

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

The second chapter of this research is the literature review. This chapter provides the descriptions of the literature theories that build the fundamental of the research namely defining strategy in English speaking instruction, English speaking skills in the Indonesian high schools curriculum, theories of speaking, English speaking instructional strategy, classroom management, relevant studies, and conceptual framework.

#### **2.1 Defining Strategy in English Speaking Instruction**

An instructional strategy in English speaking should be understood not only as a procedural technique but as a dynamic and student-centered approach to foster communication. Widodo (2020) emphasizes that an effective speaking strategy must reflect learners' contexts, emotions, and identities, especially when the instruction is implemented through personalized and creative tasks. Supporting this, Mustofa and Sofwan (2021) and Mulyadi & Arifin (2024) found that strategies such as drama-based instruction and group collaboration enhance students' speaking willingness, expressive fluency, and engagement. In line with these, Suryani et al. (2024) introduced the theories of Motivational Assessment and Organizational Engagement, which advocate that instructional strategies should prioritize student autonomy, cultural expression, and confidence-building.

Thus, English speaking instructional strategies must be meaningfully structured, emotionally supportive, and grounded in real-life language use.

Within the strategies may include method. Methods according to Jack. C. Richards and Rodgers (2001) is a method is “an overall plan for systematic presentation of language based upon a selected approach.” It consists of three key components: approach (the theoretical beliefs about language and language learning), design (learning objectives, teacher-student roles, content selection), and procedure (the sequence of classroom techniques and activities). Examples of well-known methods include the Grammar Translation Method (GTM), the Audio-Lingual Method (ALM), Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Content-Based Instruction (CBI). Each method provides a structural framework that informs how strategies are implemented in the classroom. In modern teaching practices, teachers are encouraged to adopt an *eclectic and flexible use of methods*, adjusting them based on learners’ needs, teaching contexts, and curriculum goals. Therefore, within the context of speaking instruction, methods are not separate from strategies but serve as foundational structures that inform how strategies are selected and applied.

From both studies and theoretical perspectives, it can be concluded that effective teaching strategies for speaking should go beyond grammar instruction to include real, interactive, and meaningful language use, guided by a solid understanding of methods, learner characteristics, and communicative goals. Teachers must strategically blend methods and techniques, grounded in communicative and student-centered frameworks, to create an environment where learners can speak confidently and competently.

## **2.2 English Speaking Skills in the Indonesian High Schools English Curriculum**

In the Kurikulum Merdeka (Independent Curriculum), the teaching of English speaking skills is focused on the development of communicative, authentic, and contextual language competencies, in line with the Profil Pelajar Pancasila (Pancasila Student Profile) and the principle of differentiated instruction. The main goal of English instruction, as outlined in the Capaian Pembelajaran (Learning Outcomes) for senior high school levels (Phase E and F), is for students to be able to communicate effectively, both orally and in writing, across a variety of social and academic contexts, whether in interpersonal or transactional situations. The specific learning outcomes for speaking include the ability to: (1) Express ideas, feelings, and opinions orally in social and academic interactions. (2) Use linguistic elements (such as vocabulary, sentence structures, intonation, and pronunciation) appropriately. (3) Adjust language style and register according to the context of communication, including the roles of speakers and listeners, the topic, and the purpose of the conversation. (4) Apply proper ethics and norms in oral communication (e.g., politeness, turn-taking, intonation).

Kurikulum Merdeka encourages teachers to utilize activity-based and project-based learning approaches (PjBL), task-based language teaching (TBLT), and collaborative, interactive models of learning. Activities such as role plays, problem solving, drama, interview simulations, discussions, and communication games are highly recommended, as they provide opportunities for students to speak in situations that closely resemble real-life scenarios.

Within the Kurikulum Merdeka framework, teachers serve as facilitators who create space for students to engage in active, independent, and reflective learning. Teachers are also expected to implement the principle of differentiated instruction by tailoring strategies to students' learning needs, interests, and readiness levels. This is essential, as speaking skills are heavily influenced by affective factors such as self-confidence, speaking anxiety, and motivation. Therefore, speaking strategies must not be uniform but adapted to the characteristics of each learner.

Kurikulum Merdeka also reinforces competency-based learning rather than simply completing content. As a result, assessment of speaking skills should not be limited to oral tests but may also include project presentations, simulated interviews, vlogs, and other oral products that reflect students' critical thinking, creativity, and collaboration skills.

Thus, teaching speaking within the Kurikulum Merdeka requires teachers not only to teach the language but also to develop students' social skills, critical thinking, and self-confidence in using English. Interactive and participatory strategies must be prioritized to ensure that students not only understand the structure of the language but are also able to use it meaningfully in both everyday life and academic contexts (Kemendikbud, 2021)

According to Yuwono and Harbon (2020), Indonesian curriculum frameworks serve both regulatory and pedagogical functions, providing a structured foundation for lesson planning while allowing teachers to exercise instructional creativity. Zhao and Tan (2023) assert that curriculum alignment is key during transitional phases, such as the move from KD to CP, ensuring

consistency across planning documents like Prota, Promes, and ATP. The national curriculum also promotes student agency, encouraging teachers to design tasks that reflect real-world communication, especially in speaking-focused activities.

English speaking instruction in the Indonesian senior high school curriculum is designed through integrated documents such as Capaian Pembelajaran (CP), Prota, Promes, and ATP. Zhao and Tan (2023) argue that aligning instruction with these curriculum components ensures coherence and relevance, especially during national policy transitions like the shift from KD to CP. Yuwono and Harbon (2020) further emphasize that Indonesian curriculum frameworks serve both regulatory and pedagogical roles by providing lesson syntax structures and thematic directions for speaking activities. Additionally, Prabowo and Lestari (2022) highlight that instructional planning embedded within these frameworks must be flexible to support student wellbeing and maintain teaching continuity throughout semester-based fluctuations.

In conclusion, the *Kurikulum Merdeka* emphasizes the development of communicative, authentic, and contextual speaking skills through *project-based and task-based learning*, integrated with the *Profil Pelajar Pancasila* values. Speaking instruction is aligned with documents such as *CP, Prota, Promes, and ATP*, which serve both *regulatory and pedagogical functions* (Yuwono & Harbon, 2020; Zhao & Tan, 2023). The curriculum requires teachers to act as facilitators who apply *differentiated instruction* and support student *autonomy, confidence, and engagement* through interactive strategies like *drama, discussions, and simulations*. Assessment is also redefined to be more *competency-based and performance-oriented*, reflecting students' creativity and real-world

communication skills. Hence, teaching speaking in Indonesian senior high schools must be flexible, student-centered, and contextually grounded in both national curriculum goals and individual learner needs.

### **2.3 Theories of Speaking**

Speaking is not only a matter of linguistic output but also a process of meaning-making and identity expression. Leung and Scarino (2021) propose that speaking instruction must be rooted in student-driven, culturally relevant tasks that enable learners to construct meaning based on personal and social contexts. Simbolon (2023) supports this by introducing the idea of sociocultural engagement in speaking, where students co-construct language while performing roles and expressing values. Moreover, Wilson and Dewaele (2021) highlight the emotional dimension of speaking in EFL classrooms, asserting that anxiety, feedback perception, and task familiarity all influence speaking outcomes. These theories advocate for a more holistic approach to speaking instruction that embraces fluency, emotion, and social interaction.

Nakhalah (2016) asserts speaking is the transmission of verbal communication. The lungs, vocal tract, vocal chords, tongue, teeth, and lips are just a few of the parts of our body that produce sounds when we talk. Speaking is regarded as the most challenging talent among others as it requires both the ability to construct and utter sentences appropriately (Marzuki, Jabu, and Basri 2018). Speaking is a crucial communication ability for conveying ideas, according to Marleni (2018). According to Nirmawati (2015), speaking is a useful

language acquisition skill. Speaking is typically seen as delivering intents, such as one's thoughts or ideas, to others through spoken language in a way that they can comprehend (Leonita et al., 2023). Speaking is the capacity to articulate sounds or words in order to communicate and express feelings, ideas, and thoughts (Qureshi, 2013). Speaking is the act of communicating ideas and emotions (Hebrian, 2015). Speaking is one of the four English language skills (Natsir, 2016). It is a method of communication through oral form and is used not only for reading and writing but also for expressing thoughts and opinions. Speaking is the foundation of language acquisition (Hebrian, 2015). It is believed that achieving acquisition in speaking is the key to successful language learning. Speaking is defined as the act of expressing something aloud, and it is constructed by a language system that includes grammar, vocabulary, pronunciation, and cultural knowledge in a spoken discourse (Rohmah, 2005).

Based on the above definition, it can be concluded that Speaking is a vital and intricate oral communication skill for expressing ideas, feelings, and opinions. It involves producing sounds using organs like the lungs, vocal tract, vocal cords, tongue, teeth, and lips. Speaking is considered challenging due to the need for accurate sentence composition and pronunciation. It plays a crucial role in communication, conveying thoughts, and language acquisition. Speaking is the act of orally expressing intentions, built on a language system encompassing grammar, vocabulary, pronunciation, and cultural knowledge. Therefore, speaking is essential for effective communication, interaction, and language learning.

So, speaking is a complex oral communication skill that involves linguistic, emotional, social, and physiological dimensions. It enables learners to

convey ideas, feelings, and identities while interacting in meaningful, culturally relevant contexts. Effective speaking instruction must incorporate authentic tasks, emotional awareness, and interactive engagement to foster comprehensive language acquisition.

## **2.4 English Speaking Instructional Strategy**

English speaking instructional strategies are most effective when they are responsive, performative, and technologically supported. Teng (2022) describes responsive lesson planning as a strategy that adapts to student feedback and classroom dynamics, allowing teachers to shift speaking objectives as needed. In terms of delivery, Maulana and Asih (2022) highlight drama-based instruction as a means to enhance fluency and engagement through scriptwriting and role-playing. The integration of technology, as explained by Maru and Hadi (2023), supports coordination, feedback, and task submission in speaking projects, forming a framework of mobile-assisted speaking instruction. Furthermore, Simbolon (2023) suggests that rotating roles within collaborative speaking tasks deepens language ownership and interpersonal skills. Together, these strategies form a multi-dimensional approach to fostering expressive, confident English speakers.

According to Atik Rokhayani & Agung Dwi Nur Cahyo (2021), instructional strategy is the concrete method used during the learning process. In this case, teachers can use different strategies even though the methods used are the same. Instructional strategies are how teachers help students learn (Doorvina,

2021). There are several strategies that can be applied in learning English. Here is the strategies:

#### 2.4.1 Ask and Answer

Ask and answer is an instructional strategy for teaching English speaking that involves students engaging in question-and-answer exchanges. This technique promotes active participation and helps develop both speaking and listening skills. By asking questions, students practice formulating sentences and using vocabulary in context, while answering encourages them to think quickly and express their thoughts clearly. The interactive nature of this method enhances fluency, builds confidence, and fosters a dynamic classroom environment where meaningful communication can thrive.

#### 2.4.2 Describe and Draw

In the journal article "The Effect of Describe and Draw Technique on Students' Speaking Skill at The Eighth Grade of Mts Darul Hikmah Pekanbaru" (2023), Harmer states that the describe and draw technique requires a peer to draw a picture after a student describes it without seeing the original. Students should not be hesitant or reluctant to participate in speaking activities so that they can have the chance to practice speaking in groups or pairs.

#### 2.4.3 Discussion

In the journal "The Implementation of Discussion Technique in Teaching Speaking" (2016), Harmer states that discussion activities give students the opportunity to express their opinions and interact with others in a realistic context.

Moreover, they have the opportunity to create their own conversations. In addition, the environment will not pose a threat, so students are interested in communicating. Based on the theories above, it can be concluded that discussion is a good method of developing speaking skills because it provides an opportunity to develop accuracy, fluency, and keep students highly motivated.

#### 2.4.4 Guessing

Guessing are games where players have to guess information such as words, phrases, titles, or object locations (Kurniati & Ervina, 2019). Some experts create strategies called guessing games. Guessing games help people communicate. It can be said that guessing games encourage students not to get bored of learning. However, giving students the opportunity to learn English is the most important. Guessing what it is or guessing where it is are some types of games.

#### 2.4.5 Remembering/Memory

Four steps are defined in the remembering/memory learning model developed by Pressley, Levin and colleagues in Joyce et al. in journal “Application of Memorization Learning Model to Improve Student's Memory” (Rahayu & Sholikhah, 2024). First, teaching materials are presented by using underlining, listing, and reflecting methods. Second, developing correlations by creating similar teaching materials, creating correlations by using keywords, pronouns, and conjunctions. Finally, developing sensory vignettes by using relevant associations.

#### 2.4.6 Role Play

Role-playing is a creative learning exercise that is often carried out by a small group of students with the goal of utilizing some of the issues discovered to enhance involvement and provide observers with educational opportunities that might subsequently improve comprehension. The learning strategies employed have a big impact on how well students comprehend the subject matter. Because the role-playing approach has the extra benefit of giving all students the equal chance to demonstrate their ability to collaborate in order to produce a result that can enhance their abilities, it will make students pleased to study. This is in line with Kasiyati's (2015) research, which demonstrates that role-playing simulates the behavior of the character being portrayed and serves to teach students how to handle real-world scenarios, engage in intensive oral language practice, and give them chances to improve their communication abilities (Laoli, 2021).

#### 2.4.7 English Debate

Students have been transformed and have benefited from the use of the debate technique in the classroom. For instance, pupils in the experimental group performed better on vocabulary and grammar tests. This is consistent with earlier studies that shown that learning through discussion approaches increased language characteristics (Adolph, 2016). Additionally, when students engage in arguments, they are inspired to participate in class. They seemed engaged in their groups, driven to win discussions, and excited during discussion sessions. The discussion can foster more student participation in the educational process as well as tolerance for and respect for the opinions of others (Rutledge & Hogg, 2020). Additionally, as students' enthusiasm and enjoyment of collaborative exercises grew, so did their engagement in class. Point out that engaging debate can

enhance collaborative skills in addition to critical and problem-solving abilities (Wright, 2016).

#### 2.4.8 Project Based Learning

PBL is an active strategy to boost students' motivation and involvement in their academic pursuits. Giving pupils the tools to actively handle the issues they face is the main objective of a number of learning strategies employed in the teaching approach (Rodríguez, Velastequí, 2019). One alternative is the project-based learning strategy, which involves students interacting with the study goal and completing an assignment that has been suggested by the instructor.

#### 2.4.9 Bilingual

Bilingual is a bilingual material delivery method and system that aims to improve students' proficiency in English. It is used not only when materials are delivered, but also during daily communication between students and teachers (Wright, 2016). Many developed countries apply this system to accelerate the improvement of children's understanding, especially the quality of education which is more recognized at the national and international levels.

In conclusion, the nine instructional strategies presented, ask and answer, describe and draw, discussion, guessing games, memory strategies, role play, debate, project-based learning, and bilingual methods, each offer distinct pedagogical benefits for teaching speaking skills. These methods can support students' oral fluency, vocabulary development, critical thinking, and confidence in communication. For 10<sup>th</sup> grade students at SMAN 3 Blitar, integrating these varied strategies into the English speaking curriculum can provide multiple entry

points for learning, accommodating different learning styles and proficiencies. By selecting and adapting strategies according to learners' needs and instructional goals, teachers can create an engaging, effective, and student-centered environment that fosters communicative competence and prepares students for real-life language use.

## **2.5 Classroom Management**

Classroom management can be defined as an effort that aims to manage the resources used in education so that learning objectives can be achieved effectively and efficiently. Choosing the right teaching model will greatly increase student engagement, interest and minimize the problems students have during teaching. Choosing and establishing the right teaching model can increase students' interest in the subject matter. Education management includes planning, implementation, and assessment (Sunardi, 2021).

### **2.5.1 Planning**

Instructional planning is a foundational element of effective classroom management, especially in speaking instruction where fluency, confidence, and engagement are primary objectives. Farrell (2019) introduces the concept of *reflective practice*, where planning is seen not as a rigid procedure but as a dynamic process shaped by real-time classroom experiences. This model encourages teachers to respond flexibly to student needs and adapt their plans accordingly. Supporting this view, Teng (2022) proposes *responsive lesson planning*, which emphasizes continual adjustment of learning objectives based on

student reflections and ongoing classroom feedback. Rather than relying solely on detailed formal documents, some teachers adopt *sketch-based planning*, a simplified yet intentional approach that prioritizes pedagogical goals while maintaining flexibility. This form of planning allows educators to focus on key competencies, such as vocabulary enrichment and oral fluency, without being constrained by overly fixed lesson outlines. Widodo (2022) reinforces the need for *data-informed instructional design*, arguing that effective plans are iterative, guided by student progress, and contextualized within real learning environments. Planning is also deeply tied to *curriculum structures*, especially within Indonesia's evolving educational system. The integration of documents such as Capaian Pembelajaran (CP), Prota, Promes, and ATP ensures that instructional planning remains aligned with national standards. Zhao and Tan (2023) highlight the importance of *curriculum alignment*, particularly during transitional periods such as the shift from KD to CP. In the Indonesian context, Yuwono and Harbon (2020) emphasize that curriculum frameworks serve both *regulatory and pedagogical functions*, providing consistency while enabling instructional creativity. Moreover, planning can act as a *creative and cultural process*. As Mulyadi and Arifin (2024) demonstrate, creative lesson designs, such as drama-based speaking projects, help foster collaboration, scriptwriting, and performance, thereby making speaking instruction more engaging and expressive. Leung and Scarino (2021) add that culturally grounded, student-driven planning promotes *meaning-making*, encouraging learners to connect personally with language tasks. Beyond its pedagogical dimension, instructional planning also serves *institutional and administrative functions*. According to Rahmawati and Hasan (2023), lesson

plans (such as RPP and ATP) submitted via platforms like Ruang GTK and reviewed by school administrators represent both *compliance documentation* and *quality assurance mechanisms*. They ensure that teaching practices are transparent, accountable, and continuously improved. School-level coordination, as discussed by Prabowo and Lestari (2022), stabilizes instructional flow and integrates speaking activities within semester planning.

In conclusion, instructional planning is not merely about documentation, it is a strategic, reflective process that integrates student voice, curriculum demands, creative expression, and administrative support. When teachers at SMAN 3 Blitar combine *structured planning* with *pedagogical flexibility*, they create responsive environments that support student autonomy, motivation, and speaking fluency.

### 2.5.2 Organization

Instructional organization refers to the structured arrangement of learning activities, groupings, roles, and classroom interactions that support pedagogical goals. Farrell (2019) and Yuwono and Harbon (2020) emphasize that organization in the classroom is not merely logistical, but *pedagogically transformative*, shaping how students interact, participate, and progress in learning. Effective organization can foster student confidence, autonomy, and communicative fluency, especially when learning involves collaborative speaking tasks. One key organizational strategy in English speaking instruction is *randomized grouping and role assignment*, particularly in project-based activities such as drama. Mustofa and Sofwan (2021), as well as Mulyadi and Arifin (2024), found that group-based drama assignments increase student willingness to speak by

encouraging peer collaboration and expressive creativity. Assigning individual roles, such as narrator, character, or prop manager, builds a sense of ownership and accountability, enhancing both participation and responsibility. The integration of *technology* further strengthens instructional organization. Maru and Hadi (2023) highlight the benefits of mobile-supported classroom management through platforms such as WhatsApp, which allow real-time supervision, feedback, and student-teacher interaction. This ensures timely coordination, especially in multi-class contexts, and enhances students' readiness for speaking tasks. In addition to logistical coordination, instructional organization must also include *emotional scaffolding* and *creative space*. According to Maulana and Asih (2022), drama-based organization allows students to express themselves freely while navigating performance-based challenges. Simbolon (2023) adds that improvisation, role adaptation, and recycled materials not only build linguistic fluency but also foster environmental awareness and multimodal engagement, which are essential in collaborative performance pedagogy. Organizational support is also evident at the *administrative level*, where school leadership facilitates curriculum-aligned scheduling, instructional monitoring, and teacher wellbeing. Prabowo and Lestari (2022) argue that such *institutional organization* is essential for reducing instructional fragmentation and ensuring that speaking activities are well-paced and aligned with semester planning through ATP and other documents. *Feedback systems* embedded in instructional organization contribute to confidence-building. Wilson and Dewaele (2021) advocate for formative assessment practices, such as peer feedback and video reviews, as low-stakes evaluation tools that support oral performance without increasing anxiety.

These systems, when embedded in classroom routines, enhance the reflective quality of instruction and improve students' metacognitive awareness. Suryani et al. (2024) encapsulate this approach through the theory of *organizational engagement*, which emphasizes that when instructional organization is student-centered, emotionally supportive, and contextually responsive, learners naturally become more motivated, expressive, and fluent in speaking English. Technology also enhances instructional organization: Maru and Hadi (2023) explain that platforms like WhatsApp help teachers manage student progress and provide immediate feedback.

### 2.5.3 Implementation

Effective implementation of English speaking instruction extends beyond content delivery; it involves organizing strategies that are socially engaging, emotionally supportive, and creatively expressive. Widodo (2020) asserts that implementation in EFL classrooms should center student agency and lived experiences, particularly in performance-based tasks. One prominent instructional approach is *drama-based performance*, which encourages authentic language use, peer collaboration, and identity exploration. According to Maulana and Asih (2022), such drama-based speaking tasks improve fluency by involving students in expressive, culturally rich language production. Simbolon (2023) further emphasizes the role of *sociocultural engagement*, where students negotiate meaning and roles collaboratively, enhancing both linguistic and interpersonal competencies. The integration of *technology* into instructional implementation has become essential in managing student progress and fostering responsibility. Maru

and Hadi (2023) introduce the concept of *mobile-assisted instruction*, where digital platforms like WhatsApp, Telegram, and Canva are used to support coordination, submission, script development, and reflection. These tools not only improve logistical efficiency but also increase student motivation and autonomy in speaking projects. Implementation is also more effective when it reflects *contextual and cultural relevance*. As argued by Yuwono and Harbon (2020), language instruction should connect curriculum objectives with students' real-life values, identities, and community experiences. Projects involving local themes, humor, and moral messages allow students to express personal and cultural meaning, reinforcing engagement and ownership. Furthermore, the *affective domain* plays a central role in successful implementation. Wilson and Dewaele (2021) suggest that low-stakes, supportive feedback fosters self-confidence and oral fluency, particularly in anxiety-prone learners. Practices such as peer appreciation, rehearsal-based feedback, and reflective video reviews help reduce speaking anxiety and promote a *growth mindset*. These elements ensure that students do not merely perform tasks but experience meaningful transformation in their speaking abilities. Lastly, *adaptive instructional implementation* is crucial in managing disruptions and maintaining momentum. Prabowo and Lestari (2022) argue that flexible adjustment of classroom routines and schedules is vital for sustaining student engagement and safeguarding teacher wellbeing. This includes rescheduling rehearsals, pre-assigning tasks, or extending project timelines to accommodate classroom realities.

In conclusion, implementation that is *collaborative, contextualized, flexible, and emotionally supportive* contributes significantly to students' speaking

development. As Suryani et al. (2024) highlight, when students are empowered to speak through meaningful tasks in a well-managed environment, motivation and fluency evolve holistically.

#### 2.5.4 Evaluation

In speaking instruction, evaluation has shifted from a summative measurement to a more formative and motivational process. Wilson and Dewaele (2021) emphasize that effective assessment in language learning should be low-stakes, learner-centered, and continuous, helping students build confidence and reduce speaking anxiety. This aligns with *Reflective Evaluation Models* proposed by Widodo (2020), which frame assessment as a cycle of feedback and reflection rather than a one-time scoring event. At the heart of this approach is *performance-based assessment*, which focuses on evaluating students' real-time language production. Rubrics that value creativity, teamwork, and message clarity align with *Expressive Assessment Design*, as suggested by Simbolon (2023), which advocates for acknowledging student voice, improvisation, and storytelling as legitimate indicators of communicative competence. When students see their expressive efforts, such as humor or moral messaging, reflected in their scores, they feel more validated and engaged. The use of *formative tools*, such as peer feedback forms, rehearsal reviews, and video documentation, further supports learning. These mechanisms promote metacognition and self-awareness, allowing learners to monitor their own progress. Maru and Hadi (2023) highlight how mobile platforms like WhatsApp and Telegram can enhance *real-time guidance*,

accountability, and feedback, particularly in project-based speaking tasks. Furthermore, *cultural relevance in evaluation* enhances student motivation. Yuwono and Harbon (2020) propose *Culturally Responsive Assessment*, which values students' local knowledge, identity expression, and creative integration of social themes. When learners are assessed on their ability to express culturally meaningful content, their connection to the task, and thus their fluency improves. Flexibility is also essential in today's evaluation practices. Prabowo and Lestari (2022) introduce the concept of *Adaptive Evaluation Practice*, which promotes varied submission formats, extended timelines, and differentiated assessment criteria. This ensures that students from diverse backgrounds and learning contexts can demonstrate their abilities without undue pressure. Suryani et al. (2024) emphasize the affective impact of well-designed evaluation, encapsulated in the *Motivational Assessment Theory*. When evaluation is affirming, inclusive, and improvement-oriented, it becomes a source of encouragement rather than anxiety. Recognition of group collaboration and individual effort contributes to students' communicative growth and intrinsic motivation to speak English more confidently

## **2.6 Relevant Studies**

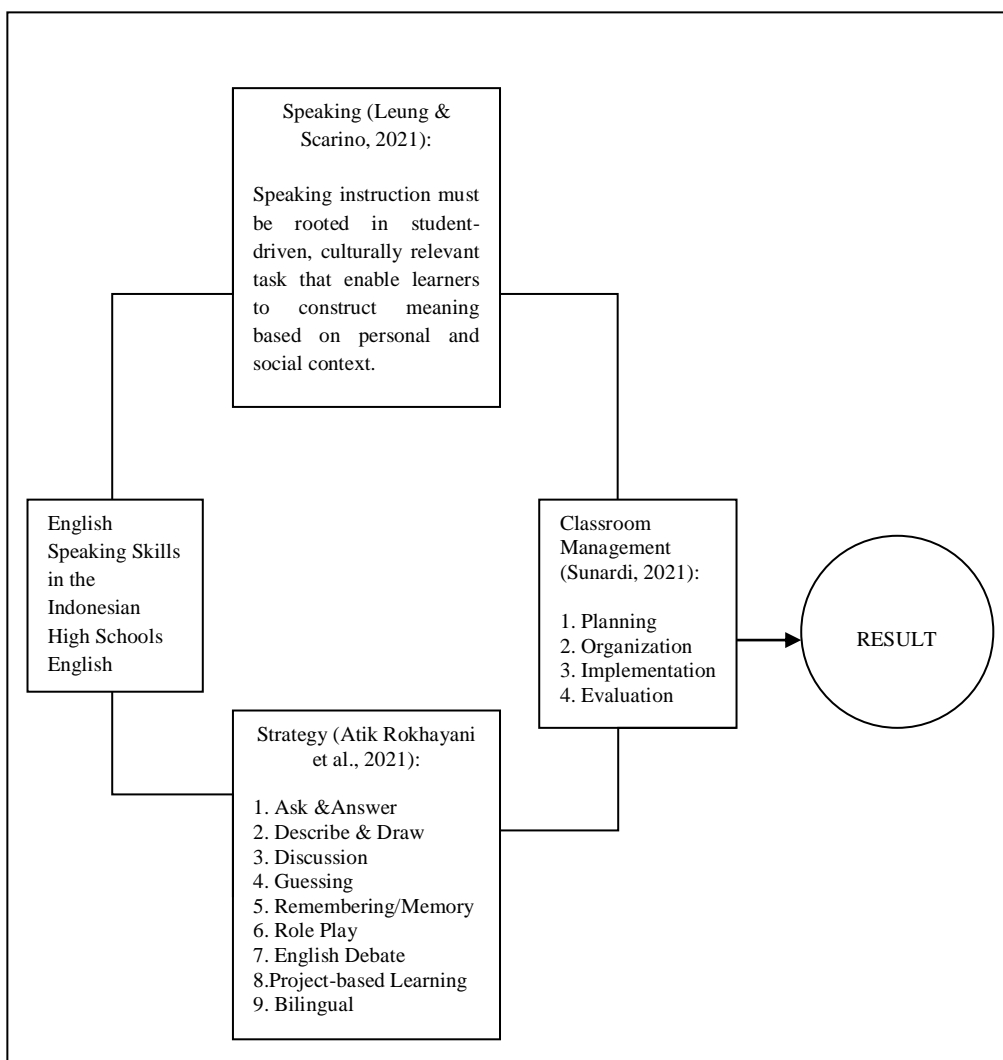
Research by Ganna, Haryanto, and Salija (2017) entitled *Teachers' Strategies in Teaching Speaking (A Case Study of an English Teacher in SMA Negeri 1 Toraja Utara)* aims to identify the strategies used by English teachers in SMA Negeri 1 Toraja Utara. This research used a qualitative approach with a case study design through classroom observation and interviews. The results showed

that the strategies applied included discussion, simulation, and communication games. These strategies are proven to have positive impacts, such as increasing students' activeness in learning, increasing motivation, and helping students think more positively. Among these strategies, the communication game is the students' favorite because it is considered effective in improving speaking ability and creating a fun learning atmosphere. However, a research gap exists as this study does not mention the use of bilingual and project-based learning strategies. My research aims to address this gap by exploring how bilingual and project-based learning strategies can be utilized to enhance speaking skills in students.

*Research by Nidara, Priajana, and Nafi'a (2024) entitled Teachers' Strategies for Students' Confidence in Speaking English in the Post-Pandemic Era* investigates the strategies employed by English teachers at a junior high school in Cirebon to enhance students' confidence in speaking English after the COVID-19 pandemic. Using a qualitative case study approach, the researchers collected data through classroom observation, interviews, and documentation. The findings revealed that four main strategies were applied: modelling, role-play, group discussion, and picture describing. These methods were chosen based on the psychological challenges faced by students post-pandemic, such as lack of vocabulary, low motivation, limited speaking practice, and gadget addiction. Among these, role-play was favored by all teachers for its effectiveness in improving students' engagement and confidence during speaking activities. Additionally, the use of modelling and describing pictures was especially beneficial for younger students transitioning from elementary-level learning.

Based on the previous studies conducted by Ganna, Haryanto, and Saliya (2017), and Nidara, Priajana, and Nafi'a (2024), it is evident that the exploration of instructional strategies in teaching English speaking has remained focused on conventional and selective methods. The study by Ganna et al. emphasized discussion, simulation, and communication games, while the research by Nidara et al. highlighted role-play, modelling, group discussion, and picture describing, all contributing positively to students' speaking confidence and engagement. However, both studies did not simultaneously address project-based learning, role-play, and bilingual strategies as an integrated framework for enhancing speaking skills. This gap signals a notable absence in existing literature and underscores the innovative character of the current research. By incorporating these three strategies in a unified instructional approach, the present study offers a fresh perspective on fostering fluency, creativity, and student confidence in speaking English, thereby contributing a novel and important dimension to the field of English language education.

## 2.7 Conceptual Framework



**Figure 2 1:** Conceptual Framework

