

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a qualitative descriptive research design to explore the contribution of Project-Based Learning (PjBL) to students' self-efficacy in learning procedure text and to identify the challenges encountered during its implementation. The qualitative descriptive approach was selected because it allows the researcher to gain a detailed and contextualized understanding of educational phenomena as they occur naturally in the classroom setting.

Qualitative descriptive research emphasizes the description and interpretation of participants' experiences, perceptions, and interactions rather than numerical measurement or statistical analysis. In the context of this study, such an approach enabled the researcher to closely examine how Project-Based Learning was implemented in teaching procedure text and how students responded to the learning activities in terms of their confidence, participation, and belief in their ability to use English. This approach is particularly suitable for studies that seek to understand learning processes and affective aspects, such as self-efficacy, which cannot be fully captured through quantitative methods alone.

The selection of a qualitative descriptive design was also aligned with the objectives of the study, which were not intended to test hypotheses or establish cause-and-effect relationships. Instead, this research aimed to provide a comprehensive description of how Project-Based Learning contributes to students' self-efficacy and to explore the challenges faced by both teachers and students during the learning process. By focusing on real classroom practices, this design allowed the researcher to capture authentic data that reflect actual teaching and learning conditions.

Furthermore, the qualitative descriptive design facilitated the use of multiple data collection techniques, including classroom observations, interviews, and documentation. These methods enabled the researcher to gather rich and varied data from different perspectives, which contributed to a more holistic understanding of the research phenomenon. Classroom observations provided insights into instructional practices and student engagement, while interviews allowed teachers and students to express their experiences and perceptions regarding the use of Project-Based Learning. Documentation, such as students' project work, served as supporting evidence for the observed practices.

Based on the discussion above, the use of a qualitative descriptive research design was considered appropriate for addressing the research questions of this study. This design supports an in-depth exploration of Project-Based Learning as an instructional approach and its contribution to students' self-efficacy in learning

procedure text, as well as the challenges encountered in its implementation within the EFL classroom context.

B. Research Setting

This research was conducted at SMAN 1 Banjarmasin, a public senior high school located in Banjarmasin, South Kalimantan. The school was selected as the research setting due to its relevance to the objectives of the study and its implementation of student-centered learning approaches in English language teaching.

The study involved tenth-grade students in the first semester of the 2024/2025 academic year, a stage at which students are introduced to various text genres, including procedure text, as part of the English curriculum. This level was considered appropriate because students at the beginning of senior high school are in the process of developing both language competence and confidence in using English. Consequently, this context allowed the researcher to observe the development of students' self-efficacy during the learning process.

SMAN 1 Banjarmasin was also chosen because Project-Based Learning had been applied by the English teacher in teaching procedure text. The use of PjBL in this context provided an opportunity to examine how project-based activities influenced students' engagement, confidence, and beliefs about their ability to complete English learning tasks. This condition was highly relevant to

the first research question, which focuses on the contribution of Project-Based Learning to students' self-efficacy.

The research was conducted during regular classroom instruction, allowing the learning process to occur naturally without experimental intervention. This setting enabled the researcher to capture authentic classroom interactions and identify challenges encountered by both teachers and students during the implementation of Project-Based Learning, which directly relates to the second research question. Therefore, the selection of SMAN 1 Banjarmasin as the research setting was considered appropriate for addressing the research questions of this study.

C. Participants

The participants of this study consisted of one English teacher and 3 tenth-grade students at SMAN 1 Banjarmasin in the first semester of the 2024/2025 academic year. The participants were selected based on their direct involvement in the implementation of Project-Based Learning in teaching procedure text.

The students were chosen as participants because they actively participated in project-based learning activities and were directly exposed to the instructional approach being studied. Meanwhile, the English teacher was selected due to their role in designing and implementing Project-Based Learning during the teaching of procedure text.

This study employed purposive sampling, in which participants were deliberately selected based on specific criteria relevant to the research objectives. The criteria included students' participation in Project-Based Learning activities and the teacher's experience in applying Project-Based Learning in the English classroom.

The participants played an essential role in providing data for this research. Students contributed data through classroom observations and interviews related to their learning experiences and self-efficacy, while the teacher provided insights into instructional practices and challenges encountered during the implementation of Project-Based Learning.

D. Data

The data in this study consisted of qualitative data derived from primary and secondary sources. These data were used to address the research questions concerning the contribution of Project-Based Learning (PjBL) to students' self-efficacy in learning procedure text and the challenges encountered in its implementation.

The primary data were obtained from English teachers and students of tenth grade at SMAN 1 Banjarmasin through classroom observations and interviews. The observational data focused on students' learning behaviors during the implementation of Project-Based Learning in procedure text lessons, particularly their participation, confidence, engagement, and interaction during

project activities. These data were relevant for identifying indicators of students' self-efficacy, such as confidence in completing tasks, willingness to present ideas, and persistence during learning activities.

Interview data were collected from the English teacher and selected students to gain deeper insights into their perceptions and experiences related to the use of PjBL. The teacher's responses provided information about instructional strategies, classroom dynamics, and challenges in applying PjBL, while the students' responses reflected their feelings, confidence levels, and learning experiences during project-based procedure text activities.

The secondary data were obtained from relevant documents, including teaching materials, students' project outputs, and assessment records related to procedure text learning. These documents were used to support and enrich the primary data by providing contextual information about how PjBL was planned and implemented in the classroom. The analysis of these documents helped clarify the alignment between instructional objectives, learning activities, and the development of students' self-efficacy.

Collectively, the data sources were selected to provide comprehensive and contextualized information regarding the implementation of Project-Based Learning and its contribution to students' self-efficacy in learning procedure text.

E. Technique of Data Collection

This study employed qualitative data collection techniques specifically designed to address the research questions concerning the contribution of Project-Based Learning (PjBL) to students' self-efficacy in learning procedure text and the challenges faced by teachers and students in its implementation. The techniques were selected to capture students' learning experiences, confidence development, and classroom practices during project-based procedure text instruction. To achieve this purpose, three data collection techniques were applied: classroom observation, interviews, and documentation.

1. Classroom Observation

Classroom observation was conducted to examine how Project-Based Learning was implemented in teaching procedure text and how students' self-efficacy emerged during the learning process. The observation focused on specific indicators of self-efficacy, including students' confidence in understanding procedure text, willingness to participate in project activities, ability to work collaboratively, persistence in completing tasks, and readiness to present their project outcomes in English.

The observation also documented the stages of PjBL applied by the teacher, such as project planning, task execution, group collaboration, and project presentation. By observing these stages, the researcher was able to identify how project-based activities supported students in applying procedural language and

building confidence through real-world tasks. The researcher acted as a non-participant observer to ensure that students' behaviors and responses reflected natural classroom conditions.

2. Interview

Interviews were conducted to gain in-depth information related to the research questions, particularly students' perceptions of self-efficacy development and the challenges encountered during the implementation of PjBL in procedure text learning. Semi-structured interviews were used to allow participants to express their experiences while remaining focused on the research objectives.

The interview with the English teacher explored the rationale for using Project-Based Learning, the teacher's perception of students' self-efficacy development, and the instructional challenges faced during project-based procedure text lessons. Meanwhile, student interviews focused on their learning experiences, confidence in using English to explain procedures, and feelings when participating in project planning, execution, and presentation. These interviews helped clarify how PjBL influenced students' self-belief in completing procedure text tasks.

3. Documentation

Documentation was collected to support and validate the findings from classroom observations and interviews. The documents included procedure text

teaching materials, project guidelines, students' worksheets, and students' project products. These documents provided evidence of how PjBL was designed and implemented in procedure text learning.

Students' project products, such as written procedures and presentation materials, were analyzed to identify how students applied procedural language and demonstrated confidence in completing tasks. The documentation data also helped the researcher examine the alignment between learning objectives, project activities, and students' self-efficacy development. The use of documentation strengthened the analysis through data triangulation, ensuring that the findings were grounded in multiple data sources.

F. Data Analysis

The data analysis in this study followed the interactive model proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing/verification. This model was chosen because it allows the researcher to systematically analyze qualitative data obtained from classroom observations, interviews, and documentation in order to address the research questions concerning the contribution of Project-Based Learning (PjBL) to students' self-efficacy in learning procedure text and the challenges encountered during its implementation.

The analysis process was conducted continuously and iteratively, meaning that data analysis began during data collection and continued until the research

findings were finalized. This approach enabled the researcher to identify patterns, themes, and relationships among the data sources in a comprehensive and meaningful manner.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, and transforming raw data into relevant information aligned with the research objectives. In this stage, the data obtained from classroom observations, interview transcripts, and documents were carefully reviewed and filtered based on their relevance to the research questions.

Observational data related to students' learning behaviors during Project-Based Learning activities were reduced by focusing on indicators of self-efficacy, such as students' confidence in performing tasks, participation in group work, persistence in completing projects, and willingness to present procedure text orally or in written form. Interview data from teachers and students were also reduced by identifying statements that reflected perceptions of PjBL implementation, experiences in learning procedure text, and challenges encountered during project-based activities.

Similarly, documentation data, including teaching materials, and students' project outputs, were reduced by selecting documents that directly represented the application of PjBL and students' engagement with procedure text. Irrelevant or repetitive data were excluded to maintain analytical focus.

2. Data Display

After the data were reduced, the selected data were organized and presented in a structured manner to facilitate interpretation. Data display involved arranging the data into descriptive narratives, thematic categories, and tables based on the research questions.

For Research Question 1, data related to the contribution of PjBL to students' self-efficacy were displayed according to self-efficacy indicators, such as confidence, engagement, and task completion. For Research Question 2, data concerning challenges in implementing PjBL were categorized into themes related to instructional constraints, students' learning difficulties, and classroom management issues. By displaying the data in this way, the researcher was able to compare information across different data sources and identify consistent patterns and relationships.