

ABSTRACT

Mahati, Lintang (2026): **A Qualitative Analysis of Students Speaking Performances (fluency, pronunciation, and comprehensibility) in their short film as Project-Based Learning**

Speaking is considered an interactive process involving the meaningful communication of opinions, information, and emotions. In EFL contexts, speaking is viewed as a communicative activity that enables learners to exchange ideas and meaning through interaction with others, students have a broad option of method to choose, and one of them is role-play or short film performance. Which short film serves as one of the projects that have many benefits for English Language and Teaching (ELT) by integrating verbal and nonverbal aspects of communication. The current study aims to: 1) to determine students' speaking fluency in their short-film as Project-Based Learning, 2) to find out students' speaking pronunciation in their short-film as Project-Based Learning, and 3) to figure out students' speaking comprehensibility in their short-film as Project-Based Learning.

The current study employed a qualitative with a case study design. Document analysis is used to gain the data. The participants were 6th-semester students who previously had a role as main casts and supporting casts in their final project in the Literature in ELT course at State Islamic University Sunan Gunung Djati Bandung. To be more specific, two main casts and three supporting casts from C class are taken as participants.

According to the analysis of students' speaking fluency, pronunciation, and comprehensibility in a short film as Project-Based Learning, it can be revealed that students' speaking performance generally are in a good level. This indicates that the use of short films as part of Project-Based Learning provides students with the opportunity to demonstrate their speaking performance in an authentic communicative context, thereby allowing these three aspects to develop effectively.

Hence, the current study put forwards to continue to apply short film as PjBL in classrooms to enhance students' language skills. This study believes that students may optimize PjBL to maximize their ability to develop their speaking performance. Furthermore, the current study is expected to become a reference for future research on the same topic and for teachers who would like to know comprehend picture regarding short film performance.

Keywords: *Speaking Performance, Short film Performance, Fluency, Pronunciation, Comprehensibility, Project-Based Learning (PjBL).*