

Students' Experiences in Building Confidence through Project-Based Learning in Video-Based Speaking Assessments

Sovia Rahmaniah

soviarahmaniah@fkip.upr.ac.id

Universitas Palangka Raya

Rizky Amelia

rizky.amelia@poliban.ac.id

Politeknik Negeri Banjarmasin

Lita Luthfiyanti

lita.luthfiyanti@ulm.ac.id

Universitas Lambung Mangkurat

Article History:

Received: 19 May 2025

Accepted: 21 December 2025

Corresponding Author:

soviarahmaniah@fkip.upr.ac.id

Keywords:

Project-Based Learning;
Speaking Confidence; Video-
Based Assessment; Authentic
Assessment; Student
Experience

Abstract Students may find speaking difficult when having nervousness, self-doubt, and a lack of confidence. Some previous research has found that video projects as an authentic assessment tool in project-based learning can enhance students' confidence in talking. Then, this study explores the students' experiences in building confidence through video-based assessments within a Project-Based Learning (PBL) framework. Using qualitative analysis of survey data, the research examines students' experiences and challenges associated with this approach. The findings indicate that most students experienced increased speaking confidence due to repeated practice, self-evaluation, and exposure to real-world communication settings. However, challenges such as technical difficulties and anxiety about speaking on camera were also reported. Despite

these obstacles, students found PBL with video projects engaging and effective in boosting their confidence. These results suggest that video-based assessments can be a valuable tool in PBL to support the development of students' speaking confidence.

INTRODUCTION

Speak fluently and confidently is important for academic, professional and social purposes. Without fluent and confident speaking, a person will be hard in expressing ideas, transferring information, and gaining interaction. In academic contexts, students who develop strong speaking skills are better equipped to participate in discussions, articulate their thoughts, and present their work persuasively (Hanzawa, 2024). In professional environments, fluency in speech is essential for career, particularly for job that require negotiation, leadership, and interpersonal communication (Islam & Stapa, 2021). Beside these formal settings, the ability to speak with confidence also plays a crucial role in social interactions, helping individuals build connections (Namaziandost et al., 2020). Because of its significance across multiple domains, developing speaking proficiency through consistent practice and structured training is essential for both personal and professional growth.

Speaking can be challenging for students when they experience anxiety, self-doubt, and a lack of confidence. Based on Altun (2023), Que et al. (2024), Pratolo et al. (2024), and Salainti (2024)'s findings, these psychological factors can directly affect speech fluency, articulation, and overall communication effectiveness, often resulting in prolonged student silence in EFL classrooms. Additionally, Widiastuty and Lukman (2024) found that anxiety often leads to nervousness, avoidance behavior, and cognitive overload, which will make the students difficult to organize their thoughts and speak clearly. This finding is also supported by Elov et al. (2025). Similarly, self-doubt lowers self-efficacy and contributes to feelings of inadequacy,

which further discourages active participation in speaking activities (Pheh et al., 2024; Awinashe et al., 2023). On the other hand, confidence is essential in overcoming these challenges, because students with higher self-esteem and a positive self-perception tend to experience lower anxiety levels and perform better in public speaking (Liando et al., 2022; Salainti, 2024). Moreover, Ayala and Acuna (2025) emphasize that mindfulness practices can enhance self-confidence and reduce speaking anxiety, offering an additional coping strategy for language learners.

However, many language learners still struggle to gain confidence when speaking, particularly in situations when English is being used as a foreign language (EFL). According to studies, students frequently struggle with fear and self-doubt when speaking in front of others, which impairs their capacity for effective communication (Huang, 2021). This nervousness can be made worse by traditional speaking evaluations like oral exams and live presentations, which can result in low participation and disengagement (Fadillah, 2021). Teachers have looked for alternate assessment techniques that provide a more encouraging speaking environment in response to these constraints. Project-Based Learning (PBL) with a video component is one promising strategy that has been proposed as a means of giving students the opportunity to practice speaking in a safe and less threatening setting (Siraji, 2023).

Additionally, Güçlü (2025)'s study on EFL students at an Indonesian institution demonstrates how well video-based exercises can boost speaking confidence. According to the study, speaking anxiety significantly decreased and fluency and pronunciation significantly improved for students who took part in videotaped presentations in a PBL framework. A study by Menggo et al. (2022) also shown that project-based video assignments encouraged learner autonomy by allowing students to take charge of their speaking practice and improve their pronunciation through several recording attempts. These studies show that video-based PBL is an effective approach for teaching speaking because it can help close the gap between academic knowledge and real-world communication abilities.

Research has further indicated that video-based assessments offer multiple advantages, including flexibility, self-paced learning, and opportunities for self-reflection (Menggo et al., 2022). According to Suryani & Argawati (2023), students who engage in video projects demonstrate improved pronunciation, fluency, and self-expression. Additionally, Nguyen (2021) found that video projects increase student engagement and motivation, as they provide a creative platform for learners to showcase their abilities. Despite these benefits, challenges remain. Some students struggle with technical difficulties, such as video editing and production, while others experience camera anxiety, making it difficult for them to express themselves naturally (Tusino & Setiyono, 2024). This suggests that while video-based PBL has potential, further research is needed to understand how students navigate these challenges in developing speaking confidence.

While existing research has examined the advantages of video-based PBL, few studies have explored students' personal experiences and reflections in overcoming speaking anxiety and improving their confidence through this approach. Thus, this study seeks to fill that gap by exploring students' perspectives on their confidence development, the challenges they encounter, and how they adapt to video-based learning environments in speaking classes. Using a qualitative approach, this research aims to provide a deeper understanding of how students perceive their experiences with video-based PBL and how it contributes to their speaking confidence over time.

This study is significant because it provides practical insights for educators, curriculum designers, and policymakers in developing more effective language learning strategies. By understanding students' challenges and successes, instructors can design more supportive learning environments that encourage confidence-building and effective communication skills. Additionally, the findings can help institutions refine assessment methods in speaking classes, ensuring that students are evaluated in ways that enhance rather than hinder their confidence. Ultimately, this research contributes to the broader discussion on how innovative assessment

methods can transform language learning experiences, making them more engaging, meaningful, and student-centred.

METHOD

This study employs a qualitative research design to explore students' experiences in developing speaking confidence through video-based Project-Based Learning (PBL) in speaking classes. Since confidence is a subjective and personal experience, a descriptive qualitative approach is used to gain in-depth insights into students' perceptions and challenges. A phenomenological approach is applied to understand students' lived experiences while engaging with video projects as an assessment tool. The participants of this study consist of 67 students from five different speaking classes that assigned to video-based PBL in English Education Department. Purposive sampling is used to select participants who have completed at least one video project, ensuring they have relevant experience.

Data is collected through survey responses, which include both closed-ended questions to gather general perceptions and open-ended questions that allow students to elaborate on their experiences, challenges, and confidence-building processes. Thematic analysis is used to interpret the data, which includes familiarizing with the data, coding, identifying patterns, developing themes, refining categories, and reporting findings. To ensure credibility, triangulation is applied by comparing findings across different student responses to identify consistent patterns. Through this methodological approach, the study provides valuable insights into how students navigate video-based PBL and its role in shaping their speaking confidence.

FINDINGS AND DISCUSSIONS

FINDINGS

This section presents the findings from the survey responses of 67 students across five different speaking classes that incorporated video-based Project-Based Learning (PBL) as an assessment method. Using thematic analysis, several major themes emerged, reflecting students' perceptions, challenges, and experiences

related to developing speaking confidence through video-based PBL. These themes include (1) Increased Speaking Confidence Through Repetitive Practice, (2) Challenges in the Video-Making Process, (3) The Role of Self-Reflection in Confidence Building, and (4) The Influence of Peer Support and External Factors on Learning Experiences.

1. Increased Speaking Confidence Through Repetitive Practice

One of the most prominent findings in this study is that students reported increased speaking confidence after engaging in video-based Project-Based Learning (PBL). A recurring theme in their responses was the importance of repetitive practice, where students were able to record multiple takes, refine their speech, and gradually feel more comfortable speaking on camera. Unlike traditional speaking assessments, where students must perform in real time without the chance to retry, video-based assignments allowed students to practice at their own pace, which contributed significantly to their confidence development. Through triangulation of data, three consistent patterns were identified: (1) self-paced repetitive practice increases confidence, (2) pronunciation and fluency improve with multiple attempts, and (3) speaking anxiety decreases over time as students become more familiar with recording themselves.

a. Self-Paced Repetitive Practice Increases Confidence

Many students noted that the ability to record multiple times and review their own videos helped them identify their weaknesses and make improvements. Several respondents emphasized that they initially felt nervous or uncomfortable, but through repeated practice, their confidence increased. Table 1 from survey data shows that 75% of students (50 out of 67) reported that being able to record multiple times helped them gain confidence in speaking. This was particularly evident in responses where students emphasized that they felt more comfortable after several takes. However, not all students benefited equally from repetitive practice. A minority (7%) reported no improvement or even a decline in confidence, citing frustration with repeated recordings and dissatisfaction with their performance. This

suggests that while most students found repetitive practice beneficial, some experienced perfectionism-related stress, which may require additional instructor support.

Table 1. Survey Result on Confidence Increase Due to Repetitive Recording

Confidence Change After Video-Based PBL	Number of Students	Percentage
Increased Confidence	50	75%
No Significant Change	12	18%
Decreased Confidence	5	7%
Total	67	100 %

In open-ended responses, many students explained that recording multiple times allowed them to refine their speech without the fear of immediate failure, a privilege which is not available in live speaking activities.

Example Student Quotes:

1. *"I used to get nervous speaking in front of the class, but with video, I could practice as much as I wanted. By the final recording, I felt more confident and prepared."*
2. *"Repeating my speech helped me realize my mistakes. After a few tries, I noticed I sounded more natural and less robotic."*
3. *"At first, I felt really anxious because I was not used to seeing myself on camera. But after practicing several times, I started feeling more natural. I knew I could redo it if I made a mistake, which helped me relax and speak more confidently."*
4. *"In live speaking tasks, I often get stuck because I can't correct myself. But with video, I can record again until I'm satisfied. This made me feel more in control and confident."*

b. Pronunciation and Fluency Improve with Multiple Attempts

Another key aspect that emerged from the data was that students became more aware of their pronunciation and fluency through repeated recordings. Several students noted that they were able to notice pronunciation mistakes they had never realized before and had the opportunity to correct them. Thematic analysis revealed that students not only gained confidence but also observed tangible improvements in pronunciation and fluency as they recorded their videos multiple times.

To illustrate this trend, the data from table 2 shows that 67.2% of participants experienced improvements in both pronunciation and fluency while recording their project videos. This suggests that repeated practice and self-assessment through video assignments allowed them to develop multiple aspects of their speaking skills simultaneously. Additionally, 20.9% of students reported improvements mainly in pronunciation, indicating that the process of recording helped them become more aware of their articulation and clarity. Meanwhile, 11.9% noticed progress primarily in fluency, suggesting that frequent speaking practice in front of the camera contributed to increased confidence and smoother speech delivery. These findings provide insights into how students perceive their learning experiences in video-based speaking projects, showing that the recording process may support different aspects of their language development depending on their individual focus and challenges.

Table 2. Survey Result on Pronunciation Awareness and Fluency Improvement

Speaking Aspect Improved	Number of Students	Percentage
Pronunciation	14	20.9%
Fluency	8	11.9%
Both	45	67.2%
Total	67	100 %

These numerical findings align with students' personal reflections on their speaking progress. Many explicitly mentioned that repeated video recording helped them refine their pronunciation and fluency, as illustrated in the following responses:

1. *"I used to think my pronunciation was fine, but after watching my video, I realized I mispronounced certain words. The ability to redo my speech helped me sound clearer and more confident."*
2. *"I became more fluent because I practiced the same sentences multiple times. By the time I recorded my final video, I could say everything smoothly without pausing too much."*

c. Speaking Anxiety Decreases Over Time

One of the most important findings was that students' initial speaking anxiety tended to decrease over time. Although many students initially experienced speaking anxiety, they reported that this anxiety gradually decreased as they became more familiar with the recording process. Several students described feeling awkward or nervous in their first recordings but noted that these feelings faded with continuous practice.

This trend is further supported by survey data, which reveals that 42 out of 67 students (63%) felt less nervous after completing multiple video assignments. However, 15% of students reported increased anxiety, often due to self-consciousness and perfectionism. The breakdown of anxiety level changes over time is shown in Table 3.

Table 3. Survey Result on anxiety Reduction Over Time

Anxiety Level Change	Number of Students	Percentage
Anxiety Decreased	42	63%
No Change in Anxiety	15	22%
Anxiety Increased	10	15%
Total	67	100 %

These findings indicate that for the majority of students, repeated exposure to video-based speaking tasks helped alleviate initial anxiety. This is reflected in students' personal experiences, as several participants described how their nervousness gradually faded with continued practice:

1. *"At first, I kept stopping and restarting because I was too conscious of how I looked and sounded. But after a few times, I stopped overthinking and just focused on my speech."*
2. *"In the beginning, I felt awkward watching myself, but after completing a few assignments, I got used to it. Now, I feel more confident not just in video recordings but also in live speaking."*

One factor contributing to reduced anxiety was the ability to learn at one's own pace. Unlike live presentations or classroom discussions, where students must perform immediately, video assignments gave students the flexibility to prepare, practice, and refine their performance. There are examples of students' responses on their experience reducing their anxiety.

1. *"I like that I can take my time to prepare my speech and record when I feel ready. In class, I feel pressured, but with video, I can work at my own pace."*
2. *"When I speak in front of people, I feel nervous, and my mind goes blank. But when I record a video, I feel more in control and can deliver my speech better."*

However, not all students benefited equally from video-based PBL. A small percentage (15%) reported increased anxiety, often due to concerns about their appearance, voice, or perceived imperfections in their recordings.

1. *"Even after multiple attempts, I still didn't feel comfortable watching myself. I focused too much on my mistakes, which made me more nervous."*

These findings suggest that while video-based PBL effectively reduces anxiety for most students, some individuals may require additional strategies to address persistent self-consciousness.

2. Challenges in the Video-Making Process

Despite the perceived benefits, students encountered various challenges during the video-making process. These challenges can be categorized into (a) technical difficulties, (b) camera anxiety, and (c) time constraints.

a. Technical Difficulties

Students also faced difficulties in video editing, especially those who were unfamiliar with editing software. The time-consuming nature of learning and applying technical skills sometimes overshadowed the speaking practice itself, leading some students to express frustration with the technical demands of the task.

The result of the survey, as shown in Table 4, concludes that 87% of respondents (58 out of 67) experienced at least one technical difficulty. The biggest challenge was editing and software issues, affecting 29.9% of students. Many struggled with using editing tools, which often took up more time than expected. Background noise was another frequent problem, with 22.4% of students mentioning that unwanted sounds made their recordings less clear. Meanwhile, only 9.0% had trouble with poor video/audio quality alone, suggesting that this issue often came alongside other difficulties.

Some students faced multiple challenges at the same time—10.4% dealt with both editing issues and background noise, while another 10.4% struggled with editing issues and poor video/audio quality. The combination of background noise and poor video/audio quality was even more common, affecting 13.4% of students. A small group (4.5%) faced all three problems, making their video projects especially difficult.

Interestingly, 13.4% of students reported no technical issues at all, possibly because they had access to better equipment or were already familiar with video editing. For those who faced difficulties, these technical difficulties often took their focus away from practicing their speaking skills. Instead of refining their

pronunciation or fluency, they spent a lot of time troubleshooting software or trying to improve their recording quality, which some found frustrating.

Table 4. Survey Results on Technical Difficulties

Technical Challenge	Number of Students	Percentage
Editing & Software Issues only	20	29.9 %
Background Noise only	15	22.4 %
Poor Video/Audio Quality only	6	9 %
Editing & Software Issues + Background Noise	7	10.4 %
Editing & Software Issues + Poor Video/Audio Quality	7	10.4 %
Background Noise + Poor Video/Audio Quality	9	13.4 %
All categories are challenging	3	4.5 %
Find no technical challenge	9	13.4 %
Total	67	100 %

These findings are reinforced by direct participant responses, where students expressed frustration over the technical aspects of the task. There are some student responses on technical challenges:

1. *"Editing my video took so much time because I didn't know how to use the software properly. It was more stressful than speaking itself."*
2. *"I had to re-record several times because of background noise. It was frustrating when an outside noise ruined my best attempt."*

b. Camera Anxiety

Another common challenge reported by students was discomfort and nervousness in front of the camera. Many participants indicated that they felt self-conscious about their appearance and voice, making it difficult for them to speak naturally. Some students hesitated to start recording, repeatedly deleting and re-recording their videos due to self-doubt and dissatisfaction with their performance. Several responses highlighted that students felt more anxious when speaking alone in a recorded format compared to speaking in a live classroom setting.

However, there were variations in responses regarding how long this anxiety lasted. Some students adapted quickly, while others required multiple video projects before feeling more comfortable in front of the camera. As shown in Table 5, students can be categorized into three main groups based on how long their anxiety lasted and how they adapted to video-based speaking assignments. The table categorizes students based on the duration of their anxiety and their coping mechanisms.

Table 5. Variations in Camera Anxiety Duration and Adaptation

Camera Anxiety Experience	Description	Number of Students	Percentage
Severe & Persistent Anxiety	Continually felt self-conscious and uncomfortable throughout multiple video projects. Struggled to overcome nervousness.	12	18%
Gradual Adaptation	Initially nervous but became more comfortable after completing multiple video assignments. Anxiety decreased over time.	33	49%
Quick Adjustment	Felt slightly awkward at first but adapted quickly within the first few recordings.	22	33%

Total		67	100 %
-------	--	----	-------

A small group of students (18%) experienced persistent camera anxiety, continuing to feel self-conscious even after multiple recording attempts. These students frequently deleted and re-recorded their videos due to dissatisfaction with their performance, and their nervousness did not significantly decrease over time. One participant described the challenge by stating, *"Even after several recordings, I still felt uncomfortable watching myself speak. I kept focusing on my mistakes, which made me more nervous."*

The majority of students (49%) demonstrated gradual adaptation to video recording. These students initially felt nervous but became more comfortable as they completed multiple video assignments. Over time, they gained confidence through repeated practice and became less self-conscious in front of the camera. A student shared, *"At first, I kept restarting my recordings because I was too focused on how I looked. But after a few projects, I stopped overthinking and just focused on delivering my speech."*

Meanwhile, 33% of students reported a quick adjustment, where they only felt slightly awkward in their first few recordings but quickly adapted. These students were able to overcome their initial discomfort within a short period and did not find the presence of a camera to be a major obstacle in their speaking practice. One participant stated, *"I felt weird at first, but after one or two recordings, I got used to it. Now, I don't mind being recorded at all."*

These findings indicate that while camera anxiety is a common challenge in video-based PBL, most students (82%) eventually adapted, with varying speeds of adjustment. However, for those who continued to experience persistent discomfort, additional support, such as guided confidence-building exercises or instructor feedback, may be necessary to help them feel more at ease with video-based assessments and improve their overall learning experience.

c. Time Constraints

Students also noted that video-based PBL required more time and effort compared to traditional speaking assignments. While the ability to re-record gave them more control over their performance, it also led to time management difficulties, especially when they aimed for perfection. Some students struggled to balance their workload, particularly when multiple takes, video editing, and post-production. A few students expressed concerns about deadlines, mentioning that the additional task of video editing extended the time needed to complete assignments. In some cases, students had to submit recordings they were not entirely satisfied with due to deadline constraints.

Table 6, indicate that 100% of respondents (67 out of 67) experienced at least one challenge related to time management because of multiple takes, balancing coursework, or editing and post-production. The most commonly reported challenge was Multiple Takes & Retakes, affecting 73.1% of students. Many found themselves re-recording multiple times in an attempt to perfect their delivery, which significantly extended the time needed to complete their projects.

Balancing video assignments with other coursework was another major challenge, with 55.2% of students struggling to manage their academic workload while working on video production. The extra steps involved—such as setting up equipment, troubleshooting technical issues, and performing multiple takes—often made it difficult for students to allocate enough time to their other assignments.

Meanwhile, 52.2% of students found editing and post-production time to be a significant issue. Some underestimated the time required to refine their recordings, especially those less experienced with video editing software. Many students expressed frustration over how editing and post-production added to their workload, making the overall assignment feel more demanding than expected.

Several students faced multiple challenges at once. 19.4% of students reported struggling with all three difficulties: multiple takes, balancing coursework, and editing. 19.4% had trouble with both retakes and balancing coursework, while

another 19.4% found that the combination of retakes and editing consumed too much time, making it difficult to meet deadlines. A smaller group (3 %) had difficulties only with balancing coursework and editing.

Unlike the previous results on technical difficulties, where some students reported having no challenges, this study found that every respondent encountered at least one difficulty in completing their video project. Many students felt that the time-consuming nature of video assignments took attention away from their speaking performance. Instead of focusing on improving pronunciation and fluency, they were often preoccupied with managing multiple takes, balancing academic workload, and learning to use editing tools efficiently. These findings suggest that while video projects offer students more control over their work, they also require significant time management skills and technical knowledge, which some students found overwhelming.

Table 6. Survey Results on Time Constraints in Video-Based Speaking Assessments

Time Management Challenge	Number of Students	Percentage
Multiple Takes & Retakes only	10	14.9 %
Balancing Video Projects with Other Coursework only	9	13.4 %
Editing & Post-Production Time only	7	10.4 %
Multiple Takes & Retakes + Balancing Video Projects with Other Coursework	13	19.4 %
Multiple Takes & Retakes + Editing & Post-Production Time	13	19.4 %
Balancing Video Projects with Other Coursework + Editing & Post-Production Time	2	3 %
All are challenges	13	19.4 %
Total	67	100 %

Many students expressed frustration over the additional workload created by re-recording their videos multiple times. While this process allowed them to refine their pronunciation and fluency, it also made them feel pressured to produce flawless recordings. One student commented, *"I had to record my video over and over again because I kept making mistakes. This took much longer than I expected, and I barely had time to finish my other assignments."*

Beyond multiple takes, video editing and post-production also contributed to time constraints. Unlike live speaking tasks, which require no post-processing, video-based assessments often require students to trim errors, adjust lighting, and improve audio quality, adding to their workload. One participant explained, *"Editing my video was the most time-consuming part. I wasn't just speaking—I had to make sure the final version looked presentable."* Additionally, some students noted that they felt rushed to meet deadlines, forcing them to submit recordings they were not fully satisfied with. This issue highlights the tension between the flexibility of self-paced learning and the structured deadlines of coursework.

d. Environmental Factors

Several students reported that external factors, such as noise levels and recording locations, influenced their ability to produce good videos. Some participants had limited access to quiet spaces, which made recording difficult. A few responses also noted that internet connectivity issues affected their ability to upload and submit their video projects on time. There were 10 students reported having challenge in environmental factors. Table 7 shows the data distribution for students challenged experiences related to environmental factors.

Table 7 presents the distribution of responses from students who reported experiencing challenges related to environmental factors during their video-based speaking assignments. Out of the 67 total participants, 10 students (14.93%) specifically identified environmental issues as obstacles that affected their ability to produce or submit their video projects. The data highlights several distinct themes that emerged from their responses.

The most frequently reported challenge was general noise disturbance, which was mentioned by 4 participants, representing 10.53% of the sample group (relative to the 38 participants analyzed in this subset, or 5.97% if calculated from the total 67 participants). This category refers to ambient noise such as people talking, environmental sounds, or other background disturbances that made it difficult to record clear audio for their videos.

Traffic noise was identified as a specific type of external sound interference, reported by 2 students (5.26%). These students noted that sounds from passing vehicles or street activity disrupted their recording sessions, often requiring multiple retakes or additional editing to minimize the distractions. In addition to auditory challenges, unstable internet connection was cited by 1 participant (2.63%). This issue impacted the students' ability to upload and submit their video assignments on time, leading to frustration and delays in the learning process.

Other challenges mentioned include household noise, poor camera stability/quality, and inconsistent lighting conditions, each reported by 1 participant (2.63%). Household noise typically involved disturbances from family members or shared living environments. Poor camera stability refers to difficulties maintaining a steady recording, often due to a lack of equipment like tripods, resulting in shaky videos. Inconsistent lighting conditions made it challenging to maintain video clarity and quality, particularly when students relied on natural lighting that varied throughout the day.

Table 7. Survey Results on Environmental Factors in Video-Based Speaking Assessments

Detailed Theme	Frequency	Percentage (%)
General Noise Disturbance	4	10.53%
Traffic Noise	2	5.26%
Unstable Internet Connection	1	2.63%
Household Noise	1	2.63%

Poor Camera Stability/Quality	1	2.63%
Inconsistent Lighting Conditions	1	2.63%
Total	10	26.32%

The survey from this study show that students often face environmental challenges when creating videos for their coursework. These issues have a noticeable impact on both the quality of their videos and the time and effort required to complete them. One of the most common difficulties mentioned by participants was dealing with noise and other sound disturbances. Several students shared how hard it was to record in their home environments, where they had little control over background noise. As one student explained, *“Sometimes, there is noise from outside when I record the video,”* while another pointed out, *“Noise around my house, blurring camera, and shaking hands,”* as things that made the process harder. There were also comments about *“the sounds of passing vehicles”* interfering with their recordings. These examples reflect the reality that many students are working in less-than-ideal spaces, where they have to manage distractions that are often beyond their control.

Another significant environmental challenge is internet and connection issues that came up frequently. One participant mentioned, *“Sometimes I had a problem with the internet connection, so the video couldn’t upload on time.”* For many students, a stable internet connection is essential—not just for uploading their finished videos, but also for sharing and collaborating with classmates. Unreliable internet makes this difficult and can lead to delays, missed deadlines, and added stress.

In addition to sound and connectivity problems, students frequently encounter difficulties related to lighting and visual quality. Poor lighting conditions compromise video clarity and often necessitate additional efforts in editing or reshooting. One respondent noted, *“Maybe from the video shooting angle, adjust the light, and editing is difficult,”* emphasizing the technical challenges students face in

achieving satisfactory visual standards, especially when working with limited resources and without access to professional equipment.

Finally, background interferences present another layer of complexity in the video-making process. As one participant remarked, “*The challenge is we have to be careful in choosing the background, avoiding clutter and people passing by.*” This underscores the importance of environmental control, as distractions in the background—whether due to cluttered spaces or unintended intrusions by other people—diminish the professionalism of the final product and necessitate greater attention during both filming and post-production editing.

In conclusion, the findings demonstrate that environmental factors—such as noise disturbances, unreliable internet connections, poor lighting, and background distractions—create significant obstacles for students when producing videos as part of their coursework. These challenges not only affect the technical quality of the videos but can also hinder students’ confidence and overall learning experience. To address these issues, it is important for educational institutions to offer practical support. This could include providing access to quiet recording spaces, offering basic training in video production techniques, and ensuring that students have reliable internet access. By taking these steps, institutions can help create a more inclusive and supportive environment that enables all students to engage more fully and effectively with video-based learning activities.

These findings suggest that while video-based PBL allows students to develop their speaking skills through self-paced learning, it also introduces significant time constraints that must be managed effectively. Providing clearer guidelines on time management, setting structured deadlines, and simplifying technical expectations may help students navigate these challenges without compromising their academic workload.

3. The Peer Support and External Factors on Learning Experiences

Although video-based PBL was largely an individual task, some students reported receiving help and feedback from their peers during the video-making process. Also, one significant activity involved was in-class video presentations, where students' videos were showcased to their peers. This was followed by peer feedback sessions, where students provided constructive comments on each other's videos before receiving feedback from the lecturer. Based on the survey conducted, there were three sources of feedback reported useful for students in helping them gaining confidence.

a. Peer Help and Feedback

Several participants mentioned that, despite being an individual assignment, they often discussed ideas and shared recording tips with their classmates. Some students helped each other with technical aspects, such as camera setup and video editing. The data in table 8 shows that 30 out of 67 respondents (44.8%) received help from their peers, while 37 students (55.2%) worked independently. This help can be in the form of helping in editing the video, helping in adjusting the camera to record, and helping in giving idea for the scenario. Based on this survey, it was found that while the task was designed as an individual project, nearly half of the students still engaged in some form of collaboration. This indicates that peer interaction played a significant role in the learning process, even when students were expected to complete their work independently.

Table 8. Peer Collaboration in Video-Based PBL

Collaboration Type	Number of Respondents	Percentage (%)
Received Help from Peers	30	44.8%
Worked Independently	37	55.2%
Total Respondents	67	100%

In the survey, several students emphasized the value of peer collaboration in their process of making videos for speaking assignments. One student said that, *"Before recording, I often discuss with my friends about how to make my video more engaging."* Another student also supported the existence of peer help, *"My classmates and I helped each other with editing and camera setup. It made the process easier and more enjoyable."* Additionally, a student also commented, *"I watched my friends' videos before recording mine. It gave me ideas on how to improve my pronunciation and fluency."*

Another involvement from peers also can be experienced in in-class feedback, where students provided comments and suggestions on each other's video presentations. Several participants noted that peer feedback during classroom activities helped them identify areas for improvement that they had not previously noticed. One student remarked, *"After my classmates gave me feedback about my body language and eye contact, I became more aware of how to improve them in my next video."* This indicates that peer observations helped students recognize aspects of their delivery that they might have otherwise overlooked.

Table 9 presents survey results focusing on peer feedback provided during in-class activities related to video-based speaking assignments. Out of 67 participants, 10 students (14.93%) reported receiving constructive peer feedback in class, where classmates provided suggestions on both content and delivery to help them improve future performances. 6 participants (8.96%) noted that peer feedback was primarily focused on technical aspects of their video projects, such as improving video clarity, addressing sound quality issues, and adjusting camera angles or lighting for better visibility. 8 participants (11.94%) stated they received peer feedback specifically addressing their speaking performance, including comments on pronunciation, fluency, body language, and eye contact. This feedback was aimed at enhancing their communication effectiveness in subsequent assignments. Despite these collaborative interactions, the largest group, comprising 43 participants (64.17%), indicated that they did not receive or participate in peer feedback sessions in class. The data indicate that peer feedback activities in class were not uniformly

experienced by all students due to practical limitations. Because each student created their own individual video assignments, there simply wasn't enough class time to watch and give feedback on every single video. As a result, both the instructor and students had to focus on reviewing just a few selected videos during class, so they could make the most of the limited time they had together.

Table 9. In-Class Peer-Feedback for the Video Project

Theme of Peer Feedback in Class	Description	Frequency	Percentage (%)
Received Constructive Peer Feedback in Class	Students received specific comments from peers about strengths and areas to improve	10	14.93%
Peer Feedback Focused on Technical Aspects	Feedback addressed video clarity, sound, lighting, or camera angles	6	8.96%
Peer Feedback Focused on Speaking Performance	Feedback emphasized pronunciation, fluency, body language, and eye contact	8	11.94%
No Peer Feedback Received in Class	Students did not engage in or receive peer feedback during class sessions	43	64.17%
Total		67	100%

Additionally, technical-focused peer feedback was commonly mentioned, where students supported each other by identifying issues related to video and audio quality. For example, one participant shared, *“My friends told me my voice was unclear in the video because of background noise, so I made sure to record in a quieter place next time.”* Such feedback encouraged students to address not only content but also the technical execution of their videos.

Peer feedback in class was also instrumental in improving speaking performance. Students appreciated comments on their pronunciation and fluency,

which allowed them to reflect on and adjust their language use. One student commented, “*We exchanged opinions about our videos in class, and I realized I needed to slow down my speaking to make it clearer.*”

However, a significant proportion of students (64.17%) reported no experience of receiving peer feedback in class. Some students mentioned that peer review sessions were not part of their class structure, while others preferred to work independently and did not actively seek or offer feedback to their classmates. From these statements, it is indicated that students felt motivated by watching their peers' video submissions, which gave them a sense of direction regarding how they could improve their own speaking skills.

b. Instructor Feedback

After the students got feedback from their peers, they got feedback from their lecture/instructor. Based on the survey, a portion of students highlighted the role of instructor feedback in their learning experience. Some participants felt that constructive comments on their video assignments helped them gain confidence by providing specific areas for improvement. However, some students mentioned that they would have liked more personalized feedback to better understand their strengths and weaknesses. The summary of the data can be seen in table 10.

The data collected from 67 participants regarding their experiences with instructor feedback on video-based assignments was categorized into five distinct themes, as presented in Table 9. Each category represents a different aspect of how students perceived and responded to the feedback they received. Out of the total respondents, 10 participants (14.93%) reported that the feedback they received was useful and contributed to increasing their confidence. These students perceived the feedback as constructive and clear, helping them to feel more assured in their ability to improve subsequent video assignments.

In addition, 8 participants (11.94%) stated that the feedback they obtained was helpful in clarifying specific areas that required improvement. These students found the instructor comments effective in providing detailed guidance on aspects

such as pronunciation, body language, and technical quality, which they could immediately apply in future tasks.

Conversely, 12 participants (17.91%) indicated that while they did receive feedback, it was too general or lacked personalization. These students felt that the comments were often generic, offering limited insight into their individual strengths or areas needing attention. Furthermore, another 12 participants (17.91%) expressed a desire for more personalized and in-depth feedback. These students emphasized the need for feedback that addressed their unique performances, with specific examples or explanations that would enable them to understand and correct their mistakes more effectively. Lastly, 25 participants (37.31%) reported having limited or no meaningful feedback experience. These respondents either did not receive feedback beyond a basic acknowledgment of task completion or were unsure whether the feedback they received was specifically tailored to their submissions. This lack of comprehensive feedback potentially limited their ability to engage in reflective learning and to make targeted improvements.

Table 10. Students' Experience on Instructor Feedback

Aspect of Instructor Feedback	Description	Number of Participants	Percentage (%)
Found Feedback Useful and Confidence-Boosting	Feedback provided clear, constructive guidance that increased student confidence	10	14.93%
Feedback Helped Clarify Areas for Improvement	Feedback offered specific advice on what to improve in their video assignments	8	11.94%
Feedback Was Too General or Lacked Personalization	Students received feedback but felt it was too general or not tailored to their needs	12	17.91%

Desired More Personalized and In-Depth Feedback	Students explicitly mentioned wanting more individualized feedback	12	17.91%
Had Limited or No Feedback Experience to Reflect Upon	Students indicated they did not receive meaningful feedback, or didn't comment on it	25	37.31%
Total		67	100%

The findings from the survey highlight varied student experiences regarding instructor feedback on their video-based assignments. A number of students reported that the feedback they received was constructive and significantly boosted their confidence. These participants appreciated comments that clearly identified areas for improvement, which in turn helped them to enhance the quality of their work. For instance, one student noted, “*Miss gave me feedback about how I should improve my pronunciation and intonation. It made me realize where I often make mistakes.*” Another mentioned, “*The encouragement from my lecturer made me more confident to speak in front of the camera.*” Such responses illustrate the positive impact of feedback that is not only constructive but also timely, as it was provided promptly after they submitted their assignments. Receiving feedback soon after task completion allowed students to immediately reflect on their performance and apply suggestions in subsequent assignments, thereby fostering greater motivation and engagement.

Despite the timely nature of the feedback, several students expressed concerns regarding its content. Some described the feedback as too general or lacking in personalization. While they acknowledged that feedback was consistently given after each task, they felt that it was not sufficiently detailed to guide their individual development. One participant explained, “*The feedback was good but very general, like ‘good job’ or ‘be more confident,’ which didn’t really help me know what to fix.*” Another commented, “*Sometimes it felt like the comments were*

the same for everyone, so I didn't know if they really applied to my video." These reflections point to the importance of personalized feedback that addresses each student's specific strengths and areas for improvement.

Furthermore, a significant portion of participants expressed a desire for more in-depth and tailored feedback. They believed that more detailed comments could help them better understand the aspects of their performance that needed improvement. As one respondent stated, *"I think it would help if the teacher could point out exactly what was good and bad in my video."* Another added, *"I wanted more explanation about why my speaking wasn't clear, like maybe examples of better pronunciation."* These responses underscore the students' expectation for feedback that is not only timely and consistent but also highly personalized and instructive.

Lastly, although feedback was provided promptly, there were students who felt they had limited opportunities to engage in further discussion or clarification. Some mentioned that after submitting their videos, the feedback process felt one-way, with no follow-up discussion or interactive feedback session. For example, one participant remarked, *"We just uploaded the video; no comments were given directly, only written notes afterward,"* while another shared, *"There was feedback, but no chance to ask questions about it."* This suggests that while feedback was timely, creating opportunities for dialogue or clarification could further enhance its effectiveness.

In summary, although feedback was consistently provided promptly after task completion, the findings highlight a need for more personalized, detailed, and interactive feedback to maximize its impact on student learning experiences in video-based assignments.

DISCUSSION

1. The Role of Video-Based PBL in Confidence Building

One of the most significant findings of this study is that repetitive practice in video-based Project-Based Learning (PBL) plays a crucial role in boosting students' confidence in speaking. Unlike traditional oral presentations, where students are expected to perform live with minimal opportunity for correction, video-based projects provide greater flexibility, allowing students to record multiple takes, refine their speech, and gradually overcome nervousness. The data indicates that 75% of students reported an increase in confidence after completing video-based speaking assessments. This suggests that having greater control over the recording process helps reduce performance anxiety. Additionally, self-evaluation and reflection emerged as key factors in confidence development. The ability to watch and analyze their own recordings enabled students to identify pronunciation errors, improve fluency, and recognize their strengths and weaknesses in speaking. This finding aligns with previous research (e.g., Menggo et al., 2022; Suryani & Argawati, 2023), which emphasizes how self-assessment can enhance speaking skills and minimize fear of making mistakes.

Despite these advantages, the study also highlights several challenges associated with video-based speaking assessments. One of the most common difficulties faced by students was technical issues, including video editing, audio quality, and background noise. Many students found themselves spending more time troubleshooting technical problems rather than focusing on improving their speaking skills. Another significant challenge was camera anxiety. Some students felt self-conscious about their appearance and voice, which led them to re-record multiple times, often increasing stress rather than reducing it. This suggests that for some learners, video-based speaking assessments may initially heighten anxiety before contributing to confidence growth. Additionally, time management issues were evident. While the flexibility of multiple takes provided students with greater control over their performance, it also resulted in perfectionism, where students spent excessive time re-recording and editing instead of focusing on the content of their

speech. This indicates a need for clear time management guidelines in implementing video-based assessments. Another challenge was environmental constraints, as some students struggled to find quiet spaces for recording, which affected their speaking performance and led to frustration.

The study also found that peer support played a vital role in boosting confidence. Nearly half of the students received help from their peers, particularly in technical aspects such as video editing and recording setup. Watching their classmates' videos also served as a source of motivation, as it provided models for improvement and inspired them to enhance their own speaking skills. Instructor feedback was another important factor in confidence-building. However, some students expressed a need for more personalized and detailed feedback, particularly on pronunciation, fluency, and delivery, to help them identify areas for improvement and build confidence more effectively.

Based on these findings, several pedagogical recommendations can be made to optimize video-based PBL in speaking assessments. First, providing technical training is essential, as many students struggled with video editing and production. Offering basic guidance on recording tools and editing software would reduce stress and allow students to focus more on their speaking skills. Second, incorporating structured self-reflection through checklists or evaluation rubrics can help students systematically analyze their recordings and enhance their ability to self-correct and build confidence. Third, balancing flexibility with time management strategies is crucial. While multiple takes can be beneficial, setting reasonable limits on re-recording attempts and establishing clear deadlines can help students manage their workload effectively. Fourth, for students who experience camera anxiety, a gradual exposure approach may be helpful. Starting with audio recordings before progressing to video assignments could ease discomfort and build confidence over time. Lastly, encouraging peer collaboration and structured instructor feedback can further enhance the effectiveness of video-based speaking assessments. Organizing peer review sessions and providing individualized feedback from instructors can

create a more supportive and engaging learning environment, helping students develop both their confidence and their speaking proficiency.

By implementing these strategies, video-based PBL can become a powerful tool for developing speaking confidence, while also offering a more interactive, flexible, and student-centered approach to language learning. If the challenges are addressed with well-planned instructional support, this method has the potential to be an effective and innovative solution for improving speaking skills in the digital age.

2. Challenges Faced by Students in Video-Based Speaking Assessments

Even if video-based Project-Based Learning (PBL) offers significant benefits in enhancing speaking skills, its implementation is not without challenges. Several obstacles were identified in this study, including technical difficulties, camera anxiety, time management issues, and environmental constraints, all of which influenced students' learning experiences. Addressing these challenges is crucial to ensuring the success of video-based speaking assessments.

One of the most prominent difficulties students faced was technical issues, particularly in terms of video editing, audio quality, and background noise. Many students reported spending excessive time learning how to use editing software, adjusting their audio settings, and minimizing distractions in their recordings. As noted by Shofatunnisa & Sukyadi (2021), students engaging in video-based learning often struggle with technological aspects, including video editing and ensuring audio quality, which detracts from their focus on improving speaking skills. Similarly, Menggo et al. (2022) found that technical barriers, such as poor internet connectivity and lack of access to high-quality recording equipment, frequently hinder students' ability to complete video-based speaking tasks effectively. The time spent troubleshooting these issues often diverts students from their primary goal—enhancing their speaking fluency and confidence.

Another major challenge was camera anxiety, which affected students' confidence and willingness to engage in video-based speaking tasks. Some students felt self-conscious about their appearance, voice, and body language, leading them to record multiple takes and, in some cases, experience heightened stress. According to Spring (2020), video-based speaking assessments can increase performance anxiety, especially for students unfamiliar with public speaking. Many students tend to overanalyze their recorded performance, becoming overly critical of their minor mistakes. Wijaya (2020) similarly highlighted that students who are not accustomed to speaking on camera may struggle with nervousness, which can negatively impact their fluency and delivery. To address this, gradual exposure techniques—starting with voice recordings before progressing to video—could be implemented to help students build confidence.

Time management issues were also a significant concern in video-based PBL. While allowing students to record multiple takes can be beneficial, it often leads to excessive perfectionism, where students spend too much time re-recording and editing instead of focusing on their speech content. Research by Ifwandi et al. (2024) indicates that students engaging in video-based tasks often feel pressured to produce flawless recordings, causing them to allocate disproportionate time to technical refinements rather than content development. Furthermore, students frequently have competing academic responsibilities, making it difficult to allocate the necessary time for planning, recording, and editing their video projects. Tusino & Setiyono (2024) found that without proper time management strategies, students risk spending more time on video production than on improving their actual speaking abilities. Implementing clear guidelines on the number of permitted re-recordings and providing structured deadlines could help students balance their workload more effectively.

Environmental constraints also emerged as a considerable challenge. Many students reported struggling to find quiet, distraction-free environments for recording their videos. As highlighted by Suryani & Argawati (2023), background noise and interruptions can significantly affect the clarity of recorded speech,

leading to frequent retakes and frustration. Additionally, students in shared living spaces, such as dormitories or family homes, often lack private recording areas, further complicating the process. A study by Ayar (2023) emphasized that students from low-resource backgrounds face greater difficulties in accessing suitable recording environments, which may put them at a disadvantage compared to their peers. Moreover, students with limited internet access often struggle to upload high-quality videos, further impacting their ability to complete assessments on time. To mitigate this issue, instructors could allow alternative submission formats or provide extended deadlines for students with technical limitations.

Despite these challenges, video-based PBL remains an effective approach to developing speaking skills, provided that the obstacles are properly addressed. Educators can support students by offering training on video production, integrating gradual exposure techniques to reduce anxiety, enforcing time management strategies, and providing flexible assessment methods. By acknowledging and overcoming these challenges, video-based speaking assessments can continue to enhance students' speaking confidence while ensuring a more inclusive and accessible learning experience.

3. The Impact of Peer and Instructor Support

Peer and instructor support play a critical role in enhancing students' confidence and effectiveness in video-based speaking assessments. While students benefit from the flexibility of recording their speech, the learning experience is significantly enriched when they receive constructive feedback, encouragement, and collaborative learning opportunities. The findings of this study suggest that peer support contributes to motivation and technical assistance, while instructor feedback helps refine pronunciation, fluency, and delivery. These aspects collectively reduce speaking anxiety, improve self-evaluation, and promote meaningful engagement in the learning process.

Peer Support as a Confidence Booster

One of the key findings of this study is that peer support contributes to students' confidence-building by providing technical guidance, constructive feedback, and motivational reinforcement. Many students reported that working with peers on video-based projects helped them overcome technical barriers, such as video editing, adjusting lighting, and improving sound quality. Fitria & Uswatunnisa (2022) emphasize that collaborative video projects encourage students to engage in peer learning, where they share strategies for improving both technical production and speaking performance.

In addition to technical aspects, peer feedback serves as an important tool for self-improvement. When students watch their classmates' videos, they observe different speaking styles, pronunciation techniques, and presentation strategies. This exposure allows them to identify areas for improvement and adopt effective speaking habits. Namaziandost et al (2024) highlight that peer-supported speaking tasks reduce anxiety, enhance achievement, and foster a growth mindset, as students feel less pressure when receiving feedback from classmates compared to instructors. Spring (2020) also found that video-based PBL fosters a collaborative learning environment, where students can critique and refine each other's performances in a supportive setting.

Beyond technical and linguistic benefits, peer interactions create a sense of community and motivation. Many students find encouragement through peer interactions, which helps them overcome self-consciousness and hesitation. Huang (2021) discusses how collaborative speaking projects help students develop confidence in expressing themselves, as they are constantly engaging in shared learning experiences. The reassurance and encouragement from peers act as a psychological boost, particularly for students who may initially struggle with speaking on camera.

The Role of Instructor Feedback in Skill Refinement

While peer support builds confidence, instructor feedback is essential for refining speaking skills and addressing specific areas of improvement. Many students in this study expressed that while peer feedback was helpful, they still required detailed guidance from their instructors, particularly regarding pronunciation, fluency, and speech organization. Research by Ayar (2023) indicates that students benefit most from structured instructor feedback, which helps them focus on linguistic accuracy and effective delivery.

One of the common concerns among students is that generalized feedback does not always provide clear direction for improvement. Pinphet (2020) found that students who receive individualized and specific feedback on their speech performance show significant improvement compared to those who receive only broad comments. Instructors can play a more effective role by highlighting specific pronunciation errors, offering alternative word choices, and suggesting techniques for improving fluency and articulation.

Another key aspect of instructor support is the use of formative assessment methods. Ifwandi et al. (2024) suggest that combining video-based assessments with structured rubrics and feedback sessions allows students to track their progress over time. This approach enables students to identify their weaknesses, apply instructor recommendations, and measure improvements in their speaking ability. Liu & Aryadoust (2022) argue that formative assessments through video feedback should focus not only on linguistic elements but also on non-verbal communication skills, such as gestures, facial expressions, and eye contact, which are critical in video presentations.

CONCLUSIONS AND SUGGESTIONS

This study explores students' experiences with video-based Project-Based Learning (PBL) and how it contributes to their speaking confidence. Through their personal reflections, students shared how self-recording allowed them to identify pronunciation mistakes, track progress, and gradually reduce speaking anxiety. Their experiences also revealed challenges, including camera anxiety, time constraints, and technical difficulties, which influenced their engagement with the learning process. These findings emphasize the importance of understanding students' perspectives, as their experiences provide valuable insights into the practical challenges and benefits of video-based PBL. By examining how students navigate this learning approach, educators can better design supportive strategies to address their concerns, such as structured self-reflection techniques, time management guidance, and technical support. Recognizing the role of student experience in language learning helps ensure that instructional methods are not only theoretically sound but also responsive to learners' needs, making video-based PBL a meaningful approach in EFL classrooms.

REFERENCES

- Altun, M. (2023). The impact of speaking anxiety on the development of communication skills. *International Journal of Social Sciences & Educational Studies*, 10 (2), 104-108. Doi:10.23918/ijsses.v10i2p104
- Ayala, J., & Acuna, A. (2025). Effects of mindfulness in the field of English as a foreign language classroom: A literature review. *English Language Teaching*, 18(1), 9–20. <https://doi.org/10.5539/elt.v18n1p9>
- Ayar, Z. (2023). Exploring the efficacy of video project assignments in English language learning through the lens of tertiary-level EFL students. *Dil ve Edebiyat Araştırmaları*, 28, 470-481. Retrieved from <https://dergipark.org.tr/en/pub/diledeara/issue/80555/1379990> DOI:10.30767/diledeara.1343292
- Elov, B., Abdullayeva, I., Raupova, L., & Kholikov, A. (2025). Speaking exams with less anxiety in Intelligent Computer-Assisted Language Assessment (ICALA): Mirroring EFL learners' foreign language anxiety, shyness, and

- self-confidence. *Language Testing in Asia*, 15(1), 1–20. <https://doi.org/10.1186/s40468-024-00340-x>
- Fadillah, R. (2021). Students' anxiety in oral English tests and its impact on their speaking performance. *JELLT (Journal of English Language and Language Teaching)*, 5(2), 158–169. Retrieved from <https://ejournal.stkipsiliwangi.ac.id/index.php/jellt/article/view/2194>
- Güçlü, R. (2025). Using mobile devices to improve speaking fluency. *Pegem Journal of Education and Instruction*, 15(2), 45–59. <https://doi.org/10.47750/pegegog.15.02.18> retrieved from <https://www.pegegog.net/index.php/pegegog/article/view/3842>
- Hanzawa, K. (2024). Development of second language speech fluency in foreign language classrooms: A longitudinal study. *Language Teaching Research*, 28(3), 816–838. <https://doi.org/10.1177/13621688211008693>
- Huang, H. (2021). EFL students' anxiety in oral presentation: Causes and strategies. *International Journal of TESOL & Education*, 1(3), 58–72. Retrieved from <https://i-jte.org/index.php/journal/article/view/34>
- Ifwandi, I., Misbah, M., & Bahri, S. (2024). Enhancing EFL learners' time management in video-based speaking assignments: Challenges and strategies. *Journal of English Language Teaching Innovations*, 6(1), 45–60. Retrieved from <https://jurnal.usk.ac.id/index/search/titles?searchPage=47>
- Islam, M.S., Stapa, M.B. (2021) Students' low proficiency in spoken English in private universities in Bangladesh: reasons and remedies. *Language Testing in Asia*, 11 (22), 1-31 . <https://doi.org/10.1186/s40468-021-00139-0>
- Liando, N. V. F., Kansil, V. E., & Tuna, J. R. (2022). Analysis of the effect of students' self-confidence on speaking skill. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 3(7), 1541–1551. Retrieved from <https://ejournal.unima.ac.id/index.php/jotell/article/download/4209/1940>
- Liu, T., & Aryadoust, V. (2022). The effect of in-class and one-on-one video feedback on EFL learners' English public speaking competency and anxiety. *Studies in Language Assessment*, 11(2), 39–63. https://arts.unimelb.edu.au/__data/assets/pdf_file/0007/4396264/SiLA_11.2_Liu_and_Aryadoust.pdf
- Menggo, S., Suarnajaya, I. W., & Artini, L. P. (2022). Project-based video assignments and their impact on EFL students' speaking anxiety and fluency. *Journal of English Education and Linguistics Studies*, 9(1), 15–34. <https://ejournal.stkipjb.ac.id/index.php/jee/article/view/1767>
- Namaziandost, E., Homayouni, M., & Rahmani, P. (2020). The impact of cooperative learning approach on the development of EFL learners' speaking

- fluency. *Cogent Arts & Humanities*, 7(1), 1-13.
<https://doi.org/10.1080/23311983.2020.1780811>
- Namazandost, E., Behbahani, H. K., & Naserpour, A. (2024). Peer support in language learning: Mitigating anxiety, enhancing achievement, cultivating growth mindsets, and increasing enjoyment. *Journal of Applied Learning and Teaching*, 7(2), 1-18.
<https://www.researchgate.net/publication/384526040>
 DOI:<https://doi.org/10.37074/jalt.2024.7.2.40>
- Nguyen, T. T. (2021). Motivating EFL learners through video project assignments: A case study in Vietnam. *TESOL Journal*, 12(4).
<https://doi.org/10.1002/tesj.564>
- Pheh, K. S., Mahadi, T. S. T., & Wong, W. S. (2024). The role of self-efficacy in overcoming speaking anxiety among university students. *International Journal of Learning, Teaching and Educational Research*, 23(2), 110–124.
 Retrieved from <https://www.ijlter.org/index.php/ijlter/article/view/7423>
- Pinphet, P. (2020). The effects of a project-based blended learning with communication strategy instruction on English oral communication ability and learner autonomy of undergraduate engineering students (Master's thesis, Chulalongkorn University). *Chulalongkorn University Institutional Repository*. Retrieved from <https://digital.car.chula.ac.th/chulaetd/460/>
- Pratolo, B. W., Sakti, M. M. A., & Bao, D. (2024). Exploring factors influencing student silence in EFL classes: A case study at an Indonesian vocational high school. *English Language Teaching Educational Journal (ELTEJ)*, 7(2), 100–115. <https://doi.org/10.12928/eltej.v7i2.10596>
- Que, S. R., Tiven, P. A., & Warbanaran, T. (2024). Exploring anxiety in EFL students' speech production. *MATAI: International Journal of Language Education*, 5(1), 1–12.
<https://ojs3.unpatti.ac.id/index.php/matail/article/view/16558>
- Salainti, E. (2024). The impact of students' self-confidence in their learning process. *Jurnal Scientia*, 13(1), 760-771. DOI 10.58471/scientia.v13i01. Retrieved from
<https://infor.seaninstitute.org/index.php/pendidikan/article/download/2260/1981>
- Shofatunnisa, S. S., & Sukyadi, D. (2021). Assessing students' speaking skill in online EFL speaking course through students' self-made YouTube videos. In D. Sukyadi, I. Mulyadi, & M. R. Rohmah (Eds.), *Proceedings of the 4th International Conference on Applied Linguistics (CONAPLIN 2020)* (pp. 125–132). Atlantis Press. <https://doi.org/10.2991/assehr.k.210427.02>

- Siraji, S. M. (2023). The effect of project-based learning on EFL learners' speaking fluency and anxiety reduction. *International Journal of Language Education*, 7(2), 123–135. <https://doi.org/10.26858/ijole.v7i2.40499>
- Spring, R. (2020). Maximizing the benefits of video-creation PBL in the EFL classroom: A preliminary analysis of factors associated with improvement in oral proficiency. *STEM Journal*, 21(4), 107-126. Retrieved from <https://www.researchgate.net/publication/348836045>
DOI:10.16875/stem.2020.21.4.107
- Suryani, N. L. G., & Argawati, N. O. (2023). The use of video projects to enhance students' speaking performance. *Project (Professional Journal of English Education)*, 6(1), 110–120. <https://jurnal.iainponorogo.ac.id/index.php/proceeding/article/view/11222>
- Tusino, A., & Setiyono, B. (2024). Overcoming technical barriers and camera anxiety in video-based project learning: Voices from EFL students. *CALL-EJ*, 25(1), 112–128. <https://callej.org/journal/25-1/Tusino-Setiyono2024.pdf>
- Widiastuty, H., & Lukman, R. A. I. (2024). Students' experiences with public speaking in EFL contexts: Barriers and coping mechanisms. *Proceedings of International Seminar UNITA*, 82–95. <https://conference.unita.ac.id/index.php/conference/article/view/199>
- Wijaya, A. N. (2020). Digital video project: An authentic assessment to assess students' speaking skills. *Indonesian Journal of EFL and Linguistics*, 5(1), 61–78. Retrieved from <https://www.researchgate.net/publication/341188469>