

ABSTRACT

Stephen, S. H. P. D. (2025). *ELESP Students' Perception of Project-Based Learning Through TED Talks on Reducing Speaking Anxiety*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

This study reports an investigation into the ELESP students' perception towards the implementation of TED-Talk Project-Based Learning (PjBL) in reducing students' speaking anxiety as well as identify specific elements of Project-Based Learning (PjBL) that contribute most significantly to its effectiveness. This study highlights a common challenge faced by ELESP students, namely speaking anxiety, which has been found to hinder students in developing their communication skills. In preparation for creating their own TED-Talk projects, they were engaged in a constructive and supportive learning environment through the integration of key elements of the Project-Based Learning (PjBL) approach.

This study employed a sequential explanatory mixed-methods approach, in which quantitative data in the form of close-ended survey were first gathered and followed by interviews of a select group of students. This research involved 25 third-semester students of the English Education Study Program enrolled in the Advance Listening and Speaking (ALS) course. The results of this study revealed a significant reduction in students' speaking anxiety and an increase in students' self-confidence. Participants also reported improvements in their communication, collaboration, and critical thinking skills after completing the TED-Talk project.

Although the implementation of TED-Talks PjBL had a significant impact on reducing speaking anxiety among students, some participants admitted to holding onto their speaking anxiety even after the project was completed. These findings suggest that while PjBL is effective in addressing speaking anxiety, additional support and encouragement from lecturers remain essential to further assist students in overcoming the issue.

Keywords: Speaking anxiety, Project-Based Learning, TED-Talk

ABSTRAK

Stephen, S. H. P. D. (2025). *ELESP Students' Perception of Project-Based Learning Through TED Talks on Reducing Speaking Anxiety*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Penelitian ini melaporkan sebuah studi yang menyelidiki tentang persepsi mahasiswa Program Studi Pendidikan Bahasa Inggris (ELESP) terhadap penerapan *Project-Based Learning (PjBL)* melalui TED-Talk dalam mengurangi kecemasan berbicara siswa serta mengidentifikasi elemen-elemen spesifik *Project-Based Learning (PjBL)* yang berkontribusi paling signifikan terhadap efektivitasnya. Studi ini menyoroti tantangan umum yang dihadapi oleh mahasiswa ELESP, yaitu kecemasan berbicara yang terbukti menghambat pengembangan keterampilan komunikasi siswa. Dalam persiapan untuk membuat proyek TED-Talk mereka sendiri, para mahasiswa terlibat aktif di dalam lingkungan pembelajaran yang konstruktif dan mendukung melalui integrasi elemen-elemen metode *Project-Based Learning (PjBL)*.

Penelitian ini melibatkan 25 mahasiswa semester tiga Program Studi Pendidikan Bahasa Inggris yang sedang mengambil mata kuliah *Advanced Listening and Speaking (ALS)* dengan menggunakan metode pendekatan campuran secara berurutan khususnya pendekatan campuran eksplanatori sekuensial. Tahap awal dilakukan dengan pengumpulan data kuantitatif melalui penyebaran angket, yang kemudian dilanjutkan dengan pengumpulan data kualitatif melalui wawancara mendalam untuk memperkuat dan memperjelas temuan kuantitatif. Hasil dari penelitian ini menunjukkan adanya pengurangan kecemasan berbicara yang signifikan serta meningkatkan rasa percaya diri siswa dalam berbicara bahasa Inggris. Partisipan melaporkan adanya perkembangan dalam kemampuan komunikasi, kolaborasi, dan berpikir kritis setelah mereka melalui proses penyelesaian *TED-Talk* proyek.

Penelitian ini menunjukkan bahwa walaupun melalui penerapan *Project-Based Learning (PjBL)* melalui *TED-Talk* menunjukkan pengaruh yang signifikan terhadap kecemasan berbicara pada mahasiswa, beberapa mahasiswa masih menunjukkan gejala kecemasan berbicara meskipun tidak sebesar saat sebelum mereka menyelesaikan *TED Talk* proyek. Temuan ini menunjukkan bahwa kecemasan berbicara pada mahasiswa tidak sepenuhnya hilang dan masih diperlukannya dukungan dari dosen yang mendukung dan memotivasi mahasiswa.

Keywords: Kecemasan berbicara, *Project-Based Learning*, *TED-Talk*