

CHAPTER II

LITERATURE REVIEW

This chapter covers the theoretical foundations and related literature that underpin the research on enhancing junior high school students' speaking competence through a drama project. It explores the concept of speaking competence, focusing on key aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension. The chapter further delves into the principles and implementation of Project-Based Learning (PBL), highlighting its relevance and effectiveness in language acquisition. It examines the integration of drama projects within PBL, detailing the teaching steps and activities involved. Additionally, related previous research is reviewed to provide a comprehensive understanding of the existing studies in this area. Finally, the chapter concludes with a summary of the key points, establishing the theoretical framework for the current study.

2.1 Speaking Competence

There are some definitions and perspectives of speaking proposed by some experts. To start with, Cameron (2001) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listener will understand.

Another expert, Thonburry (2005), considers speaking or oral communication as an activity which includes two or more people in which hearers and speakers must react to what they hear and make their contribution at a speed of high level. Each participant has a purpose or an intention that they want to achieve in the interaction.

Speaking is a crucial component of language learning and proficiency. Many language-learners regard speaking ability as the primary measure of their language mastery, often viewing fluency in spoken communication as more important than

other language skills such as reading, writing, or comprehension (Mirkhodjaeva, 2019; Al-Esaifer & Alshareef, 2018). Speaking involves the productive ability to express ideas, opinions, and feelings, as well as the receptive ability to understand and respond to others (Rofi'i & Nurhidayat, 2020).

Speaking is a productive skill, like writing. It involves using speech to express meanings to other people (Spratt, et al., 2005). However, speaking is different from writing in some aspects. Brown (1994) in Weigle (2002) mentions a list of characteristics which differentiates written language from the spoken one. The characteristics are permanence, production time, distance, orthography, complexity, formality, and vocabulary.

Speaking is transitory and must be processed in real time, while written language is permanent and can be read and reread. Next, within a few moments speakers must plan, formulate, and deliver their utterances, while writers spend more time planning, reviewing, and revising their words. To be able to communicate, both speakers and listeners need to be present during the activity.

Unlike writing, speakers do not need to carry much information to enhance a message as they employ various devices such as stress, intonation, pitch, volume, pausing, etc. From the complexity of clauses, speakers tend to have shorter clauses than the writers do. With the same idea, Louma (2004) underlines that a major difference between speech and writing is that speakers do not usually speak in sentences.

Furthermore, Brown (2000) asserts other characteristics of speaking which can make oral performance easy as well as difficult in some cases. They are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction.

The first characteristic is clustering, which means that fluent speech is phrasal, not word by word. Speakers can do such clustering or joining some sounds to organize their output both cognitively and physically. The second is that the speakers have an opportunity to make meaning clearer through the redundancy of language. The next is the use of reduced forms, meaning that instead of producing

a bookish speech, the speakers tend to develop contractions, elisions, reduced vowels, etc.

One of the advantages of spoken language is that the process of thinking as the speakers speak allows them to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught to use such performance variables such as how to pause and hesitate. Colloquial language is one of the characteristics of spoken language that the learners should be familiar with the words, idioms, and phrases and get practice in producing these forms.

Another salient characteristic of fluency is rate of delivery. Teachers should help learners to achieve an acceptable speed along with other attributes of fluency. Stress, rhythm, and intonation are the most important characteristics of English speaking as the stress-timed rhythm of spoken English and its intonation patterns convey important messages. The last is interaction. Learning to produce waves of language without interlocutors will rob the speaking skill component, like the creativity of conversational negotiations.

As the speakers encounter some difficulties during the performance, especially when the speakers do not know a word or are not able to memorize it, they can employ some strategies proposed by Harmer (2007). The strategies can be in the forms of improvising, discarding, foreignising, and paraphrasing. Improvising means that the speakers try to use any word or phrase which is expected to be about right. While discarding, they can simply leave the words which are difficult to say.

The next strategy is foreignizing, choosing a word in the language the speakers know (such as their first language) to be foreignised with the hope that the meaning will be equivalent to the foreign language word they wish to express. The last is paraphrasing in which the speakers use such lexical substitution about the word they do not know through giving explanations or examples to paraphrase it.

A spoken language has several forms which are also important to be covered in the language course. Nunan (1991) in Brown (2000) divides spoken language into two types, monologues, and dialogues. The first type is monologues, in which a speaker uses spoken language for any length of time as in speeches, lectures,

readings, news broadcasts, etc. Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend.

While unplanned monologues exhibit more redundancy, which makes for ease in comprehension, the presence of more performance variables and other hesitations can either help or hinder comprehension. As opposed to monologues, dialogues involve two or more speakers. The exchanges can be interpersonal, which promotes social relationship, and transactional of which the aim is to exchange information.

Researchers have emphasized the importance of speaking in language learning. They argue that the ability to speak a language is not only a product of language learning, but also a crucial part of the language learning process itself (Mirkhodjaeva, 2019). Language learners often assess their progress in terms of their accomplishments in spoken communication, and teachers play a vital role in helping students develop their speaking skills (Mirkhodjaeva, 2019; Al-Esaifer & Alshareef, 2018).

Speaking is a productive language skill in which the activity includes two or more people having interaction to deliver or get messages using verbal and non-verbal languages. Furthermore, a speaker needs to use the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listeners will understand.

With regards to its natures, speaking is considered difficult. The understanding of the characteristics of speaking above may lead the speaker to succeed in their performances. Thus, speaking should be well learnt by the learners from the very basics.

In conclusion, the definition of speaking ability in language learning is a complex and multifaceted concept. Speaking is a crucial component of language proficiency, and many language learners regard it as the primary measure of their language mastery. The acquisition of speaking skills involves the development of a range of language skills, and successful spoken communication requires the ability to adjust one's speech to the context and audience.

2.1.1 Speaking in the 2013 Curriculum

The Curriculum 2013 in Indonesia has placed a strong emphasis on the development of speaking skills for junior high school students. The core and basic competencies outlined in the syllabus require students to be able to express themselves effectively in interpersonal, transactional, and functional communication. (Rizal et al., 2021) However, research has shown that many students in Indonesia struggle to master these speaking skills, often due to a lack of opportunities to practice and the challenges of learning English as a foreign language.

Teaching and learning-speaking as a second or foreign language can be challenging due to several factors. For most junior high school students in Indonesia, learning English is one of the most frightening experiences they face, especially when it comes to speaking the language. This is because English is a foreign language that is rarely used in everyday life, making it difficult for students to practice and gain confidence in their speaking abilities (Hartanti et al., 2022).

The success of speaking can be measured by students' ability to conduct conversations and interact verbally in English, which are essential skills for students to develop. (Hartanti et al., 2022) Teaching and learning speaking as a second or foreign language can be challenging due to several factors, such as the fact that English is a foreign language that is rarely used in everyday life for most junior high school students in Indonesia (Franscy & Ramli, 2022; Sugianto et al., 2020; Hartanti et al., 2022).

The significance of speaking ability in language learning is widely recognized. Many language-learners regard speaking skills as the primary criteria for knowing a language, defining fluency as the ability to communicate effectively with others (Mirkhodjaeva, 2019; Al-Esaifer & Alshareef, 2018). Speaking is often seen as the most important skill that language learners can acquire, and they often assess their progress in terms of their achievements in spoken communication (Al-Esaifer & Alshareef, 2018; Mirkhodjaeva, 2019).

In many contexts, speaking ability is used as a measure of an individual's language competence. People often judge an individual's language proficiency based on their speaking skills, rather than their proficiency in other language skills. As a result, speaking is a crucial skill that language learners must develop in order to be successful in their language learning endeavors.

The definition of speaking skill in language learning has been the subject of extensive research and discussion. Researchers have emphasized the importance of speaking skills in language learning, arguing that the ability to speak a language is not only a product of language learning, but also a crucial part of the language learning process itself (Mirkhodjaeva, 2019; Shafwati et al., 2022; Al-Esaifer & Alshareef, 2018).

Many language-learners regard speaking ability as the primary measure of their language mastery, often viewing fluency in spoken communication as more important than other language skills such as reading, writing, or comprehension (Mirkhodjaeva, 2019). As one study notes, "Many language-learners regard speaking ability as the measure of knowing language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language" (Mirkhodjaeva, 2019).

Furthermore, speaking ability is often used as a parameter for learners' success in language learning. One study notes that "One's ability in a language is often seen from their ability to produce that language in expressing opinions, thoughts and feelings. In addition, speaking skill is often used as a parameter for learner's success in English".

However, the acquisition of speaking skills is a complex process that involves the development of a range of language skills. As one study explains, "Speaking in this sense refers to using language for the purpose of communication which involves sending and receiving messages. Therefore, the acquisition process of this skill is a complex one". In order to speak a language effectively, language learners must develop the ability to use appropriate vocabulary, pronunciation, and tone of voice.

The importance of speaking ability in language learning is well-documented in the literature. Researchers have emphasized that speaking is a complex and productive skill, involving the ability to express ideas, thoughts, and feelings, as well as the ability to understand and respond to others.

Many language-learners regard speaking skills as the primary criteria for knowing a language, and they define fluency as the ability to communicate effectively with others (Al-Esaifer & Alshareef, 2018; Mirkhodjaeva, 2019). Speaking is often seen as the most important skill that language learners can acquire, and they often assess their progress in terms of their achievements in spoken communication (Mirkhodjaeva, 2019; Al-Esaifer & Alshareef, 2018).

2.1.2 The Main Components of Speaking Competence

The acquisition of speaking skills is a complex process. Speaking involves the use of language to express ideas, thoughts, and feelings, as well as the ability to understand and respond to others. This process requires the learner to develop a range of language skills, including grammar, sociolinguistics, discourse, and strategic competence.

Furthermore, successful spoken communication involves not only the ability to produce intelligible utterances, but also the ability to adjust one's speech to the context and audience. Language learners must develop the ability to use appropriate vocabulary, pronunciation, and tone of voice in order to effectively communicate their message.

Speaking is a crucial aspect of language proficiency, and it has been the focus of numerous studies in the field of language teaching and learning. The person who put forward the theory that the main components of speaking include pronunciation, grammar, vocabulary, fluency, and comprehension is Harmer (1990), an expert in English language teaching. This theory is often used in the context of language learning, especially in improving English speaking skills.

According to Jeremy Harmer's theory (1990), an individual's English-speaking competence is influenced by several key components, including pronunciation, grammar, vocabulary, fluency, and comprehension.

1. Pronunciation

Pronunciation is a fundamental aspect of language learning and a key component of speaking proficiency. Accurate pronunciation is essential for clear and effective communication, as it enables the speaker to convey their message accurately and be understood by the listener. Proper pronunciation involves the mastery of consonants, vowels, rhythm, and intonation, all of which contribute to the overall intelligibility of speech. Karimy and Pishkar have advocated that the ability to speak orally is the focus in learning English, highlighting the importance of pronunciation in developing speaking competence. (Jon et al., 2022)

Furthermore, good pronunciation can also enhance a learner's self-confidence when speaking in front of others, as it can help them to be perceived as more proficient and competent in the language. (Ahmed, 2017) This is particularly important for EFL learners, who may already face challenges in using the language due to their non-native status.

EFL learners often face a range of challenges in developing their English pronunciation skills. One of the primary factors is the systematic differences between the learner's native language and the target language, English. The habit of producing a certain sound is acquired through repeated practice and correction. As a result, EFL learners may struggle to produce sounds that are not present in their native language, leading to pronunciation errors.

Additionally, the lack of exposure to authentic English speech and the limited opportunities to practice speaking can also contribute to pronunciation difficulties. As noted by one of the sources, many EFL learners do not pay sufficient attention to their pronunciation, believing it to be less important than other aspects of language learning.

One of the key sources, "Integrating Pronunciation Into ESL/EFL Classrooms" (Levis & Grant, 2003), emphasizes the vital role of intelligible pronunciation in successful communication. The authors acknowledge that while most language teachers and students recognize the importance of pronunciation, teachers often struggle to incorporate it effectively into the curriculum.

Another source, "The Effectiveness of Drama as an Instructional Approach for the Development of Second Language Oral Fluency and Pronunciation", suggests that explicit instruction with a focus on the development of L2 oral fluency and pronunciation is essential, particularly in English as a Foreign Language context where learners have limited exposure to the target language.

The importance of pronunciation in English speaking ability cannot be overstated. Accurate pronunciation is a critical component of effective communication, and it can also impact a learner's self-confidence and perceived proficiency in the language. EFL learners face various challenges in developing their pronunciation skills, including the influence of their native language, limited exposure to authentic English speech, and the lack of adequate instruction and practice opportunities.

To address these challenges, it is essential for language teachers to incorporate more explicit instruction and practice opportunities for pronunciation development into their curricula. By prioritizing pronunciation in the language learning process, EFL learners can enhance their overall speaking ability and become more effective communicators in English. Correct pronunciation is essential for the listener to understand the words.

2. Grammar

The mastery of English grammar is a crucial element in improving one's proficiency in the language, particularly in the context of spoken communication. Fluent spoken English is not only a valuable skill for personal and professional development, but it also serves as a means of

effective interpersonal interaction in various social and academic settings (Rofi'i & Nurhidayat, 2020). Correct sentence structure makes the message easier to understand.

Accurate grammar usage is a fundamental aspect of effective spoken communication in English. Grammatical competence enables language learners to construct coherent and well-structured sentences, facilitating clear expression of ideas and thoughts. (Fikroni, 2019) Karimy and Pishkar advocated that the ability to speak fluently is a primary objective in English language learning, as it serves as a crucial medium for conveying information and participating in discussions.

Several studies have highlighted the importance of grammar in enhancing English speaking proficiency. A review of research on computer-assisted language learning and technology-enhanced approaches to grammar instruction suggests that adopting interactive and engaging methodologies can foster meaningful communication in the classroom, thereby improving learners' speaking abilities (Shabani et al., 2016). Additionally, a case study on using presentation software in teaching and learning grammar for English-major undergraduates found that this method can positively influence students' attitudes and engagement towards grammar as a subject, ultimately contributing to their overall language proficiency (Le, 2023).

Research has consistently demonstrated the critical role of grammar in language acquisition and development (Alazzam et al., 2021). Mastering the grammatical structures of a language not only enables students to recognize the appropriate usage of words and phrases but also empowers them to use the language effectively in various contexts. Grammar serves as the foundation upon which language skills, such as reading, writing, listening, and speaking, are built.

The development of effective communication skills is a fundamental goal in the teaching of English as a second or foreign language. Mastering the grammatical structure of a language is essential for learners to express

their thoughts and ideas clearly and accurately (Shabani et al., 2016; Lee et al., 2015; Garshol, 2020).

The effectiveness of grammar instruction in enhancing English proficiency has been a subject of debate among researchers and teachers. While some argue for a more communicative approach that emphasizes interaction and meaning-making, others contend that explicit grammar teaching is essential for developing a solid foundation in the language.

In a study by (Lee et al., 2015), the researchers found that translation activities and grammar instruction can have positive effects on students' attitudes and grammar knowledge, respectively. Similarly, a review of CALL (Computer-Assisted Language Learning) and TE (Teacher Education) research on grammar learning suggests that adopting an interactive approach to grammar instruction, which fosters meaningful communication in the classroom, can be beneficial for both teachers and learners.

Integrating grammar instruction into the English curriculum must be done in a comprehensive manner. Explicit grammar teaching should be complemented by opportunities for students to apply their knowledge in practical, communicative contexts.

While the importance of grammar in language learning is well-established, it is essential to strike a balance between grammar instruction and the development of communicative competence. Effective grammar instruction should not be limited to the memorization of rules and forms, but rather should be integrated into a curriculum that emphasizes the application of grammatical knowledge in real-world communication.

As noted by (Frodesen & Holten, 2003), in classrooms that follow a process model, the focus is on the writer, the content, and multiple drafts, with grammar instruction often reserved until the final editing phase. Similarly, in genre-based classrooms, the emphasis is on the type of text, its content, organization, and audience considerations, with grammar

instruction deriving from an analysis of the dominant grammatical features of a given text type.

By adopting a balanced approach that combines targeted grammar instruction with opportunities for meaningful communication, teachers can foster the development of both linguistic accuracy and communicative competence among junior high school students.

3. Vocabulary

Proficiency in English language can be influenced by various factors, and vocabulary knowledge is considered one of the most crucial elements that contribute to effective communication (Bjork & Kroll, 2015). As Wilkins aptly stated, "without vocabulary, nothing can be conveyed," highlighting the fundamental role of lexical mastery in language acquisition (Yusuf & S., 2018). Vocabulary not only enables learners to comprehend and produce texts in the target language, but also facilitates their ability to engage in speaking, listening, reading, and writing activities (Hosseini & Salehi, 2016). The amount and variety of vocabulary used helps the speaker express themselves more precisely.

Numerous studies have emphasized the pivotal role of vocabulary knowledge in language learning. According to Nation, vocabulary learning is not an end, but rather a means to enhance one's proficiency in the four language skills: speaking, listening, reading, and writing (Hosseini & Salehi, 2016). Coady and Huckin further assert that enhancing vocabulary knowledge is essential for both native and non-native speakers, as it enables them to communicate effectively (Hosseini & Salehi, 2016).

Moreover, research has shown that vocabulary mastery is particularly crucial for learners seeking to acquire the language for academic purposes. As Kaivanpanah and Alavi have highlighted, the significance of vocabulary knowledge in reading comprehension is equally undeniable in both L1 and L2 settings (Hosseini & Salehi, 2016; Ibrahim & Khalit, 2020).

To address the importance of vocabulary in English speaking ability, various strategies and approaches have been explored by researchers and practitioners. One such approach involves the use of word games, which have been found to be a suitable and engaging method for teaching English vocabulary.

Additionally, the incorporation of digital tools, such as the WhatsApp messaging application, has been explored as a means of facilitating vocabulary development among language learners. (A'izah, 2020) By leveraging the interactive and ubiquitous nature of such technologies, learners can be provided with ample opportunities to expand their lexical repertoire in a more accessible and enjoyable manner.

In conclusion, the evidence presented in this research paper underscores the pivotal role of vocabulary knowledge in enhancing English speaking ability. Vocabulary is not only essential for effective communication, but also plays a crucial role in the acquisition of other language skills, such as reading, writing, and listening. To address this, teachers and researchers have explored various strategies, including the use of word games and digital tools, to promote vocabulary development among language learners.

4. Fluency

Developing proficiency in the English language is a crucial aspect of education, particularly for students who are learning English as a foreign language. Fluency, which encompasses factors such as speech rate, pausing, and self-correction, is a key component of overall speaking proficiency. (Jon et al., 2022) However, many students in Indonesia and other non-English-speaking countries struggle to achieve the desired level of fluency, often due to a variety of factors that impede their progress (Jon et al., 2022). Fluency of speech without excessive pauses or hesitation.

Numerous studies have identified several factors that contribute to the challenges faced by students in improving their English language fluency.

One of the primary factors is the lack of grammar knowledge and

vocabulary, which can impede a student's ability to communicate effectively (Sari, 1970). Additionally, the fact that English is recognized as a foreign language in Indonesia can make it particularly difficult for Indonesian learners to speak English fluently (Pardede et al., 2022). Other factors, such as students' anxiety, lack of exposure to the language, and limited opportunities for practice, can also hinder their progress in developing fluency (Jon et al., 2022; Pardede et al., 2022).

Learning a new language can be a daunting task, but with the right strategies, individuals can effectively enhance their English language fluency. One key aspect of language learning is the use of learning strategies, which are the specific actions taken by the learner to make the process easier, faster, and more effective (Carter et al., 2001). Successful language learners often employ a variety of strategies to assist them in gaining command over new language skills (Motallebzadeh & Mamdoohi, 2011).

According to the Cambridge Guide to Teaching English to Speakers of Other Languages, learning strategies are "operations employed by the learner to aid the acquisition, storage, retrieval and use of information, specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations" (Carter et al., 2001).

Additionally, providing students with ample opportunities for practice, both in formal and informal settings, can be highly beneficial in improving their fluency. As noted in the article "English Teaching Strategies for Senior Phase Selected English Teaching Strategies for First Addition", it is crucial for teachers, especially English language instructors, to employ a variety of teaching strategies that can enhance learners' understanding and mastery of the language (Lambani, 2016).

5. Comprehension

Improving students' English-speaking comprehension is a perennial challenge for teachers. Listening comprehension, which is a critical

component of communicative competence, requires the development of various skills such as accuracy in understanding, remembering, absorption, and interaction (Alrawashdeh & Al-zayed, 2017). To address this challenge, teachers must explore effective strategies and techniques that can enhance their students' ability to comprehend spoken English.

One such strategy is the use of interactive media, such as educational games, in the classroom. Various studies have shown that game-based activities can help students overcome their fear of spontaneous communication and create more opportunities for cooperation and collaboration (Deng et al., 2021). Additionally, these activities can make the English learning experience more engaging and enjoyable for students, leading to increased motivation and participation (Deng et al., 2021). Students' comprehension skill is the ability to understand and respond well to the speech.

One example of an effective instructional approach is the use of creative activities to promote English language learning, as discussed in Avila's study (Avila, 2015). The study found that participants initially seemed disinterested in studying the language, but they responded positively to the proposed methods, which included chain games, creative writing, and screenwriting exercises. These activities helped develop the students' fluency in both oral and written production and enhanced their understanding of English grammar and structure (Avila, 2015).

Similarly, Nazarova and Galiullina research highlights the benefits of integrating games, such as the auction and role-playing, into English speaking classes. These activities can help students enhance their speaking performance in terms of grammar and vocabulary, while also creating more opportunities for cooperation and partnership.

2.1.3 Factors that Affect Students' Speaking Ability

Speaking is an essential component of language learning, and it is often considered the most challenging aspect of language acquisition (Hidayati,

2019). Students face numerous barriers that hinder their ability to effectively communicate in English, particularly in academic or professional settings. This research paper aims to investigate the key factors that impact students' speaking performance and explore strategies to enhance their speaking proficiency.

One approach is to adopt a holistic approach to language teaching, where speaking skills are integrated into the curriculum and emphasized alongside other language components, such as reading, writing, and listening (Jon et al., 2022). This approach encourages students to engage in interactive and communicative activities, allowing them to practice their speaking skills in a supportive and engaging environment.

There are two main factors that influence students' speaking ability: internal factors and external factors (Rubab, 2017) (Jon et al., 2022).

1. Internal Factors

One of the primary internal factors that affect students' speaking ability is their level of self-anxiety. Students who experience high levels of anxiety or a lack of self-confidence are often hesitant to participate in speaking activities, fearing the possibility of making mistakes or being judged by their peers (Akkakoson, 2016). Additionally, students with a poor English language background may struggle to express themselves fluently, further exacerbating their anxiety and lack of confidence (Akkakoson, 2016).

Another internal factor is the lack of motivation, both intrinsic and extrinsic, to enhance their speaking skills. Students who do not see the practical application of English speaking in their academic or professional pursuits may be less inclined to invest the necessary effort to develop their speaking proficiency.

2. External Factors

The environment and educational system also play a significant role in shaping students' speaking abilities. For instance, the medium of instruction used in the classroom, whether it is English or the students'

native language, can significantly impact their exposure to and practice of English speaking.

Furthermore, the teaching methodologies employed by instructors can either hinder or facilitate the development of students' speaking skills. Traditional teaching methods that focus primarily on grammar and written communication may not provide sufficient opportunities for students to engage in meaningful oral practice.

Additionally, the examination system and curriculum design can also influence students' speaking proficiency. If the assessment methods do not adequately evaluate and emphasize speaking skills, students may not prioritize the development of their oral communication abilities.

Another external factor is the students' family background and educational policies. Students from diverse socioeconomic and cultural backgrounds may have varying levels of access to resources and support that can impact their English-speaking proficiency.

In the context of language learning, particularly in the field of English as a Foreign Language, fostering student motivation is crucial for successful outcomes. One approach that has shown promise in enhancing student motivation is Problem-Based Learning. Problem-Based Learning is an instructional method that challenges students to solve real-world problems, often in collaborative settings.

Motivation has long been recognized as a key factor in successful language learning (Dincer & Yesilyurt, 2013). Studies have highlighted the reciprocal relationship between motivation and language learning outcomes, with motivation shaping the learning process and, in turn, successful learning enhancing motivation. (Hsieh & Kang, 2010) For students in Korea, the acquisition of English competence is often seen as vital for academic and professional advancement. (Hsieh & Kang, 2010) As such, understanding the factors that influence motivation in English language learning is of great importance.

Motivation is a multifaceted construct that encompasses beliefs, expectations, effort, and persistence. Researchers have found that students' perceptions of their own language competence are closely linked to their motivation to learn. (Kim & Choi, 2014) This suggests that fostering a sense of self-efficacy in language learning may be a key strategy for enhancing motivation.

The existing literature on the role of Problem-Based Learning in language learning motivation presents a promising outlook. Researchers have found that the use of strategies that nurture students' internal motivation, such as Problem-Based Learning, can enhance sustainable learning of English both in and outside the classroom. The collaborative and problem-solving nature of Problem-Based Learning has been shown to boost students' self-efficacy, a crucial component of motivation. (Hsieh & Kang, 2010)

Project-based learning is an instructional approach that shifts away from traditional, teacher-centered instruction towards a more student-centered and collaborative learning model (Kokotsaki et al., 2016) (Thomas, 2000). In a project-based learning environment, students are typically guided by their teacher through a step-by-step problem-solving process, which involves identifying the problem, developing a plan, testing the plan, and reflecting on the process (Mahasneh & Alwan, 2018). As explained by Bell, in a project-based learning classroom, the teacher provides a topic for either individual or group learning, and students are tasked with researching and developing a project to address the topic.

2.1.4 Speaking Assessment

The speaking assessment used to assess the student's speaking skills was adopted from Thomas (2023). This scale described the students' ability to communicate orally and gave the following ratings: (1) Novice, (2) Developing (3) Proficient (4) Advanced. In addition, this study also examined speaking scores by converting the rating scale into numerical data to evaluate students' progress.

2.2 Project Based-Learning

Project Based-Learning is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they are studying. Project-based learning, as with all lessons, requires much preparation and planning. It begins with an idea and an essential question. When we are designing the project and the essential question that will launch the activities, it is important to remember that many content standards will be addressed. With these standards in mind, we devise a plan that will interact as many subjects as possible into the project.

Project Based-Learning is a teaching method in which students get knowledge and skills by working for an extended period to investigate and respond to a complex question, problem, or challenge. Over the course of a project, students might take the roles of scientists, historians, screenwriters, or experts from other disciplines. Look to these disciplines for appropriate end-of-project assessment ideas.

Expect similar products or performances from your students at the culmination of a project to show what they have learned. Authentic products naturally reflect the learning goals and content standards identified during project planning. They do not feel fake or forced. The Coalition of Essential Schools, a proponent of performance-based assessment, suggests a wide range of final products to jump-start your thinking.

As the essential elements of PBL, Harper and Karoll in Dahal (2016) suggest following elements:

1. Significant Content - At its core, the project is focused on teaching students' important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.
2. 21st century competencies - Students should build competencies valuable for today's world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed.

3. In-Depth Inquiry - Students are engaged in an extended, rigorous process of asking questions, using resources, and developing answers.
4. Driving Question - Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.
5. Need to Know - Students see the need to gain knowledge, understand concepts, and apply skills to answer the driving question and create project products, beginning with an entry event that generates interest and curiosity.
6. Voice and Choice - Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.
7. Critique and Revision - The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry.
8. Public Audience - Students present their work to other people, beyond their classmates and teacher.

It clearly shows that the PBL helps to identify students' achievement after using it in ELT classroom and possible to assess changes in their proficiency. It follows different steps to complete the task and helps to find out students' weaknesses and helps to overcome them. That is why PBL in teaching creative writing is the best way to teach writing in the ELT classroom.

2.2.1 Practical Steps of Project-Based Learning

Harper and Karoll in Dahal (2016) have mentioned the following steps of Project-Based Learning.

1. Starting with the Essential Question in Project-Based Learning, the teacher first asks a question that will launch a PBL lesson and must be one that will engage our students. It is greater than the task at hand. It is open ended. It will pose a problem or a situation they can tackle, knowing that there is no absolute answer or solution. Under this topic, the teacher starts his

lesson by asking some questions. which makes learners to think about the lesson and be prepare for the

2. Design a Plan for the Project, without a plan there is no work in succession. While designing the project, it is essential that we have in mind which content standards will be addressed. Involve the students in planning; they will feel ownership of the project when they are actively involved in decision making. Select activities that support the question and utilize the curriculum. Integrate as many subjects as possible into the project. Know what materials and resources will be accessible to the students to assist them. In this section the teacher must plan the lesson. For example, when teaching an essay on a given topic, the teacher must have a plan. It means to say first what should I teach, then one should have the mind about it.
3. Create a Schedule Design timeline for project components. In implementing a project-based learning (PBL) approach, particularly through English drama activities, designing a schedule that accommodates both flexibility and structure is crucial for ensuring student success. Below is an elaboration on the key components for creating a schedule and supporting students, enriched with insights from research on PBL and English language learning.

- a. Title Allotment for the Project

The title should encapsulate the essence of the project while being engaging and age-appropriate. A well-crafted title fosters interest and sets the tone for the project. For example, titles like “Pirates of the Caribbean” or “Cinderella” can inspire creativity and contextual relevance. Research by Larmer and Mergendoller (2015) emphasizes that clear and engaging project titles help establish focus and relevance for learners.

- b. Time Allocation During School Hours

Determining whether the project will span the entire school day or be confined to specific blocks of time is essential. Studies by Vega (2016) suggest that allocating dedicated time blocks fosters deeper

engagement and minimizes interruptions. For drama-based projects, rehearsal schedules, script development, and performance preparation may benefit from extended, uninterrupted periods to maintain momentum and immersion.

c. Number of Days Devoted to the Project

The duration of the project should align with its complexity and learning objectives. For example, a drama project might require 4-6 weeks, with 2-3 sessions per week for effective skill-building and practice. Research by Boss and Larmer (2018) highlights the importance of balancing project timelines to prevent student burnout while ensuring thorough exploration of the topic.

d. Helping Students Perceive Time Limits

Students may struggle with managing time effectively. Explicit instruction and frequent reminders about deadlines can mitigate this challenge. Tools like visual timelines or digital planners, as recommended by Krajcik and Shin (2014), can help students visualize progress and anticipate upcoming tasks.

e. Providing Direction for Time Management

Teachers should guide students in breaking down tasks into manageable segments. For instance, drafting a script, rehearsing scenes, and refining performances can be divided into weekly objectives. This structured approach aligns with the findings of Boekaerts (2017), who emphasizes the role of teacher scaffolding in developing students' self-regulation skills.

f. Teaching Task Scheduling

Explicit instruction in task scheduling equips students with lifelong organizational skills. Techniques such as backward planning—starting with the end goal and planning step-by-step—can be particularly effective. According to Song and Kapur (2017), these skills enhance students' ability to manage complex projects independently.

g. Reminding Students of the Timeline

Consistent reminders through visual aids, digital notifications, or verbal check-ins keep the timeline at the forefront of students' minds. This practice aligns with the recommendations of Thomas and Brown (2016), who advocate for ongoing teacher involvement to sustain student engagement.

h. Setting Deadlines

Intermediate deadlines for milestones such as script submission, costume preparation, and final rehearsals ensure steady progress. Research by Andrade and Brookhart (2019) indicates that clear, measurable goals significantly enhance student performance by providing a sense of direction and accountability.

i. Keeping the Essential Question Simple and Age-Appropriate

An essential question drives inquiry and exploration in PBL. For younger students, questions like "How can we tell a story through drama?" keep the focus clear and achievable. Barron and Darling-Hammond (2016) stress the importance of aligning questions with students' cognitive and linguistic abilities to ensure accessibility and engagement.

j. Initiating Inclusive Projects

Projects should be designed to ensure that all students, regardless of language proficiency or prior experience, can contribute meaningfully. Strategies like group roles, peer mentoring, and differentiated instruction foster inclusivity. This approach is supported by Vygotsky's sociocultural theory as interpreted in modern contexts (Kozulin, 2018), which underscores the role of collaboration in learning.

Designing a well-structured yet flexible schedule for project components in PBL enhances student engagement, time management, and overall success.

By integrating insights from recent research and best practices, teachers can

create a supportive environment where students develop both English-speaking competence and broader life skills through creative and collaborative activities like drama.

4. Monitor the Students and the Progress of the Project

To maintain control without preventing students from taking responsibility for their work, the following steps are essential.

a. Facilitating the Process and the Love of Learning

Encouraging intrinsic motivation and fostering a positive attitude toward learning are key aspects of PBL. According to Hattie (2017), teachers who act as facilitators help students develop a love for learning by allowing them to explore their interests within structured guidance.

b. Teaching the Students How to Work Collaboratively

Collaboration skills are integral to PBL success. Research by Gillies (2016) highlights that explicit teaching of communication, negotiation, and problem-solving strategies enhances group dynamics and overall project outcomes.

c. Designating Fluid Roles for Group Members

Allowing students to rotate roles within the group fosters versatility and a deeper understanding of the project's components. According to Johnson and Johnson (2017), such flexibility promotes equity and shared responsibility among team members.

d. Encouraging Responsibility and Interactivity for All Group Roles

While students may choose primary roles, they should remain engaged with all aspects of the project. Studies by Han and Capraro (2018) show that shared accountability enhances collaborative learning and enhances individual performance.

e. Reinforcing Total Involvement in the Process

Students should understand that their active participation is crucial to the project's success. Research by Kapur and Bielaczyc

(2016) suggests that ensuring every student's involvement strengthens group cohesion and learning outcomes.

f. Providing Resources and Guidance

Teachers play a vital role in supplying necessary resources and offering just-in-time support. As suggested by Krajcik and Shin (2014), scaffolding ensures students can progress confidently without becoming overwhelmed by challenges.

Designing a well-structured yet flexible schedule for project components in PBL enhances student engagement, time management, and overall success. By integrating insights from recent research and best practices, teachers can create a supportive environment where students develop both English-speaking competence and broader life skills through creative and collaborative activities like drama.

5. Assessing the Process with Team and Project Rubrics

In PBL, assessment should reflect both the process and the final product. The following steps help ensure comprehensive evaluation:

a. Creating Team and Project Rubrics

Teachers should develop clear rubrics that define expectations for collaboration, creativity, and content mastery. According to Panadero and Jonsson (2017), well-designed rubrics guide students toward success by clarifying goals and standards.

b. Encouraging Self-Assessment

Providing opportunities for students to evaluate their work promotes metacognition. If discrepancies arise between self-assessment and teacher evaluation, student-teacher conferences can address these differences. Nicol and Macfarlane-Dick (2021) emphasize that self-assessment fosters autonomy and deeper learning.

c. Providing Diagnostic Feedback

Feedback should be timely, specific, and actionable. According to Wiliam (2018), diagnostic feedback helps students identify their strengths and areas for enhancement, supporting continuous progress.

d. Setting Standards and Evaluating Progress

Assessments should align with clear standards to measure both individual and group achievements. Studies by Andrade and Brookhart (2019) highlight that transparent standards enhance fairness and motivation.

e. Giving Students Constructive Feedback

Feedback should focus on what students have mastered and areas for growth. According to Hattie (2017), feedback that is targeted and supportive leads to significant learning gains.

f. Designing Effective Instruction

Assessment outcomes inform instructional adjustments, enabling teachers to address gaps and reinforce strengths. Research by Black and Wiliam (2018) supports the use of formative assessment data to enhance teaching practices.

6. Evaluating the Experience

Reflection is a cornerstone of learning in PBL. Teachers should incorporate structured reflection opportunities to deepen understanding.

a. Designating Time for Reflection

Scheduling time for individual and group reflection enables students to synthesize knowledge. According to Dewey's theories on experiential learning (revisited by Rodgers, 2020), reflection transforms experience into learning.

b. Encouraging Sharing of Feelings and Experiences

Open discussions foster emotional engagement and peer learning. Research by Finlay (2021) suggests that reflective dialogue enhances critical thinking and collaboration.

c. Discussing Successes and Areas for Enhancement

Structured discussions about what worked well and what needs change help refine future projects. Studies by Schon (2016) highlight the role of reflective practice in professional and educational growth.

d. Generating New Ideas and Questions

Reflection should inspire curiosity and pave the way for subsequent projects. According to Kolb and Kolb (2018), reflective inquiry fosters continuous enhancement and innovation.

Designing a well-structured yet flexible schedule for project components in PBL enhances student engagement, time management, and overall success. By integrating insights from recent research and best practices, teachers can create a supportive environment where students develop both English-speaking competence and broader life skills through creative and collaborative activities like drama.

2.3 Drama Project in PBL

Drama has long been recognized as a powerful tool for enhancing language learning, particularly in the context of teaching narrative texts to junior high school students (Zahrani & Arafat, 2019). The definition of drama varies among scholars, and its curriculum is often shaped by instructional goals, teachers' philosophies, cultural and institutional contexts, and other elements. (Wee, 2009).

Educational dramatization has been identified as a fundamental piece in the learning of literature, as it can provide students with a means to deepen their understanding and appreciation of the dramatized literary work (Boga, 2021). Drama can be viewed as a multidimensional concept, encompassing social interaction, discourse, and cognition (Nixon, 1987). As a way of organizing students' insights into how people relate to one another, drama is largely determined by the quality of the relationships within the teaching group (Nixon, 1987).

Additionally, drama can be an efficient tool in enhancing children's and youths' imagination, critical thinking, and their connection with education, ultimately leading to effective learning. (Boga, 2021)

The types of drama activities used in the learning of narrative text can vary widely, ranging from extra-curricular activities such as school musicals and promotional events, to drama clubs, speech training, self-expression, and emotional development. Drama can also be integrated into the early childhood play corners and as part of the syllabi in English classes. Among these diverse types of drama activities and drama education, the focus of this research is on an operational drama curriculum taught by a drama specialist at a school (Wee, 2009).

The effectiveness of using drama techniques in teaching difficult units of EFL courses has been well-documented. The study found that the drama method can enhance students' speaking skills, as it provides them with opportunities to engage in real-life communication and practice language features in an interactive and engaging way. Another study examined the impact of drama-based instruction on students' comprehension of narrative texts, and the results indicated that the drama group outperformed the control group on reading comprehension assessments. Furthermore, research has shown that drama can be a powerful language-teaching tool that involves all aspects of students' language skills, including reading, writing, speaking, and listening. (Zahrani & Arafat, 2019)

Drama is a multifaceted concept that can be effectively utilized in the learning of narrative text for junior high school students. The definition of drama varies among scholars, but it is generally understood to be a powerful tool for enhancing language learning, fostering imagination, and promoting critical thinking. The types of drama activities used in the learning of narrative text can range from extra-curricular activities to in-class drama lessons, with the potential to enhance students' language skills and engagement with the learning process.

2.3.1 Drama as a Teaching Strategy

Drama, as an educational strategy, involves the use of theatrical techniques and activities to facilitate learning across various subjects, including language

acquisition. In the context of language education, drama encompasses a range of activities such as role-playing, improvisation, scripted plays, and simulations, all designed to immerse students in authentic communicative scenarios. These activities encourage active participation, collaboration, and creative expression, thereby enhancing the learning experience.

Implementing drama in language classrooms has been shown to significantly enhance students' speaking abilities. A study by Bessadet (2022) demonstrated that drama-based approaches positively impact students' physical, emotional, social, and cognitive development, leading to enhanced communication skills in English as a foreign language.

Similarly, research by Mugiraneza et al. (2024) in selected secondary schools in Kigali City, Rwanda, found that incorporating drama activities enhanced students' fluency, pronunciation, and accuracy in English speaking.

Drama fosters an interactive and engaging learning environment by placing students in authentic situations that require the use of the target language. This experiential learning approach helps students overcome communication apprehension and develop confidence in their speaking abilities. Bessadet (2022) noted that drama activities encourage learners to discover their creativity and collaborate effectively, which are essential components of meaningful language learning.

Furthermore, Mugiraneza et al. (2024) observed that students developed a positive attitude towards learning when drama was integrated into English language instruction, indicating increased motivation and engagement.

Drama serves as a multifaceted teaching strategy that not only enhances speaking skills but also creates a dynamic and meaningful learning environment. The qualitative findings from recent studies underscore its effectiveness in promoting language proficiency and learner engagement.

2.3.2 The Benefits of Drama in Language Teaching

Learning a new language can be a daunting task for many junior high school students. However, incorporating drama-based activities into language

instruction can significantly enhance the learning experience and enhance language proficiency. Drama-based learning not only exposes students to the target language in a more engaging and contextual manner but also fosters crucial communication skills, creativity, and confidence (Gornostaeva & Beliaeva, 2019; Nezami et al., 2017; Zahrani & Arafat, 2019).

The use of drama techniques in language teaching has been widely recognized for its numerous benefits. Drama is a "powerful language-teaching tool that involves all of the students" and can help enhance a wide range of language skills, including reading, writing, speaking, and listening (Zahrani & Arafat, 2019). By immersing students in realistic scenarios and requiring them to engage in active communication, drama-based activities create a more natural and engaging learning environment.

Additionally, drama-based learning can foster students' creativity, critical thinking, and problem-solving skills. Students are required to explore different perspectives, address various problems, and seek creative solutions, which can lead to a deeper understanding and integration of the target language (Kovács, 2014).

Furthermore, drama-based activities can help students feel more relaxed and motivated in the language classroom. By disguising the primary goal of language acquisition under a set of engaging tasks, such as studying a screenplay, analyzing, and learning the text, and playing a role, students are more likely to feel less anxious and more invested in the learning process (Gornostaeva & Beliaeva, 2019).

One of the primary benefits of using drama in language teaching is the enhancement of students' language skills. Drama-based activities provide students with opportunities to practice and apply their language skills in a more natural and contextual manner, which can lead to enhanced fluency, vocabulary, and overall communicative competence.

In addition to language skills, drama-based learning can also boost students' confidence and self-expression. By giving students, a platform to

perform and engage with the target language, drama-based activities can help build their public speaking skills and reduce language anxiety.

Improving the speaking skills of junior high school students is a crucial aspect of their academic and personal development. One effective approach to achieve this is using drama as a pedagogical tool, particularly in the context of narrative text material (Boga, 2021; Zahrani & Arafat, 2019; Mao, 2021). Drama offers a dynamic and engaging platform for students to develop their linguistic abilities, fostering a deeper understanding and appreciation of the narratives they encounter (Zahrani & Arafat, 2019; Boga, 2021).

Several studies have highlighted the benefits of incorporating drama-based techniques into language education (Zahrani & Arafat, 2019). These studies suggest that drama-based activities can significantly enhance students' speaking skills, as they provide a meaningful and authentic context for language practice.

The use of drama in language education has been widely explored and praised by researchers. Drama-based activities have been shown to enhance various language skills, including reading, writing, speaking, and listening, by creating a natural and engaging context for learning (Zahrani & Arafat, 2019).

One of the key advantages of using drama in language teaching is its ability to motivate and engage students. Drama-based activities, such as role-playing and improvisation, encourage students to actively participate in the learning process, fostering a sense of ownership and investment in their language development (Nezami et al., 2017).

Moreover, drama-based activities can enhance students' overall language proficiency by providing them with opportunities to practice real-life communication scenarios. Using narrative text material, students can develop a deeper understanding of the language and its nuances, as they grapple with the complexities of character, plot, and theme (Zahrani & Arafat, 2019; Boga, 2021; Kovács, 2014).

Project-Based Learning has been gaining traction in education as a powerful approach to engaging students in meaningful and authentic learning

experiences. When combined with the use of drama, PBL can provide significant benefits for language learners, as it fosters creative thinking, deeper understanding, and enhanced communication skills (Amarullah & Rachmawaty, 2020). However, the successful implementation of Drama PBL requires thoughtful facilitation by the teacher, who must navigate the challenges of this learner-centered approach (Condcliffe, 2017; Sato et al., 2017).

In a PBL environment, the teacher's role shifts from the traditional "sage on the stage" to that of a "guide on the side," facilitating collaborative knowledge construction rather than directly imparting information (Hmelo-Silver & Barrows, 2006). This is particularly true in the context of Drama PBL, where the teacher must strike a balance between providing structure and guidance while also allowing students to take ownership of their learning.

Several studies have explored the challenges and strategies involved in the facilitation of PBL, including the specific considerations for Drama PBL. One study found that inexperienced teachers often struggle with the facilitation of PBL, highlighting the need for clear models and guidance. The researchers developed a "PBL workflow model" to help teachers make precise facilitation decisions based on the learning objectives and students' needs.

Another study examined the implementation of a technology-enriched PBL program by 25 middle school teachers (Liu et al., 2020). The findings revealed two significant challenges for teachers: knowing when to let go of control and when to step in to facilitate, and determining how to provide additional support to students with special needs.

Moreover, the study identified nine types of facilitation strategies that teachers used to address these challenges, including providing scaffolds, modeling problem-solving, and encouraging student agency.

2.4 Related Previous Research Results

Project-Based Learning (PBL) within drama activities has proven to offer significant benefits in educational contexts. One study by Sandi (2019)

Eka Priyatna, 2025

ENHANCING JUNIOR HIGH SCHOOL STUDENTS' SPEAKING COMPETENCE THROUGH A DRAMA PROJECT

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implemented PBL in drama education to enhance students' creativity. The results revealed that students became more active, independent, and productive, as evidenced by enhancements in dramatic processes, stage management, rehearsals, acting, and emotional mastery.

Moreover, research by Agustini (2022) applied PBL in creating folk-tale-based drama performances to strengthen students' Pancasila values. The study reported a 10.2% increase in students' Pancasila profiles, particularly in creativity and collaboration dimensions, after engaging in drama creation through PBL teaching syntax.

The use of PBL in drama activities also contributes positively to instilling Pancasila values. Purwanto (2019) combined PBL with sociodrama techniques in social interaction lessons for seventh-grade students to foster these values. Results indicated a 7.92% enhancement in academic achievement and a 12.29% increase in final test scores, signifying success in embedding Pancasila values through this approach.

In the context of language learning, Farisya et al. (2020) employed PBL through mini-drama activities to enhance students' motivation and Japanese communication skills in a tourism program. The study demonstrated that PBL effectively enhanced oral communication skills, particularly in the use of formal or informal Japanese language. Additionally, students responded positively to PBL, citing enhanced learning motivation, confidence, cultural understanding, and collaborative abilities.

Furthermore, studies from the past seven years indicate that integrating PBL into drama activities enhances creativity, communication skills, and character-building, making it a highly effective educational strategy.

The positive impact of drama techniques in language teaching has been well-documented in the literature (Kovács, 2014). Drama-based activities create an atmosphere where students learn in context, use their imagination, and spontaneously react, which is crucial for developing fluency in a foreign language. Drama techniques can help students become more interested and involved in

classroom activities, and integrate the newly acquired knowledge through actively seeking new and creative solutions to different problems (Kovacs, 2014).

According to the source, "Drama itself has become a teaching technique which encourages students to learn a new language in a creative and effective way. This means that drama techniques create an atmosphere where students learn in context, use their imagination, and spontaneously react." Similarly, another source states that "Drama is a powerful language-teaching tool that involves all of the students" and can be "very helpful in improving language skills such as reading, writing, speaking as well as listening by creating a proper context for the learning process." (Atas, 2015; Zahrani & Arafat, 2019).

It begins with an idea and an essential question. When we are designing the project and the essential question that will launch the activities, it is important to remember that many content standards will be addressed. With these standards in mind, we have to devise a plan that will integrate as many subjects as possible into the project. Next, students will need assistance in managing their time, a definite life skill. Finally, have multiple means for assessing our students' completion of the project: Did the students master the content? Were they able to apply their new knowledge and skills? Many teachers involve their students in developing these rubrics.

Research has shown that project-based learning can be an effective method for developing students' creativity, interest, and achievement in English language learning (Bender, 2012) (Thomas, 2000). A study by Krajcik and Blumenfeld found that when students engage in project-based learning, they not only develop a deeper understanding of the content but also enhance their communication, collaboration, and problem-solving skills. Furthermore, Larmer and Mergendoller suggest that project-based learning can be particularly beneficial for English language learners, as it provides opportunities for authentic language use and meaningful engagement with the target language.

There are several compelling reasons for implementing project-based learning in English classrooms. First, project-based learning can help bridge the gap in educational attainment by fostering students' creativity and interest in learning.

Additionally, project-based learning aligns with the shift towards more student-centered and personalized learning approaches, which prioritize learner autonomy, collaboration, and real-world application of knowledge. (Kokotsaki et al., 2016) Moreover, project-based learning can be an effective strategy for developing essential 21st-century skills, such as critical thinking, communication, and problem-solving, which are crucial for students' academic and professional success.

To effectively implement project-based learning in the English classroom, teachers can utilize various strategies and frameworks. One such framework is the "10Cs of project-based learning," which outlines ten key elements of successful project-based learning, including collaboration, communication, critical thinking, creativity, and real-world connections (Bender, 2012). Additionally, online project-based learning platforms, such as those discussed by Talebi, can provide a structured approach to implementing project-based learning in the English classroom, with a focus on developing students' language skills through meaningful, technology-enhanced projects.

2.5 Concluding Remarks

The acquisition of English language skills has long been a challenge for many learners, particularly in non-native speaking contexts. However, recent research has suggested that the integration of problem-based learning and drama-based techniques can be a highly effective approach to enhancing English language learning (Kovács, 2014; Amarullah & Rachmawaty, 2020; Dundar, 2013; Khasyar et al., 2021).

Project-based learning has gained significant attention in language education due to its ability to engage students actively in the learning process (Amarullah & Rachmawaty, 2020). By presenting students with real-world problems or scenarios, PBL encourages them to collaborate, think critically, and apply their language skills in meaningful contexts. Moreover, PBL has been shown to foster creativity and deeper understanding of subject matter, which can ultimately benefit language acquisition (Amarullah & Rachmawaty, 2020).

Numerous studies have explored the potential of combining PBL and drama-based approaches in English language learning. The research suggests that the use of drama-based activities and the incorporation of theatrical elements can significantly enhance students' speaking and communication skills. Studies have found that PBL and drama-based learning both rely on a learner-centered approach, which promotes learner independence and autonomy, aligning with the objectives of communicative language teaching.

One study examined the effects of drama method and drama-based activities on Iranian pre-intermediate EFL learners' speaking proficiency. The researchers found that exposure to a variety of drama-based tasks helped students make a stronger connection between language features and real-life communication, leading to enhanced speaking abilities.

Similarly, another study explored the use of applied drama and theatre techniques in teaching English for specific purposes. The findings indicated that drama techniques can help students become more interested and involved in classroom activities, as well as facilitate the integration of newly acquired knowledge through active engagement and problem-solving.

The existing literature suggests that the integration of problem-based learning and drama-based techniques can be a highly effective approach to enhancing English language acquisition. PBL, with its emphasis on student-centered learning and real-world problem-solving, can provide a meaningful context for language practice, while drama-based activities can further engage students and promote their communicative abilities.

By combining these two pedagogical approaches, teachers can create a learning environment that is both challenging and supportive, allowing students to develop their language skills in a more authentic and engaging manner.

The relationship between problem-based learning and drama-based approaches in the context of English language learning is a promising area of research. The existing literature suggests that integrating these two pedagogical strategies can lead to significant enhancements in students' language proficiency, particularly in the areas of speaking and communication. As teachers continue to explore

innovative ways to support English language acquisition, the incorporation of PBL and drama-based techniques should be considered as a valuable and effective approach.

The importance of effective communication skills, particularly in the context of foreign language learning, cannot be overstated. One approach that has gained significant attention in recent years is the incorporation of drama techniques into language instruction (Gornostaeva & Beliaeva, 2019; Atas, 2015; Zahrani & Arafat, 2019). This research paper aims to explore the potential of drama to enhance students' speaking competence in studying narrative text, with a focus on junior high school students.

Drama-based instruction has been recognized as a powerful tool for language learning, as it provides a context-rich environment that encourages students to actively engage with the target language (Atas, 2015). By immersing students in realistic scenarios and encouraging them to take on various roles, drama-based activities can help develop their verbal fluency, confidence, and overall speaking skills.

Drama and Project-Based Learning have emerged as effective approaches in language teaching, offering unique opportunities for students to engage with the target language in meaningful and immersive contexts. This research paper presents case studies that explore the integration of these pedagogical methods and their impact on language learning outcomes.

The use of drama in language education has been widely documented, with studies highlighting its ability to enhance students' speaking skills, confidence, and overall language proficiency (Nezami et al., 2017; Khasyar et al., 2021; Kovacs, 2014).

The case studies on the use of drama and Project-Based Learning (PBL) in language teaching often focuses on how these methods help enhance student engagement, motivation, and language skills, especially in speaking. Drama allows students to practice language in authentic, communicative situations, while PBL fosters a more hands-on, exploratory approach to learning. Both techniques encourage active participation, creativity, and critical thinking, offering a dynamic

and interactive environment for language learners. Case studies explore their practical applications and benefits, especially in English as a Foreign Language (EFL) setting.

Project-Based Learning is another approach that has gained traction in language teaching, as it aligns with the communicative language teaching principles. PBL tasks often require students to work collaboratively, solve problems, and use the target language for authentic purposes, allowing them to develop both language and 21st century skills (Amarullah & Rachmawaty, 2020).

The combination of drama and PBL can be particularly effective, as the two approaches complement each other in fostering a learner-centered environment and promoting language development. Incorporating drama-based activities into language classrooms has been recognized as an effective approach to enhance students' speaking competence (Khasyar et al., 2021). However, teachers may face various obstacles when implementing such projects. This research paper aims to explore the key challenges that teachers may encounter and provide insights into how they can navigate these obstacles.

One significant obstacle that teachers may face is their own hesitation or lack of familiarity with drama-based techniques. Many teachers are reluctant to use drama activities in their classrooms, citing reasons such as not knowing how to effectively implement them, limited resources, time constraints, or fear of appearing unprofessional. This reluctance can stem from a lack of training or exposure to the benefits of drama-based learning.

Additionally, students may also be resistant to engaging in drama-based activities, especially if they are not accustomed to this approach. Students may feel self-conscious or anxious about performing or speaking in front of their peers, which can hinder their participation and the overall effectiveness of the drama project (Balgos, 2020).

Another challenge that teachers may face is the logistical and practical considerations of implementing a drama project. Organizing and coordinating rehearsals, creating props and sets, and managing the performance itself can be

time-consuming and resource-intensive, which can be particularly challenging for teachers with limited budgets or large class sizes.

Project-based learning has been shown to offer numerous advantages for language learners, including the development of critical thinking, creativity, and independent learning skills (Amarullah & Rachmawaty, 2020). The addition of drama-based activities can further enrich this approach by providing students with authentic, contextual opportunities to practice their speaking abilities (Zahrani & Arafat, 2019). Drama-based learning encourages learners to engage with language in a more immersive and meaningful way, as they take on roles and navigate simulated scenarios.

To address the obstacle of teacher hesitation, it is crucial for language teachers to receive proper training and professional development opportunities. By learning how to effectively integrate drama-based activities into their lesson plans, teachers can become more confident and comfortable with this approach (Nezami et al., 2017; Kovács, 2014).

Regarding student resistance, teachers can gradually introduce drama-based activities and provide a supportive and encouraging environment for students to overcome their apprehensions. By starting with low-stakes, non-threatening exercises and gradually building up to more complex performances, teachers can help students gain confidence and become more engaged in the learning process.

Proficiency in spoken communication is a critical skill for language learners, yet many students face significant obstacles in developing this ability. One promising approach to addressing this challenge is the integration of drama-based activities into project-based learning frameworks.

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).

While the potential benefits of drama-based project learning are clear, implementing this approach in the classroom can present its own set of challenges. Teachers may be reluctant to incorporate drama-based activities due to concerns about limited resources, time constraints, or a lack of familiarity with the approach (Nezami et al., 2017).

The incorporation of drama-based activities into language education has gained significant attention in recent years. Drama has been recognized as a powerful tool for enhancing various language skills, including speaking, by creating authentic and engaging learning environments (Gornostaeva & Beliaeva, 2019; Nezami et al., 2017). This research paper aims to compare the effectiveness of drama-based project learning in improving speaking skills among students in Indonesia and other countries.

Numerous studies have highlighted the potential of drama-based approaches in language education (Zahrani & Arafat, 2019). Drama can help students develop their reading, writing, speaking, and listening skills by providing a contextual framework for the learning process. The interactive and collaborative nature of drama-based activities encourages students to engage actively with the target language, leading to enhanced fluency and confidence in speaking (Khasyar et al., 2021; Kovács, 2014).

While the potential benefits of drama-based project learning are clear, implementing this approach in the classroom can present its own set of challenges. Teachers may be reluctant to incorporate drama-based activities due to concerns about limited resources, time constraints, or a lack of familiarity with the approach (Nezami et al., 2017).

Several theories support the use of Project-Based Learning (PBL) and drama to enhance students' speaking competencies:

1. Constructivist Learning Theory

This theory emphasizes learning as an active process where learners construct knowledge through real-world, meaningful activities.

2. Sociocultural Theory

According to Vygotsky, language learning is enhanced through social interaction. Drama provides an interactive, collaborative environment where students use language in social settings, helping them practice speaking skills in real-life situations.

3. Communicative Language Teaching (CLT)

CLT focuses on the use of language for communication in real contexts. Drama and PBL both encourage learners to communicate authentically, improving their fluency, pronunciation, and overall speaking competence.

4. Learning Motivation Theories

PBL in drama performance can tap into their intrinsic motivation and support the development of their creative thinking skills (Amarullah & Rachmawaty, 2020). PBL drama can effectively engage students and support their academic and personal growth (MacKinnon, 1999; Rufini et al., 2012; Rudisill, 2016; Lam et al., 2008).

5. Active and Collaborative Learning Theories

Active learning theories emphasize the importance of engaging students directly in the learning process, rather than passively receiving information. Drama activities inherently align with this approach, as they require students to actively participate, explore, and solve problems within an imaginary world. (Dundar, 2013).