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How Students Prepare and Perform: A Project-Based Study on English Conversations and Individual Presentations

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ABSTRACT

This study examines how university students prepare and perform English conversations and individual presentations within a Project-Based Learning (PjBL) framework. The purpose of the study was to examine the relationship between students' preparation processes and their speaking performance, documented through video submissions. A qualitative descriptive design with supporting quantitative data was used. Approximately 200 university students participated in a project-based speaking task, and a representative sample of the recorded videos was analyzed using a performance rubric focusing on fluency, accuracy, organization of ideas, interaction, nonverbal delivery, and evidence of preparation. Findings indicated that most students demonstrated strong preparation strategies, including scripting, rehearsal, peer collaboration, and self-reflection. Video analysis revealed that the majority achieved "Excellent" and "Good" levels of performance across key criteria, particularly in organization and interaction, while only a small minority needed improvement. Discussion highlighted that structured preparation significantly contributed to students' confidence, coherence, and communicative effectiveness. The study concluded that PjBL facilitates not only linguistic development but also learner autonomy and engagement. These results suggest that integrating documented video projects in EFL classes can effectively improve both the preparation process and observable speaking performance outcomes.

1. Introduction

English speaking is a crucial skill in the global era, supporting communication and reflecting academic and professional competence. This skill is not only crucial for everyday communication but also serves as an indicator of one's academic and professional abilities. In the context of language learning, speaking tasks such as

conversations and presentations provide a platform for students to express ideas, convey information, and demonstrate language proficiency in an active and meaningful way. Through speaking activities, students not only learn to use language as a means of communication but also develop self-confidence, courage, and critical thinking skills. Speaking activities such as conversations and presentations enable students to express ideas while developing confidence and critical thinking. However, speaking is a complex skill involving vocabulary, grammar, pronunciation, social interaction, and confidence (Irawan & Ahmad, 2025). The fluency, accuracy, and complexity as key components (Ellis, 2015). Limited and repetitive practice in formal learning often hinders students' progress.

Project-Based Learning (PjB) has been widely used in English language learning to enhance speaking skills through authentic and collaborative tasks (Sumitro & Rizqi, 2024). Studies show that PjBL improves students' speaking ability and participation compared to conventional methods and provides opportunities for real-life communication practice in higher education contexts (Sabrina Puteri Fathika et al., 2025; Tian Havwini et al, 2024) . Project Based learning (PjBl) is a good model. PjBL is expected to replace the monotonous conventional method (Turnip, 2025). The PjBL model is significantly effective in increasing both creativity and learning outcomes (Oktaviani, 2025). The developed is practical according to the lecturer with a very good category and the developed E-LKM is interesting according to students with a very good category (Aisyah, 2025). PjBL is considered effective in creating authentic learning environments, increasing motivation, and developing better speaking skills (Kurniawan, 2025).

Student performance in speaking tasks varies widely, with some students showing fluency and confidence while others struggle, largely due to differences in preparation. Effective preparation such as understanding topics, scripting, practicing, and managing anxiety plays a key role in performance. Preparation involves planning, collaboration, and self-regulation (Hadwin et al., 2017; Poehner & Lantolf, 2021). Effective preparation is essential in project-based learning (Bell, 2010). Pre-task planning improves fluency and effectiveness (Ellis, 2005). It was supported by strategies like rehearsal, vocabulary preparation, collaborative practice, self-regulated learning, and technology use practice (Johnson & Abdi Tabari, 2022; Poehner & Lantolf, 2021). Tools like video recordings also aid self-assessment (Duong et al., 2025). However, challenges such as cognitive overload, speaking anxiety, and limited authentic practice opportunities can hinder preparation and performance (Goh, 2012; Teimouri et al., 2019).

Research in Indonesian EFL classrooms shows that PjBL helps overcome speaking barriers by encouraging active engagement and involving cognitive and metacognitive preparation processes (Setiawan et al., 2020). The preparation phase allows students to plan language use, improve fluency, and reduce anxiety, while also fostering higher-order thinking skills like evaluation and creativity, which are essential for meaningful language use in 21st-century learning. PjBL, through repeated practice and natural communication contexts, provides students with the opportunity to gradually build confidence. Several studies report that students who participate in PjBL demonstrate increased confidence in speaking English and

decreased anxiety levels as projects and interactions progress. According to (Wahyuni, 2025) The PjBL model is able to provide great opportunities for students to explore their creativity. In addition, Project Based Learning is important factor in student success in the learning process. One model that plays an important role in increasing creative thinking and independent learning (Sundari, 2025). Next, according to (Maziidah & Dewi, 2023) One of the teaching methods which equipped student's skill needs is PJBL (Project-Based Learning). Research on PjBL and speaking skills has been extensively conducted at various levels of education, from secondary school to vocational higher education.

In general, these results support the effectiveness of PjBL in improving students' speaking skills and affective aspects such as motivation and self-confidence (Sumitro & Rizqi, 2024). Various studies have shown that PjBL is effective in improving the speaking skills of college and university students in English language learning contexts. For example, an experimental study at the high school level showed that implementing PjBL significantly improved students' speaking skills compared to conventional methods and motivated active student participation in English learning. PjBL enhances students' motivation and engagement in the learning process (Munawwarah, 2025). Furthermore, research on student perceptions confirms that project-based learning can improve students' confidence and speaking skills in speaking courses. Students reported improvements in their speaking skills after participating in PjBL, which required them to interact, collaborate, and produce communication output in English.

Performance in the context of this article refers to students' actual actions in English conversations and individual presentations. These two forms of activity have distinct characteristics:

1. English Conversations

English conversations are typically interpersonal and interactive. Students are required to process input in real time, respond to their conversation partners, and maintain dialogue continuity. PjBL provides situations where students can practice conversation in authentic project contexts such as simulated interviews, group discussions, or fieldwork that require real-life communication (Gunawan, 2025).

2. Individual Presentations

Individual presentations are a more formal form of expression because students must convey information in a structured manner to an audience. Presentations are often tested on aspects of idea organization, appropriate language use, and public speaking skills. The literature shows that PjBL with presentation assignments provides students with opportunities to organize ideas, organize materials, and present project results professionally (Irawan & Ahmad, 2025). The literature also highlights affective factors such as confidence and speaking anxiety. Speaking anxiety is a major barrier for many EFL learners because live performance situations often trigger a fear of making mistakes or being embarrassed.

This study aims to explore how students prepare and demonstrate their speaking skills in individual conversation and presentation based on the Project-Based Learning (PjBL). This study also seeks to identify various challenges faced by

students during the preparation and implementation of the tasks, as well as the strategies they use to overcome them. Through this study, it is hoped that a deeper understanding of students' learning processes in the context of speaking tasks can be obtained, while also providing input for English language teachers to design more effective, engaging, and student-centered learning activities

2. Methodology

Research Design

This study employed a mixed-methods research design, combining quantitative and qualitative approaches, to obtain a comprehensive understanding of students speaking performance in Project Based learning (PjBL) context. The qualitative approach was explored students' preparation strategies, experience and emotional responses through interview while the quantitative approach was used to measure students' speaking performance based on specific assessment criteria. This research was conducted in a college-level English classroom, involving students actively participating in PjBL assignments, particularly presentation projects and conversation. A purposive sampling technique was employed to select research participant based on specific criteria relevant to study object. From approximately 200 collected student videos, 30 videos were selected as the research sample through a systematic selection process. The inclusion criteria for the selected video were as follows:

1. The video had to clearly captured student's speaking performances in conversation or presentation tasks
2. The audio and visual quality had to be sufficient to allow accurate assessment
3. Performance represented complete task execution rather than partial or complete submission.

The Instrument

The instrument that used in this research consist of interview and speaking assessment rubric. The interview was designed to collect the qualitative data related to student's preparation strategy such as rehearsal, scripting collaboration and vocabulary development. Meanwhile the speaking assessment rubric was evaluated students' performance quantitatively. The rubric consisted of six assessment criteria: Fluency and Spontaneity, Accuracy and Clarity, Organization of Ideas, Interaction/Engagement, Non-verbal Delivery, and Evidence of Preparation. It can be shown in table 1.

Table 1. Speaking Performance Assessment Rubric

No	Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs improvement)
1	Fluency & Spontaneity	Smooth delivery, minimal pauses,	Generally fluent with minor pauses	Frequent pauses,	Fragmented delivery,

			no script reading			occasional reliance on script	heavily dependent on script
2	Accuracy & Clarity		Grammatically accurate, clear pronunciation, meaning fully comprehensible	Minor errors, meaning clear	errors, still	Several errors affecting clarity	Frequent errors, difficult to understand
3	Organization of ideas		Ideas well-structured and logically sequenced	Generally organized with minor lapses		Organization somewhat unclear	No clear structure or logical flow
4	Interaction/engagement		Highly responsive (conversation)/strong audience engagement (presentation)	Generally responsive/engaging		Limited interaction or engagement	Passive, minimal interaction
5	Non-verbal delivery		Effective eye contact, natural gestures, confident posture	Adequate non-verbal support		Limited eye-contact/gestures	No observable non-verbal support
6	Evidence of preparation (PjBL indicator)		Very well-prepared, smooth coordination, strong rehearsal evidence	Adequately prepared		Limited preparation evident	Lack of preparation

Technique of Data Collection

In this study, the researcher used both quantitative and qualitative data collection techniques. The quantitative data were obtained through speaking performance assessment using a rubric, while the qualitative data were collected through interviews and observations. The performance assessment was carried out during the implementation of speaking project where students performed group conversation as parts of PjBL activity.

Raters/ Scoring Procedure

The assessment involved two raters. They are researcher as the primary rater and English lecture as the second rater. Both raters independently evaluated students' speaking performances using the rubric. The use of two raters aimed to reduce subjectively and ensure the reliability of the data through inter-rater agreement. Any discrepancies in scoring were discussed to reach a consistent evaluation. The independent raters assessed all selected videos. Prior to scoring, both raters were trained to ensure a shared understanding of rubric descriptors. The final score criterion was calculated by averaging the scores from both raters. The total score for each student was obtained by summing all six criteria, with maximum possible score 24. To facilitate interpretation, the total scores were converted into percentage using formula:

$$\text{Percentage score} = \frac{\text{Obatained score}}{\text{Maximum score}} \times 100$$

$$\text{Percentage score} = \frac{\text{Total score}}{24} \times 100$$

The percentage scores were then categorized into four level:

Excellent	= 85 - 100
Good	= 70 – 84
Fair	= 55-69
Needs improvement	= > 55

Data integration Procedure

This research applied a data triangulation technique to integrated quantitative and qualitative findings. The quantitative data obtained from rubric based assessment were used to determined students' speaking performance levels while qualitative data form interviews were analyzed to explore students' preparation strategies, such as rehearsal, scripting and collaboration.

Technique of Data Analysis

The qualitative data were analyzed using an interactive model consisting of the data reduction, data display and conclusion drawing. The data categorizes into themes related to students' preparation strategies and speaking experiences. Meanwhile, the quantitative data were analyzed using descriptive data. The scores from both raters were compiled and converted into percentages to determine students' performance level across each category. Both of qualitative and quantitative findings integrated to provide a comprehensive understanding of how students' preparation strategies influenced their speaking performance.

3. Results and Discussion

Students' Preparation Strategies in Speaking Projects

The interview finding revealed that students applied several preparation strategies in completing their speaking projects, namely rehearsal, scripting and collaboration. These strategies were reflected in students' response and showed how they actively prepared to improve their speaking performance. Based on the interview data, rehearsal was one of the most frequently used strategies. Some students reported that they practiced their dialogues. For instance, S1 stated that *"I prepared for this conversation project by first understanding the topic to be discussed. After that, I compiled key points to help the conversation flow more smoothly. I also practiced speaking English gradually to gain familiarity and confidence"*, and S2 stated *"I prepared by choosing a theme, composing simple dialogues, and practicing pronunciation to ensure the conversation flowed smoothly"*. Next S3 stated that *"My first steps in preparation were deciding on the topic, gathering vocabulary, and composing dialogues"*. Then S4 stated *"During the preparation stage, I read and study vocabulary related to the conversation topic."* Furthermore, students also

learned the vocabulary to be used so that the conversation can be delivered accurately and communicatively.

This preparation process was carried out through discussions with group members to align understanding and assign roles. Technically, students first developed the framework and flow of the conversation, then wrote the dialogue in Indonesian before translating it into English to ensure fluency and accuracy of the language used. The pre-task planning allows students to organize their ideas and linguistic resources, which can lead to improved fluency and more effective oral performance. This indicates that repetition helps students increase fluency and reduce hesitation during speaking.

In addition, scripting emerged as another important strategy. Some students explained that they wrote the dialogues before practicing. Student 5 stated “*During the preparation stage, I read and study vocabulary related to the conversation topic. I also write short notes as a guide, practice pronunciation, and try speaking in front of a mirror or with a friend to improve my fluency.*” And student 6 stated “*I usually write materials, look up and note down important vocabulary, construct simple sentences, and then practice speaking alone or with a friend before performing.*” Then student 7 mentioned “*During the preparation stage, I write dialogues, memorize them, practice pronunciation, and practice conversation*”, and Student 8 mention “*During the preparation stage, I read related materials, look up appropriate vocabulary for writing conversational dialogues, and practice memorizing dialogues with a friend to achieve optimal result.* In addition to linguistic aspects, students also prepared their appearance, such as selecting clothing appropriate to the theme and conversational situation. This process also involved interacting with group members through activities such as providing feedback and suggestions to improve the quality of their delivery. In some cases, students memorized texts as an initial strategy, but still strived to align ideas and conversation flow to speak more spontaneously. Furthermore, students also prepared communication etiquette to ensure polite and contextually appropriate language is used.

Another key strategy identified was collaboration. Students work together in group to discuss and practice their conversation. Student 9 stated “*We prepare for presentations by creating a simple outline to make my delivery more coherent. We also practice speaking several time in group to reduce nervousness and ensure we understand the material.*” And student 10 stated “*We study in a group, even though the grades are individual, and we prepare mentally and memorize.*” Then next student 11 mention “*We prepare for presentations. We take notes on key points, practice speaking several times, and memorize difficult vocabulary to improve my presentation fluency.*” Next students 12 mention “*We prepare by choosing a speech and presentation topic that I'm familiar with, then crafting sentences for the speech and creating presentation materials using a PowerPoint presentation. Afterward, we practice presenting to improve the results.*” In support clarity of delivery, students took notes or highlight key points and seek out various references relevant to the presentation topic. The next stage involved speaking practice to improve fluency and confidence. In addition to relying on mastery of the material, students

also strived to present confidently and utilize creativity in their delivery to make the presentation more engaging and communicative.

Regarding strategies, several strategies were most helpful to students in the preparation phase, specifically related to improving affective aspects and language skills. Students 13 stated *“The most helpful strategy is to practice regularly and not memorize the entire text. By understanding the content, I can speak more relaxed and naturally without fear of forgetting”*. Then students 14 and 15 stated *“The most helpful strategy is to learn to read and be confident when speaking”* and *the most helpful strategy is to practice speaking regularly to get the pronunciation right and to note down any vocabulary I find difficult so I can study it more often.”*

Students emphasized the importance of building self-confidence through speaking practice and continuous English language practice. Furthermore, creativity in developing ideas and teamwork were also seen as important strategies for supporting smooth project preparation. Students tended to choose topics they had mastered to better understand the material and convey their ideas effectively. To strengthen their mastery of content, students also actively sought out relevant references and conducted exercises both independently and in groups as part of the preparation process. Common difficulties students faced in preparing and executing speaking assignments related to linguistic and affective aspects.

Linguistically, students experienced difficulties with English pronunciation, limited vocabulary, and a lack of grammar mastery, which could lead to unnatural conversations. Furthermore, students also reported difficulty constructing words and sentences spontaneously when speaking. Affectively, nervousness when speaking in front of the class, lack of self-confidence, and fear of making mistakes were factors that also hindered students' speaking performance. Students often faced various challenges during speaking preparation, as they must simultaneously manage content, linguistic form, and delivery, which could lead to cognitive overload

Students' Speaking Performance and Emotional Responses

The interview findings revealed that students' speaking performance was closely related to their emotional responses during speaking activities. Most of them reported experiencing nervous, lack of confident. When students were asked about their feelings about speaking in front of a class, most expressed nervousness, a lack of confidence, and tension. Student 16 stated *“At first I felt nervous, but once I started speaking, those feelings gradually subsided. I felt more comfortable and happy because I could convey what I had prepared. I tried to appear neat and confident. Although I still felt nervous, I tried to maintain my posture, maintain eye contact, and speak clearly.”* Similarly student 17 stated *“I felt a little nervous at first, but once I started speaking, I became more confident and comfortable.”* Next student 18 stated *“At first I was nervous, but then I became happy and I was able to get into the mood”* and similarly with student 19 that stated *“At first I felt nervous and nervous, but after a while I calmed down because I had prepared beforehand by practicing speaking in front of a mirror.”*

Additionally student 20 also mention that “*I think my performance during the individual presentation was quite good. I was able to deliver the material quite fluently, although I still felt a little nervous. The preparation phase really helped my speaking performance. I had prepared the material, practiced, and discussed it beforehand.*” These feelings generally arose because they felt their English skills were still limited, leading to a fear of making mistakes. However, not all students responded negatively. Some were actually happy to have the opportunity to practice English directly, even though they realized their abilities were not yet fully developed. Furthermore, some students stated that they felt comfortable speaking in front of a class, as they were accustomed to the atmosphere of using English in everyday life. This variety of responses suggested that students' experience and level of exposure to English influenced their readiness and comfort in public speaking. Students' feelings about speaking in front of a class reflected foreign language anxiety, which was generally characterized by nervousness, tension, and fear of making mistakes due to perceived limitations in language skills.

When asked “How do students describe their appearance during individual presentations?”, students provided varied answers, but they tended to demonstrate an awareness of appearance and performance. Most students stated that they always strive to appear well-groomed, neat, polite, and professional when presenting. They also strived to speak clearly and confidently, and remain focused on the material being presented. Several students emphasized the importance of maintaining good posture, eye contact, and vocal intonation as part of their presentational performance. However, some students admitted to still feeling nervous during individual presentations, primarily due to a lack of understanding of the material being presented. These findings indicated that although students were aware of the elements of a good presentation, their level of mastery of the material and self-confidence remain factors that influenced the quality of their performance. Recent studies have shown that foreign language speaking anxiety remains a significant emotional barrier for learners when speaking in front of an audience, often associated with fear of mistakes and judgment

Perceived Impacts of PJBL on Speaking Development

When asked, “How does preparation affect your speaking performance?”, students 21 explained that “*preparation played a crucial role in supporting their speaking performance*”. Mental preparation was the most frequently mentioned aspect, as it helped students feel calmer and more prepared for their presentations. Furthermore, students 22 reported that “*dressing appropriately boosted their confidence and preparedness to perform*”. Focusing on the main goal, which was to complete the assignment well, also helped them reduce anxiety. Other forms of preparation deemed effective included practicing with friends, getting used to speaking English, even if it was still limited, and maintaining physical condition by drinking water and trying to calm themselves before performing.

Furthermore, a good understanding of the material was considered a key factor that significantly influenced students' fluency and confidence when speaking. Collaborative practice and peer interaction facilitated language development and

helped to reduce speaking anxiety through social mediation, as adequate preparation increased learners' sense of control over their speaking performance (Poehner & Lantolf, 2021; Teimouri et al., 2019)

Furthermore, students 23 felt that *“this speaking project influenced their self-confidence”*. They were motivated to increase their confidence and overcome fear and nervousness. Student 24 stated *“This project definitely impacted my confidence. Honestly, at first, I felt even less confident because I realized how difficult it was to overcome my “fussiness” and nervousness. But, after successfully completing the recording and editing, I felt a different kind of confidence. I realized that I don't have to be perfect to communicate. The fact that I could handle technical issues and complete dialogue with my friend—even without memorizing the script—made me feel like I was more capable than I thought. It was a small step, but now I'm less afraid of English”*. Additional student 25 stated *“Increasing Self-Confidence and Reduced Nervousness, Improving Understanding and Mastery of the Material, More Systematic and Clear Material Structure, Improving Audience Adaptability, Reducing Use of Filler Words.”* They also wanted to appear good, professional, and even perfect, so they tried to build their confidence first by understanding the material, practicing speaking English in front of a mirror or with friends, and maintaining a good and neat appearance.

Students also found the use of project-based learning (PjBL) in speaking lessons to be excellent, as it honed their speaking skills to become more fluent. Furthermore, recording conversations and presentations encouraged them to develop their creativity, allowing them to record and edit their work as creatively and visually as possible. They realized that the results were not just for them to watch; many others were doing the same. This was then used to inspire other students at other universities. Students perceived the use of project-based learning in speaking classes as highly effective in improving their speaking fluency, as Project-Based Learning (PjBL) provided meaningful and goal-oriented opportunities for sustained oral practice (Beckett & Slater, 2018; Kokotsaki et al., 2016; Kurniawan, 2025).

The integration of recorded conversations and presentations also supported students' creativity through multimodal learning, allowing them to combine linguistic, visual, and digital elements in producing their speaking projects (Kress, 2009). Furthermore, the awareness that their recorded performances might be viewed by others outside their own classroom creates an authentic audience, which increased students' motivation and encouraged them to produce higher-quality speaking performances that could inspire peers from other institutions.

Students' Performances

The results of this study indicate that students demonstrated relatively strong speaking performance in Project-Based Learning speaking activities. Student 26 stated *“This project made me more confident in speaking English because I got used to practicing and performing in front of other people.”* The high percentages in the Excellent category, particularly in organization of ideas, interaction/engagement, and evidence of preparation, suggest that Project-Based Learning helped students

prepare, organize ideas, and engage more actively in speaking tasks. Additional student 27 state *“Project-based learning is fun and effective because it's not just theory, but direct practice, so speaking skills can develop further.”* One possible explanation for the high score in organization of ideas is that students had time to prepare and plan their speaking before recording the video. In Project-Based Learning, students usually go through planning, drafting, practicing, and revising stages before presenting their final product. This process helps students structure their ideas more logically and systematically. The high percentage in interaction and engagement also indicates that students were actively involved in the speaking activities. Since many tasks were conducted in the form of conversations or presentations, students were required to interact with partners or audiences, which may have improved their engagement and participation.

Another important finding is the high percentage in evidence of preparation. Student 28 stated *“Project-Based Learning is highly effective for English speaking activities. This method makes learning more active and less boring, as students not only listen to the teacher's explanation but also directly practice the language.”* This shows that most students practiced before recording their videos, rehearsed their speaking, and prepared their content carefully. This supports the idea that Project-Based Learning emphasizes preparation and rehearsal as part of the learning process. However, fluency and spontaneity showed a lower percentage of Excellent compared to other criteria. Then student 29 stated *“Project-based learning is very helpful in speaking activities because it allows me to practice more actively, understand the material better, and gain more confidence when using English in real-life situations”* This may indicate that although students prepared their presentations well, some of them still relied on memorization or scripts, which affected their spontaneity. Similarly, some students were still categorized in the Fair level for accuracy and clarity, suggesting that grammar and pronunciation remain challenges for some learners. Non-verbal delivery also showed that some students still lacked confidence, as indicated by limited eye contact and gestures.

This suggests that speaking instruction should not only focus on language accuracy but also on presentation skills and confidence building. The Project-Based Learning contributed positively to students' speaking performance, especially in preparation, organization of ideas, and interaction. However, students still need improvement in fluency, spontaneity, pronunciation, and non-verbal communication. Student 30 stated *“Project-based learning is very effective because it helps us become more confident in speaking English in real situations and encourages creativity.”* Recent studies have shown that foreign language speaking anxiety remains a significant emotional barrier for learners when speaking in front of an audience, often associated with fear of mistakes and judgment (Laily, 2024).

Conversely, learners' self-efficacy beliefs their confidence in performing speaking tasks positively influenced their preparedness and comfort in oral presentations, suggesting that higher self-efficacy reduces anxiety and improves performance (Hasibuan, 2024; Leary, 2019). From approximately 200 uploaded videos, 30 videos were purposively selected to represent varying levels of performance. The selection aimed to achieve data saturation and ensure representativeness of

speaking proficiency levels. Table 2 show the proof of assessment based on the students' performances.

Table 2. Students' performance

No	Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)
1	Fluency & Spontaneity	50% of students	33% of students	10% of students	7% of students
2	Accuracy & Clarity	60% of students	20% of students	17% of students	3% of students
3	Organization of ideas	67% of students	20% of students	13% of students	-
4	Interaction/Engagement	67% of students	26% of students	7% of students	-
5	Non-verbal delivery	60% of students	17% of students	23% of students	-
6	Evidence of Preparation (PjBL indicator)	67% of students	23% of students	7% of students	3% of students
Average		61.83% of students	26.5% of students	12.83% of students	2.16% of students

The table 2 presents an analysis of students' speaking performance across six key criteria: Fluency & Spontaneity, Accuracy & Clarity, Organization of Ideas, Interaction/Engagement, Non-verbal Delivery, and Evidence of Preparation (PjBL indicator). The performance is categorized into four levels: Excellent (4), Good (3), Fair (2), and Needs Improvement (1). The assessment result indicate that student's speaking performance is generally at very good level with an average 61,83% of students achieving the excellent category. It was followed by 26% in good category 12,83% in fair category, and only 2,16 % needs improvement category. In term of fluency and spontaneity, half the students were able to speak smoothly, while in accuracy and clarity. The majority of students demonstrated a high level of correctness and clear pronunciation.

The integration was conducted through a convergent mixed-method procedures, in which both data set were analyzed separately and then compared and interpreted together. Specially, the qualitative findings were used to explain and support the quantitative results. For example, students categorized as "Excellent" generally demonstrated strong preparation strategies, while those in lower categories showed the limited preparation. The findings of this study demonstrate a clear and systematic relationship between students' preparation strategies and their speaking performance in Project-Based Learning (PjBL). The analysis shows that each preparation strategy contributes to specific aspects of speaking performance, indicating that the quality of preparation directly determines the quality of students' speaking outcomes.

Rehearsal was found to be strongly associated with fluency and non-verbal delivery. The quantitative data indicate that 50% of students achieved "Excellent" in fluency and 60% in non-verbal delivery. This pattern is explained by qualitative findings showing that students who engaged in repeated practice were able to reduce hesitation, internalize language, and perform more confidently. These

results suggest that rehearsal facilitates automatization, enabling students to produce speech more smoothly while simultaneously improving their use of gestures, eye contact, and overall delivery.

Scripting, on the other hand, plays a critical role in improving accuracy and clarity as well as the organization of ideas. The data show that 60% of students achieved “Excellent” in accuracy and clarity, while 67% reached “Excellent” in organization of ideas. Interview findings reveal that students who prepared and structured their dialogues beforehand demonstrated better grammatical control and more logical sequencing of ideas. This indicates that scripting functions as a cognitive support that helps students organize their thoughts and minimize linguistic errors during performance.

Furthermore, collaboration was identified as a key factor influencing interaction and engagement. The results show that 67% of students achieved “Excellent” in this criterion. This finding is supported by qualitative data indicating that students who actively discussed and practiced with their peers were more capable of maintaining meaningful interaction during the performance. Collaboration, therefore, provides opportunities for authentic communication practice, which enhances students’ ability to respond and engage effectively.

In addition, the high percentage in the “evidence of preparation” criterion (67% Excellent) confirms that these strategies—rehearsal, scripting, and collaboration—were widely and effectively implemented. This reinforces the argument that structured preparation is a fundamental component of successful speaking performance in PjBL. These findings demonstrate a consistent pattern: rehearsal improves fluency and delivery, scripting enhances accuracy and organization, and collaboration strengthens interaction and engagement. This integrated relationship shows that speaking performance is not merely the result of spontaneous ability, but rather the outcome of deliberate and structured preparation processes. Therefore, this study explicitly confirms its main objective, namely that students’ preparation strategies significantly influence their speaking performance. The results highlight that effective implementation of preparation strategies in PjBL not only improves linguistic aspects, such as accuracy and fluency, but also enhances communicative competence, including interaction and engagement.

4. Conclusion

This study concludes that students’ preparation strategies in Project-Based Learning (PjBL) have a direct and significant influence on their speaking performance. Rehearsal, scripting, and collaboration contribute to different aspects of speaking, namely fluency, accuracy and organization, and interaction. These findings confirm that structured preparation is a key factor in achieving effective speaking performance. Therefore, PjBL can be considered an effective approach for developing students’ oral communication skills through a balance of process and performance.

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