

EXPLORING STUDENTS' SELF-CONFIDENCE IN SPEAKING ENGLISH DURING PROJECT-BASED ACTIVITIES

SKRIPSI



**Presented to
IKIP PGRI Bojonegoro
in partial fulfillment of the requirements
for the degree of Sarjana in English Education**

**By:
WALUYO
NIM. 22120022**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

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MOTTO

“ Idealisme adalah kemewahan terakhir yang hanya di miliki oleh pemuda ”

~**Tan Malaka**

“ Pendidikan adalah senjata paling kuat yang bisa digunakan
untuk mengubah dunia ”

~**Nelson Mandela**

“ Sesungguhnya sesudah kesulitan itu ada kemudahan, maka apabila kamu telah
selesai (dari suatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang
lain, dan hanya kepada Allah lah hendaknya kamu berharap.”

(Q.S. Al- Insyirah: 6-8)

"The future belongs to those who prepare for it today."

~**Waluyo**

DEDICATION

By saying Alhamdulillah, all praise due to Allah SWT, we praise Him and seek His help, forgiveness, and guidance. Thanks to the blessings and ease You have bestowed, this modest thesis has finally been completed. May blessings and peace always be upon our noble Prophet Muhammad (SAW). With gratitude and deep affection, I dedicate this humble work to those I cherish and love dearly, namely:

1. To the absolute Owner of all matter and the universe, He who governs, arranges, and holds dominion over all things; Allah SWT, the Ultimate Guide.

Thank You for being the only home I could return to when the world felt so blurred and clamorous. Thank You for preserving my sanity and guiding my steps, even when I had nearly forgotten the reason to keep living.
2. To my beloved parents my best support system, my mother Gemi and my father Mulyadi. Who have always strived to ensure their eldest child receives the highest possible education. Thank you for your unwavering moral and material support, for constantly praying for my success and ease, and for being my source of encouragement and my strongest refuge against the harshness of the world. Thank you for the boundless love you have ceaselessly showered upon me, enabling me to complete this thesis. May Allah SWT always grant you health and blessings for being the best parents I could ask for; thank you for being present throughout every step of my life's journey and achievements.
3. To all my friends (KELUARGA WARAS), meeting you during our university years was a blessing I never anticipated. You are not merely fellow travelers, but family growing together through the highs and lows of both our academic

journeys and personal lives. You have always been there to share stories with, serving as steadfast listeners and a source of encouragement, accepting me just as I am without judgment. The laughter, discussions, and sincere support we shared gave me the strength to face the various challenges of university life. Our friendship stands as proof that togetherness rooted in sincerity can weather any storm. Thank you for every beautiful memory, every life lesson, and every precious moment we have shared. May Allah SWT always bestow happiness, health, and success upon you in every step of your lives.

4. To my fellow students in the English Education Class of 2022 (Class A)

Thank you for the solidarity and togetherness never felt alone. We grew together through a long journey, strengthening one another amidst our limitations and bearing witness to the fact that every struggle eventually reaches its conclusion.

5. Last but not least, thank you to Waluyo to myself for the struggles that perhaps went unseen by others, and for the dream of a great career you quietly pursued, even though walking that specific path was not yet your destiny. Yet, you proved that you could balance everything well and complete this journey right on schedule. Every moment of exhaustion, every tear, and every silent prayer stands as a testament to your steadfastness. You have done your best. Keep moving forward with confidence, and never doubt the strength within you. You deserve to be proud; you deserve to be happy. And today, let me say I'm so proud of you, Waluyo.

STATEMENT OF AUTHENTICITY

I, the undersigned below:

Name : WALUYO

NIM : 22120022

Departement : English Education

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In order to uphold academic integrity, sincerely and without coercion from any parties, i hereby declare that thesis entitled:

“EXPLORING STUDENTS' SELF-CONFIDENCE IN SPEAKING ENGLISH DURING PROJECT-BASED ACTIVITIES”

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 14 July 2026



Waluyo

21120022

ABSTRACT

Waluyo. 2026. *Exploring Students' Self-Confidence in Speaking English During Project-Based Activities*. Skripsi. English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. Advisors: Fitri Nurdianingsih, M.Pd. and Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.

Keywords: Self-confidence, Speaking English, Project-Based Learning, Project-Based Activities.

Self-confidence is one of the essential affective factors influencing students' willingness to speak English. Many English as a Foreign Language (EFL) students hesitate to communicate because they experience anxiety, fear of making mistakes, limited vocabulary, and insufficient grammatical knowledge. Project-Based Learning (PBL) is considered an instructional approach that provides authentic opportunities for students to communicate, collaborate, and develop confidence through meaningful learning experiences. Therefore, this study aimed (1) to explore students' self-confidence in speaking English during Project-Based Activities and (2) to identify the factors within Project-Based Activities that influence students' self-confidence in speaking English. This study employed a qualitative descriptive research design. The research was conducted at SMP Negeri 2 Kalitidu, Bojonegoro, involving 32 students who participated in a Chain Poetry project as the Project-Based Learning activity. The data were collected through classroom observations, semi-structured interviews, documentation, and data triangulation. The collected data were analyzed using data reduction, data display, and conclusion drawing to identify patterns related to students' confidence and the factors influencing it. The findings revealed that students initially demonstrated different levels of self-confidence in speaking English. Many students experienced hesitation, anxiety, limited vocabulary, and fear of making mistakes during the early stages of the project. However, their confidence gradually improved through collaborative discussions, repeated rehearsal sessions, peer interaction, teacher feedback, and classroom presentations. By the end of the project, most students demonstrated moderate to high levels of self-confidence and became more willing to communicate in English. The study also identified two categories of factors influencing students' confidence. Internal factors included anxiety, vocabulary mastery, grammar knowledge, and learning motivation, while external factors consisted of teacher feedback, peer support, collaboration, classroom presentations, and a positive classroom atmosphere. These internal and external factors interacted continuously throughout the learning process and significantly contributed to students' confidence development. In conclusion, Project-Based Learning through the Chain Poetry project effectively enhanced students' self-confidence in speaking English by providing authentic, collaborative, and student-centered learning experiences. The findings suggest that Project-Based Learning is an effective

instructional approach for promoting students' confidence, communication skills, and active participation in English language learning, particularly in junior high school EFL classrooms.

ABSTRAK

Waluyo. 2026. *Eksplorasi Kepercayaan Diri Siswa dalam Berbicara Bahasa Inggris Selama Kegiatan Pembelajaran Berbasis Proyek*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro. Pembimbing I: Fitri Nurdianingsih, M.Pd. Pembimbing II: Dr. Ima Isnaini Taufiqur Rohmah, M.Pd.

Kata kunci: kepercayaan diri, berbicara bahasa Inggris, Project-Based Learning, kegiatan berbasis proyek.

Kepercayaan diri merupakan salah satu faktor afektif yang berperan penting dalam menentukan kemauan siswa untuk berbicara menggunakan bahasa Inggris. Banyak siswa yang masih merasa ragu untuk berkomunikasi karena mengalami kecemasan, takut melakukan kesalahan, keterbatasan kosakata, serta kurangnya penguasaan tata bahasa. Pembelajaran Berbasis Proyek (Project-Based Learning/PBL) dipandang sebagai salah satu pendekatan pembelajaran yang mampu memberikan kesempatan kepada siswa untuk berkomunikasi, berkolaborasi, dan membangun kepercayaan diri melalui pengalaman belajar yang bermakna. Oleh karena itu, penelitian ini bertujuan untuk (1) mengeksplorasi kepercayaan diri siswa dalam berbicara bahasa Inggris selama kegiatan pembelajaran berbasis proyek dan (2) mengidentifikasi faktor-faktor dalam kegiatan pembelajaran berbasis proyek yang memengaruhi kepercayaan diri siswa dalam berbicara bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian deskriptif. Penelitian dilaksanakan di SMP Negeri 2 Kalitidu, Bojonegoro, dengan melibatkan 32 siswa yang mengikuti proyek *Chain Poetry* sebagai bentuk implementasi Project-Based Learning. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dokumentasi, dan triangulasi data. Data yang diperoleh dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan untuk mengidentifikasi pola-pola yang berkaitan dengan kepercayaan diri siswa serta faktor-faktor yang memengaruhinya. Hasil penelitian menunjukkan bahwa pada awal pelaksanaan proyek siswa memiliki tingkat kepercayaan diri yang berbeda-beda dalam berbicara bahasa Inggris. Sebagian besar siswa masih mengalami keraguan, kecemasan, keterbatasan kosakata, dan rasa takut melakukan kesalahan. Namun, selama proses pembelajaran berbasis proyek, kepercayaan diri siswa mengalami peningkatan secara bertahap melalui kegiatan diskusi kelompok, latihan yang dilakukan secara berulang, interaksi dengan teman sebaya, umpan balik dari guru, serta presentasi di depan kelas. Pada akhir pelaksanaan proyek, sebagian besar siswa menunjukkan tingkat kepercayaan diri yang berada pada kategori sedang hingga tinggi dan menjadi lebih berani untuk berkomunikasi menggunakan bahasa Inggris. Penelitian ini juga menemukan bahwa kepercayaan diri siswa dipengaruhi oleh dua kelompok faktor, yaitu faktor internal yang meliputi kecemasan, penguasaan kosakata, penguasaan tata bahasa, dan motivasi belajar, serta faktor eksternal yang meliputi umpan balik guru,

dukungan teman sebaya, kolaborasi kelompok, kegiatan presentasi, dan suasana kelas yang positif. Kedua kelompok faktor tersebut saling berinteraksi selama proses pembelajaran dan memberikan kontribusi yang signifikan terhadap perkembangan kepercayaan diri siswa. Berdasarkan hasil penelitian dapat disimpulkan bahwa Project-Based Learning melalui proyek *Chain Poetry* efektif dalam meningkatkan kepercayaan diri siswa dalam berbicara bahasa Inggris karena memberikan pengalaman belajar yang autentik, kolaboratif, dan berpusat pada siswa. Pendekatan ini tidak hanya meningkatkan keberanian siswa untuk berkomunikasi, tetapi juga mendorong partisipasi aktif, kemampuan komunikasi, kreativitas, serta keterlibatan siswa dalam pembelajaran bahasa Inggris.

PREFACE

Praise and gratitude to Almighty God for His mercy and grace, which allowed the author to complete the proposal “Exploring Students’ Self-Confidence in Speaking English During Project-Based Activities ”. This proposal is prepared as one of the requirements to complete the undergraduate education (S1) in the English Language Education Study Program, Faculty of Language and Literature Education, IKIP PGRI BOJONEGORO. In preparing this proposal, the author faced many obstacles, such as time constraints and difficulty finding relevant references. However, with the support and assistance from various parties, these obstacles were overcome. The author expresses the deepest gratitude to:

1. Dr. Junarti, M.Pd. as the Rector of IKIP PGRI Bojonegoro
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5. Dr. Ima Isnaini T.R, M.Pd as the second supervisor who has patiently provided guidance and direction during the process of writing this thesis

I realize that this skripsi is still far from perfect Therefore, the author hopes for constructive criticism and suggestions for the improvement and refinement of this skripsi

Bojonegoro,, 2026

The Researcher

Waluyo

NIM 22120038

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is often considered one of the most challenging skills for students learning English as a foreign language (EFL). In many classroom contexts, students can understand vocabulary and grammar in written tasks but still hesitate when asked to speak. This gap frequently appears because speaking requires real-time processing, public performance, and the risk of making mistakes. In such conditions, affective factors, particularly self-confidence, can influence students' willingness to participate in speaking activities. Samodra and Faridi (2021) found a relationship between students' self-confidence and their speaking performance, indicating that students' confidence can support their willingness to participate and use English during classroom activities.

Self-confidence in language learning can be understood as students' belief that they are capable of using the language meaningfully, even when their proficiency is still developing. In classroom speaking situations, self-confidence is closely connected to students' perceived competence and their emotional readiness to speak in front of others. When students have low confidence in speaking English, they may experience anxiety and fear of negative evaluation, which can affect their willingness to communicate. Okyar (2023) found that foreign language speaking anxiety was negatively related to learners' speaking self-efficacy and self-perceived English proficiency, while fear of negative evaluation was positively associated with speaking anxiety. These findings suggest that students' psychological experiences are closely connected to their

confidence and participation in English-speaking situations. As speaking improves through practice, low confidence may create a cycle: students avoid speaking because they feel incapable, and because they avoid speaking, they do not gain enough experience to improve.

Several recent studies have demonstrated the positive relationship between Project-Based Learning and students' confidence in speaking English. Bilal et al. (2025) found that students became more confident, actively participated in classroom discussions, and showed better speaking performance after engaging in project-based learning activities. Similarly, Nernere and Budiharjo (2025) reported that project-based speaking tasks, particularly podcast-making projects, significantly improved students' self-efficacy in speaking English because students had repeated opportunities to practice, collaborate, and receive constructive feedback. Furthermore, Bei and Tiarina (2025) revealed that most students perceived Project-Based Learning positively, stating that it improved both their speaking ability and self-esteem.

Another important concept related to students' speaking performance is Willingness to Communicate (WTC). Recent studies indicate that learners' willingness to speak is influenced not only by their language proficiency but also by psychological and situational factors, particularly self-confidence, anxiety, and perceived communication competence. Even when students possess sufficient linguistic knowledge, they may choose to remain silent because they are afraid of making mistakes, feeling embarrassed, or receiving negative evaluation from others. Consequently, developing students' speaking ability requires more than teaching vocabulary, grammar, and pronunciation. It also

demands meaningful learning experiences that foster learners' confidence and encourage them to participate actively in spoken communication (Peng & Woodrow, 2022)

One learning approach that may influence students' confidence is Project-Based Learning (PBL), also referred to in this study as Project-Based Activities. Project-based activities engage learners in extended tasks that require planning, collaboration, problem-solving, and the creation of a final product or performance. Project-Based Learning is a student-centered instructional approach in which learners engage in meaningful tasks, collaborate with peers, use language for purposeful communication, and produce a final product or performance. In EFL classrooms, project-based activities can provide opportunities for students to use English through discussion, collaboration, problem-solving, and presentation rather than relying only on isolated language exercises (Wijayanti & Budi, 2023). In many project-based tasks, students must interact, negotiate meaning, and present outcomes to their peers—activities that naturally create opportunities for speaking.

Project-Based Learning can also support the development of communication and collaboration skills because students are required to exchange ideas, share information, work together, and communicate their learning through project activities. Owens and Hite (2020) found that project-based learning provided students with opportunities to develop communication competencies through sharing ideas, presenting information, and interacting with others during collaborative project work. In language classrooms, it can provide learners with purposeful opportunities to speak beyond merely

responding to teacher questions (Krajcik & Blumenfeld, 2006). Emphasize that project-based learning often includes authentic tasks, student autonomy, and sustained inquiry—elements that can shape how learners see themselves as capable participants in learning. For EFL contexts, project-based instruction can shift speaking activities away from isolated drills toward meaningful communication, which may reduce fear and increase confidence over time.

In second and foreign language education, projects are frequently recommended because they integrate language with content and meaningful goals. In language learning contexts, project-based activities allow students to use English as a means of purposeful communication. Through project work, learners can participate in discussions, collaborate with peers, exchange ideas, and present the results of their work. This makes English a practical tool for communication while students are completing meaningful learning tasks (Wijayanti & Budi, 2023). Through projects, learners may practice speaking in group discussions, role distribution, interviews, and final presentations. These repeated speaking opportunities may support the growth of self-confidence, especially when the environment encourages participation and values improvement rather than perfection.

However, project-based activities do not automatically increase confidence for all learners. Projects involving public performance, peer interaction, and responsibility can sometimes increase anxiety for students who feel unprepared. Learners may also compare themselves to peers, worry about group evaluation, or fear mistakes during presentations. Thus, it becomes important to explore how students actually experience self-confidence during

project activities: whether they feel more confident, what moments raise or lower their confidence, and which aspects of project work influence their willingness to speak.

For this reason, a qualitative approach is suitable because it allows the researcher to explore learners' experiences deeply, understand their perceptions, and identify contextual factors that affect confidence in authentic classroom situations (Creswell, 2013).

This study, therefore, focuses on exploring students' self-confidence when speaking English during project-based activities. It aims to understand both the level/condition of students' self-confidence during the process and the factors within project-based activities that influence it.

2. Research Problem

1. How do students experience self-confidence in speaking English during project-based activities?
2. What factors within project-based activities influence students' self-confidence in speaking English?

3. Objectives of The Research

Based on the research problem, the objectives of this study are:

1. To describe students' self-confidence in speaking English during project-based activities.
2. To explain factors in project-based activities that influence students' self-confidence in speaking English.

4. Significance of The Research

This research is expected to provide both theoretical and practical contributions to the field of English language teaching, particularly in relation to students' self-confidence in speaking English during project-based activities. The findings of this study are expected to enrich existing knowledge regarding the role of affective factors in English speaking classrooms and to provide useful insights for improving teaching and learning practices.

1. Theoretically

Theoretically, this study is expected to contribute to the development of knowledge in English Language Teaching (ELT), particularly concerning students' self-confidence in speaking English within the context of Project-Based Learning (PBL). The findings may enrich the existing literature on the relationship between self-confidence, speaking performance, and project-based activities by providing empirical evidence from an Indonesian EFL classroom. Furthermore, this study may strengthen the theoretical perspectives of language self-confidence, willingness to communicate, and social cognitive theory by explaining how project-based learning experiences influence students' confidence when communicating in English. The findings are also expected to serve as a valuable reference for future researchers who intend to investigate similar topics related to speaking skills, affective factors, or Project-Based Learning in different educational settings.

2. Practically

a. For Students

This study is expected to help students understand the importance of self-confidence in improving their English-speaking ability. By recognizing the factors that influence their confidence during project-based activities, students may become more aware of their strengths and weaknesses in speaking English. The findings can also encourage learners to participate more actively in classroom discussions, group collaboration, presentations, and other communicative activities. Ultimately, increased self-confidence may motivate students to use English more frequently without excessive fear of making mistakes or receiving negative evaluations.

b. For Teachers

This study is expected to provide English teachers with a deeper understanding of students' psychological experiences during Project-based activities, particularly regarding self-confidence in speaking English. The findings may assist teachers in designing more supportive learning environments by selecting appropriate project tasks, providing constructive feedback, encouraging peer collaboration, and creating opportunities for meaningful communication. In addition, teachers may use the findings to identify factors that increase or decrease students' confidence and implement instructional strategies that promote active participation, reduce speaking anxiety, and foster positive classroom interaction.

c. For School

This study is expected to provide valuable information for schools in developing learning environments that support students' speaking confidence and communicative competence. The findings may serve as a reference for school administrators in encouraging the implementation of Project-Based Learning as one of the instructional approaches to improve English learning quality. Furthermore, the study may support schools in designing educational programs that emphasize not only students' academic achievement but also the development of essential twenty-first-century skills, including communication, collaboration, critical thinking, creativity, and self-confidence. Consequently, the results of this study may contribute to improving the overall quality of English language education within the school.

5. Definition of Key Terms

To ensure clarity and prevent misunderstanding, the key terms in this study are defined operationally based on the main variables and the context of speaking English during project-based activities.

1. Self-Confidence In Speaking English

In this study, self-confidence refers to students' belief in their ability to communicate in English and their readiness to participate in speaking activities despite possible anxiety or fear of making mistakes. It is reflected in students' willingness to speak, participation in classroom interaction, and ability to communicate their ideas during project-based activities. Gordani et al. (2021) demonstrated that self-confidence is closely related to

communication anxiety among EFL learners, with cooperative learning experiences helping learners develop confidence and reduce communication apprehension.

2. Speaking English

Speaking refers to oral communication in English performed by students during project processes, including discussion, negotiation, rehearsal, presentation, and responding to questions.

3. Project-Based Activities

Project-Based Activities refer to student-centered learning activities in which students actively engage in projects through sustained inquiry, collaboration, and meaningful tasks in authentic contexts. Through these activities, students work individually or collaboratively to explore a topic, develop ideas, and complete a project that results in a meaningful learning outcome (Cao, 2024). In this study, project-based activities specifically refer to the Chain Poetry project, in which students work collaboratively, practice speaking English, develop their ideas, and present their completed work to the class.

4. Factors Influencing Self-Confidence

Factors refer to classroom conditions and learning elements within project-based activities that increase or decrease students' self-confidence (e.g., peer support, teacher feedback, task difficulty, role distribution, time pressure, presentation setting).