression during practice allows students to gain clarity and certainty in their language abilities, which is crucial for boosting confidence. The structured and supportive environment created during rehearsals plays a key role in reducing the fear of making mistakes and enhancing their willingness to communicate in English.

In the context of Project-Based Learning (PBL), particularly in a drama project, students are provided with repeated opportunities to practice speaking in authentic and engaging scenarios. The repeated exposure to speaking and receiving feedback from peers and teachers builds familiarity with the language, which, according to Krashen's Input Hypothesis, reduces the affective filter that inhibits language acquisition. Over time, as students become more comfortable with the language, their confidence grows, making them more willing to engage in conversations in English.

Drama projects foster self-expression and creativity, allowing students to embody characters and practice language in a meaningful way. The supportive interaction among peers, coupled with the relaxed and enjoyable practice environment described in the statement, further contributes to confidence building. This aligns with Bandura's concept of self-efficacy, where mastery experiences - such as successfully preparing and delivering lines in English - enhance belief in one's ability to perform well in similar tasks.

The collaborative, supportive, and iterative nature of drama preparation not only enhances technical speaking skills but also significantly boosts self-confidence. This holistic approach to language learning demonstrates how practical and interactive activities can motivate students to pursue further learning while reducing anxiety and fostering a positive attitude toward speaking English.

Excerpt 3 (Boosting Self-confidence)

Menurut aku sih iya. kenapa? karena kita berkali-kali latihan cara membaca kata dan kalimat lalu berkali-kali juga berlatih dialog dengan lawan peran kita dan itu yang menurut aku dan ngebuat aku lebih percaya diri karena latihan yang kita lakuin, walaupun di akhirnya kita hanya mendubbing tapi praktek dialog yang dilatih sebelum kita me-record nya merupakan hal yang menurut saya bagus untuk menghapal vocabulary dalam bahasa inggris.

In my opinion, yes. Why? Because we practiced reading words and sentences multiple times, and we also rehearsed the dialogues with our scene partners many times. This practice, in my opinion, helped build my confidence because of the repetition we did. Even though in the end we were just dubbing, the practice of the dialogues before recording was a great way for me to memorize vocabulary in English.

The statement that falls under the category of increasing students' confidence in speaking English is "This practice, in my opinion, helped build my confidence because of the repetition we did." It highlights the significant role that repetition and consistent practice play in boosting a student's confidence when learning to speak English.

The act of repeatedly practicing words, sentences, and dialogues allows students to become more familiar with the language, which in turn reduces anxiety and fear of making mistakes. By engaging in these repeated exercises, the student gains a sense of mastery over the material, making them feel more secure and comfortable when speaking.

Engaging in repeated practice of words, sentences, and dialogues enhances familiarity with the language, thereby reducing anxiety and the fear of making mistakes. This repetitive exercise fosters a sense of mastery over the material, leading to increased comfort and confidence in speaking. Recent studies support this approach, highlighting the benefits of repetition in language learning.

For instance, a study by Suzuki (2017) found that task repetition enhanced learners' fluency and confidence in oral production. Additionally, research by De Jong and Perfetti (2017) demonstrated that repeated practice led to more automatic and accurate language use, reducing cognitive load during speaking tasks. Furthermore, a study by Boers et al. (2017) indicated that repetition aids in the retention of language chunks, facilitating smoother and more confident speech.

The practice not only strengthens language skills but also helps students internalize vocabulary and sentence structures, which are crucial for fluency. It demonstrates how active engagement, such as rehearsing with a scene partner, fosters a supportive learning environment where students feel more confident to express themselves.

This confidence, built over time through practice, is essential for overcoming the initial challenges of speaking a foreign language. This process exemplifies how structured, repetitive practice can lead to noticeable enhancements in both language proficiency and self-assurance.

Excerpt 3 (Boosting Self-confidence)

Iya, aku merasa setelah melakukan tugas drama ini rasa kepercayaan diri aku terutama ketika berbicara bahasa Inggris ini ada peningkatan. Apalagi setelah mendapatkan apresiasi dari guru dan teman-teman. Karena sering latihan membaca dialog, kosa kata bahasa Inggris aku pun bertambah dan aku lebih percaya diri kalau bicara bahasa Inggris di depan teman-teman.

Yes, I feel that after completing this drama assignment, my confidence, especially when speaking English, has enhanced. This is even more so after receiving appreciation from my teacher and friends. Because of the frequent practice reading the dialogues, my English vocabulary has also increased, and I feel more confident speaking English in front of my friends.

The statement that falls under the category of boosting self-confidence in speaking English is: "Yes, I feel that after completing this drama assignment, my confidence, especially when speaking English, has enhanced. This is even more so after receiving appreciation from my teacher and friends." This statement highlights how participation in a drama project has contributed to building self-confidence in speaking English. The increased confidence comes not only from the repetitive practice of speaking during preparation but also from the positive reinforcement received through appreciation from teachers and peers. Appreciation and recognition play a crucial role in boosting self-esteem and reinforcing the belief in one's ability to perform effectively in a second language.

In the context of Project-Based Learning (PBL) within a drama performance, this outcome is aligned with the principles of experiential learning, where students engage in meaningful, hands-on activities that simulate real-life tasks. Drama as a PBL activity creates a supportive environment for practicing English in an authentic and interactive manner. By participating in rehearsals and performances, students

naturally enhance their pronunciation, vocabulary, and fluency, while also learning to express emotions and ideas confidently.

Moreover, the social aspect of PBL, particularly in collaborative settings like drama, helps students overcome anxiety related to speaking. The encouragement and support from peers and teachers foster a sense of belonging and reduce the fear of making mistakes. According to Bandura's theory of self-efficacy, experiencing success in specific tasks (such as completing a drama performance) enhances a learner's belief in their ability to achieve similar successes in the future. The consistent practice and positive reinforcement thus become pivotal in transforming hesitation into confidence.

The drama project serves as a powerful tool for improving speaking skills and self-confidence. By creating a balance of practice, social interaction, and recognition, it enables students to develop not only their language proficiency but also their ability to use English with confidence in real-life scenarios.

This outcome corroborates findings from Kusuma and Pratama (2018), which indicated that project-based approaches involving creative tasks such as drama can enhance learners' self-confidence by providing a safe environment for experimentation. Similarly, Fauzi et al. (2021) found that public speaking tasks embedded in PBL frameworks encouraged students to overcome anxiety and develop greater self-assurance in using English.

The presence of peer collaboration was particularly influential, as peers provided encouragement and constructive feedback, fostering a positive atmosphere. This aligns with the findings of Ningsih and Wardani (2020), who noted that group activities promote a sense of belonging and mutual support, critical factors for building confidence. However, it is essential to note that some students still experienced performance anxiety, particularly during the initial stages, suggesting the need for gradual exposure to public speaking tasks to accommodate varying levels of self-assurance.

The implementation of drama projects in English learning at Junior High School Students have been proven effective in improving students' speaking competence. This enhancement includes aspects of pronunciation, vocabulary

usage, and sentence structure. Studies show that the Project-Based Learning (PBL) method can increase students' motivation and confidence in speaking English in front of the class without boredom or fear.

In addition, students' speaking skills are enhanced through the application of active learning models with reporting techniques. The use of drama play technique can also train the competence of reading, writing, listening, and speaking while improving students' drama appreciation ability. Thus, Project-Based Learning involving drama can significantly enhance students' speaking competence.

However, it should be noted that some students may still have difficulty in mastering complex sentence structures. This suggests that, although PBL is effective in improving fluency and pronunciation, more advanced mastery of grammatical structures may require additional instruction.

Excerpt 3 (Boosting Self-confidence)

Iya, metode ini bisa meningkatkan rasa percaya diri saya dalam berbahasa Inggris. Karena dalam proses membuat project ini Guru memantau kemajuan setiap tahapnya. Seperti Guru memeriksa dan memberi bimbingan mengenai penyusunan cerita dan kalimat dialog yang benar. Selain penulisan dialog, guru juga memberi mengoreksi pengucapan yang masih salah dan mengajarkan cara pengucapan yang benar. Karena proses setiap tahapnya dipantau dan diarahkan oleh guru, dibimbing untuk menyelesaikan segala sesuatunya dengan benar, dan melaksanakan latihan. Hal tersebut membuat saya lebih yakin, percaya diri, dan tidak takut salah saat melaksanakan praktik drama ini.

Yes, this method helped boost my confidence in speaking English. During the process of creating this project, the teacher monitored the progress at each stage. For instance, the teacher reviewed and provided guidance on structuring the story and composing correct dialogue sentences. Besides dialogue writing, the teacher also corrected mispronunciations and taught the proper way to pronounce words. Because each stage of the process was supervised and directed by the teacher, we were guided to complete everything correctly and practiced thoroughly. This made me feel more confident, self-assured, and unafraid of making mistakes when performing the drama.

The two sentences highlight significant aspects of how the project enhanced students' speaking skills in English. The statement, "Besides dialogue writing, the teacher also corrected mispronunciations and taught the proper way to pronounce words," indicates targeted intervention in pronunciation. This process emphasizes the importance of phonetic accuracy in spoken communication, a fundamental component of speaking skills.

Receiving direct feedback and corrective guidance from teachers enables students to refine their pronunciation, thereby enhancing overall clarity and fluency. Focused attention on phonetics allows learners to address specific articulation challenges, which is crucial for effective verbal communication. Recent studies support this approach. Research by Bu et al. (2021) introduced a computer-aided personalized pronunciation training system that provides exaggerated audio-visual corrective feedback, significantly promoting learners' pronunciation accuracy.

Additionally, a study by Lee and Lyster (2016) demonstrated that corrective feedback in pronunciation instruction leads to enhanced learner outcomes. Furthermore, Underhill (2016) emphasizes the importance of effective feedback in pronunciation teaching, suggesting that involving students in the feedback process fosters a culture of exploration rather than mere correction.

The second statement, "This made me feel more confident, self-assured, and unafraid of making mistakes when performing the drama," reflects a crucial outcome of the learning process - enhanced confidence in speaking. Confidence plays a pivotal role in language acquisition, as it encourages learners to actively engage in speaking opportunities without fear of making errors.

The structured and supportive approach provided by the teacher, including monitoring, feedback, and practice, created a safe learning environment. This not only facilitated skill development but also fostered a positive mindset towards using English in real-life contexts, such as performing drama.

These aspects underscore how intentional guidance and practice in project-based learning, particularly through drama, can effectively enhance students' speaking skills. They show that language learning is not just about mastering

technical aspects but also about building confidence and fostering a willingness to communicate.

The implementation of the drama project revealed a significant enhancement in students' speaking competence. The pre-test and post-test scores indicated clear progress, with an average increase of 20% in speaking performance. The key aspects of speaking competence analyzed included pronunciation, vocabulary usage, and sentence structure. Students demonstrated better articulation, fewer pronunciation errors, and an expanded vocabulary range by the end of the project.

These findings align with recent studies, such as Yanto et al. (2020), which highlighted that Project-Based Learning (PBL) fosters active student engagement, providing practical opportunities for learners to use language in real-life contexts. Similarly, a study by Rahmawati and Andriani (2018) emphasized that integrating drama into language teaching creates a dynamic environment that enhances students' speaking competence. The repetitive rehearsal process inherent in drama activities allowed students to refine their speaking skills and build confidence in articulation.

Despite the evident progress, challenges in mastering complex sentence structures remained for some students. This limitation echoes findings from Setiawan (2021), which suggested that while PBL can enhance fluency and pronunciation, mastering advanced grammatical structures often requires supplementary instruction.

The findings revealed the necessity of guiding students to understand how to work effectively in groups. Teachers must diligently motivate and direct students to ensure the successful execution of their projects. Once students develop enthusiasm, the collaborative efforts culminate in the successful completion of their projects.

Collaborative group work offers significant benefits in the learning process. Learning with peers fosters higher levels of motivation and enthusiasm. Through group activities, students demonstrate creativity and dedication, which are crucial for meaningful learning experiences.

While expecting perfection in the execution of the project - such as achieving fluency in English speaking immediately, the process itself offers immense value. The effort to learn, combined with the motivation, experiences, and positive memories gained through such activities, contributes to providing students with invaluable life skills and meaningful learning.

Project-based learning (PBL) through drama performances proves to be an engaging and effective method for teaching English-speaking skills. However, it is essential for teachers to understand the foundational principles of implementing PBL effectively. PBL should not merely focus on producing a final product or outcome but should aim to support the enhancement of fundamental English language skills, including reading, listening, speaking, and writing.

Drama performances within the PBL framework serve as a practical approach to improving students' speaking competence. To maximize its benefits, teachers should emphasize comprehensive language skill development while fostering collaboration, creativity, and motivation among students.

The findings from this study highlight the transformative potential of integrating Project-Based Learning (PBL) through drama performances to enhance students' speaking competence. Specifically, the observations demonstrate that students who engaged in the PBL activities developed enhanced pronunciation, fluency, and confidence. These enhancements align with the central aim of the research to foster a deeper and more practical understanding of English-speaking skills in a real-world context. The drama activities offered students the opportunity to practice speaking in a collaborative and supportive environment, enabling them to internalize vocabulary and enhance their language delivery.

The results align with existing research that suggests PBL fosters active engagement and meaningful learning. By embedding drama within the learning framework, students were able to apply theoretical concepts practically, bridging the gap between classroom instruction and real-world application. This finding corresponds with Vygotsky's Social Development Theory, where the collaborative nature of PBL supports learning within the Zone of Proximal Development. Furthermore, the integration of creative elements in language learning mirrors

studies advocating for experiential approaches to education, which enhance both cognitive and affective learning outcomes.

The use of drama-based PBL demonstrated significant pedagogical value. For teachers, it provides an innovative method to engage students in language learning while addressing key challenges such as pronunciation difficulties and lack of confidence. For students, the method offers a platform to practice and perform, resulting in heightened motivation and enhanced speaking competence. Moreover, the collaborative nature of the activities encouraged teamwork, problem-solving, and critical thinking - skills that are essential beyond the classroom. Incorporating PBL into the curriculum could lead to a more dynamic and student-centered learning experience.

One of the strengths of this research is the comprehensive integration of drama into PBL, which provided students with repeated opportunities for practice and reflection. The use of multiple assessment methods, including pre-tests, post-tests, and qualitative interviews, ensured a holistic evaluation of students' progress. However, a limitation of this study lies in its relatively short duration, which may have constrained the long-term impact of the intervention. Additionally, while the findings are promising, they may not be generalizable to all contexts due to the unique characteristics of the class and school environment.

Future research could explore the long-term effects of drama-based PBL on language skills and investigate its impact across different student demographics and educational settings. Incorporating technological tools, such as interactive apps or virtual role-play platforms, could further enhance the learning experience and provide a scalable model for broader implementation.