

CHAPTER II

LITERATURE REVIEW

This chapter presents the review related literature. It is discussed about the definition of speaking, project based learning, and also the definition of drama.

A. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. ¹ The form and the mean of speaking are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

Speaking ability means the ability to use language appropriately in social interaction. The interactions are not only verbal communication but also elements of speaking ability such as grammar, vocabulary, pronunciation and fluency.² In addition, speaking ability is the ability or communicative competence to express a sequence of ideas to the listener fluently.

Speaking is a crucial part of teaching and learning English. Teaching speaking means to teach learners to produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the language, select appropriate words and sentences according to the proper social situation, etc.

B. Project Based Learning

¹ H.D Brown, *Teaching by principles: an interactive approach to language pedagogy*, (Englewood Cliffs, NJ: Prentice Hall Regents, 1994).

² Scott Thornbury, *How to Teach Speaking*, (England: Longman, 2006). 22

Project-based is an instructional method centered on the learner.³ In a project based learning classroom, students are provided with a topic which they should develop through research or project work for their individual or group learning and teachers should monitor the project performed by students.⁴ Project based learning is an instructional strategy where students engage in the inquiry process to find answers of the complex investigation questions.⁵ The context of the question provides the motivation to learn both science content and process. Students in this learning framework are trained to be critical and responsible for their learning.⁶ In addition, project based learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge.

According to Kloppenborg and Baucus, with this PBL, students experience will much more meaningful and interesting learning where they should accomplish the assigned project.⁷ Normally, they are given freedom to plan and manage their project and the end product including the process involved should be presented in the class. More importantly, with this approach, students have the opportunity to construct their creative knowledge and demonstrate their creative thinking and skills through their project. One of the keys for achieving the successful implementation of PBL is that there has to be “a high level of self-motivation and personal responsibility

³ G. Bas, Investigating the effects of project-based learning on students' academic achievement and attitudes towards English lesson. *The Online Journal of New Horizons in Education*, (2011) 1(4), 1-15.

⁴ Bell, S, Project-based learning for the 21st century: Skills for the future, *The Clearing House*, (2010), 83, 39-43.

⁵ Ann dresher, Pamela, *The Effect of Implementing Project Based Learning in the Middle School Science Classroom*, (Bozeman: Online Thesis, 2013).

⁶ M. B. Postholm, The teacher shaping and creating dialogues in project work, *Teachers and Teaching: Theory and Practices*, (2005). 11(6), 519-539.

⁷ T. J. Kloppenborg, & Baucus, M. S. Project management in local nonprofit organizations: Engaging students in problem-based learning, *Journal of Management Education*, 28, (2004). 610-630.

for learning” from students.⁸ Without this, students can easily give up and they are usually tiring and demanding project. From those statements above, it is very necessary if the project based learning can be approach in the Senior High School students, because they have high level of personal responsibility and self motivation for learning.

In Curriculum 2013 (K13) provides the steps of PBL which include project start, steps of project, project schedule, project development, project report, and assessment of project.⁹ Here are the explanations of PBL steps:

1. Starting the project involves selecting the topic that interested and relevance to the students. The teacher can create guiding questions and the project should be challenging and motivating for the students. So it can develop and have the flexibility to work at their level.
2. Steps of project involve planning the whole steps of project, the instrument that can support the project, and also predicting the possibility which may happen in the preparing process.
3. Project schedule involves determining the activities schedule of the project in team work and accompanied by the teacher.
4. Project development involves the implementation of the planning above. Here the students do the activities in the process of the project. For instance, observing, creating, reading, interviewing, researching and soon.

⁸ S. Barge, *Principles of problem and project based learning: The Aalborg PBL model*, (Aalborg: Aalborg University, 2010).

⁹<http://www.m-edukasi.web.id/2014/07/langkah-langkah-pembelajaran-berbasis.html>. Accessed on Wednesday April 5th, 2017 At 07.23.p.m

5. Project report involves the presenting of the project such as performing the drama, publishing the project, etc.
6. Assessment involves reflecting of the project. The teacher gives feedback to the students' project and also discusses the project that they have been done.

Project based learning seems both exciting and daunting. On one hand, it is exciting because from the outside it looks like the perfect complement to inquiry based learning in the language classroom. The structure of PBL appears to provide the motivation for students to apply the content knowledge they gain through science investigation to a real world problem. PBL can bridge the gap between knowledge and thinking as students engage in learning and practicing skills in problem-solving, communication, and self-management.¹⁰

On the other hand, using PBL effectively seems like a daunting task. The most serious problem related to the fact that students were not familiar with group work. At the beginning, although clear roles for group members were assigned, some students dominated the work, while others did little work. And for developing a high quality PBL unit will take time and require a different set of teacher skills when compared to the planning for traditional lessons. It will take time to build skills with students so that they are able to work independently, cooperatively, and maintain focus and motivation. Also, in a school that depends on more traditional teaching models, it will take effort to explain PBL and the justification for using it to both fellow teachers and administration. In addition, some students felt that the duration of the project was too long. Some students seemed to have lost interest and motivation by the end of the project. It seems that short-term projects may have more validity than long-term ones.

¹⁰ T. Markham, *Project based learning handbook: A guide to standards focused project based learning for middle and high school teachers*, (2nd ed.), (Novato: Buck Institute for Education, 2003).

C. Drama

Drama is a specific action to make the learning process more active, enjoyable, communicative, and contextual. Drama is the literary form designed for the theater, where actors take the roles of the characters, performs the indicated action, and utters the writer dialogue.¹¹ Drama is combine thought, language and felling in range of energetic and creative ways, although there are recognizable practices in drama which students might acquire, reaching new understandings implies a creative and personal involvement with the work.¹² In addition, drama is the way to show our feeling by speaking and acting based on reality or fiction.

Education in drama means that learning through the drama. Drama is informed by many of the ideas and practices of theatre art, it is principally valued as learning medium rather than as an art form.¹³ Informal drama's goals are based on pedagogical, developmental and learning theory as much or more than they are arts-based, its objectives are manifold, but they are all directed toward the growth and development of the participant rather than the entertainment or stimulation of the observer. Drama also invites students not only to engage with the dramatic narratives of others, but also to find ways to communicate their own ideas.

Experts emphasize that using dramatic techniques, as a teaching method is not the same thing as teaching theatre. Theatre is an art form, which focuses on a product, a play production for an audience. Drama in the classroom is different with drama in

¹¹ M. H. Abram, *a Glossary of Literary Terms (3rded)*. (New York: Holt, Rinehart and Winston, Inc, 1971)

¹² Nicholson Helen, *Teaching Drama, 11-18*, (New York: Continuum, 2000), p. 1

¹³ Charles E. Combs, 1988. "Theatre and Drama in Education: A laboratory for Actual, Virtual or Vicarious Experience." *Youth Theatre Journal*, 2 (3), 1988, pp. 9-10.

theatre arts, because drama in the classroom focuses on the process of dramatic enactment for the sake of the learner, not for the audience.

In order to be practitioner in drama, here are several things their students should have, they are:

1. Personal and social abilities.
2. Performance skills.
3. Knowledge and understanding of theatrical ideas and concepts.

Every element is so important for a drama to succeed. There are seven categories in the concept of drama. They are role, form, structure, stage, text, audience, and content. Those categories are not the main concern here but the actual performance and how the students conduct it.

In drama, intellectual and emotional involvement with the narratives of others is integral to the learning, wherein moral, political and cultural values are open, temporarily and contingently, to renegotiation and interpretation. In this context, making drama as all drama teachers are well aware involves a rather messy process of discussion, questioning, speculation, experimentation and reflection. This has purpose to explore their own ideas and values and to interpret those which they are less familiar. From this point of view, drama education is a living art form which students might understand something new about both their own lives and the live of others.

The scope of creative drama may be briefly explained through five learning principles.¹⁴

1. A student learns meaningful content better than other content.
2. Learning occurs because of a student's interaction with his environment.

¹⁴ Abdulhak Halim Ula, the Effect of Creative, Educational Drama Activities on Developing Oral Skills in Primary School Children. *American Journal of Applied Sciences* 5 (7), 2008, 876-880.

3. The more sensory organs a student uses while learning, the greater the retention of the lessons.
4. A student learns best by doing and experiencing.
5. Effective participation is important in learning emotional conduct.