IMPROVING STUDENTS' CONFIDENCE IN SPEAKING ENGLISH THROUGH PROJECT-BASED LEARNING

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Abstract

This study aimed to improve students' self-confidence in speaking English through the implementation of Project-Based Learning at STIT Ibnu Rusyd Tanah Grogot. The research applied Classroom Action Research (CAR) involving 15 second-semester students of the English Education Study Program. The study was conducted in two cycles consisting of planning, acting, observing, and reflecting stages. The results in Cycle 1 were not yet optimal, as several speaking components had not reached the Minimum Mastery Criterion (MMC) of 81. After revising the teaching strategy, significant improvement was achieved in Cycle 2. The scores increased to fluency 83%, pronunciation 84%, and vocabulary 85%, grammar 82%, and confidence 88%, all exceeding the MMC standard. These findings indicate that Project-Based Learning effectively enhanced students' speaking ability and self-confidence.

Keywords: *Confidence, Speaking English, Project-Based Learning.*

A. INTRODUCTION

Developing students' self-confidence in speaking English is a major issue in English language education, particularly in tertiary institutions where communication skills are essential. Speaking requires more than just knowledge of grammar and vocabulary; it also involves fluency, pronunciation, interaction skills, and psychological readiness. Among these elements, confidence significantly influences students' performance. Even when learners have sufficient language knowledge, they often hesitate to speak because of anxiety, fear of making errors, or concern about negative evaluation from peers and lecturers. Students actively participate in working on actual or simulated projects that are directly relevant to

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daily life as part of the Project-Based Learning (PBL) method (Jalaludina et al., 2026)

In the academic environment of STIT Ibnu Rusyd Tanah Grogot, English serves as an important subject that contributes to students' intellectual and professional preparation. However, not all students feel confident enough to participate actively in speaking activities. This condition suggests that conventional teaching methods may not fully support the development of students' confidence. Therefore, a more engaging and learner-centered approach is needed. Project-Based Learning (PBL) is regarded as an effective alternative because it involves students in collaborative projects, problem-solving tasks, and meaningful communication. Through continuous interaction and real-world oriented activities, students can gradually overcome their fear of speaking and build stronger self-confidence in expressing their ideas in English. In addition to being a learning environment, PBL is an activity framework that fosters increased speaking, increased awareness of communication quality, and increased self-assurance when speaking in front of an audience (Hapsari & Rizaldy, 2026).

Another prominent challenge in speaking classes at STIT Ibnu Rusyd Tanah Grogot is the tendency of students to feel insecure when using English for oral communication. Being aware that effective communication requires self-assurance, particularly when pupils are speaking in front of an audience (Tahir et al., 2023).Despite having basic knowledge of grammar and vocabulary, many students struggle to convey their thoughts confidently. Classroom observations show that students often pause excessively, show visible signs of nervousness, or decline opportunities to speak. Only a limited number of learners consistently participate, while others remain passive and avoid interaction.

This situation may stem from internal and external factors. Internally, students frequently experience fear of making grammatical or pronunciation mistakes, which reduces their willingness to speak. Externally, classroom practices that emphasize accuracy over fluency may unintentionally increase pressure on students. Speaking is a skill that is commonly assessed by looking at how well a person performs in different situations and presentations (Khasinah et al., 2024).

When mistakes are corrected immediately without supportive feedback, students may feel embarrassed and lose motivation. Furthermore, limited exposure to communicative activities prevents them from developing speaking habits in a natural way.

As a consequence, students' communicative competence does not develop optimally. Their inability to speak confidently may affect academic performance and limit future opportunities that require effective communication skills. To be a good speaker, we need more self-confidence to be able to communicate with others (Correspondence, 2020). Therefore, addressing this issue is essential to help students build stronger self-belief and become more active participants in English speaking activities.

This research is necessary because students' confidence directly affects their willingness and ability to speak English in academic settings. At STIT Ibnu Rusyd Tanah Grogot, low self-confidence remains a significant barrier that prevents many students from participating actively in speaking activities. If this condition continues, students may experience difficulties in developing essential communication skills needed for academic success and future employment. Project-Based Learning has the potential to create a more supportive and student-centered environment that encourages active engagement. Therefore, this study is important to explore an effective approach to foster students' confidence and enhance their overall speaking competence. Project-Based Learning (PBL) is considered a creative and effective teaching method that helps resolve these issues by fostering students' active engagement in purposeful and meaningful learning experiences (Metri et al., n.d.)

Many earlier studies have investigated the role of Project-Based Learning (PBL) in enhancing students' speaking proficiency and learning outcomes. However, the majority of these studies concentrate more on measurable language components, such as grammar, pronunciation, and fluency, rather than examining students' psychological development, particularly self-confidence. Moreover, there is a scarcity of research conducted in Islamic-based higher education institutions, including STIT Ibnu Rusyd Tanah Grogot. As a result, limited evidence is available

regarding the specific impact of Project-Based Learning on students' self-confidence in speaking English within this context. This gap highlights the need for further investigation through the present study.

Self-confidence is an essential element that greatly affects an individual's success (Lidya et al., 2026). Self-confidence is a personal quality that encourages individuals to develop positive, hopeful, and confident perceptions of their own capabilities (Aulia & Apoko, 2022) to overcome the problem of low self-confidence in speaking, this research suggests applying Project-Based Learning (PBL) as a teaching strategy, According to Regard in (Safitry et al., 2025; Zhong et al., 2025) empirical research, PBL encourages the use of authentic language to foster the development of integrated language abilities, such as speaking, reading, and writing (Luan et al., 2026). By using PBL, students participate actively in group projects that involve meaningful interaction, critical thinking, and oral presentations in English. This method provides opportunities for learners to practice speaking in realistic and supportive situations instead of relying on repetitive drills. Through collaboration, students can exchange ideas, gain encouragement from peers, and slowly decrease their anxiety. Project-Based Learning (PBL) stimulates students' active participation in the learning process by involving them in the completion of meaningful projects that align with the content being studied (Nias & Sumatera, 2026). Regular involvement in authentic speaking activities is anticipated to strengthen their confidence, increase classroom engagement, and create a more dynamic and supportive learning atmosphere.

This study is designed to analyze the role of Project-Based Learning in fostering students' self-confidence in speaking English at STIT Ibnu Rusyd Tanah Grogot. Additionally, it aims to determine how the implementation of PBL can increase active participation, lower anxiety levels, and improve students' confidence in delivering spoken English.

This study is expected to add to the body of knowledge regarding the use of Project-Based Learning to enhance students' self-confidence in speaking. It offers practical guidance for lecturers in applying more engaging instructional methods.

Additionally, it helps students build higher confidence, increase participation, and strengthen their overall English communication abilities.

The novelty of this study lies in integrating Project-Based Learning specifically to enhance students' self-confidence in speaking English at STIT Ibnu Rusyd Tanah Grogot. Unlike previous studies focusing mainly on speaking skills, this research emphasizes confidence as the primary outcome, measured through structured questionnaires and performance-based assessment in Classroom Action Research cycles.

B. METHODOLOGY

This study utilizes Classroom Action Research (CAR) as its research design to develop students' self-confidence in speaking English through Project-Based Learning at STIT Ibnu Rusyd Tanah Grogot. The research follows cyclical stages: planning the intervention, implementing the action, observing classroom activities, and reflecting on the results. Burns (2010:2) explains that action research design is a broad movement that has long been implemented in the field of education (Mangkar et al., 2021). This structured process enables the researcher to evaluate the effectiveness of PBL and make necessary adjustments. Through repeated cycles, improvements in students' confidence and participation can be systematically monitored and enhanced.

The research took place at STIT Ibnu Rusyd Tanah Grogot, an Islamic-based higher education institution in East Kalimantan. It was conducted in a speaking class during the 2025/2026 academic year. This site was chosen because many students demonstrated limited confidence in oral English activities. The participants were second-semester students enrolled in a required English subject. This academic setting provided a suitable environment to implement Project-Based Learning to foster greater speaking confidence and classroom involvement. (Sedubom, S. & Nurhayati, N., 2024) to ascertain the effectiveness of PBL in English classrooms, a theoretical study was carried out in several Asian nations, including Indonesia (Daniel et al., 2026)

The participants in this study were second-semester students of registered in a required English speaking class English Education Study Program. The sample

consisted of approximately 15 learners with diverse levels of speaking competence and self-confidence. They were involved in the research because many of them showed hesitation and limited confidence when performing speaking tasks in class. The Minimum Mastery Criterion (MMC) is set at 81, meaning that students are considered to have achieved mastery if they obtain a minimum score of 81 or higher in the English speaking assessment.

This study includes two key variables independent variable and a dependent variable. The independent variable is the implementation of Project-Based Learning (PBL) as the instructional approach in teaching speaking. This method incorporates collaborative assignments, interactive discussions, and project presentations to promote active learning. The dependent variable is students' self-confidence in speaking English, which reflects their assurance and comfort when expressing ideas orally. To measure this variable, the researcher uses self-confidence questionnaires, observation sheets, and speaking evaluation rubrics to identify the influence of PBL on students' confidence levels.

This study employs several research instruments, including a self-confidence questionnaire, a speaking evaluation rubric, and an observation checklist. The questionnaire is designed to assess students' confidence levels, the rubric evaluates their speaking performance along with confidence indicators, and the observation checklist monitors students' engagement and behavioral progress during the implementation of Project-Based Learning activities.

Here Self-Confidence Questionnaire:

• **Instructions**

Please read each statement carefully and put a check (✓) in the column that best represents your opinion.

Scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

a. Confidence in Speaking English

1. I feel confident speaking English in front of my classmates.

2. I believe I can deliver a presentation in English successfully.
3. I can express my ideas clearly when speaking English.
4. I am not afraid of making mistakes while speaking English.
5. I feel relaxed when communicating in English.

b. Participation in Project-Based Learning Activities

1. Project-Based Learning activities help me feel more confident in speaking English.
2. I am more willing to speak English during group projects.
3. I actively participate in discussions during project work.
4. Presenting project results increases my confidence.
5. Working in groups reduces my anxiety when speaking English.

c. Anxiety and Fear (Negative Statements) this item are should be reverse scored during data analysis.

1. I feel nervous when I have to present a project in English.
2. I worry about being judged when I speak English.
3. I avoid speaking English during project activities.
4. I feel embarrassed when I make pronunciation mistakes.
5. I lack confidence when answering questions in English.

The speaking evaluation rubric assesses fluency, pronunciation, vocabulary, grammar accuracy, and confidence during students' oral English performances.

Figure 1 Speaking evaluation rubric

No	Assessment Aspect	Excellent	Good	Fair	Poor	Very Poor
1	Fluency	Speaks very smoothly without disturbing pauses	Generally fluent with few pauses	Sometimes hesitant and stops occasionally	Frequent pauses and repetition	Very halting and disconnected speech
2	Pronunciation	Pronunciation is very clear and	Minor pronunciation errors that	Some errors that	Many pronunciation errors	Difficult to understand

		easy to understand	do not interfere	occasionally interfere		
3	Vocabulary	Uses varied and appropriate vocabulary	Adequate vocabulary with some variety	Limited vocabulary	Very limited vocabulary	Unable to use appropriate vocabulary
4	Grammar	Almost no grammatical errors	Few minor grammatical errors	Quite a few grammatical errors	Many grammatical errors	Structure is not understandable
5	Confidence	Very confident, good eye contact, clear voice	Confident with slight hesitation	Sometimes appears unsure	Looks nervous and limited eye contact	Very nervous, unclear voice

Maximum Score: 100

Score Classification:

1 – 40	=	Very Poor
41 – 50	=	Poor
61 – 80	=	Fair
81 – 90	=	Good
91 – 100	=	Excellent

1. Data collection techniques

The data in this study were collected through several techniques to obtain comprehensive results. First, a self-confidence questionnaire was administered before and after the implementation of Project-Based Learning to measure students' confidence levels. Second, speaking performance tests were conducted to evaluate students' oral ability and confidence during presentations. Third, classroom observations were carried out using an observation checklist to record students' participation, interaction, and behavioral changes throughout the learning process. In addition, documentation to support the data these techniques ensured both quantitative and qualitative data were systematically gathered.

2. Research Procedure

The research procedure of this study was conducted using the stages of Classroom Action Research (CAR), which include planning, acting, observing, and reflecting. In the planning phase, the researcher identified issues related to students' low self-confidence in speaking and designed lesson plans based on Project-Based Learning (PBL). This preparation included developing materials, project instructions, and assessment tools.

Cycle 1

a. Planning stage

During the planning stage, the researcher examined the existing problem of students' low confidence in speaking English. After reviewing preliminary observations and identifying key challenges, a Project-Based Learning (PBL) approach was selected as the intervention strategy.

Comprehensive lesson plans were then developed, along with instructional materials, detailed project procedures, and assessment tools such as a self-confidence questionnaire, speaking evaluation rubric, and observation sheets. Students were scheduled to complete collaborative speaking projects in small groups. Additionally, the researcher set measurable indicators of success, including improvement in confidence levels and increased participation. A clear timeline and structured classroom procedures were organized to support smooth implementation.

- *Acting stage*

During the acting stage, the researcher applied Project-Based Learning (PBL) in the speaking class in accordance with the previously prepared plan. Students were grouped into small teams and assigned communicative projects such as presentations, interviews, role-plays, or video productions conducted in English.

The researcher first explained the project instructions, learning objectives, and assessment standards to ensure students understood the tasks. Each group then selected a topic, developed ideas, prepared scripts, and practiced their performance collaboratively. Throughout the implementation, the researcher facilitated the activities by guiding students, monitoring their progress, and providing supportive feedback.

At the end of the cycle, students presented their projects in front of the class. This stage aimed to provide meaningful speaking practice and gradually strengthen students' confidence and classroom participation.

- *Observing*

In the observing phase, the researcher carefully monitored and documented students' performance during the implementation of Project-Based Learning (PBL). The observation emphasized students' self-confidence, level of participation, interaction patterns, and overall speaking performance throughout the project activities. An observation checklist was utilized to evaluate specific indicators, including eye contact, voice projection, readiness to speak, engagement in group discussions, and confidence during presentations.

Furthermore, field notes were written to capture important classroom events, student behavior, and their reactions to the learning activities. Speaking rubrics and self-confidence questionnaires were also used to obtain quantitative data. This stage was intended to collect detailed and reliable information to assess the impact of PBL on enhancing students' speaking confidence.

- *Reflecting*

In the reflecting phase, the researcher examined and interpreted the data gathered from observations, questionnaires, and speaking evaluations to assess the effectiveness of Project-Based Learning (PBL) in enhancing students' self-confidence. The researcher analyzed students' development, highlighted the strengths and limitations of the implementation, and evaluated whether the established success criteria had been fulfilled.

Based on the analysis, necessary improvements were identified, including adjustments to instructional strategies, project guidelines, or feedback methods. If the outcomes were not yet optimal, modifications were prepared for the following cycle. This reflection stage played a crucial role in ensuring ongoing refinement of the teaching process to better support students' speaking confidence.

Figure 2 Pre-Test Table

NO	Student Code	Fluency	Pronun-ciation	Vocabulary	Grammar	Confidence	Total Score

1	AB	65	78	67	60	58	66
2	DC	58	60	70	67	60	63
3	EF	63	57	72	78	65	67
4	GH	60	60	57	65	52	59
5	IJ	68	58	64	76	61	65
6	KL	70	58	58	60	57	61
7	MN	65	57	71	56	62	62
8	OP	58	65	73	58	60	63
9	QR	60	68	70	64	53	63
10	ST	60	57	57	60	50	57
11	UZ	57	70	67	61	55	62
12	AA	67	58	70	62	56	63
13	BB	63	67	68	62	62	64
14	DD	57	65	67	70	55	63
15	CC	60	68	58	65	65	63
TOTAL		**931**	**946**	**989**	**964**	**871**	**940**
AVERAGE		**62%**	**63%**	**66%**	**64%**	**58%**	**63%**

Note: Maximum Score: 100

Score Classification:

1 – 40	=	Very Poor
41 – 50	=	Poor
61 – 80	=	Fair
81 – 90	=	Good
91 – 100	=	Excellent

The average results of the pre-test indicate that students' speaking performance is still at a moderate level. Fluency reached 62%, showing that students were able to speak with some continuity, although hesitation was still noticeable. Pronunciation achieved 63%, suggesting that students could produce understandable speech despite some inaccuracies. Vocabulary scored 66%, reflecting a relatively better ability to choose appropriate words. Grammar obtained 64%, indicating fair structural control with several errors. However, confidence was the lowest at 58%, revealing that many students still felt anxious and unsure when speaking English in front of others.

Figure 3 Post-Test Cycles 1

N O	Student Code	Fluency	Pronun-ciation	Vocabulary	Grammar	Confidence	Total Score
1	AB	77	78	78	67	78	76
2	DC	78	79	77	78	80	78
3	EF	76	78	65	68	77	73
4	GH	78	76	58	77	75	73
5	IJ	67	57	58	80	72	67
6	KL	79	77	76	78	68	76
7	MN	58	76	78	79	68	72
8	OP	78	74	58	76	77	73
9	QR	75	58	77	65	78	71
10	ST	77	67	58	58	77	67
11	UZ	68	77	77	63	79	73
12	AA	77	73	67	74	78	74
13	BB	75	65	77	70	75	72
14	DD	68	58	58	63	76	65
15	CC	78	66	74	60	77	71
TOTAL		1109	1059	1036	1056	1135	1079
AVERAGE		74%	71%	69%	70%	76%	72%

Note: Maximum Score: 100

Score Classification:

      1 – 40   =   Very Poor

      41 – 50   =   Poor

      61 – 80   =   Fair

      81 – 90   =   Good

      91 – 100 =   Excellent

The post-test averages show improvement in students' speaking performance, although the Minimum Mastery Criterion (MMC) of 81 has not yet been fully achieved. Fluency reached 74%, indicating smoother speech delivery. Pronunciation scored 71%, reflecting clearer articulation. Vocabulary obtained 69%, showing gradual development in word usage. Grammar achieved 70%, demonstrating better sentence construction with fewer errors. Confidence showed the highest improvement at 76%, suggesting that students became more self-assured

when speaking English. Despite these positive gains, the overall average remains below the MMC standard of 81, indicating that further instructional improvement are still needed.

Based on the pre-test and post-test results in Cycle 1, it can be concluded that the implementation of Project-Based Learning (PBL) had a positive impact on improving students' speaking ability and self-confidence. There was improvement in fluency, pronunciation, vocabulary, grammar, and especially confidence. This indicates that students' active involvement in collaborative projects created a more communicative and supportive learning environment. However, the overall average score has not yet reached the Minimum Mastery Criterion (MMC) of 81. Therefore, further improvement and refinement of instructional strategies are needed in the next cycle to achieve the expected mastery standard.

Cycle 2

The process in Cycle 2 was conducted in the same stages as Cycle 1, including planning, acting, observing, and reflecting, with necessary improvements based on the evaluation results from the previous cycle.

The researcher decided to continue to Cycle 2 by revising the strategy, improving project guidance, increasing speaking practice opportunities, and providing more structured feedback to achieve the mastery criterion.

Figure 4 Post-Test Cycles 2.

NO	Student Code	Fluency	Pronun-ciation	Vocabulary	Grammar	Confidence	Total Score
1	AB	80	80	84	82	92	84
2	DC	83	83	90	83	92	86
3	EF	81	85	84	80	90	84
4	GH	80	87	84	82	83	83
5	IJ	84	90	82	80	84	84
6	KL	84	86	84	80	90	85
7	MN	90	80	82	83	92	85
8	OP	82	81	95	85	82	85
9	QR	85	83	85	82	93	86
10	ST	81	87	92	80	88	86
11	UZ	80	88	89	82	85	85
12	AA	92	85	82	81	92	86

13	BB	80	80	80	80	85	81
14	DD	80	82	81	83	92	84
15	CC	83	81	85	82	85	83
TOTAL		**1245**	**1258**	**1279**	**1225**	**1325**	**1266**
AVERAGE		**83%**	**84%**	**85%**	**82%**	**88%**	**84%**

Note: Maximum Score: 100

Score Classification:

1 – 40	=	Very Poor
41 – 50	=	Poor
61 – 80	=	Fair
81 – 90	=	Good
91 – 100	=	Excellent

The Cycle 2 results show significant improvement in students' speaking performance, with all aspects surpassing the Minimum Mastery Criterion (MMC) of 81. Fluency reached 83%, indicating smooth and natural speech delivery. Pronunciation improved to 84%, reflecting clearer and more accurate articulation. Vocabulary achieved 85%, demonstrating richer and more appropriate word choice. Grammar scored 82%, showing better sentence structure and reduced errors. Confidence reached the highest score at 88%, indicating that students became highly self-assured when speaking English. Since all indicators exceeded the MMC standard, the research was considered successful and completed in Cycle 2.

C. FINDINGS AND DISCUSSIONS

1. Findings

Students' scores showed steady growth from the Pre-Test to Cycle 1 and further improvement in Cycle 2. The findings demonstrate progressive enhancement in both speaking skills and self-confidence. Each stage produced higher results, indicating that the implementation of Project-Based Learning effectively supported students' continuous development in speaking performance.

Confidence emerged as the most markedly enhanced aspect throughout the study. Learners showed greater readiness to communicate their thoughts, respond

to questions, and present their projects before classmates. Feelings of hesitation and fear gradually diminished as they became accustomed to collaborative tasks. These findings indicate that Project-Based Learning played a crucial role in nurturing students' self-belief and promoting more confident oral communication in the classroom.

Figure.5 Chart in Cycle 2
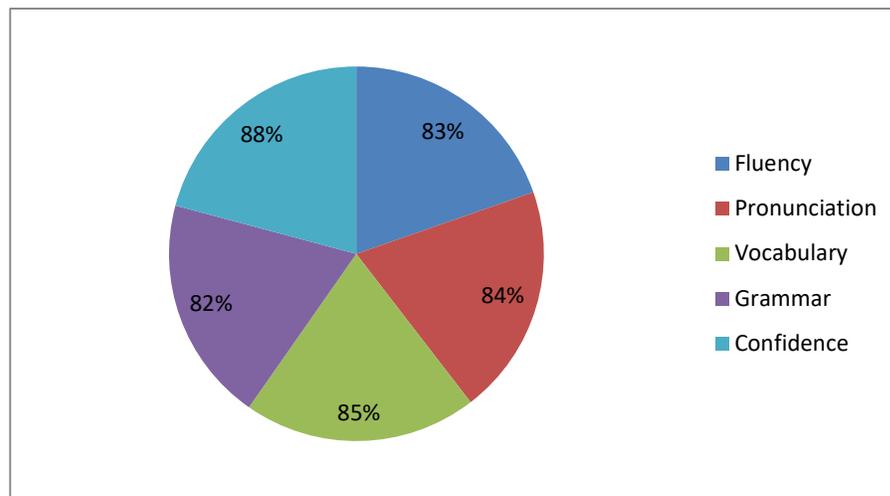
Referring to the bar chart, in Cycle 2 illustrates noticeable progress in every speaking component, as all categories exceeded the Minimum Mastery Criterion (MMC) of 81. Fluency attained 83%, pronunciation 84%, vocabulary 85%, and grammar 82%, reflecting considerable improvement in language use and clarity. Confidence recorded the highest score at 88%, demonstrating strong advancement in students' self-assurance. The visual data clearly indicates that each indicator successfully reached and went beyond the targeted achievement standard.

Students' participation and courage in delivering presentations significantly increased. They became more active, volunteered more frequently, expressed ideas confidently, and showed greater willingness to speak in front of the class.

The classroom atmosphere became more active and communicative during the learning process. Students participated enthusiastically in discussions, collaborated effectively in groups, and interacted more confidently in English. The

learning environment felt more dynamic, supportive, and engaging, encouraging students to express their ideas openly and practice speaking more frequently.

2. Discussions

a. *Several advantages Project-Based Learning in the learning process.*

While the meaning of Project-Based Learning (PBL) can differ across contexts, it fundamentally describes a pedagogical approach that immerses students in real-world issues or meaningful questions explored through a continuous and comprehensive inquiry process (Merdeka et al., 2023)

Project-Based Learning (PBL) brings various strengths to the teaching and learning process. It motivates students to participate actively and take responsibility for their own learning. This method improves problem-solving and critical thinking skills while nurturing creativity and confidence. Furthermore, PBL encourages collaboration and positive peer interaction. By integrating real-life contexts into lessons, it makes learning more engaging and purposeful. Through project completion, students develop stronger communication abilities and gain practical insights that contribute to meaningful and sustained academic growth. (Apriliani & Listyani, 2021) Students actively participate in problem-solving and creative idea expression through the use of project-based learning (PjBL) (Curriculum & Damayanti, 2025).

b. *Disadvantages of Project-Based Learning (PBL) in the learning process.*

Project-Based Learning (PBL) also has several limitations in its implementation. (Nurhamidah & Nurachadijat, 2023) There is also a risk that students may focus more on completing the project than fully understanding the learning material. Project-Based Learning also presents various challenges in practice. It demands substantial time to complete complicated assignments and problem-solving activities. Many educators remain comfortable with conventional, teacher-dominated instruction, making the transition to a project-oriented model difficult, particularly for those who are not confident in using technology. Students who lack skills in research and information gathering may struggle during the process. Group activities can result in unequal participation among members. When groups work on different themes, learners may fail to grasp the entire subject matter.

Moreover, limited internet availability can restrict access to diverse learning resources, leading to dependence on printed materials. Each subject area also differs according to its academic level.

Project-Based Learning effectively enhanced students' self-confidence through collaborative projects. By working together to complete meaningful tasks, students developed responsibility, mutual support, and stronger belief in their speaking abilities during presentations and discussions.

Contextual speaking practice reduced students' anxiety significantly. Real-life tasks and authentic communication activities helped them feel more relaxed and prepared, allowing them to express ideas naturally without excessive fear of making mistakes.

Group support played an important role in building students' courage to speak. Encouragement from peers created a safe learning environment where students felt accepted, valued, and more confident to participate actively.

The gradual improvement across cycles highlights the importance of reflection in each stage. Evaluating strengths and weaknesses allowed the researcher to revise strategies and continuously enhance students' speaking performance and confidence.

The findings support the theory that active learning promotes self-confidence and speaking skills. When students are directly involved in meaningful tasks, they gain practical experience that strengthens both competence and self-assurance.

D. CONCLUSION AND SUGGESTION

This study concludes that the implementation of Project-Based Learning at STIT Ibnu Rusyd Tanah Grogot successfully improved students' self-confidence in speaking English. The findings revealed consistent progress from the pre-test to Cycle 2, with significant improvement in fluency, pronunciation, vocabulary, grammar, and especially confidence. All indicators exceeded the Minimum Mastery Criterion (CCM) of 81 in Cycle 2, indicating that the research objectives were achieved.

It is suggested that lecturers consistently apply Project-Based Learning to create a more interactive classroom atmosphere. Future studies may investigate its long-term impact or integrate it with other communicative approaches to further enhance students' speaking competence and confidence.

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