

**BUILDING SENIOR HIGH SCHOOL STUDENTS' SELF
EFFICACY IN LEARNING ENGLISH THROUGH PROJECT
BASED LEARNING**

**By
WULAN AGUSTIA NINGRUM**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 A.D/1447 A.H**

**BUILDING SENIOR HIGH SCHOOL STUDENTS' SELF
EFFICACY IN LEARNING ENGLISH THROUGH PROJECT
BASED LEARNING**

Undergraduate Thesis

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

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**ANTASARI STATE ISLAMIC UNIVERSITY
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Banjarmasin, 20 April 2026

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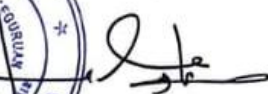
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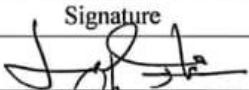
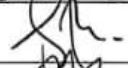

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ABSTRACT

Wulan Agustia Ningrum. 220101030042. Building Senior High School Students' Self Efficacy in Learning English through Project Based Learning. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Hidayah Nor, M.Pd, 2026

Keywords: Self Efficacy, Project-Based Learning (PjBL), Procedure Text, EFL Students, Mastery Experience

In the landscape of 21st-century education, the ability to communicate in English has evolved from a secondary skill into a vital global necessity. However, for many EFL learners, the primary obstacle to fluency is not a lack of linguistic knowledge, but rather a psychological barrier known as low self-efficacy. At SMAN 1 Banjarmasin, this issue manifested seriously as students often withdrew from oral activities and showed high anxiety. To address this challenge, this case study investigates the implementation of Project-Based Learning (PjBL) as an intervention to fortify students' self-beliefs. Using a qualitative descriptive framework, data were elicited from four participants, consisting of one English teacher and three students, through systematic classroom observations and in-depth interviews. The data were analyzed using the interactive model of analysis by Miles and Huberman, involving data reduction, data display, and conclusion drawing. The empirical findings demonstrate that PjBL significantly augments students' self-efficacy by institutionalizing "mastery experiences" through authentic cooking demonstration projects. By integrating language skills with digital content creation, students were able to overcome their initial hesitation and build a resilient sense of confidence. While notable constraints such as time management and digital performance anxiety were identified, the study concludes that PjBL is a potent instructional model that successfully bridges the gap between students' linguistic potential and their psychological readiness to communicate.

ABSTRAK

Wulan Agustia Ningrum. 220101030042. *Building Senior High School Students' Self Efficacy in Learning English through Project Based Learning.* Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Hidayah Nor, M.Pd, 2026,
Kata kunci: Efikasi Diri, Pembelajaran Berbasis Proyek (PjBL), Teks Prosedur, Siswa EFL, Pengalaman Keberhasilan.

Dalam lanskap pendidikan abad ke-21, kemampuan berkomunikasi dalam bahasa Inggris telah berkembang dari sekadar keterampilan sekunder menjadi kebutuhan global yang vital. Namun, bagi banyak pembelajar EFL (*English as a Foreign Language*), hambatan utama menuju kefasihan bukanlah kurangnya pengetahuan linguistik, melainkan hambatan psikologis yang dikenal sebagai efikasi diri (*self-efficacy*) yang rendah. Di SMAN 1 Banjarmasin, masalah ini muncul secara serius di mana siswa sering menarik diri dari aktivitas lisan dan menunjukkan kecemasan yang tinggi. Untuk mengatasi tantangan tersebut, studi kasus ini menyelidiki implementasi *Project-Based Learning* (PjBL) sebagai intervensi untuk memperkuat keyakinan diri siswa. Dengan menggunakan kerangka deskriptif kualitatif, data diperoleh dari empat partisipan, yang terdiri dari satu orang guru bahasa Inggris dan tiga orang siswa, melalui observasi kelas yang sistematis dan wawancara mendalam. Data dianalisis menggunakan model analisis interaktif dari Miles dan Huberman, yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Temuan empiris menunjukkan bahwa PjBL secara signifikan meningkatkan efikasi diri siswa dengan melembagakan "pengalaman keberhasilan" (*mastery experiences*) melalui proyek demonstrasi memasak yang autentik. Dengan mengintegrasikan keterampilan bahasa dengan pembuatan konten digital, siswa mampu mengatasi keraguan awal mereka dan membangun rasa percaya diri yang tangguh. Meskipun ditemukan kendala seperti manajemen waktu dan kecemasan performa digital, studi ini menyimpulkan bahwa PjBL merupakan model instruksional potensial yang berhasil menjembatani kesenjangan antara potensi linguistik siswa dan kesiapan psikologis mereka untuk berkomunikasi..

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

Banjarmasin, Dzulqaidah, 7th 1447 A.H

April, 23rd, 2026 A.D

Writer

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