

## CHAPTER I

### INTRODUCTION

#### **A. Background of Study**

Education in the 21st century increasingly emphasizes not only the acquisition of knowledge but also the development of skills, attitudes, and psychological attributes that enable learners to succeed in a rapidly changing world. Among these competencies, the ability to learn a foreign language, particularly English, has become a vital requirement due to its role as a global lingua franca in academic, professional, and social domains. However, learning a foreign language is a complex process that requires sustained motivation, persistence, and confidence.

One of the key psychological factors influencing language learning success is self-efficacy, defined as an individual's belief in their capacity to perform tasks and reach specific goals (Bandura, 1997), is an essential psychological factor in the learning process. For senior high school students learning English as a Foreign Language (EFL), self-efficacy plays a crucial role in shaping their academic engagement, persistence, and willingness to take risks in communication

Students who possess high self-efficacy tend to be more active, more resilient in facing challenges, and more confident in demonstrating their skills,

while students with low self-efficacy often withdraw from learning activities, avoid speaking in class, and show anxiety in using English. Unlike motivation, which may fluctuate depending on mood or external rewards, self-efficacy directly affects how students approach and accomplish tasks. Therefore, focusing on self-efficacy provides a stronger foundation for fostering sustainable confidence in learning English.

The importance of nurturing students' belief in their own abilities is also supported by the Quranic verse Surah Al-Fushilat (41:30):

إِنَّ الَّذِينَ قَالُوا رَبُّنَا اللَّهُ ثُمَّ اسْتَقَامُوا تَتَنَزَّلُ عَلَيْهِمُ الْمَلَائِكَةُ أَلَّا تَخَافُوا وَلَا تَحْزَنُوا وَأَبْشِرُوا بِالْجَنَّةِ  
الَّتِي كُنتُمْ تُوعَدُونَ

This passage highlights the correlation between consistency (*istiqamah*) and the elimination of apprehension, which is a core component of high self-efficacy. It suggests that individuals who maintain their resolve are rewarded with a sense of certainty and achievement. Consequently, implementing Project-Based Learning can be seen as a practical vehicle for students to exercise this resolve, thereby elevating their confidence in their own agency and academic capabilities.

One genre taught in senior high school, procedure text, requires students not only to understand the structure and language features but also to communicate step-by-step processes clearly. However, when students lack confidence, the learning objectives of procedure text cannot be fully achieved. This condition highlights the need for an instructional strategy that can build students' belief in their abilities and encourage them to participate more actively.

Preliminary observations at SMAN 1 Banjarmasin indicate that many Grade X students still struggle with low levels of self-efficacy in English learning. Several students hesitate to speak in class, avoid presenting in front of peers, and express fear of making mistakes. During procedure text lessons, students often rely heavily on memorization instead of confidently communicating the steps in English. Teachers also report that despite their understanding of the material, students frequently lack the courage to present their work, especially in practical tasks such as giving instructions or demonstrating a process.

Project-Based Learning (PjBL) emerges as a promising solution to this challenge. Unlike traditional teacher-centered approaches that often rely on memorization and passive reception, PjBL is a student-centered method that emphasizes real-world application, collaboration, and active participation. Through projects, students are not only recipients of knowledge but also active constructors of meaning. PjBL is also aligned with Bandura's four sources of self-efficacy: (1) mastery experience, where students gain confidence after successfully completing meaningful projects; (2) vicarious experience, when they observe their peers achieving success, motivating them to believe in their own abilities; (3) verbal persuasion, through encouragement and constructive feedback from teachers and peers; and (4) physiological and emotional states, as engaging in authentic, enjoyable projects reduces anxiety and increases willingness to take academic risks.

In the context of English learning, especially procedure text, PjBL can be applied through practical projects such as cooking, where students plan, execute, and present their work in English. This process provides them with authentic

opportunities to practice language while simultaneously strengthening their confidence. Previous studies have supported the effectiveness of PjBL in fostering students' motivation and self-efficacy. Liu and Zhang (2023) reported that PjBL improved both learning outcomes and students' self-belief in EFL contexts. Anam and Andriyani (2020) emphasized how PjBL increased resilience and problem-solving skills in Indonesian learners, while Rahman and Widodo (2021) found that structured support within PjBL gave students a greater sense of security, making them more willing to communicate in English. Martinez and Guerra (2022) also revealed that PjBL helped students overcome language anxiety by engaging them in collaborative and meaningful activities.

However, most of these studies have focused on motivation or academic achievement, with fewer examining the specific role of PjBL in developing self-efficacy. Moreover, research in Indonesia is still limited, particularly at SMAN 1 Banjarmasin is still scarce. Moreover, challenges faced by teachers and students during PjBL implementation remain underexplored, even though classroom constraints may significantly influence learning outcomes.

Another aspect that has received less attention in previous research is the practical challenge of implementing PjBL in diverse classroom settings. While studies have consistently highlighted its pedagogical benefits, fewer have explored the specific obstacles faced by teachers and students, such as significant time constraints and the lack of available resources (Hiver et al., 2021). Furthermore, students' persistent hesitation to participate in high-stakes speaking tasks remains a critical barrier to the success of this method (Luo & Wu, 2022). Understanding

these multifaceted challenges is therefore essential to provide realistic and contextualized recommendations for applying PjBL within the unique landscape of Indonesian classrooms (Wang et al., 2021).

Given these gaps, investigating the role of PjBL in building students' self-efficacy is essential to support more engaging and effective English learning practices. PjBL offers authentic, collaborative, and meaningful learning experiences that may strengthen students' confidence through mastery experiences, peer modeling, and supportive feedback. Based on these considerations, this study focuses on investigating the role of Project-Based Learning in building senior high school students' self-efficacy in English learning, particularly through procedure text. Specifically, it aims to explore how PjBL contributes to the development of students' self-efficacy and what challenges teachers and students face in its implementation. By addressing these questions, this research not only strengthens the theoretical discussion on self-efficacy but also provides practical insights for teachers to design confidence-building activities that better support EFL learners in the Indonesian context.

## **B. Definition of Key Terms**

### **1. Self-Efficacy**

Self-efficacy is a concept introduced by Bandura (1997), referring to an individual's belief in their capability to organize and execute the actions required to achieve specific goals. It is not simply confidence, but a task-specific judgment about one's ability to perform in a particular domain. According to Bandura, self-efficacy is influenced by four major sources: (1) mastery experiences,

which come from successfully performing a task; (2) vicarious experiences, which are gained by observing others succeed; (3) social or verbal persuasion, in the form of encouragement and constructive feedback from others; and (4) physiological and emotional states, such as reducing anxiety or stress during performance. In the context of this study, self-efficacy refers specifically to senior high school students' belief in their ability to learn and use English effectively, particularly in the learning of procedure text. This term is central to the first research question, as the study explores how Project-Based Learning contributes to building students' self-efficacy in English learning.

## **2. Project-Based Learning (PjBL)**

Project-Based Learning is a student-centered instructional model in which learners develop knowledge and skills through extended inquiry and the completion of meaningful projects that involve authentic tasks (Bell, 2010). This approach encourages students to engage actively, collaborate with peers, and apply what they learn to real-life contexts, making language learning more meaningful and practical. Rahman and Widodo (2021) note that PjBL supports deeper learning because it allows students to construct understanding through hands-on activities rather than passive memorization.

In this research, Project-Based Learning (PjBL) is defined as the instructional approach used in teaching procedure texts through a collaborative cooking project in which students plan, carry out, and present their work in English. This definition aligns with the framework of authentic learning, where students engage in real-world tasks to produce tangible outcomes (Xie & Derakhshan, 2021).

Furthermore, this approach is relevant to the study because PjBL provides systematic opportunities for active participation and authentic performance, both of which are closely connected to the development of students' self-efficacy (Luo & Wu, 2022). By navigating the challenges inherent in the cooking project, students are expected to gain "mastery experiences" that gradually strengthen their belief in their linguistic capabilities (Bandura et al., 2023).

### **3. Procedure Text**

A procedure text is a type of text designed to provide instructions or directions on how to accomplish a task, typically organized in logical and sequential steps (Gerot & Wignell, 1994). In the Indonesian senior high school curriculum, procedure text is one of the required genres because it develops students' ability to explain processes clearly, both orally and in written form. This type of text commonly uses imperative verbs, chronological order, and detailed descriptions of materials and steps.

In this research, procedure text is defined as the specific genre used as the instructional context for implementing Project-Based Learning (PjBL), requiring students to express sequential processes and instructions in English through structured and meaningful activities. This genre is strategically chosen as it provides a clear linguistic framework for students to demonstrate their language performance and confidence during the learning process (Anderson & Anderson, 2003). Furthermore, the use of procedure texts in a project-based environment allows learners to bridge the gap between theoretical grammar and practical, authentic communication (Xie & Derakhshan, 2021). By mastering the social

function and generic structure of this text type, students can develop a more resilient sense of self-efficacy in their speaking and writing capabilities (Luo & Wu, 2022).

### **C. Research Questions**

1. How does Project-Based Learning (PjBL) contribute to building senior high school students' self-efficacy in English learning, particularly in procedure text?
2. What challenges do teachers and students face in implementing Project-Based Learning in English classes?

### **D. Objectives of Study**

1. To investigate how Project-Based Learning (PjBL) contributes to the development of senior high school students' self-efficacy in learning English, particularly in mastering procedure text.
2. To explore the challenges faced by teachers and students in implementing Project-Based Learning in the English classroom.

### **E. Significance of Study**

1. The findings provide valuable insights for EFL teachers in senior high schools to design project-based activities that enhance students' mastery of procedure text and build their self-efficacy.
2. This research can serve as a practical guide for implementing PjBL effectively in Indonesian classrooms, helping both teachers and students overcome challenges during the learning process.