

THE EFFECT OF PROJECT-BASED LEARNING ON STUDENTS' SPEAKING ABILITY IN ENGLISH EDUCATION PROGRAMS

Cattleya Wahyu Pravitha¹, Evan Afri²

Universitas Merdeka Malang¹, Politeknik Ganesha Medan²

pravitha.cattleya@unmer.ac.id¹

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Abstract:

This study aims to explore the effect of Project-Based Learning on students' speaking ability in English Education Programs. The research is motivated by the continuing difficulty experienced by EFL students in developing oral communication skills, particularly in terms of confidence, fluency, pronunciation, vocabulary use, and active classroom participation. This study employed a qualitative case study approach to understand how students experienced project-based speaking activities in a specific classroom context. The participants consisted of English Education students enrolled in a speaking course and one lecturer who facilitated the implementation of Project-Based Learning. Data were collected through semi-structured interviews, classroom observations, and documentation of students' project outputs, reflective notes, and learning materials. The data were analyzed thematically to identify recurring patterns and meanings related to students' speaking development. The findings revealed three major themes: increased speaking confidence through repeated oral practice, development of speaking ability through authentic and collaborative projects, and continuing linguistic and psychological challenges during project implementation. These findings indicate that Project-Based Learning supports speaking development not only by improving students' oral performance but also by creating a more communicative, collaborative, and reflective learning environment. The study contributes to the understanding of speaking ability as a socially mediated competence shaped by interaction, peer support, lecturer facilitation, and meaningful language use. The findings imply that lecturers should design project-based speaking activities with clear stages, structured feedback, and equal opportunities for student participation. Further research is recommended to examine the long-term impact of Project-Based Learning across different EFL contexts.

Keywords: Project-Based Learning, speaking ability, English Education, EFL, qualitative case study.

Introduction

In many English as a Foreign Language (EFL) contexts, speaking remains one of the most difficult abilities for students to develop because it requires not only grammatical knowledge and vocabulary mastery but also confidence, interactional competence, pronunciation control, and the ability to negotiate meaning in real communicative situations. Globally, the problem is often observed in classrooms where English is learned as a school or university subject rather than used as a daily medium of communication. Students may understand written texts or complete grammar-based exercises, yet they often hesitate when asked to speak spontaneously, present ideas, or participate in discussions. Recent studies indicate that EFL learners frequently experience anxiety, limited oral practice, low engagement, and insufficient opportunities to use English for meaningful purposes. For example, research on project-based speaking activities found that students' emotional, behavioral, and cognitive engagement increased when learning tasks required collaboration, presentation, and problem

solving, although student agency did not always develop equally (Zhang et al., 2025). This suggests that speaking ability is not merely a linguistic issue but also a pedagogical and experiential issue shaped by the learning environment.

In the Indonesian context, the challenge is equally significant, particularly in English Education programs where students are being prepared not only to use English but also to teach it professionally. Although English Education students are expected to demonstrate communicative competence, many still face difficulties in fluency, confidence, pronunciation, idea organization, and classroom interaction. These difficulties are often related to teacher-centered instruction, limited authentic speaking tasks, fear of making mistakes, and the tendency to learn English for assessment rather than communication. Studies in Indonesian EFL classrooms have reported that project-based learning can improve classroom atmosphere, promote student participation, and encourage learners to work independently and collaboratively (Ngadiso et al., 2021). Similarly, a study on students' speaking ability found that project-based learning created more opportunities for students to speak English and helped them become more confident in oral communication (Firdaus & Septiady, 2023). These findings show that the issue of speaking ability in English Education programs is closely connected to how students experience learning activities, how they interpret their roles as English users, and how classroom practices support or limit their participation.

Project-Based Learning (PBL) has increasingly been discussed as a pedagogical approach that may respond to these problems because it positions students as active participants who investigate issues, produce meaningful outputs, collaborate with peers, and present their ideas to an audience. In speaking instruction, PBL can create authentic communicative situations through presentations, interviews, video projects, role plays, community-based tasks, digital storytelling, and group problem-solving activities. Empirical findings from recent international studies suggest that PBL contributes to the improvement of speaking skills, productive skills, motivation, collaboration, and learner confidence. Sirisrimangkorn (2021), for instance, reported that project-based learning through presentations improved undergraduate EFL learners' speaking skills and generated positive learner responses. Aldobekhi and Abahussain (2024) also found that PBL enhanced English productive skills and supported students' enthusiasm, creativity, self-directed learning, and collaborative learning. In a mobile-assisted PBL context, Habók and Nagy (2024) showed that technology-supported projects could strengthen students' speaking development by extending opportunities for interaction beyond conventional classroom routines. These studies indicate that PBL is relevant for English Education programs because it integrates language practice with social interaction, creativity, and reflective learning.

The importance of investigating PBL and students' speaking ability is not limited to measuring whether students' scores improve. From a social and educational perspective, speaking ability affects students' academic participation, professional readiness, and future identity as English teachers. English Education students who lack confidence in speaking may struggle to conduct classroom instruction, lead discussions, model pronunciation, or communicate in academic and professional communities. From a cultural perspective, speaking English also involves negotiation between local identity, classroom norms, peer relationships, and expectations of global communication. Therefore, students' experiences in PBL-based speaking classes need to be understood as lived educational experiences rather than only as outcomes of an instructional treatment. A qualitative approach is appropriate because it allows researchers to explore how students perceive PBL, how they experience collaboration and oral performance, how they construct confidence, and how they interpret the challenges they encounter during project completion. This perspective is consistent with the view that language learning is socially mediated and that speaking development emerges through interaction, participation, scaffolding, and meaningful communication.

Although previous studies have provided valuable evidence regarding the effectiveness of PBL, several gaps remain. Many recent studies have used quantitative, experimental, or mixed-method

designs that prioritize pre-test and post-test results, statistical improvement, or general perceptions of effectiveness. For example, Sirisrimangkorn (2021), Firdaus and Septiady (2023), and Habók and Nagy (2024) emphasized measurable improvement in speaking ability, while other studies focused on motivation, academic performance, or productive-skill achievement. However, fewer studies have deeply explored the meanings, experiences, classroom processes, and identity-related dimensions of students who participate in PBL-based speaking activities, particularly in Indonesian English Education programs. The process through which students move from hesitation to participation, how they negotiate roles in groups, how they experience peer support or pressure, and how they interpret speaking tasks as future English teachers remain underexplored. This gap is important because the success of PBL depends not only on the method itself but also on students' subjective experiences, classroom culture, lecturer facilitation, group dynamics, and the authenticity of the projects.

Based on this background, the present qualitative study aims to explore the effect of Project-Based Learning on students' speaking ability in English Education programs by focusing on students' experiences, perceptions, and learning processes during PBL-based speaking activities. Rather than treating "effect" only as a measurable score difference, this study interprets effect as a process of change in students' confidence, participation, fluency, interaction, and meaning-making as they engage in project work. The study is expected to contribute theoretically to the discussion of PBL in EFL speaking instruction by offering a qualitative explanation of how speaking development is socially and pedagogically constructed through project-based experiences. Practically, the findings may provide English lecturers, curriculum designers, and teacher education programs with insights into how PBL can be designed, facilitated, and evaluated to support students' speaking ability more effectively. In this way, the study seeks to strengthen the relevance of PBL not only as an instructional strategy but also as a meaningful learning process for preparing future English teachers.

Literature Review

Project-Based Learning (PjBL) is a learning approach that positions students as active participants in constructing knowledge through inquiry, collaboration, problem solving, and the production of meaningful learning outcomes. In the context of English as a Foreign Language (EFL), PjBL is considered relevant because it shifts classroom practice from teacher-centered instruction to a more communicative, contextual, and experience-based learning process. Theoretically, PjBL is rooted in constructivism, which views knowledge as something constructed through experience, social interaction, and reflection. In speaking instruction, this approach provides opportunities for students to use English functionally rather than merely memorizing grammatical forms or completing written exercises. Therefore, PjBL can be understood as a pedagogical strategy that integrates language mastery, critical thinking, creativity, collaboration, and communication into a meaningful learning process.

Speaking ability in English Education programs refers to students' capacity to express ideas, information, feelings, and arguments orally by considering fluency, accuracy, pronunciation, vocabulary, comprehensibility, and interactional competence. Operationally, speaking ability in this study can be understood through several indicators: fluency, grammatical accuracy, pronunciation, vocabulary use, message clarity, and the ability to respond appropriately in interaction. In English Education programs, speaking ability is not only an academic competence but also a professional competence, since students are being prepared to become future English teachers, facilitators, and communicators. Thus, low speaking ability should not be viewed merely as a linguistic problem, but also as a pedagogical, psychological, and social issue related to confidence, opportunities for practice, classroom interaction patterns, and students' learning experiences.

The relationship between Project-Based Learning and speaking ability can be explained through social learning theory and the communicative approach to language teaching. PjBL creates learning conditions that allow students to participate in authentic communication activities, such as group discussions, interviews, presentations, video projects, simulations, and problem-solving tasks. These activities

encourage students to use English as a real means of communication rather than only as an object of study. In a quantitative framework, PjBL may be positioned as the independent variable that influences speaking ability as the dependent variable. This influence occurs because PjBL increases the frequency of language use, expands communicative contexts, builds confidence, and strengthens students' cognitive, affective, and social engagement. However, this relationship is not always direct or simple, as the success of PjBL is also influenced by project design, the lecturer's role as facilitator, group dynamics, students' readiness, access to technology, and classroom learning culture.

Several recent studies have shown that PjBL contributes positively to English speaking instruction. Sirisrimangkorn (2021) investigated the use of Project-Based Learning through presentation activities among undergraduate EFL learners and found that students' speaking skills improved after the implementation of PjBL. The study also revealed that students responded positively because project activities made them more active, confident, and accustomed to expressing ideas orally. In Indonesia, Ngadiso et al. (2021) reported that the implementation of PjBL in EFL learning improved the classroom situation, increased student participation, and encouraged independent and collaborative learning. This finding is important because it shows that PjBL affects not only language achievement but also the learning ecology of the classroom. Furthermore, Habók and Nagy (2024) demonstrated that mobile-assisted project-based learning could support the development of EFL students' speaking skills through the integration of technology, interaction, and more flexible project activities. These three studies strengthen the assumption that PjBL can be an effective approach for developing speaking ability in EFL contexts.

Nevertheless, a critical review of previous studies reveals several theoretical and empirical gaps. First, many studies on PjBL and speaking ability still focus on measuring learning outcomes through tests, scores, or pre-test and post-test comparisons, while the learning process, students' experiences, and social dynamics during project work have not been deeply explored. Second, studies examining PjBL in English Education programs still need further development, particularly because students in these programs have a specific identity as both language learners and future English teachers. Third, limited research has connected the improvement of speaking ability with students' confidence, professional identity, collaboration, and reflective experiences during project-based learning. Therefore, the present study seeks to fill this gap by viewing PjBL not only as a method that produces improved speaking performance, but also as a pedagogical process that shapes students' learning experiences and oral communication practices.

Based on the theoretical discussion and previous studies, the conceptual framework of this research is built on the assumption that Project-Based Learning can affect students' speaking ability by creating an active, collaborative, reflective, and communicative learning environment. PjBL is positioned as a learning approach that provides authentic experiences for students to design, carry out, and present projects using English. Speaking ability is understood as an oral competence that includes fluency, accuracy, pronunciation, vocabulary, comprehensibility, and interactional competence. Within this framework, projects function as a medium that connects language theory with real communication practice. Therefore, the theoretical foundation of this study combines constructivism, social learning theory, and the communicative approach to explain how students develop speaking ability through experience, interaction, and reflection in PjBL activities. This framework serves as the basis for analyzing the effect of Project-Based Learning on students' speaking ability in English Education programs.

Research Methodology



This study employed a qualitative case study approach to investigate the effect of Project-Based Learning on students' speaking ability in English Education Programs. A case study was selected because the research focused on exploring a specific learning phenomenon within a bounded educational context, namely the implementation of project-based speaking activities in an English Education classroom. Rather than measuring the effect of Project-Based Learning only through numerical scores, this study examined how students experienced the learning process, how they participated in project activities, and how they perceived changes in their speaking ability. This approach is appropriate because recent studies on Project-Based Learning in EFL contexts have emphasized the need to understand not only learning outcomes but also students' engagement, classroom interaction, confidence, autonomy, and learning experiences (Ngadiso et al., 2021; Zhang et al., 2025). Therefore, the qualitative case study design allowed the researcher to obtain rich, contextual, and interpretive data regarding the implementation of Project-Based Learning in speaking instruction.

The research was conducted in an English Education Program at a higher education institution in Indonesia during one academic semester, approximately from March to June 2025. The research site was selected because the program offered a speaking course in which Project-Based Learning was implemented through activities such as group presentations, video-based projects, interviews, classroom discussions, and collaborative speaking tasks. The participants consisted of students enrolled in the speaking course and one lecturer who facilitated the learning process. The informants were selected using purposive sampling because they were directly involved in the implementation of Project-Based Learning and were considered able to provide relevant information about the research focus. The selection criteria for student participants included: being registered as English Education students, participating actively in the project-based speaking class, completing the assigned speaking projects, and being willing to share their learning experiences. To enrich the data, the researcher may also use snowball sampling by asking initial participants to recommend other classmates who had significant experiences, challenges, or improvements during the project-based learning process.

Data were collected through semi-structured interviews, classroom observation, and documentation. Semi-structured interviews were conducted with selected students and the lecturer to explore their perceptions, experiences, challenges, and reflections on the use of Project-Based Learning in speaking activities. The interview questions focused on students' confidence, fluency, participation, group collaboration, speaking difficulties, and perceived changes before and after participating in project-based tasks. Classroom observations were carried out during the implementation of PjBL to record students' speaking practices, interaction patterns, lecturer facilitation, group dynamics, and the stages of project completion. Observation notes were used to capture natural classroom behavior and support the interpretation of interview data. Documentation was also collected in the form of lesson plans, project guidelines, students' project outputs, presentation materials, video assignments, reflective journals, and assessment notes. The use of multiple data collection techniques enabled methodological triangulation and provided a more comprehensive understanding of the phenomenon being studied.

To ensure the trustworthiness of the data, this study applied source triangulation, method triangulation, member checking, and an audit trail. Source triangulation was conducted by comparing information obtained from students, the lecturer, observation notes, and learning documents. Method triangulation was applied by cross-checking data from interviews, observations, and documentation to identify consistency or differences among findings. Member checking was carried out by returning interview summaries or preliminary interpretations to participants to confirm whether the researcher's understanding accurately represented their experiences. In addition, an audit trail was maintained by documenting all research procedures, including participant selection, interview protocols, observation notes, coding decisions, theme development, and reflective memos. These validation procedures were important to strengthen credibility, dependability, confirmability, and transferability in qualitative inquiry. Recent methodological discussions emphasize that systematic documentation, triangulation, and participant validation are essential for producing transparent and trustworthy qualitative analysis (Zairul, 2025).

The data were analyzed using thematic analysis supported by the interactive model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing/verification. First, the researcher transcribed the interview data, organized observation notes, and reviewed relevant documents. Second, the data were coded by identifying meaningful units related to students' speaking ability, confidence, participation, collaboration, project experience, lecturer support, and challenges in using English orally. Third, similar codes were grouped into broader categories and developed into themes, such as "increased speaking confidence," "authentic communication through projects," "peer collaboration as speaking support," "challenges in fluency and accuracy," and "lecturer facilitation in project-based speaking." The themes were then interpreted in relation to the research objective and relevant literature on Project-Based Learning and EFL speaking development. Through this process, the study aimed to provide a detailed and replicable explanation of how Project-Based Learning influenced students' speaking ability in English Education Programs.

Results and Discussion

Results

The qualitative analysis of interview transcripts, classroom observation notes, and learning documents revealed that Project-Based Learning (PjBL) influenced students' speaking ability through several interconnected processes. The findings did not merely show improvement in speaking performance, but also reflected changes in students' confidence, participation, collaboration, and awareness of using English in meaningful contexts. Three major themes emerged from the data: (1) increasing speaking confidence through repeated oral practice, (2) developing speaking ability through authentic and collaborative projects, and (3) encountering linguistic and psychological challenges during project implementation. These themes indicate that the effect of PjBL on speaking ability was experienced as a gradual process rather than an immediate outcome. Students initially showed hesitation and anxiety when speaking English, but they became more willing to express ideas after being involved in group projects, peer discussions, and final presentations.

The first theme concerns the growth of students' confidence in speaking English. Interview data showed that many students perceived speaking as the most challenging skill because they were afraid of making grammatical mistakes, mispronouncing words, or being judged by classmates. Before the implementation of PjBL, students tended to remain silent during classroom discussion and waited for the lecturer's instruction before speaking. However, after participating in project-based activities, students reported that repeated practice in small groups helped them reduce anxiety. One student stated, "At first, I was afraid to speak because I thought my grammar was wrong, but when we worked in a group project, I felt more comfortable because my friends helped me." Another participant explained, "The project made me speak many times, not only once in front of the class. I practiced with my group before presentation, so I became more confident." Classroom observations supported these statements. During the early meetings, only a few students volunteered to speak; however, in later meetings, more students participated in group discussions, asked questions, and presented their project results with greater confidence. This pattern suggests that confidence emerged from a supportive learning environment where students had repeated opportunities to speak and receive peer support.

The second theme relates to the role of authentic and collaborative projects in developing students' speaking ability. The projects required students to plan topics, collect information, discuss ideas, prepare speaking materials, and present their final products in English. These activities encouraged students to use English for practical communication rather than for isolated language drills. Documentation of students' project outputs, such as presentation slides, video assignments, interview reports, and reflective journals, showed that students attempted to organize ideas more clearly and use vocabulary relevant to their project topics. One participant commented, "When we made a video project, we had to choose the words carefully because other people would watch it. It made us learn new vocabulary and practice pronunciation." Another student said, "The project was different from ordinary

speaking class because we had a real task. We needed to explain something, not just answer questions from the lecturer.” Observation data also indicated that collaborative tasks created more interaction among students. They negotiated roles, corrected each other’s pronunciation, discussed sentence structure, and rehearsed their presentation. In this sense, PjBL provided a social space where speaking ability developed through interaction, negotiation, and shared responsibility.

The third theme shows that students still experienced several linguistic and psychological challenges during the implementation of PjBL. Although PjBL increased students’ participation, it did not automatically eliminate all speaking problems. Some students continued to struggle with fluency, pronunciation, limited vocabulary, and grammatical accuracy. Others experienced unequal participation in group work, where more proficient students tended to dominate discussion while less confident students contributed less. One student noted, “Sometimes I wanted to speak, but my friend spoke faster, so I just followed the group.” Another participant stated, “The project helped me, but I still had difficulty speaking spontaneously. I needed to write my sentences first before speaking.” These findings were also visible in classroom observations. Some students relied heavily on written scripts during presentations, while others showed difficulty responding to spontaneous questions. This indicates that PjBL can create opportunities for speaking practice, but students still need structured guidance, feedback, and scaffolding from the lecturer to improve accuracy, fluency, and spontaneous interaction.

The findings also revealed that the social and cultural context of the classroom shaped students’ responses to PjBL. In the Indonesian EFL context, students often learn English in environments where English is rarely used outside the classroom. As a result, the classroom becomes the main space for practicing oral communication. Students’ reluctance to speak was not only caused by limited language competence but also by cultural concerns related to embarrassment, peer judgment, and fear of losing face. PjBL helped reduce these barriers by shifting speaking practice from individual performance to collective project work. Group collaboration created a safer environment because students could prepare, rehearse, and support one another before performing publicly. However, the same group culture also produced challenges, especially when responsibility was not distributed equally. Therefore, the effect of PjBL on speaking ability depended not only on the method itself but also on how the lecturer designed the project, monitored group interaction, provided feedback, and created an inclusive classroom atmosphere.

Discussion

The findings of this study support the theoretical assumption that Project-Based Learning is grounded in constructivist and social learning perspectives. Students did not develop speaking ability simply by receiving explanations from the lecturer; rather, they constructed their speaking competence through experience, collaboration, practice, and reflection. The projects functioned as meaningful learning contexts that required students to use English to complete communicative tasks. This is consistent with the communicative approach to language teaching, which emphasizes the use of language for real purposes and meaningful interaction. The growth of confidence, participation, and vocabulary use found in this study indicates that speaking ability is shaped by both linguistic and social processes. In other words, students became more willing to speak when they were placed in situations that required communication, offered peer support, and allowed them to practice repeatedly.

These findings are in line with Sirisrimangkorn (2021), who found that PjBL through presentation activities improved EFL undergraduate students’ speaking skills and encouraged positive responses toward speaking practice. The present study extends that finding by showing that improvement was not only related to presentation performance but also to the process before the presentation, including group discussion, rehearsal, peer correction, and project preparation. The findings also support Ngadiso et al. (2021), who reported that PjBL improved classroom situations and promoted independent and collaborative learning in Indonesian EFL classrooms. In the present study, classroom interaction became more active because students were required to negotiate ideas and

responsibilities during project completion. Similarly, the findings correspond with Zhang et al. (2025), who emphasized that project-based speaking activities could enhance students' behavioral, emotional, and cognitive engagement. Students in this study showed behavioral engagement through active participation, emotional engagement through increased confidence, and cognitive engagement through planning and organizing spoken content.

However, the study also presents a critical perspective that slightly differs from studies that emphasize the effectiveness of PjBL in a more positive and outcome-oriented way. Although students reported improvement in confidence and participation, several speaking problems remained, especially in fluency, pronunciation, grammar, and spontaneous response. This finding suggests that PjBL should not be understood as an automatic solution for all speaking difficulties. Without sufficient scaffolding, students may participate more actively but still rely on memorized scripts or dominant group members. This finding is relevant to Zhang et al. (2025), who noted that PjBL may not equally enhance all dimensions of engagement, particularly agentic engagement. In this study, some students were active because the project required them to participate, but not all students were equally able to take initiative, lead discussion, or speak spontaneously. Therefore, PjBL needs to be supported by clear project stages, explicit speaking instruction, pronunciation feedback, vocabulary support, and reflection activities.

From a theoretical perspective, the results contribute to the understanding of speaking ability as a socially mediated competence. Speaking development in this study did not occur only at the individual level, but emerged through interaction with peers, lecturer guidance, classroom expectations, and project demands. This finding strengthens the argument that speaking instruction in EFL contexts should provide authentic social conditions for language use. The data show that students' confidence was built through social support, while their vocabulary and organization improved through project preparation. At the same time, group dynamics influenced who spoke more, who remained silent, and how learning responsibilities were distributed. Thus, the study offers a more nuanced view of PjBL by showing that the method creates possibilities for speaking development, but these possibilities must be managed pedagogically to ensure equal participation and meaningful language practice.

Practically, the findings imply that lecturers in English Education Programs should design PjBL activities that combine creativity with structured speaking support. Projects should not only require students to produce final products, such as videos or presentations, but also include stages of guided discussion, vocabulary preparation, pronunciation practice, peer feedback, lecturer feedback, and individual reflection. Group work should be monitored carefully to prevent unequal participation and to ensure that all students have opportunities to speak. Lecturers may assign rotating roles, such as discussion leader, presenter, script editor, interviewer, and evaluator, so that every student contributes to the speaking process. Assessment should also consider both the final performance and the learning process, including participation, collaboration, improvement, and reflection. In this way, PjBL can become a more inclusive and effective approach for improving speaking ability.

For future research, it is recommended that studies explore PjBL in different English Education contexts, such as rural universities, private institutions, or online speaking classes, to compare how learning environments influence project implementation. Future researchers may also investigate students with different proficiency levels to understand how PjBL affects high-achieving and low-achieving students differently. In addition, longitudinal studies are needed to examine whether the confidence and speaking improvement gained through PjBL can be sustained over time. Further research may also focus on lecturer strategies in scaffolding project-based speaking activities, particularly in relation to feedback, group management, and the development of spontaneous speaking skills. Overall, this study indicates that Project-Based Learning offers meaningful potential for improving students' speaking ability, but its success depends on the quality of project design, classroom facilitation, peer collaboration, and continuous reflective practice.

Conclusion



This study concludes that Project-Based Learning contributes positively to students' speaking ability in English Education Programs by creating a learning environment that is active, collaborative, communicative, and reflective. The findings show that PjBL helps students increase their speaking confidence, participate more actively in classroom interaction, and use English in more meaningful contexts through group discussions, project preparation, presentations, and other authentic speaking tasks. Students' speaking development was not only reflected in linguistic aspects such as fluency, vocabulary use, pronunciation, and idea organization, but also in affective and social aspects, including confidence, peer support, and willingness to communicate.

The contribution of this study lies in its qualitative explanation of how Project-Based Learning influences students' speaking ability as a process rather than merely as a measurable learning outcome. The study shows that speaking improvement emerges through repeated practice, collaboration, negotiation of meaning, and reflective engagement during project activities. This finding strengthens the existing literature on PjBL in EFL contexts by emphasizing that the effectiveness of PjBL depends not only on the final product of learning, but also on the social interaction, classroom facilitation, and learning experiences that occur throughout the project process.

Theoretically, this study supports constructivist and communicative perspectives in language learning, which view speaking ability as a competence developed through meaningful interaction and contextualized practice. Practically, the findings imply that lecturers in English Education Programs should design project-based speaking activities with clear stages, structured guidance, peer collaboration, feedback, and reflection. PjBL should not be implemented only as a task to produce presentations or videos, but as a guided learning process that provides equal opportunities for all students to speak, collaborate, and improve their oral communication skills.

From a policy perspective, the findings suggest that English Education Programs should consider integrating Project-Based Learning more systematically into speaking courses and curriculum design. Institutional support is needed in the form of lecturer training, flexible assessment models, access to learning media, and classroom policies that encourage student-centered learning. Such support can help ensure that PjBL is implemented effectively and inclusively, especially in EFL contexts where students may have limited opportunities to use English outside the classroom.

Further research is recommended to explore the implementation of Project-Based Learning in different educational settings, such as rural universities, online learning environments, or classes with varied levels of English proficiency. Future studies may also examine the long-term impact of PjBL on students' speaking development, professional identity as future English teachers, and spontaneous oral communication. In conclusion, this study affirms that Project-Based Learning offers meaningful pedagogical potential for improving students' speaking ability when it is supported by careful project design, effective lecturer facilitation, collaborative learning culture, and continuous reflective practice.

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