The Impact of "Gallery Walks" Project-Based Learning Strategy on Speaking Achievement and Self-Confidence at Universitas PGRI Palembang

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Abstract

This research examines the effect of the project-based learning strategy known as the "gallery walk" on the speaking achievement and self-confidence of English majors at PGRI University in Palembang who possess varying levels of proficiency. Assessing the effect of learning strategies on speaking achievement, this study employed a quasi-experimental design focusing on students with high and low self-confidence. Diversely capable students will be categorized into groups according to their self-assurance in this study. Their confidence in speaking abilities was evaluated using qualitative data gathered through questionnaires and pre- and post-assessments. PjBL enhances students' speaking abilities and self-assurance in various ways, according to the findings of this study. Improvements are influenced by each facet of both speaking proficiency and self-assurance. Fluency, vocabulary, grammar, comprehension, and speaking achievement significantly impact performance. Moreover, cause-and-effect attribution and anxiety regarding language usage are factors that significantly impact self-confidence. In contrast, neither self-efficacy nor perceived L2 competence significantly influenced the students' confidence.

Keywords: gallery walks, project-based learning, speaking achievement, self-confidence.

1. Introduction

English is now a universal language for cross-border communication (Cañado, 2024). There are two key factors to consider when deciding if a language is a global language. First, the language becomes widely used as a national language; second, learning the language is given priority in nations where other languages are spoken, Habibi (2020). As we know, English is now used in "over 100 countries" Lin et al. (2012) as the world's official language or priority in learning language. That is the reason Wang (2020) mentions that the purpose of learning English is to be a global citizen to communicate and Teo et al. (2018) to improve one's economic prospects.

The most important part of learning to communicate in English is speaking. For many students, being able to communicate vocally in a foreign language is more crucial than being able to read or write. Speaking is one of the key language skills that needs to be controlled, according to Nazara (2017) and Alan and Stoller (2005), and mastering speaking abilities is a prerequisite for mastering English. Additionally, the development of English speaking proficiency is the new criterion for success in second or foreign language educational programs. This shifts the paradigm for English learners, as most language learners worldwide study English to become proficient in the language (Kumar et al., 2022; Van Loi & Hang, 2021).

Both the educational paradigm and the level of English competence among students in Indonesia need to shift. On the basis of the Education First-English Proficiency Index (EF-EPI), it was discovered that Indonesia's standing in terms of English proficiency has improved during the previous three years. Based on low proficiency levels, Indonesia ranked 34th out of 44 countries in 2021. With a score of 53.31 in 2022, it improved to 27th place out of 44 countries, still indicating a low competency level. Indonesia was placed at a moderate proficiency level in 2023, scoring 53.44 to rank 25th out of 60 countries.

Indonesia is ranked lower than numerous Asian nations, including high proficiency nations like Malaysia (Rank 11) and Singapore (Rank 12). Unfortunately, the English proficiency index increase in Indonesia did not happen in one local example. The student's ability to speak English could have been more consistently increased in the last three years at PGRI University of Palembang. However, it was still an average level. The average speaking scores attained by PGRI University of Palembang students over the past three years are virtually identical. The respective mean scores for Speaking1 and Speaking2 during the academic year 2021/2022 were 6.5 and 6.9. Throughout the 2022/2023 academic year, it was between 6.8 and 6.9. Before that, in the academic year 2023/2024, the scores were 7.1 and 7.0, respectively. A cursory examination of the Table reveals that the increases were insignificant.

According to Gan (2018), interviews with twenty final-year Bachelor of Education (BEd) students about their experiences in Hong Kong's BEd program reveal some key factors that affected students' speaking proficiency: 1) a limited vocabulary; 2) grammar as a barrier; 3) poorly learned pronunciation; 4) insufficient opportunities for speaking in class; 5) a curriculum that does not prioritize language improvement; and 6) a poor environment outside of the classroom. The problems encompass nearly every aspect of language acquisition that language learners must comprehend when speaking (Bashir 2017; Azeem 2017 et al.), specifically: 1) mechanics, which refers to using appropriate words in the right order and pronouncing them correctly (problems 1, 2, and 3); 2) speaking as a transaction or interaction; and 3) social and cultural norms and rules.

According to Widiati and Cahyono's (2006, p. 278) observations on teaching issues in Indonesia, students who are proficient in oral English confront two main challenges. First of all, a lot of elementary school English learners make speaking mistakes (Woymo et al., 2024). These mistakes are referred to as mechanical difficulties and they affect: 1) pronunciation; 2) grammatical accuracy; 3) vocabulary; 4) fluency; and 5) interactive communication (Bashir et al., 2011). Second, the issues are emotional in nature, with students experiencing anxiety and silence as a result of low self-esteem, preexisting knowledge of the subjects, and unsatisfactory

teacher-student interactions (Daar et al., 2023). Stated differently, speaking difficulties among students might be categorized as a result of knowledge and emotion (such as confidence).

Every student is keen to improve their speaking abilities. As reported in Nazara (2017), a survey conducted among forty students during the fifth and seventh semesters of FKIP UKI yielded the following results: all respondents (100%) expressed a strong desire to improve their speaking abilities. However, they still require more time to practice speaking, even in class. Ninety percent of respondents concur that speaking classes should spend more time practicing speaking. Therefore, the two primary issues raised above can be resolved if a teacher offers the pupils a lot more time to practice and develop their speaking, according to Graves (2018). As evidenced by the studies conducted by Awan and Naz (2020) and Fragoulis and Tsiplakides (2009), where 55.3% of participants said that "speaking in front of others" became their greatest source of anxiety, nobody is afraid to talk in front of others.

Teachers' responsibility is to take note of the aforementioned phenomenon, nevertheless. Teachers must therefore implement a plan to provide students with additional opportunities to assess their proficiency and develop their self-assurance when speaking English. "Galley Walks" Project Based Learning (PjBL) is one of the tactics I shall suggest in this study. A project-based learning technique called "Galley Walks" has the potential to "engage students in activities that are interesting to them and important to the course" (Fleming, 2020). It concentrates on two ideas that can address the issues raised during the speech. Engaging activities improve students' enjoyment of the learning process. Because these activities are so interesting, kids feel more at ease participating in the learning process. It can inspire pupils and keep them from becoming less self-assured. Second, key course(s) indicate that, despite the fact that a class is designed with students' interests in mind, there is a corridor that needs to be followed to ensure that the activities stay on course. When invited to speak in English, students at PGRI University of Palembang had numerous difficulties related to self-confidence. Using an open-ended questionnaire with the question, "How do you feel when you are asked to speak English?" the early research demonstrated this. The students' lack of confidence was revealed by the questionnaire's answers. Despite the low percentage (20%), further replies also suggest that they struggle with confidence while speaking English (e.g., apprehensive, shy to speak English, etc.). Just two replies—"not nervous, try hard to use English" and "positive motivation"—indicate motivation. Teachers' job is to help students become better speakers. Instructors must use a method that allows students to explore their abilities and develop their self-assurance when speaking English. The study plan that was suggested was called Project Based Learning (PjBL).

"Engage students in activities that are interesting to them and important to the course" is the goal of the PjBL approach (Che-Aron & Matcha, 2023). It concentrates on two ideas that can address the issues raised during the speech. Engaging activities improve students' enjoyment of the learning process. Because these activities are so interesting, kids feel more at ease participating in the learning process. It can inspire tudentss and keep them from becoming less self-assured. Second, key course(s) indicate that, despite the fact that a class is designed with students' interests in mind, there is a corridor that needs to be followed to ensure that the activities stay on course.

According to Poonpon (2019), project-based learning has positive effects on cognitive, affective, and psychometric domains. The majority of pupils demonstrated cognitive growth in each of the

four language domains. Most students are eager to participate in learning activities on an emotional level. They became internally motivated. The final approach is psychomotor, which tries to help pupils develop their capacity for inquiry and observation. Stated differently, students' cognitive, emotional, and psychomotor skills can all be enhanced via project-based learning.

The writer was interested in performing experimental research on PGRI University of Palembang second-semester students for the reasons and facts mentioned above. The Impacts of "Gallery Walks" Project-Based Learning Strategy on Speaking Achievement and Self-Confidence of Students at PGRI Palembang University is the study that the author so suggested.

I. Objective Of The Research

The objectives of the research are:

1. To explain how much the "gallery walks" project-based learning strategy contributes to improving students' speaking achievement;

2. to explain how much the "gallery walks" project-based learning strategy contributes to enhancing students' self-confidence;

3. to explain how the implementation of the "gallery walks" project-based learning strategy in speaking course;

4. to explain the students' perception of high self-confidence after being taught by using the "gallery walks" project-based learning strategy;

5. to explain the teacher's reflection after using the "gallery walks" project-based learning strategy.

II. Research Hypothesis

To accomplish the objectives of the research, the following research hypotheses were formulated:

Ha1: There is a significant increase in students' speaking achievement for those who are taught by using "gallery walks."

Project-based learning (PjBL) from those taught by using class discussion.

Ha2: There is a significant increase in students' self-confidence in speaking for those taught using "gallery walks."

Project-based learning (PjBL) from those taught by using class discussion.

Ha3: There is a positive perception on the students' view after being taught by using "gallery walks" project-based learning (PjBL).

2. Methodology

A. Design

The author employed a quasi-experimental design—more precisely, a non-equivalent control group design—using the experimental technique. There were two groups: a control group that received no treatment at all and an experimental group that received treatment utilizing PBL (Cohen et al., 2018, p. 397). Pre-tests were given to both groups at the start of the research, and post-tests were given to them at the conclusion.

B. Operational Variable

In this investigation, three variables are involved: project-based learning (PjBL) as the dependent variable and speaking achievement and self-confidence as the independent variables.

1. Project Based Learning (PjBL)

In this research, project-based learning was defined as an approach that engages the students to explore their language performance, in this case, speaking, through activities that were interesting for students to do in the form of creating projects or products. The projects or the products made by students in this research were a) Gallery Walks that include products such as brochures, slideshow, and documentation of file information-'; b) TV Show, an imitation of a TV program that was represented in the classroom by doing modification in some particular parts to engage the student's creativity in the form of such as: making video, oral presentation, slideshow, etc., c) Exhibition, a big scale program which involved others students out of those who were investigated.

2. Speaking Skills Achievement

The achievement is one condition showing the students' improvement in speaking between after and before the treatment. In this case, the writer analyzed it statistically to the PGRI University of Palembang students to know the significant effects of PjBL as the strategy implemented by comparing the students' pre-test and post-test scores.

3. Self-Confidence

Students' belief and assessment of their abilities to accomplish a task are demonstrated by their level of self-confidence. In this case, the student's impression and belief in their English-speaking abilities was linked to their level of self-confidence. It inspired them to fearlessly pursue their knowledge and maintain their psychological edge in order to become more proficient. Students who possess greater self-confidence are more likely to succeed in their academic endeavors.

C. Population and Sample

The research population was all of the second-semester students of PGRI University of Palembang majoring in English Education in the academic year of 2023/2024. The number of students was 72, classified into two classes. In addition, the author used a purposive sampling method to choose the sample, taking into account the following factors: 1) The age range of the pupils was 18 to 21. 2) Exam results for the semester are divided into three groups: above average, average, and below average. The author selected a sample of 40 students from the

average group (56–70). Two groups were created from the students: the experimental and the control groups. 3) Because there are more women than men, they are split equally between the sexes. The writer used the range score from the University of PGRI to determine students' classification since it has a more stable range (15 points). The Table was as follows:

Table 1. Students' Scor Classification

No	Classification	Score
1	Very Good	86 – 100
2	Good	71 – 85
3	Average	56 – 70
4	Poor	41 – 55
5	Very Poor	0 – 40

(Source: PGRI University, 2023/2024)

D. Data Analysis

The data was analyzed by the writer using quantitative data analysis and SPSS version 20. Two types of information were examined. Data regarding students' self-confidence and speaking proficiency were gathered from the survey. The writer first obtained the score through oral assessments administered as pre- and post-tests. Five criteria—1) Accent, 2) Grammar, 3) Vocabulary, 4) Fluency, and Grammar—were used to examine the scores (Hughes, 2013). The author employed Rebecca Hughes' proficiency description (2013, pp. 131–133) to identify the student categories. Next, using a Paired Sample t-test in the case of two correlated samples, the author compared two population means in the data on students' speaking achievement (Woymo et al., 2024). The pre-test and post-test data were entered, and this demonstrated the considerable difference between the experimental and control groups. The author then employed an independent t-test to determine the significance of the difference between the means attained by the experimental group and the means of the control group. Additionally, statistical analysis was used to examine the data about students' self-confidence in their ability to speak English. A t-test was employed in the statistical analysis of the data to compare the two groups' pre- and post-test scores as well as the results of the questionnaires before and after treatments.

E. Procedure

In implementing PjBL in the experimental group, the writer arranged 24 meetings, each 3x40 minutes long, including a pre-test before treatment and a post-test after the treatment by PjBL. The teacher provides activities sequentially, from preparation to presentation of the final product and evaluation, that organize the class in long meetings. These stages include pre-activities, designing and conducting projects, and post-test activities (evaluation). The procedures above follow the schedule created by the writer for 24 meetings. Here is the schedule:

Table 2. Schedule Of Treatment Of Experimental Group

No	Projects	Material	Meetings
1	Pre-test	Instrument	1
2	Drafting Planning	Conversation provides the expressions which are used for 1) asking planning, 2) giving information about the planning	2
3	TV Show	Preparation	3

		Conversation provides the expressions which are used for: 1) Making requests, 2) Offering somethings	4
			5
		Monologue texts in the form of procedure texts	6
			7
		Conversation provides the expression that is used for 1) changing the subjects, 2) providing additional information, and 3) inviting another person to speak	8
			9
		A monologue text in the form of narrative text which is narrated from a picture	10
			11
4	Gallery Walks	Conversation provides the expression which is used for 1) Asking and clarifying, 2) asking and giving opinions	12
			13
		A monologue text in the form of Descriptive text dealing with specific topics	14
			15
		A monologue text in the form of Descriptive text	16
			17
		A monologue text in the form of Argumentative text dealing with specific topics	18
			19
5	Exhibition	Preparation	20
			21
			22
		A monologue text in the form of Argumentative text dealing with specific topics	23
6	Post-test	instrument	24

3. Results

A. A descriptive analysis of the speaking proficiency and self-confidence of students

This section needed to discuss two key points. Students' speaking abilities and their level of confidence are the first two. Both a pre-test and a post-test were administered by the author twice. The author employed an oral assessment consisting of eight items to gauge the students' proficiency in speaking. Recorded and assessed by two raters, components were used in the students' responses: comprehension, vocabulary, grammar, accent, and fluency. A questionnaire consisting of eighteen statements on a Likert scale (1-6) was also delivered by the author. Students were asked to select the one that best captured their sense of confidence in themselves. Because the questionnaire was scored in a range of 18 to 108, the speaking achievement of the students (N = 40) was nonetheless classified as average level based on the overall level of achievement, with a mean score of 58.04. The pupils' performance was categorized using five levels: exceptional (0%), good (25%), average (35%), bad (22.5%), and extremely poor (17.5%) (see Table 4.1). In contrast, the self-confidence of all 40 students was rated as ordinary overall, with a mean score of 70.53. The pupils' self-confidence was divided into three categories: high, which was 40%, average, which was 42.5%, and low, which was 17.5%. The mean score for students' speaking and confidence skills is displayed in the table.

B. Statistical Analysis of Students' Speaking Ability and Their Self-Confidence

Using statistical analysis, the author determines whether PjBL can improve students' speaking abilities and self-confidence.

(a). Normality and Homogeneity Test

The writer started by calculating the data's normality and homogeneity test to determine which statistical formulas were used in analyzing the data. These two tests are employed to determine whether or not the research data to be utilized is homogeneous and follows a normal distribution. The normality test can be carried out with the null hypothesis stating that the data is usually distributed. Meanwhile, the homogeneity test can be carried out with the null hypothesis stating that the data is homogeneous. The data normality was assessed using the Shapiro-Wilk test, while the homogeneity was tested using Levene statistics, both with a significance level of 5% (= 0.05). The null hypothesis is accepted when the significance value obtained from the SPSS program (Sig.) exceeds the error level 0.05. The normality and homogeneity tests for each pre-test and post-test data for both data groups are presented in Table 3.

Table 3. The Results of Normality and Homogeneity Tests Of Research Data

Variables	Group	Test	Sig. of Saphiro-Wilk test	Levene statistic
Speaking ability	Experimental group	Pre-test	0.100	0.693
		Post-test	0.095	
	Control group	Pre-test	0.061	
		Post-test	0.170	
Self-confidence	Experimental group	Pre-test	0.879	0.081
		Post-test	0.780	
	Control group	Pre-test	0.893	
		Post-test	0.286	

Table 6 indicates that the pre-test and post-test data for the experimental and control groups follow a normal distribution. This conclusion is based on the significance value for both groups, which is more than 0.05. Moreover, it can be inferred that the two variables have the same homogenous variance based on the Levene statistic value of both, which is greater than 0.05. Based on the consideration above, the writer used a t-test of parametric statistics in the SPSS version 20 program for the statistical analysis to determine the significant differences in speaking and self-confidence among the students.

(b). The Paired Sample t-test and Independent Sample t-test

To find out if there were any significant changes between the pre- and post-tests within groups, paired sample t-test analysis was employed. The experimental group will determine if PjBL can enhance students' speaking abilities and self-confidence based on pre- and post-test results. Even though PjBL was not used, the control group's paired samples t-test was utilized to identify any significant changes between the pre- and post-test. The decision is made to accept the null hypothesis, which asserts that there is no difference in the group's average between the pre- and post-tests, if the significance value (Sig.) is higher than the 5% significant level ($\alpha = 0.05$). The presence or absence of significant differences between the experimental and control groups was then assessed using the Independent Sample t-test. Table 4 displays the findings of the independent sample t-test and the paired sample t-test analysis as follows:

Table 4. Mean Difference Between Pre- And Post-Tests Of Speaking Ability And Self-Confidence Of Experimental And Control Groups

No	Variables	Pre-test		Post-test		Mean Differen Pre- and Post-test Exp. Within	T-Value Pre- and Post within Exp. (Sig.)	Mean different Pre and Post-test Cont Within	Pre- and Post-test within Cont. (Sig.)	Mean Difference Pre- and Post-test between Exp. & Cont.	T-Value Post-test between Exp. & Control (Sig.)
		Mean Exp	Mean Cont	Mean Exp	Mean Cont						
1	Speaking total	44.55	47.78	63.77	52.30	19.23	8.828	4.53	1.260	11.48	2.307
							0.000		0.223		0.027
	a Accent	35.63	40.63	53.12	41.88	17.50	7.094	1.25	0.346	11.25	2.381
							0.000		0.733		0.022
	b Grammar	46.25	47.92	65.42	53.33	19.17	7.254	5.42	1.468	12.08	2.345
							0.000		0.159		0.024
	c Vocabulary	45.83	47.92	65.83	51.67	20.00	9.395	3.75	0.941	14.17	2.811
							0.000		0.359		0.008
	d Fluency	42.08	47.50	62.08	51.25	20.00	7.511	3.75	0.840	10.83	2.007
							0.000		0.411		0.052
	e Comprehension	43.91	49.57	62.61	54.78	18.70	5.768	5.22	1.329	7.83	1.553
									0.200		0.129
2	Self-confidence total	54.10	56.80	76.05	65.00	21.95	7.964	8.20	5.027	11.05	3.595
							0.000		0.000		0.001
	a Language Use Anxiety	27.05	28.15	38,15	31.55	11.10	6.231	3.40	2.980	6.60	3.680
							0.000		0.008		0.001
	b Perceived L2 Competence	3.45	3.80	4.00	3.90	0.55	3.240	0.10	0.623	0.10	0.462
							0.004		0.541		0.647
	c Causal Attribution	12.30	12.80	21.10	16.85	8.80	7.602	4.05	5.195	4.25	2.907
							0.000		0.000		0.006
	d Self Efficacy	11.30	12.05	14.10	2.56	2.80	4.469	0.65	1.174	1.40	2.290
							0.000		0.255		0.028

Using the results of the t-test, the author conducts a thorough analysis of the speaking skills and confidence of the pupils. Table 7 shows that students' speaking abilities improve when Project-based Learning (PjBL) is used. In the experimental group, the average difference between the pre- and post-test is 19.23. With a significance value (Sig.) of 0.000, the t-test statistical value is 8.828—below the significance level (alpha) of 5%. In contrast, there was a 4.53 mean difference in the pre-test and post-test scores in the control group. With a significant value (Sig.) of 0.223, the t-test statistic of 1.260 was found to be more than the significance level (alpha) of 5%. The experimental group shows a statistically significant average difference between its pre-test and post-test scores, according to a comparison of the significance values of the two groups.

The control group, on the other hand, shows no discernible variation in these characteristics. To ascertain the effectiveness of PjBL in improving students' speaking abilities, the post-test mean

difference between the experimental and control groups was 11.48, with a t-test significance value of 2.307 and a significant value (Sig.) of 0.027. PjBL considerably enhanced the speaking skills of the pupils in the experimental group when compared to the control group.

PjBL positively affects students' self-confidence growth, according to statistical analysis of student self-confidence. The experimental group's average difference between pre- and post-test scores is 21.95, as Table 7 demonstrates. The significance value (Sig.) is 0.000 and the t-test statistical value is 7.964. For the control group, the mean difference in scores between the pre- and post-tests was 8.20. The significance (Sig.) was 0.008 and the t-test statistical value was 5.027.

We can deduce that there was a statistically significant difference between the two groups' pre- and post-test average scores because the significance value was less than the 5% threshold. Furthermore, the average difference in post-test scores between the experimental and control groups was 11.05%, indicating that PjBL had an impact on students' self-confidence. A significance level (Sig.) of 0.001 and a t-test value of 3.595 both demonstrated the statistical importance of this difference. These results show that as compared to the control group, students' self-assurance is significantly increased in the experimental group through Project-based Learning (PjBL).

PjBL, or project-based learning, significantly improved students' confidence and verbal communication abilities. The writer includes the results of independent and paired sample t-tests for the particular components of speaking and self-confidence in addition to the overall results. The speaking elements that were examined were comprehension, vocabulary, accent, grammar, and fluency. Language use anxiety, self-efficacy, perceived L2 competence, and causal attribution were the four traits of self-confidence. Table 7 provides a thorough examination of the statistical components pertaining to students' speaking proficiency and confidence.

(c). The Multiple Regression

The author aims to investigate the impact of PjBL on students' speaking skills and self-assurance in this research. The stepwise regression analysis is employed to quantify how much PjBL contributes to speaking ability and self-confidence, enhancing students' speaking achievement and self-confidence. Table 5 summarizes the stepwise regression statistics for the experimental group, using the SPSS version 20 for Windows application.

Table 5. Summary Statistics Of Stepwise Regression Of Experimental Group

Model		Independent variable (s)	Dependent variable	R	R^2	R^2_d	F	Sig.
1	a	Fluency	Speaking Achievement	0.974	0.948	0.0948	327.94	0.000
	b	Fluency, Grammar		0.978	0.975	0.027	18.552	0.000
	c	Fluency, Grammar, Vocabulary		0.995	0.990	0.015	25.273	0.000
	d	Fluency, Grammar, Vocabulary, Comprehension		0.999	0.997	0.007	36.600	0.000
2	a	Language Use anxiety	Self-Confidence	0.889	0.791	0.791	68.009	0.000
	b	Language Use Anxiety, Causal Attribution		0.962	0.926	0.135	31.077	0.000

	c	Language Use anxiety, Causal Attribution, Perceived L2 Competence.		0.963	0.927	0.001	0.211	0.679
	d	Language Use anxiety, Causal Attribution, Perceived L2 Competence, Self-Efficacy.		0.963	0.928	0.001	0.211	0.675

The results of the stepwise regression analysis are shown in Table 8, where PjBL has a 99.7% impact on speaking achievement overall. The findings showed that the fluency component provided 94.8% of the variation (R2 = 0.948, F = 327.94, Sig. = 0.000), while the understanding, vocabulary, and grammar components each contributed 2.7%, 1.5%, and 0.7% of the variance. According to the research, pupils' speaking achievement is not considerably impacted by the accent component. There are still unidentified factors that have a 0.3% impact on pupils' speaking proficiency. Additionally, the outcomes of the ensuing stepwise regression analysis show that PjBL contributes 92.7% to students' overall self-confidence. In particular, students' self-confidence is strongly impacted by language anxiety alone by 79.1% (R2 = 79.1, F = 68.009, Sig. = 0.000), with causal attribution coming in at 13.5%, perceived L2 competence at 0.1%, and self-efficacy at 0.1%. According to the results, perceived L2 competence and self-efficacy do not significantly contribute to promoting students' self-confidence, while unidentified factors still influence students' self-confidence by 7.3%.

4. Discussion of Results:

The author tries to explain his conclusions based on the research findings that were previously highlighted by examining the data that were collected, computed statistically, and the documentation as the supporting data that was qualitatively assessed. Based on statistical analysis, it was discovered that students who received instruction through project-based learning performed better than those in the control group. The author hypothesised at the outset of the pre-test that the experimental and control groups' student results were comparable. It demonstrated that all of the pupils were equally capable of speaking and confident. Following therapy, the experimental group outperformed the control group in terms of speaking improvement and elevated self-esteem. It showed that PjBL, the treatment employed in this instance, was a great technique to apply in a teaching and learning process.

The success of Project-based Learning (PjBL) in raising second-semester speaking proficiency among PGRI University of Palembang students in the 2023–2024 academic year can be attributed to multiple reasons. The first is that PjBL has qualities that allow students to develop their potential without getting overly comfortable. The learning exercises were designed by the students themselves. They planned, organized, carried out, and evaluated their projects on their own. The children were inspired to enroll in the class as a result. According to Che-Aron & Matcha (2023), PjBL can involve students in engaging activities that are pertinent to the course and appealing to them. Furthermore, PjBL aligns with the nature of teaching speech. Five taxonomies are identified in speech instruction. They fall into five categories: 1) extensive, 2) intense, 3) responsive, 4) interactive, and 1) imitative.

In contrast, the PBL activity design was organized from easier to more difficult for the students during the learning and teaching process. A spoof TV show, gallery walks, and an exhibition were the three events. Through performance, the students in the first program engaged in a rigorous and imitative process. In the second program, Gallery Walks, students continued to work in groups and created stations that their peers would visit (Lopez & Ortega-Dela Cruz, 2022). Students encountered a responsive and engaging approach in the second module. In the last program, Exhibition, participants from various classes saw the items that they had made in the first two programs, and they were given a detailed explanation by the students. They talked a lot during the previous procedure.

Additionally, PjBL boosts students' self-confidence. PjBL encourages students to investigate their capabilities. It provides an opportunity for students to demonstrate their presence within the classroom. Each individual was granted an equal opportunity to communicate, respond, comment, and so forth. By being given the chance, the students assumed accountability and became invested in performing at their highest level for their program. They eventually regained their self-confidence.

In addition, project-based learning (PjBL) offers benefits beyond the factors examined in this research. These include 1) students' receptiveness to suggestions from their peers, 2) self-assessment, and 3) problem-solving skills. The pupils were accustomed to receiving suggestions and even criticism from their pals. Following each show, the audience can express their thoughts through questions, suggestions, criticisms, and reviews. They engaged in reciprocal evaluation as a means of assessment. Their self-assessment further bolstered their willingness to undergo evaluation. They recorded their emotions, challenges, and plans in their learner diaries. They possessed a deep understanding of their speaking issues and their self-assurance level. In addition, they documented their strategy for resolving their issues.

The difficult issues raised by several specialists on students' preparedness and time management were addressed by this study (Che-Aron & Matcha, 2023). Throughout the process, it was established that the students originated the idea. The instructor served just as coordinator and facilitator. After talking about their group work, the students made the decision to design some programs. Extending the initial schedule resolved the issue of time management as well. The amount of time that the pupils had to complete their job was explained to them. According to the author, these circumstances arose because the kids knew how to use PjBL. Nonetheless, certain notes in this investigation proved to be problematic. Speaking skill and self-confidence, two aspects of each measure, were shown in the data to have not increased much. They are: 1) perceived proficiency in L2; and 2) understanding. The author suggested that the issue arose for a few different reasons. First, the program's designs in the treatment seemed to favor memorization of the material by the students, according to the writer. Prior to the performance, the pupils had the content from the three programs memorized. The author reasoned that even while students' comprehension was lower, they still felt their L2 proficiency required to be higher. To support this hypothesis, the author computed the correlation between the two items. The result showed that $r = 0.156$. This indicates that these two items are unrelated to one another. Second, the pupils concentrated on vocabulary and grammar. The notes that the students recorded in their learner diaries demonstrate this. They identified vocabulary and grammar as

the two areas that need improvement in their speaking abilities in their self-evaluation. It might have been one of the factors that made the writer less aware of their understanding and something that bothered them to the point where they felt unqualified to write in a second language. Third, in the evaluation portion, the students prioritized performance over comprehension. In this instance, there was an issue that caused both the writer and the students to become distracted from the students' comprehension. The final pupils were enrolled in their second semester of study. In terms of comprehension, it showed that they were in-growth kids. To improve their perceived L2 competence and understanding, they need additional materials.

Overall, Project-based Learning (PjBL) positively impacted second-semester students' speaking skills and self-confidence at PGRI University of Palembang during the 2023/2024 academic year. The research results were derived from statistical and descriptive analyses conducted on the data collected from tests and documentation throughout the research procedure. In addition, Project-based Learning (PjBL) enhanced students' self-assurance and oral communication skills and surpassed those outcomes. PjBL enhances students' preparedness to accept criticism, engage in self-assessment, and develop problem-solving skills. This is achieved through the teaching and learning process, as PjBL allows students to assess their work during the evaluation phase. In this scenario, the students actively listen to other individuals' comments, suggestions, and criticisms to enhance the quality of their work. The writer asserts that by using this strategy and considering additional research considerations, researchers can delve further into students' learning capacity and derive several advantages from Project-Based Learning.

5. Conclusion

The author plans to wrap up his investigation using the conclusions and interpretations from the earlier talk. Students' speaking abilities are enhanced through project-based learning (PjBL). The following areas have improved: accent, vocabulary, grammar, and fluency. When comparing the two groups, there was only one element that did not change. That's comprehension. This indicates that while the treatment plan has been successful in promoting better speaking skills, it still needs additional work to promote students' comprehension.

In certain areas, PjBL also helped the kids feel more confident. They were self-efficacy, causal attribution, and anxiety related to language use. It shown that the intervention provided to the research participants allowed the kids to have room in their lesson to both explore and exist. It made them feel more at ease and secure as they studied in class. The pupils continued to believe that they required greater proficiency in L2, nonetheless. The author felt that students' social feelings were caused by their comprehension, which made them anxious about neutralizing and preserving their feelings and persuading them that they were good at English, even though there was no correlation between students' comprehension and their perception of L2 competence.

Finally, each aspect of both speaking achievement and self-confidence contributed to their improvement. Fluency, vocabulary, grammar, comprehension, and speaking achievement significantly impact overall performance. The fact that comprehension does not increase when the mean of students' post-tests in the control and experimental groups is compared is an intriguing indication that comprehension contributes to students' speaking achievement. The

modest contribution of 0.7% to comprehension suggests that while it did make a certain amount of progress, it was insufficient to enhance students' speaking comprehension. Second, the accent is essentially irrelevant. It is presumed that the author gives minimal consideration to dialects during the teaching and learning process. Aside from this, fears associated with language usage and causal attribution positively impact self-confidence. Consequentially, the influence of perceived L2 competence and self-efficacy on pupils' self-confidence is negligible. This exemplifies the provision of opportunities for self-exploration and the pedagogical approach aimed at alleviating students' apprehension when delivering presentations in class. Still, further effort is required to persuade students and alter their paradigm concerning their understanding of L2 proficiency.

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