

**EXPLORING THE EXPERIENCES AND CHALLENGES OF
UNDERGRADUATE EFL STUDENTS IN DEVELOPING SPEAKING SKILLS
THROUGH PROJECT-BASED LEARNING APPROACH**

**By
SITI KHOFIFAH**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2025 A.D/1446 A.H**

**EXPLORING THE EXPERIENCES AND CHALLENGES OF
UNDERGRADUATE EFL STUDENTS IN DEVELOPING SPEAKING SKILLS
THROUGH PROJECT-BASED LEARNING APPROACH**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By

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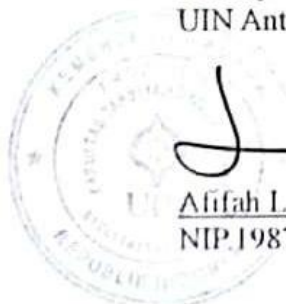
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ABSTRACT

Siti Khofifah. 2025. Exploring the Experiences and Challenges of Undergraduate EFL Students in Developing Speaking Skills Through Project-Based Learning Approach. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dr. Hj. Noor Maulidiyah. MA.

Keywords: Project-Based Learning, students' experiences, challenges, speaking skills.

Speaking skill is one of the essential components of English language acquisition, but it often becomes a challenge for EFL learners at the university level. To overcome this, the Project-Based Learning approach is seen as an effective strategy as it involves active, collaborative and real task-based learning. This study aims to explore the experiences and challenges faced by undergraduate EFL students in developing speaking skills through a Project-Based Learning approach. This study used a qualitative method with a narrative inquiry approach. Data were collected through in-depth interviews with ten students of the English language Education study program at UIN Antasari Banjarmasin who participated in project-based learning in the Public Speaking course. The results showed that PjBL positively impacted the development of students' speaking skills, including improved vocabulary, pronunciation, fluency, and self-confidence. Students also felt increased motivation and active engagement during the learning process. However, this study also found some challenges faced by students, such as difficulties in group work, nervousness when speaking, and difficulty determining interesting project topics. These findings suggest that although PjBL is effective in developing speaking skills, it requires lecturers to play an active role in providing guidance and creating a supportive learning environment.

ABSTRAK

Siti Khofifah. 2025. *Exploring the Experiences and Challenges of Undergraduate EFL Students in Developing Speaking Skills Through Project-Based Learning Approach*. Skripsi. Program Studi Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Dr. Hj. Noor Maulidiyah. MA.

Kata Kunci: Pembelajaran Berbasis Proyek, pengalaman siswa, tantangan, keterampilan berbicara.

Kemampuan berbicara merupakan salah satu komponen penting dalam penguasaan bahasa Inggris, namun sering kali menjadi tantangan bagi pelajar EFL di tingkat universitas. Untuk mengatasi hal ini, pendekatan Project-Based Learning dipandang sebagai strategi yang efektif karena melibatkan pembelajaran yang aktif, kolaboratif, dan berbasis tugas nyata. Penelitian ini bertujuan untuk mengeksplorasi pengalaman dan tantangan yang dihadapi oleh mahasiswa S1 EFL dalam mengembangkan kemampuan berbicara melalui pendekatan Pembelajaran Berbasis Proyek. Penelitian ini menggunakan metode kualitatif dengan pendekatan inkuiri naratif. Data dikumpulkan melalui wawancara mendalam dengan sepuluh mahasiswa program studi Pendidikan Bahasa Inggris di UIN Antasari Banjarmasin yang berpartisipasi dalam pembelajaran berbasis proyek pada mata kuliah Public Speaking. Hasil penelitian menunjukkan bahwa PjBL memberikan dampak positif terhadap perkembangan kemampuan berbicara mahasiswa, termasuk peningkatan kosakata, pelafalan, kefasihan, dan kepercayaan diri. Siswa juga merasakan peningkatan motivasi dan keterlibatan aktif selama proses pembelajaran. Namun, penelitian ini juga menemukan beberapa tantangan yang dihadapi oleh siswa, seperti kesulitan dalam kerja kelompok, kegugupan saat berbicara, dan kesulitan menentukan topik proyek yang menarik. Temuan ini menunjukkan bahwa meskipun PjBL efektif dalam mengembangkan keterampilan berbicara, namun dibutuhkan peran aktif dosen dalam memberikan bimbingan dan menciptakan lingkungan belajar yang mendukung.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this undergraduate thesis is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Dzulhijjah, 15th 1446 A.H
June, 11th, 2025 A.D



Writer

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