



STUDENTS' SPEAKING PROFICIENCY AND SELF-ASSURANCE IN PROMOTING PALEMBANG CITY TOURISM

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ABSTRACT

The primary focus of the research were to the implementation of the Project-Based Learning (PBL) strategy to increase students' speaking achievement and self-confidence at Universitas PGRI Palembang as the effort in promoting the tourism of Palembang city. How could Project-Based Learning strategy affect the speaking achievement and self-confidence of the students at Universitas PGRI Palembang as the effort in promoting the tourism of Palembang city. The areas of speaking that needed improvement were pronunciation, grammar, vocabulary, comprehension, and fluency. The use of project-based learning had been found to be effective in enhancing students' speaking abilities, since it fosters positive attitudes towards English language learning, particularly in speaking domains. This would allow them to deal with subjects and communicate thoughts using the suitable range and flexibility of speaking and based on the analysis of the data, the students' speaking achievement and self-confidence of the English Education at fourth semester students at Universitas PGRI Palembang was in high level.

Keyword: *mixed method, Project-Based Learning Strategy, speaking abilities, self-confidence, tourism.*

1. INTRODUCTION

Speaking, or using spoken language to express thoughts, ideas, and feelings, is a basic component of human communication. Speaking is seen to be the most important of the four fundamental language abilities for learning a foreign or second language. (Rao, 2019).

Speaking is an activity that includes multiple people and can be useful (Wael et al., 2018). The main problems of speaking were linguistic and psychological, include grammar, vocabulary, and pronunciation issues, while psychological problems include lack of self-confidence and anxiety (Fitriani et al., 2015) in

Speaking English (e.g., anxious, nervous, shy to speak etc.).

The factors affecting the emergence of their fear of public speaking among students Palembang, as identified, include: 1. Experiencing Panic and Dread: This factor encompasses feelings of shame, being alone, and perceiving something as a significant danger or threat, 2. Fearing the Fear Itself: Students exhibited symptoms such as pounding heart, trembling/shaking, lightheadedness, numbness, and fear of losing control, 3. Negative Beliefs about Themselves and the

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Audience (Viera Valencia & Garcia Giraldo, 2019).

Self-confidence influenced a student's ability to express their viewpoints by speaking, whether they succeed or fail in achieving so. The affective domain, which encompasses a wide range of personality qualities including motivation, emotion, attitude, anxiety, personality, and self-confidence, is the emotional aspect of human behavior (D. Brown, 2000).

Among these, self-confidence was one of the elements that affects learning the most. It was one of the primary human motivations and had the power to shape a person's life, both positively and negatively. A person's conviction in their own talents, skills, and judgment is referred to as self-confidence. It was linked to a sense of certainty and faith in oneself, which promoted a positive approach and the capacity to successfully face problems (Saaida, 2023). Project-Based Learning (PBL) was a teaching strategy that gave students issues to solve or products to create in order to contextualize what they are learning. (Poonpon, 2017). Given its lengthy history, Palembang offers an extensive variety of unique types of culture. This was influenced by at least two things (Syarifuddin et al., 2022). Through intense experiences that were relevant to the course(s) of study and attractive to the students, project-based learning engages students in learning. (Flemming, 2000). It focused on two ideas that might help with the problems raised during speaking. Interesting activities motivated students to take interest in learning.

Because the activities were engaging, students were not under pressure to participate in the learning process. It could inspire students to overcome their lack of self-confidence. Second, important course(s) indicated that although a class was planned with students' interests in mind, there was a corridor that has to be followed to make sure that the activities keep on course.

Furthermore, researcher had discovered that assigning students to ability-based groups could improve their learning. Students could provide and received comments that might help in their learning by collaborating with their classmates. Based on the above information, researcher interested to use a mixed-methods qualitative-experimental study with Universitas PGRI Palembang second semester students.

Speaking skills are prioritized among students at higher education institutions, nevertheless. It is considered a very important skill because it is utilized for conveying messages, obtaining information, and expressing thoughts. As such, it had to be learned.

2. LITERATURE REVIEW

(Salim, 2022) defined speaking as the vocal use of language for interpersonal communication. Speaking as interaction as well as a social and situational activity (Pradnya et al., 2023).

Burton and Platt (2006), as cited in (Rischi, 2021) proposed ten fundamental

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markers of self-confidence that need investigation. When people act confidently, they were:

Direction and Values, Motivation, Emotional Stability, Positive Mindset, Self-Awareness, Flexibility in behavior, Eagerness to Develop, Health and Energy, Willingness to Take risks, Sense of Purpose

According to (H. D. Brown & Lee, 2015) Speaking characteristics could include a variety of things, especially when it came to language learning and teaching elements such as fluency, accuracy, pronunciation, vocabulary usage, coherence, and communicative effectiveness.

Lauster that self-confidence was an attitude or belief in one's own abilities so that one's actions were not overly anxious, feel free to act in accordance with his wishes and responsibilities, were courteous when interacting with others, encourage achievement, and were able to identify both one's strengths and weaknesses. This information was cited in (Budi & Tina, 2016).

According to (Dornyei & Stephen, 2005), self-confidence was the conviction that one could achieve objectives, provide outcomes, or carry out assignments competently. In line with Clement's theoretical framework According to (Dornyei & Stephen, 2005), there were two parts to self-confidence: the emotive and the cognitive. The term "affective aspects" describes language usage anxiety, which

occurs when learners are uneasy, anxious, or fearful to speak in English.

Project-Based Learning (PBL) was a strategy that incorporates student-centered education. According to (Flemming, 2000) PBL was a strategy that may "engage students in activities that are interesting to them and important to the course." It focused on two areas that might help with speech-related issues. Engaging exercised encourage students to take pleasure in their education. Because the activities were engaging, students were not under pressure to participate in the learning process. It could inspire students and prevent their lack of self-confidence. Second, an essential course or courses indicated that, although the curriculum was designed with students' interests in mind, there was a corridor that had to be followed to ensure that the activities stay on course.

Another research titled 'Project-based Learning: The Promotion of Communicative Competence and Self-confidence at a State High School in Colombia' by (Becerra-Posada et al., 2022) Becerra, Herazo, and Sagre in 2022 discusses the use of Project-Based Learning by pre-service teachers in a group of EFL students.

(Latha & Ramesh, 2012) claimed that speaking practices in ESL classes may go horribly wrong for several of very serious reasons.

3. METHODS

This research would focus on one or more aspects of the research process, Creswell (2003) as cited in (Creswell, J, 2013). It meant

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that in order to support our respective results, researcher would collect both qualitative and quantitative data. In order to validate, cross-validate, or corroborate results within a single research, this approach concurrently uses both qualitative and quantitative methods in a single phase, both of them were seen as equally important, Creswell (2003) as cited in (Cox, 2005). This research would aim to examine the impact of Project-Based Learning in promoting the tourism of Palembang city to students' speaking achievement that deals with their self-confidence. The indications involved a variety of components, including vocabulary, grammar, accent, fluency, and comprehension of their speaking achievement.

In this research, factorial designs would be chosen. According to (Fraenkel et al., 2012), factorial designs increased the number of relationships that might be investigated in an experimental investigation.

Table 1. Factorial Design

	Project Based Learning in Promoting the Tourism of Palembang City	
Speaking Self-Confidence (B)	Experimental Group 1	Experimental Group 2
	(A1)	(A2)
High (B1)	(A1B1)	(A2B1)
Low (B2)	(A1B2)	(A2B2)

The experimental groups would be treated using project-based learning in promoting the

tourism of Palembang city. Tests would be given to both groups.

4. RESULT AND DISCUSSION

Here was the learning data based on class groups and self-confidence levels:

Table 2. Learning outcomes based on class group and self-confidence

Group	Average	Sample
A1B1	80.92	9
A1B2	65.00	27
A2B1	82.22	13
A2B2	57.78	8
Total		57

The average analysis indicated that the learning outcome of the student taught using (PBL) at high self-confidence (A1B1) was lower than the study output of the students taught with (A2B1) at lower self-confidence with a score of $(80.92 \leq 82.22)$, so it could be concluded that learning outcomes of students tailored using Project Based Learning Strategy in fourth semester were higher than in second semester taught by Project Based Learning Strategy. And then The average analysis indicates that the learning outcome of the student taught using (PBL) at low self-confidence (A1B2) was higher than the study output of the students taught with (A2B2) at lower self-confidence with a score of $(65.00 > 57.78)$, so it could be concluded that learning outcomes of students tailored using Project Based Learning Strategy in fourth semester were lower than in second semester taught by Project Based Learning Strategy.

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The interviews in this research were conducted to be analyzed based on the results of speaking achievement in promoting the tourism of Palembang city test and self-confidence's questionnaire. Students who had been grouped into the independent categories of low and high achiever are taken research subjects of two students in each category for interview.

Based on the responses of the students who had previously been interviewed, the researcher was able to determine the relationship between the use of Project-Based Learning (PBL) and the students' motivation for speaking skills. The interview results the majority of students that PBL increased their practice habits, helped them became more comfortable speaking English in the classroom so that students were never bored and that learning was enjoyable rather than exhausting.

5. CONCLUSION

The researcher came to the conclusion that students' speaking abilities improved when project-based learning was implemented. The areas of speaking that needed improvement were pronunciation, grammar, vocabulary, comprehension, and fluency. The use of project-based learning has been found to be effective in enhancing students' speaking abilities. Based on the analysis of the data, the students' speaking achievement and self-confidence of the English Education at fourth semester students at Universitas PGRI Palembang was in high level.

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