Exploring Students' Needs for Literature-Based Learning Materials

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Abstract

Speaking remains a challenging skill for Indonesian junior high school students. Literature, especially narrative texts, offers rich linguistic input and meaningful contexts that can enhance students' language engagement and acquisition, particularly in speaking. This study aims to explore students' needs in using narrative text as literature-based learning materials. Using a mixed-methods approach, data were collected through questionnaires and interviews involving teachers and 8th-grade students. A teacher and three students were interviewed, and a questionnaire was given to 51 students. Data were analyzed using descriptive statistics and thematic analysis. The results indicate that students need to improve their pronunciation and fluency in speaking, but face barriers such as fear of mistakes, lack of confidence, and pronunciation difficulties. They also prefer communicative learning activities, such as discussions, storytelling, and role-playing, and request teaching materials that are relevant and supported by audiovisual media and interactive activities. These findings suggest that developing teaching materials aligned with students' target needs and learning needs can enhance English instruction quality. Such materials can improve participation, increase motivation and confidence, and strengthen their speaking competence. Therefore, literature-based materials are important to create more effective and meaningful English learning experiences for junior high school students.

Keywords: Literature-Based Learning; Narrative; Need Analysis; Speaking.

Speaking difficulties among Indonesian junior high school students, particularly in English as a Foreign Language (EFL) classes, have become a persistent challenge in achieving communicative competence. Speaking is a central skill in language learning, as it allows learners to engage in real-time interaction (Nunan, 2003). However, speaking is widely recognized as one of the most challenging skills for EFL students, particularly at the junior high school level. Many students experience speaking anxiety caused by fear of making

mistakes, mispronunciation, or negative peer evaluation (Sundayanti et al., 2023). Similar conditions were observed in the preliminary study conducted at one of Junior High School in Yogyakarta, where students expressed hesitation and discomfort during speaking activities. Building speaking competence is not an easy task, especially when students lack confidence and have limited vocabulary.

To address these issues, it becomes essential to understand what students actually need in order to improve their speaking skills.

Need analysis, defined as a systemic process to identify learners' necessities, lacks, and wants (Hutchinson & Waters, 2010), is crucial in designing appropriate instructional materials. This study therefore conducts a needs analysis focusing on the development of literature-based materials designed to enhance students' speaking abilities. Thus, this study focuses on the speaking needs of 8th-grade students at one of Junior High School in Yogyakarta and explores how literature-based materials can be developed to better support their learning. Unlike previous approaches that treat literature as passive content, this research positions it as an active resource for promoting oral communication in the junior high school EFL context. The investigation aims to answer: (1) what are the students' target needs in learning speaking skills? and (2) what are their preferred learning needs regarding literature-based materials?

However, many existing materials are either too academic or disconnected from students' daily experiences. This can reduce motivation and comprehension. Therefore, teachers must choose texts that are level-appropriate, thematically relevant, and linguistically accessible. In addition, multimedia resources such as videos or dramatizations can support comprehension and pronunciation, making the content more appealing. This gap between curriculum expectations and classroom realities underlines the significance of conducting a systematic needs analysis. Moreover, the classroom environment also plays an important role in shaping students' willingness to speak. A positive and supportive atmosphere can help reduce anxiety and encourage participation (Khatimah, 2021; Subekti & Wati, 2020). Despite this, in many Indonesian EFL classrooms, speaking remains under-prioritized, as lessons tend to focus heavily on reading and grammar, while speaking activities are rarely emphasized or supported with engaging materials (Daud, 2024)

One promising alternative is the use of literature, especially narrative texts, as a tool to support speaking development. Literature provides rich, contextualized language input that can introduce vocabulary, grammar, and pronunciation in a natural and meaningful way. When used creatively, stories can become the basis for retelling, role-play, and discussion. These activities may promote fluency and interaction. Despite this potential, literature is often limited to reading comprehension tasks. In addition, many existing materials are too complex or lengthy for junior high school learners, making them difficult to adapt for speaking practice.

Narrative text is one of the most suitable genres for speaking instruction. As defined by (Asrul et al., 2021), narrative text tells a story involving characters, settings, conflicts, and resolutions. It often reflects real-life situations and can be used to improve both linguistic and cognitive skills. Students can use narrative texts to practice pronunciation, grammar, vocabulary, and oral fluency through storytelling, summarizing, or role-playing. According to Spencer & Petersen (2020); Arruum, Wardah, & Yuniarti (2021); Riani, Husnawadi, & Syarifudin (2021), narrative texts generally follow a structure of orientation, complication, and resolution, which helps students organize their ideas when speaking. Narrative-based speaking activities allow learners to develop fluency while understanding the elements of a coherent text.

Khoir (2024) argue that using narrative texts in speaking instruction helps students develop communication strategies in authentic contexts. Integrating literature-based learning increases student motivation and creates a collaborative, engaging classroom environment. Teachers can design activities around short stories, fables, or folk tales relevant to students' lives. However, previous studies have primarily focused on improving reading comprehension rather than explicitly analyzing students' speaking needs and preferences for literature-based materials. This

study investigates how literature, especially narrative text, can effectively improve speaking performance, focusing on students' needs and preferences.

Needs analysis is a fundamental process in the design of language instruction. It helps identify what learners require to achieve their goals (target needs) and how they prefer to learn (learning needs), ensuring that teaching aligns with real classroom conditions (Park, 2022; . Target needs are divided into three main components: necessities, lacks, and wants. Necessities refer to what students must know to succeed in specific tasks or contexts. Lacks represent the gap between current proficiency and desired outcomes. Meanwhile, wants reflect students' personal interests or learning preferences. For instance, if students need to speak confidently in group discussions (necessity) but struggle with pronunciation (lack) and prefer interactive media (want), this findings inform and provide critical guidance for the development of suitable materials and activities.

Learning needs describe how students want or need to learn. These include preferred learning styles, motivation, available resources, and classroom dynamics. As Latif & Sulistiawati (2023) note, understanding learning needs helps teachers adjust content, delivery, and assessment to fit students' characteristics. In practice, students often benefit from visual and interactive materials rather than lengthy texts. Nyoman (2024) found that students prefer digital, concise, and engaging resources to support independent learning. Qoyyim, Widiasanti, & Saleh (2024), emphasized that textbooks alone are insufficient, and students need media that can foster interest and participation, especially for speaking.

Psychological and motivational factors also influence learning needs. Masrul & Erliana (2024) explain that anxiety impacts performance, particularly in speaking tasks. Dalimunthe et al. (2024) argue that a non-threatening classroom environment, where students feel safe to make mistakes, is essential for improving speaking performance. Teachers must build trust and reduce stress by encouraging participation without fear of negative judgment.

Deci & Ryan (2018) highlight the importance of fulfilling basic psychological needs: autonomy, competence, and relatedness to enhance intrinsic motivation. When students feel competent and supported, they are more likely to engage actively in learning, particularly in oral communication. This view aligns with Maslow's (1943) theory that students must first feel secure and supported before they can reach higher levels of achievement, such as self-expression in speaking. Incorporating student input into material development increases relevance and motivation. Fahriani (2024) emphasizes that instructional materials should be aligned with both curriculum demands and learner expectations. A well-executed needs analysis allows teachers to create materials that meet both institutional standards and student realities.

Thus, a thorough needs analysis combining both target needs and learning needs provides the foundation for effective language instruction. It ensures that materials are appropriate, engaging, and focused on the specific challenges and preferences of learners. To help improve students' vocabulary, teachers can use songs, games, and social media as learning media (Kelendonu & Katermba, 2023). Students' motivation to learn and their achievement can effectively increase with the use of interactive multimedia (Maryam et al., 2024). This study contributes to the broader field by offering empirical data that connect literature-based instruction, student-centered material design, and speaking skill development. It also raises further questions: How can these materials be effectively integrated into existing curricula? What training do teachers need to implement them successfully?

Method

This research used a mixed-method

approach, combining quantitative and qualitative data to gain a comprehensive understanding of students' needs. Integrating both approaches provides a more comprehensive understanding of a research topic than using either strategy independently (Creswell, 2019).

Research Area and Participants

This research was conducted at SMP Muhammadiyah 2 Yogyakarta during the 2024/2025 academic year. The participants included the 8th grade students (N=294) and one teacher. A total of 51 students participated in the questionnaire, while three students and one teacher were interviewed. Participants were selected using stratified sampling, ensuring they represented the general class characteristics.

Research Instrument

The instrument used in this research is questionnaires and semi-structured interview guidelines. In a mixed-method research design, both open- and closed-ended questions were utilized to gather comprehensive data (Creswell, 2022). The questionnaire contained both Likert-scale and open-ended items designed to identify students' necessities, lacks, and wants related to speaking skills and literature-based materials. In addition, semi-structured interview guidelines were developed for students and the teacher to further explore their preferences for topics, media, and classroom activities.

Validity

To ensure content validity, both the questionnaire items and interview guidelines were reviewed by an English language teaching expert. He evaluated the instruments for clarity, relevance, and alignment with the research objectives. Revisions were made based on his feedback to improve wording and ensure that each item accurately measured the intended construct.

Data Collection

The questionnaire was distributed online using Google Forms during class hours under teacher supervision. Interviews were conducted face-to-face, recorded (with consent), and transcribed. All participants were informed of the study's purpose and provided consent before participation. Ethical approval was obtained from Universitas Ahmad Dahlan.

Data Analysis

The quantitative data obtained through Google Forms were analyzed using descriptive statistics (means and percentages), while the qualitative data from interviews were examined using thematic analysis. Data analysis involved systematically organizing, coding, and categorizing the information to identify patterns and generate meaningful findings. To evaluate the range of scores in the questionnaire, the researcher used a formula adopted from Best & Khan (2012) defined as:

$$R = \frac{X_h - X_l}{4}$$

where R represents the range, Xh is the highest score and Xl is the lowest score.

Table 1. Quantitative Data Conversion

	Interval of the mean values	The other form of the interval	Category
1	1.00 – 1.75	$1.00 \leq X^- \leq 1,75$	Bad
2	1.76 – 2.51	$1.76 \leq X^- \leq 2.51$	Fair
3	2.52- 3.27	$2.52 \leq X^- \leq 3.27$	Good
4	≥ 3.28	$X^- \geq 3.28$	Very good

Adapted from: Suharto (2006)

Result and Discussion
Target Needs: Necessities

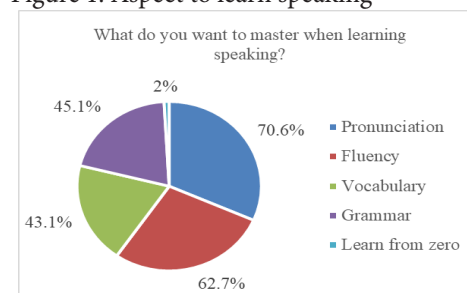Figure 1. Aspect to learn speaking

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Figure 1 shows that 70.6% of students prioritize pronunciation, and 62.5% focus on fluency as the main speaking skills they want to master. Students realized that speaking in English is an important skill and needed for academic success and daily communication. This is confirmed by a student's statement, "After studying narrative texts, there is a desire to improve speaking skills because if you speak fluently, it is easier to understand exam questions." From the interviews, students stated that speaking fluently will help them understand the exam questions, which shows the importance of speaking skills in the context of academic/formal education.

Figure 2 The topic of learning speaking
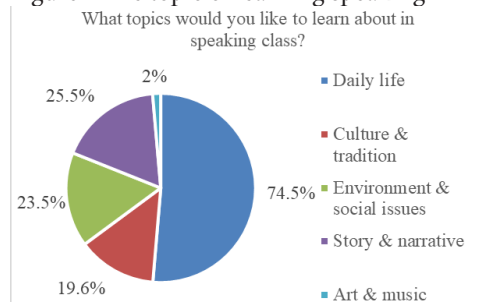
As shown in Figure 2, 74.5% of students chose everyday topics to discuss in speaking class. This shows that students need practical communication skills that can be directly applied in real life, not only in formal or academic contexts. Topics that are relevant to their daily experiences make the learning process meaningful and close to their communication needs. This finding is also reinforced by the students' opinion, "Prefer group discussion," which means they understand the lesson more easily through hands-on practice.

Target Needs: Lacks

Figure 3 demonstrates that the most dominant barriers faced by students were lack of confidence (68.6%), fear of making mistakes (66.7%), and difficulty in pronunciation (60.8%). These percentages indicate a gap between students' abilities and the skills they need to achieve learning objectives, particularly in speaking skills. Lack of confidence is a strong indicator that students are not used to or comfortable performing orally as expected by teachers and classmates. This lack of confidence can be a major barrier in the speaking learning process, as students tend to avoid active participation. This is confirmed by the student's statement in the interview, "I don't want to practice yet; I'm afraid of pronouncing it wrong." This statement shows that although students have the desire to learn and improve their speaking ability, the lack of confidence makes them reluctant to try speaking.

Figure 3 Students' lacks in speaking
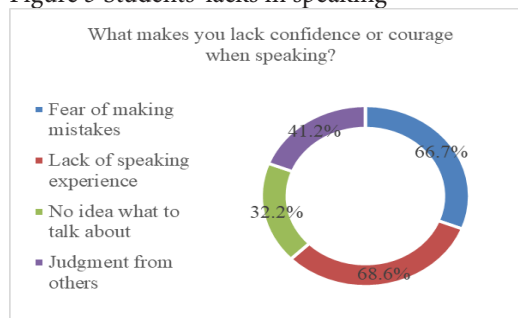
Furthermore, students' fear of making mistakes is not only related to technical ability but also to the perception and judgment of teachers and students. The fear of being corrected or laughed at makes students reluctant to express their opinions orally. As a result, students prefer to remain silent or only participate passively. One student revealed that the difference in his understanding with the teacher also caused confusion, which is supported by student's statement, "The teacher's answer and the student's answer are different; according to the student, it is correct, but when equalized, it is much different." This condition reinforces the feeling of being unsure of one's own answers, which in turn makes students hesitant to speak or express opinions orally.

Pronunciation is the most basic skill in speaking. Figure 4 indicates that 50% of the students struggle with pronunciation. These difficulties reduce their confidence

and fluency. One student stated, "Fear of mispronunciation because sometimes a friend asks, so I'm afraid to explain it wrong too." These technical difficulties magnify the psychological barriers and will only lead to students' reluctance to practice speaking. These barriers not only disrupt the smooth flow of communication but also hinder the learning process, as speaking is a productive skill that can only develop through hands-on practice.

Figure 4. Students' weakness in speaking
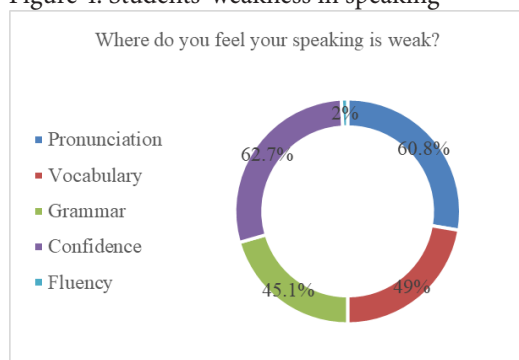
Target Needs: Wants

Figure 5. Activities to support student's speaking
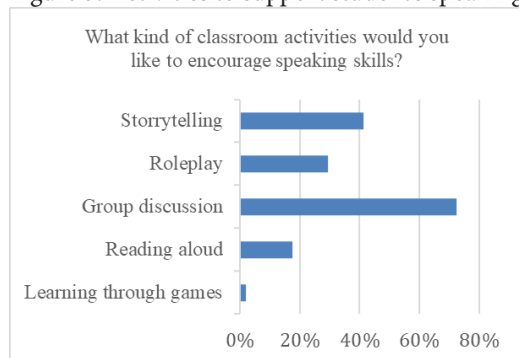
Referring to Figure 4.5, it is evident that the most preferred learning activity for students to support the mastery of speaking skills is group discussion (72.5%), followed by storytelling (41.4%), role-playing (29.4%), and reading aloud (17.6%). Only 2% chose games as the main activity during speaking class. Students prefer activities that are communicative, interactive, meaning-based, and focused on real interactions rather than entertainment activities. This preference is supported by the interview results: "There are fewer types of speaking activities because

there is more theory." Speaking lessons in the context of narrative texts have not provided adequate space for students to actively develop oral skills. Most activities are still centered on teacher explanations or written activities such as reading and writing, not on real oral interactions. One of the students stated, "I prefer group discussions and games, because we discuss the text together." Students enjoy collaborative and interactive activities such as group discussions and games, which provide opportunities to share ideas, work together, and build shared understanding. Although games were not widely selected in the questionnaire, in practice they are still considered fun when combined with discussion, especially if they are designed to reinforce text comprehension through interaction. Discussion activities not only train speaking skills, but also increase confidence and strengthen understanding of the text content.

Learning Needs

Based on the information in Figure3, learning needs explain how students want to learn, the factors that influence their learning process, and the types of materials that support learning, including how they want to learn, what keeps them engaged, and what tools support their learning process optimally. One important aspect is psychological needs, which is the need for a safe and supportive learning environment to overcome the fear of being wrong. A total of 68.6% of students felt a lack of confidence when speaking in English, and 66.7% were afraid of making mistakes, which does not simply indicate a lack of skills (lacks) but also illustrates fear stemming from anxiety, self-doubt, and the pressure of the classroom environment. These psychological factors can be significant barriers in students' acquisition of speaking skills. The anxiety is described by a student: "The reading problem is a bit difficult; it has to be studied and then spoken. I'm afraid the pronunciation is wrong because sometimes a friend asks, so I'm afraid to explain it wrong too." This describes the anxiety that arises when

they are asked to understand a text which is then delivered orally, as they feel they have to read deeply before speaking. worry about mispronunciation, or fear that their friends will ask questions and they cannot explain correctly.

As depicted in Figure 5, motivational needs are also an important element that needs to be considered in the learning process. Learning should involve hands-on practice and engaging collaborative activities to make students feel more engaged and motivated. A total of 72.5% of students showed high interest in group discussion, as they felt more comfortable and helped when searching for text understanding together. Students also preferred learning that involved group discussions and educational games, as they were fun and gave them space to speak without pressure. They showed a strong preference for practice over theory, as one student said, "I prefer to practice because there is an explanation and do the assignment." The combination of explanation and problem-solving encouraged active engagement and increased interest in learning.

In contrast, narrative activities that were merely tasks and games that were not clearly directed were perceived as less effective in improving speaking skills. "Narrative activities are usually assignments and games, so they are less effective for improving speaking skills," this was stated by the students. Students felt less motivated if activities did not directly benefit their skills. This suggests that learning activities should have a clear direction and feel meaningful to students in order to provide strong motivation. Meanwhile, according to the teacher, the activity that students like is learning by using games, as in the following statement, "Usually, the activities that students like, this is in general. For English teaching, they usually like it when it starts with games. Because of that, we usually use a gender-based approach. So, we adjust for the game; it is indeed used for building knowledge of the field. So, we look for games that increase their vocabulary. So, we equip them first for later assignments, or later to better understand the material they will learn." Although they like learning by using games, the students still want other activities such as group discussions, storytelling, or reading aloud that will increase their motivation in learning to speak.

Figure 6. Media for learning narrative text
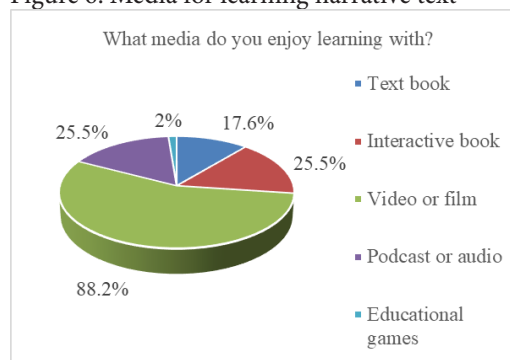
An analysis of Figure 6 indicates that material needs are a complementary aspect that is no less important in supporting learning effectiveness. A total of 88.2% of students chose video or movie as the most preferred media, 25.5% chose podcast/audio and interactive book, 17.6% chose textbook, and only 2% chose game. The strong preference for audio-based visual materials suggests that the audio-visual approach will help students better understand the content of narrative texts. On the other hand, there are constraints related to narrative texts that are considered too long and use complex language. This is a challenge, considering that most students do not like literacy in the form of long texts, followed by students' statements, "What is lacking from the narrative text is too long paragraphs; students don't like literacy, so they want something that is not long." Narrative texts that are too long actually hinder the learning process. Therefore, there is a need for teaching materials based on narrative texts that are shorter, interesting, and adapted to students' interests and learning styles so that learning can take place more effectively, enjoyably, and meaningfully. In addition, the teacher also conveyed, "Anything related to digital media, students will definitely be happy, for example, with videos. If we

only use the blackboard to teach, they will usually protest." It can be interpreted that media selection is indeed influential in the teaching and learning process.

Based on the data obtained, it can be identified that most students want to master pronunciation and fluency in speaking English, which aligns with the research objective of identifying their target and learning needs. Narrative text as one type of text can actually be an effective means to develop these abilities. Through stories in narrative texts, students can learn good pronunciation models, intonation, pronouns, and even sentence usage in a more fun way. (Khoir et al., 2024) found that narrative texts are an effective medium for improving students' language competencies, particularly in the area of speaking. Engaging with stories incorporated in narrative texts exposes students to authentic instances of pronunciation, intonation, pronoun usage, and grammatical structures within an engaging and meaningful learning environment. Additionally, the use of narrative text has been shown to help students improve their pronunciation (Inaya, Amalia, & Septiana, 2024). These findings support previous research while adding new evidence from the current study that students specifically request materials integrating pronunciation practice with enjoyable contexts.

However, despite recognizing the importance of pronunciation, many students lack confidence and fear making mistakes when speaking due to pronunciation difficulties. Research by Arsi, Farahdiba, & Ariyani (2025), reveals that pronunciation affects students' speaking confidence in class. Furthermore, Febianti (2024) stated that students' self-perceptions of their pronunciation can impact their confidence and ability to speak. This explains why students in the present study demonstrated hesitation during oral tasks, confirming that psychological barriers remain a critical factor influencing their performance.

Field evidence also indicates that anxiety constitutes a primary barrier hindering students' ability to speak effectively in the classroom. As noted by (Alim et al., 2023), anxiety hinders and makes students unable to enjoy learning to speak. During speaking classes, students frequently feel eager to finish the exercises quickly or to end the class early. Furthermore, Mulyani et al. (2024)) reveal that the comments students get from friends and teachers when they have a poor speaking performance make them feel anxious and lack confidence when they are asked to speak. Students experience anxiety when performing spoken English in front of an audience, making it difficult for them to speak well (Mulyani et al., 2024). The current findings align with these studies, showing that fear of negative evaluation discourages participation, which highlights the need for interventions that reduce classroom pressure.

When students are asked to perform activities such as retelling or role-playing characters, many exhibit fear of making mistakes. Nevertheless, the present results confirm that when implemented in supportive environments, retelling, role-playing, and storytelling can serve as effective exercises to enhance fluency and reduce anxiety. According to Rasni, Muhayyang, & Muliati (2022), the retelling strategy significantly improved the students vocabulary. Additionally, storytelling has been associated with improved speaking skills and lowered anxiety levels among students. The role-play technique improves junior high school students' speaking skills more than conventional methods (Nazhifah & Lubis, 2024). Moreover, storytelling and role-playing were successful in teaching speaking skills to students with high and low motivation (Oktaviani et al., 2024). This comparison reinforces the present study's implication that task selection must balance linguistic practice with psychological comfort.

Students prefer topics related to daily life and practical matters that can be applied in real communication contexts rather than academic topics that are distant from their experiences. Therefore, the learning materials

should be closely connected to students' daily lives to enhance the meaningfulness of the learning process. By aligning content with students' real-life contexts, teachers can foster greater engagement and facilitate more effective language acquisition. According to Miremba (2024), to promote academic success and optimize learning outcomes in schools, learning materials must be effectively designed and actively engage students in the learning process. In addition, Bhujangga et al. (2024), stated for effective learning, teachers need to determine learning materials that suit students' needs and learning styles. The present research supports these statements by showing that students respond positively to narrative texts that reflect their own experiences, which contributes to both language practice and emotional engagement. Teachers can select stories that closely relate to students' experiences, enabling them to feel more connected when engaging in oral discussions of the text content. As stated by Sataa et al. (2023), narrative texts allow students to build confidence, especially in speaking. Furthermore, Qatrinada & Apoko (2024), revealed that narrative text could be a good catalyst for enhancing students' critical analysis skills and creativity, suggesting that their benefits extend beyond speaking competence to broader cognitive development.

Group discussions become the students' preferred learning activity when they engage in conversations about stories, characters, conflicts, and moral messages. Through these discussions, students gain the confidence to speak, exchange ideas, and assist each other in overcoming challenges related to grammar and pronunciation. This collaborative environment fosters both linguistic development and interpersonal skills. As explained by Cempaka (2024), that students consent to improve speaking ability, group discussion class activities are highly desirable. Consistent with the present findings, group work promotes active involvement, increases motivation, and builds confidence, confirming

its value as a pedagogical strategy.

From a psychological perspective, students require a safe and supportive classroom environment to feel secure in making mistakes. As noted by Dalimunthe et al. (2024), when teachers adopt a non-judgmental attitude, students are more likely to participate confidently in speaking activities. Creating such an environment is essential to reduce anxiety and encourage active engagement in language learning. Psychology allows teachers to develop strong relationships with students, understand their needs, and establish a conducive learning environment. To create a supportive learning environment, psychologists recommend providing meaningful and relevant learning, allowing students to learn independently, providing positive and constructive feedback, fostering positive relationships between teachers and students, and creating a learning atmosphere that is conducive and safe.

Students prefer hands-on practice activities over purely theoretical instruction. As demonstrated by Tindan & Anaba (2024), hands-on activities can increase students' attention and engagement. Applied methods such as discussions, exercises, and problem-solving activities should be prioritized to maintain students' interest and motivation. Teaching approaches that emphasize active engagement increase students' motivation and contribute to higher academic performance. Furthermore, instructional methods that successfully capture students' interest significantly influence their motivation and lead to improved learning outcomes (Apiku, 2023; Specioza & Hilary, 2023). The alignment between these studies and the present findings suggests that practical, interactive tasks are essential to sustaining student engagement in speaking lessons.

Many students require more engaging media and instructional materials to prevent boredom when reading lengthy narrative texts. English-language films or videos adapted from narrative stories can enhance their engagement

effectively. As stated by Rahmah & Pranata (2024), by using movies, they will discover new vocabulary, and improve pronunciation which will help them in learning to speak. Therefore, research by Azzuri et al. (2024), shows that movies are well received by students because they are easy to use, and this media can contribute effectively to students' ability to speak English. Some students also report that excessively long narrative texts hinder their learning interest. Therefore, teachers need to select shorter and more engaging narrative texts or present stories through audiovisual media. Based on the findings of Sataa et al. (2023), the use of videos captures students' attention and motivates them to engage with narrative texts, as it allows students to explore and learn learning concepts beyond traditional methods. This study's results reinforce that audiovisual adaptations not only maintain student interest but also provide authentic language models that improve pronunciation and fluency. Narrative text is not only reading material but also a medium to develop speaking through storytelling, role-playing, and discussion.

The synthesis of findings indicates that literature-based learning using narrative texts can effectively address students' linguistic and psychological needs. This approach, when supported by interactive activities, relevant content, and appropriate media, aligns with the research objectives stated in the introduction.

Conclusion

The findings indicated that many students experience speaking anxiety due to fear of making mistakes, mispronunciation, and limited vocabulary. Students expressed a preference for materials that are engaging, relevant, easy to understand, and supported by visual or audio media, along with interactive activities that promote comfort and active participation. These results confirm the research objective of identifying students' target and learning needs and support the assumption that literature-based materials,

particularly narrative texts, can address these needs.

This study contributes by demonstrating that integrating literature-based materials with interactive strategies, appropriate media, and interest-based content not only enhances students' speaking performance but also increases classroom engagement. Unlike previous studies that focused mainly on reading comprehension, this research emphasizes the role of literature as an active tool for oral communication.

These results suggest that integrating literature-based materials with interactive strategies, appropriate media, and interest-based content can enhance students' speaking performance and classroom engagement. However, creating an effective learning environment cannot rely on instructional materials. Teachers also play an important role in creating a supportive and conducive classroom atmosphere for speaking learning, especially in narrative text learning. By avoiding a stressful classroom atmosphere, teachers can make students feel comfortable and more confident when participating. In addition, providing appropriate motivation and adjusting learning materials according to students' interests can effectively improve learning achievement. The use of audio-visual media and the implementation of interactive activities that are varied and not monotonous also greatly support the smoothness of the teaching and learning process. Therefore, this study highlights the need for more student-centered and contextually adaptive literature-based instructional materials and practices, particularly for improving speaking skills through narrative texts.

Nevertheless, this study is limited by its small sample size and focus on a single school, which may restrict the generalizability of its findings. Future research should include a larger and more diverse population, test the application of the proposed materials in actual classroom settings, and examine their long-term effects on students' speaking competence

and motivation.

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