

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The findings of this study present the results obtained from interviews with the English teacher and students, as well as documentation analysis in the form of project video recordings. The data were collected to explore students' experiences during the implementation of Project-Based Learning (PjBL) in learning procedure text. The findings are organized into several themes that emerged from the participants' responses and observational evidence. Each theme represents important aspects observed during the learning process without interpretation or theoretical analysis

1. Project-Based Learning Contribution to Building Senior High School Students' Self-Efficacy

a. Enhancing Students' Confidence in Understanding Procedure Text

The implementation of PjBL transformed students' understanding of procedure text from passive memorization to active application. By engaging in the cooking project, students could visualize the generic structures (Goal, Materials, and Steps) in a real-world context. During the project, students showed a high level of certainty in identifying the purpose of each step in their tutorial. They successfully translated written recipes into physical actions, using functional tools for communication rather than just following rigid school requirements.

This finding was strongly supported by the interview with the students. Most participants mentioned that the direct involvement in the project made the material less intimidating and more accessible. Less intimidating and more accessible.

"...Honestly, I used to find English materials boring and hard to understand because it was just text on a whiteboard. But with this cooking project, I finally understood the steps and why we use specific words like 'first' or 'then'. Seeing the ingredients and doing the actions made the text make sense to me." (Student 1, interviewed on February 20, 2026)

Furthermore, the teacher also noticed this conceptual shift. In the interview, the teacher highlighted that the students' questions became more practical and advanced during the project, reflecting a deeper grasp of the text's logic compared to previous conventional lessons.

b. Boosting Active Participation in Group Discussions and Planning

The implementation of PjBL transitioned students from passive recipients to active contributors. The practical goal of the project acted as a powerful motivator, encouraging students to voice their opinions more freely during the planning phase. During the planning phase, the researcher observed a shift from teacher-directed interaction to student-led discussion. Students actively negotiated roles, decided on menus, and designed the steps for their cooking demonstrations. The classroom became more dynamic as students collaborated on how to best demonstrate their procedures in English.

The teacher noted a dramatic change in classroom energy. Students who were usually quiet began leading their groups and debating which ingredients to use. The teacher stated:

"...The change in participation was quite dramatic. Usually, many students seem unmotivated when we just analyze texts on paper. But as soon as I announced the project, the classroom energy changed. I saw students who are usually quiet suddenly leading their groups, debating which ingredients to use, and how to present them. I have never seen this level of enthusiasm in a regular procedure text lesson before." (Teacher, interviewed on February 18, 2026)

"...I really liked the planning part because we got to choose what we wanted to cook. It didn't feel like a difficult English task; it felt like we were planning something fun with friends. Because I wanted our project to be good, I forced myself to speak more and share my ideas with the group." (Student 2, Interviewed on February 20, 2026)

The statements above clarify that the student's active participation was driven by an internal motivation to ensure the project's success. This phenomenon demonstrates how Project-Based Learning shifts the focus from an individual's fear of making mistakes to a collective goal of completing a task. From the researcher's observation, this heightened participation also contributed to a more inclusive classroom environment where students felt safer to practice their English skills.

c. Strengthening Students' Task Persistence and Resilience

The third finding highlights the development of students' persistence throughout the project. In the context of self-efficacy, persistence is the ability to

maintain effort even when facing difficulties. During the cooking process at SMAN 1 Banjarmasin, the researcher noted that students did not stop when they encountered difficulties. For example, when they forgot specific English terms for kitchen tools or faced technical issues with the stove, they actively looked for solutions through group discussion or digital resources instead of remaining silent. Unlike traditional learning where students might remain silent when they are confused, the project-based environment forced them to find solutions.

“.....Usually, I would just stop and wait for the teacher. But because we had to finish the video, my group and I kept looking for ways to fix it. We searched for the words on our phones and kept practicing until it was right. I felt proud that we didn't stop halfway.”(Student 3, interviewed on February 20, 2026)

The need to produce a tangible product (the cooking video) forced students to overcome linguistic barriers, resulting in a "mastery experience" that reinforced their belief in their own competence. In summary, the findings indicate that PjBL significantly builds students' self-efficacy by providing mastery experiences, fostering social persuasion through collaboration, and increasing task persistence during the project implementation

d. Fostering Collaborative Learning and Shared Responsibility

The fourth finding reveals that group collaboration in PjBL is a key factor in building students' collective self-efficacy. During the research at SMAN 1

Banjarmasin, the researcher noted that collaboration helped students break down complex tasks, such as scripting and filming, into manageable parts. Students created a supportive environment where they felt comfortable practicing English without the fear of being judged, as they worked toward a shared goal.

“....Working in a group made me feel much safer to practice my English. If I didn't know the right vocabulary for the cooking tools, my friends would help me and we would search for it together. It didn't feel like a test where you are alone; it felt like we were supporting each other so that our project would be successful. This made me feel that I am not bad at English, I just need a team to practice with..” (Student 2, interviewed on February 20, 2026)



Figure 4.1 Students collaborating to prepare materials in the classroom.

The collaborative atmosphere in PjBL shifted the students' perception of linguistic challenges from personal threats to tasks that could be solved together, ultimately nurturing collective confidence.

e. Improving Oral Performance and Public Speaking Courage

The fifth finding relates to the progress in students' oral presentation skills. PjBL provided a real context for students to speak English with a clear purpose. Based on the video documentation analysis and classroom observations, the researcher found a significant improvement in oral performance. Students no longer read the text in a monotonous way; instead, they began to use appropriate intonation, clearer voice projection, and expressive body language.

The courage to speak in public is a major indicator of high self-efficacy. Through the PjBL presentation stage, students had the opportunity to demonstrate their mastery of procedure text directly. Recognition from the teacher and peers during the presentation acted as "social persuasion" that reinforced their positive perception of their own English speaking abilities.

“...I used to be very shy and always looked at my paper when presenting. But because this project was about showing how to cook something we made ourselves, I felt like I knew exactly what to say. I felt proud showing my group's video to the class and answering questions from the teacher. For the first time, I felt like I could actually speak English in front of people without shaking.”(Student 1, interviewed on February 20, 2026)

The analysis of this student's statement shows that mastery of the task (the project) provided a strong foundation for speaking courage. When students feel they "own" the material they created, their psychological barriers decrease. This confirms that the presentation stage in PjBL is a moment of transformation from passive learners to competent English communicators.

f. Developing Authentic and Appropriate Language Use

The final finding concerns the students' ability to use English functionally and naturally according to the context. The researcher observed that students began to use temporal conjunctions (such as *first, then, next, finally*) and imperative verbs spontaneously while performing the cooking actions. They were no longer just memorizing grammar formulas but practicing them as part of functional communication.

This authentic language use indicates that students achieved a deeper level of understanding. In self-efficacy theory, the ability to use knowledge in real-world situations provides great cognitive satisfaction. They felt that what they learned in school was truly useful and practical, which in turn increased their motivation to keep learning.

“....The change in their language use was very noticeable. Usually, they just memorize the text for the exam and forget it later. But with the cooking project, they used the words naturally because they were doing the action. They used the word 'pour' while pouring the water, or 'stir' while stirring. It became a habit, not just a memorized lesson.” (Teacher, interviewed on February 18, 2026)



Figure 4.2 The demonstration stage of procedure text project.

The teacher's statement validates that PjBL facilitates more permanent language acquisition. By connecting words with real actions, students built stronger neural connections to the material. This result proves that students' self-efficacy in language aspects grew because they felt English was a practical and masterable tool through meaningful activities.

2. The Challenges that Teacher and Students Face in Implementing PjBL

Despite the positive outcomes in building students' self-efficacy, the implementation of Project-Based Learning (PjBL) at SMAN 1 Banjarmasin also encountered several challenges. Based on the interviews with the teacher and students, as well as field observations, the difficulties are detailed as follows:

a. Instructional and Management Challenges Faced by the Teacher

1) Time Constraint and Curriculum Pressure

The most prominent challenge was the imbalance between the extensive PjBL stages and the limited academic calendar. Implementing PjBL is

inherently more time-consuming than traditional lecture-based instruction as it requires stages of planning, creating, and reflecting. This finding is consistent with Fitriani et al. (2022), who emphasize that the complexity of PjBL stages often creates a "time-pressure" dilemma for teachers striving to meet curriculum targets while maintaining project quality. The teacher had to strategically compress theoretical explanations to allow more room for the cooking project, which required meticulous lesson scheduling.

2) Monitoring Group Dynamics and Equal Participation

The second challenge was ensuring equal contribution among all students within their respective groups. In a classroom of 30+ students, monitoring 6-7 groups simultaneously to ensure that every member practiced their English speaking skills proved demanding. Managing group dynamics is a significant pedagogical hurdle, as some students may become "passive passengers" while others dominate the project. This imbalance can lead to unequal learning outcomes, where only active students experience the full benefit of the project.

To mitigate this, the teacher's use of structured group roles—such as leader, scriptwriter, and editor—was a vital intervention. By assigning specific responsibilities, the teacher ensured that the self-efficacy objectives were met by every individual, not just the group as a whole. This strategy aligns with the findings of Rahman and Widodo (2021), who suggest that structured accountability in collaborative projects prevents "social loafing" and encourages every student to contribute their linguistic skills. Ultimately, this monitoring effort

allowed the teacher to transform a potentially chaotic group activity into a structured learning experience that fostered collective and individual confidence.

“....The main challenge was definitely managing the limited classroom hours. Cooking projects take a lot of time, and I had to make sure the students didn't get too distracted by the 'fun' part and forget the English learning goals. I overcame this by setting very strict deadlines for each stage and making sure every student had a specific responsibility so no one was just sitting around.” (Teacher, interviewed on February 18, 2026)

b. Psychological and Linguistic Challenges Faced by the Students

1) Initial Language Anxiety in Performance-Based Tasks

From the students' perspective, the most prominent psychological hurdle was Initial Language Anxiety, specifically during the performance-based stages of the project. As identified in the findings, several students at SMAN 1 Banjarmasin experienced a high "affective filter" when they were required to perform their cooking demonstrations in English while being recorded. This anxiety was not merely about speaking, but also about the fear of making grammatical errors that would be permanently captured on video. This is consistent with Nurhayati (2022), who asserts that recording-based tasks in an EFL context often trigger a higher level of performance anxiety compared to regular classroom interaction. This nervousness can temporarily paralyze students' cognitive resources, making it difficult for them to recall the procedural vocabulary they had previously learned.

“....At first, I felt very nervous. I was worried I would forget the words or mispronounce them while my friend was recording the video. It felt different from just speaking in class because the camera made me a bit stiff. Also, we had trouble finding the English words for some local kitchen tools. But we searched for them together and asked the teacher, so we finished it eventually.”(Student 3, interviewed on February 20, 2026)

2) Gap Between Theoretical Understanding and Practical Application

The second significant hurdle was the perceived gap between Theoretical Instruction and Practical Application. Students reported that they found long, abstract explanations of procedure text structures—such as generic structures and specific language features—difficult to follow and less engaging compared to the actual cooking activities. This outcome supports the findings of Ramadhani et al. (2023), who noted that EFL learners often struggle with conceptual understanding when instruction relies heavily on teacher-led explanations without immediate contextualization. At SMAN 1 Banjarmasin, the transition from memorizing the "social function" of the text in a desk-bound setting to applying it in a dynamic kitchen environment created a cognitive disconnect for some students.

Consequently, this challenge highlights that the "learning by doing" model in PjBL, while effective, requires a strong bridge from the teacher to ensure students do not lose sight of academic goals. As argued by Sari and Widiati (2021), the challenge for students lies in integrating necessary grammatical theories into practical stages without losing their creative momentum. In this

study, while students were highly successful in the "action" phase, the struggle to articulate the "theory" suggests that students benefit more when theoretical scaffolding is delivered in small, manageable doses alongside the project. Therefore, this gap serves as a crucial finding, indicating that PjBL is most effective when the theory is not treated as a separate lecture but as a "tool" used directly within the project's completion, as suggested by Zuhri et al. (2024).

“...I liked the cooking, but the theory part at the actually started the project. Once we started doing the action, it was much easier to understand the lesson.” (Student 3, interviewed on April 20, 2026)

The findings suggest that these challenges were not obstacles to learning but were integral to the growth of the students' self-efficacy. By facing and overcoming these difficulties, the students' belief in their own capabilities became stronger.

B. Discussion

1. The Contribution of Project-Based Learning to Students' Self-Efficacy

a. Building Confidence through Mastery Experiences

The findings of this research demonstrate that Project-Based Learning (PjBL) serves as a powerful catalyst for increasing students' confidence in using English. The most significant factor contributing to this development is what Bandura (1997) identifies as "Mastery Experiences." According to Bandura, mastery experiences are the most influential source of self-efficacy because they

provide the most authentic evidence of whether an individual can muster whatever it takes to succeed. In this study, the successful completion of the cooking project—starting from drafting the script to the final video production—acted as a tangible achievement for the students at SMAN 1 Banjarmasin. When they managed to explain the steps of making a dish in English and saw the final result, they received direct internal validation of their linguistic capabilities.

This increase in confidence is not merely about learning new vocabulary, but about shifting the students' perception of their own competence. Initially, many students viewed English as a daunting subject filled with complex grammatical rules. However, the experiential nature of PjBL allowed them to shift their focus from the "fear of making mistakes" to "successful task completion." This result aligns with a recent study by Putri and Santosa (2022), which emphasizes that experiential learning environments provide a "psychological safety net" that encourages students to take risks with the language. By "doing" rather than just "listening," students built a reservoir of positive experiences that they can draw upon in future English tasks.

Furthermore, this finding supports the argument by Bell (2010) that PjBL promotes learner autonomy and confidence through active participation in meaningful tasks. The mastery gained through this project was cumulative; each small success in the project stages reinforced their belief that they could handle English tasks of increasing difficulty. Consequently, the increase in students' confidence observed in this study reinforces previous research suggesting that

PjBL serves as an effective approach for fostering self-efficacy in EFL classrooms, particularly in the South Kalimantan educational context.

b. Enhancing Students' Engagement and Enthusiasm

The second contribution of PjBL to students' self-efficacy is the significant enhancement of their engagement and enthusiasm during the learning process. The findings revealed that students at SMAN 1 Banjarmasin showed a high level of involvement because the cooking project provided a meaningful and authentic context for language use. This dynamic atmosphere was created because students were no longer just memorizing abstract rules, but were actively using English to achieve a tangible goal. According to Sari et al. (2023), hands-on projects in the EFL classroom promote emotional involvement, which leads to sustained learning motivation. When students perceive that the classroom material is relevant to their interests—such as cooking and creating video content—their cognitive and emotional engagement increases naturally, allowing them to overcome the boredom often associated with traditional grammar-heavy lessons.

Furthermore, this heightened engagement is a direct result of the student-centered nature of the project. Instead of being passive recipients of information, students took full ownership of their projects, from choosing the menu to editing the final demonstration video. This transition from teacher-centered to student-centered learning is a crucial factor in building a student's belief in their own agency. This aligns with the findings of Pratama and Hidayati (2021), who reported that EFL learners participating in project-based activities demonstrated

higher active involvement and a more positive attitude toward the subject matter. By being the "protagonists" of their own learning journey, students felt more empowered, which reinforced their enthusiasm and ultimately strengthened their overall sense of self-efficacy in mastering English.

c. Fostering Collaboration as Social Support for Self-Efficacy

Collaboration emerged as a vital psychological support system during the implementation of the project at SMAN 1 Banjarmasin. As students worked within their groups to complete the cooking demonstration, the interaction with peers significantly reduced their individual anxiety. This finding aligns with the social constructivist perspective, which emphasizes that learning is inherently a social process. According to Wulandari et al. (2024), peer collaboration in PjBL fosters mutual support, enabling students to navigate complex tasks more effectively through shared responsibility. In this study, the group setting provided a "safety net" where students felt more comfortable practicing their English because they were supported by their friends, which lowered their affective filter.

In the context of self-efficacy theory, this collaboration acts as a form of "Social Persuasion" and "Vicarious Experience." When students observe their teammates successfully performing a part of the task, it strengthens their belief that they can also succeed. This is consistent with Nugroho (2020), who demonstrated that collaborative project work improves not only communication skills but also the psychological readiness of EFL learners. By sharing the linguistic burden of the project, students were able to focus on creative expression

rather than the fear of individual failure. Ultimately, the collaborative nature of the cooking project transformed the classroom into a supportive community of practice, which is essential for the long-term development of students' confidence in speaking English.

d. Improving Oral Performance through Functional Language Use

The fourth contribution of PjBL observed in this study is the improvement of students' oral performance. In the findings, it was noted that students became more fluent and accurate when presenting their procedure texts during the cooking project. This improvement occurred because PjBL shifted the focus from rote memorization to functional communication. According to Putri and Santosa (2022), experiential learning environments provide students with the opportunity to use English for real purposes, which is far more effective for developing speaking skills than traditional drilling. By practicing their lines for the video project, students naturally improved their pronunciation and intonation through repetitive, meaningful use.

e. Developing Critical Thinking and Problem-Solving Skills

In addition to linguistic gains, the project fostered students' critical thinking and problem-solving skills, as highlighted in the fifth point of the findings. During the project stages, students had to make various decisions, from selecting the most effective ingredients to troubleshooting technical issues during video editing. This process required what Syakur et al. (2021) describe as higher-order thinking skills (HOTS), where students must analyze and evaluate their

choices to reach a successful outcome. The need to solve real-world problems within the project timeframe pushed students to think more creatively and strategically.

This development of critical thinking is closely linked to self-efficacy because it builds a sense of "cognitive mastery." According to Fitriani et al. (2022), when students successfully navigate through the complexities of a project, they develop a more resilient mindset. At SMAN 1 Banjarmasin, students learned that they could overcome obstacles through planning and cooperation. This suggests that PjBL is not just a method for language acquisition, but also a holistic approach that prepares students for the challenges of 21st-century learning by building their intellectual confidence.

f. Encouraging Creativity and Digital Literacy in EFL Learning

The final contribution of PjBL found in this study is the encouragement of creativity and digital literacy. As students created their cooking demonstration videos, they were required to integrate their English skills with digital tools, such as video editing software and social media platforms. This finding is consistent with Nurhayati (2022), who notes that the integration of technology in PjBL allows students to express their creativity in ways that traditional assignments do not. By choosing their own visual styles and editing techniques, students felt a greater sense of pride and "authorship" over their work.

Moreover, this creative freedom significantly contributed to their affective state, which is one of Bandura's sources of self-efficacy. When students feel a

sense of pride and joy in their creative output, their emotional state becomes more positive, leading to higher confidence. As argued by Zuhri et al. (2024), the ability to produce a creative digital product provides students with a lasting sense of achievement. Therefore, the cooking project served as a medium for students to display not only their language proficiency but also their creative identity, making the learning process more personal and empowering.

2. The Challenges in Implementing Project-Based Learning

g. Pedagogical and Managerial Complexity in PjBL Implementation faced by teacher

The findings suggest that the rigid structure of the school's academic calendar often clashes with the flexible, time-consuming nature of project work. At SMAN 1 Banjarmasin, the teacher had to balance meeting the curriculum targets while ensuring students did not rush through the procedural stages of the cooking project. According to Fitriani et al. (2022), this "curriculum-time dilemma" is a universal struggle in PjBL, where teachers must often sacrifice the depth of student reflection to ensure that the project is completed within the allotted lesson hours. This implies that for PjBL to be sustainable, there must be a strategic integration where the project itself becomes the primary medium of instruction, rather than an "extra" activity added to an already crowded syllabus.

Furthermore, the teacher faced a Monitoring Complexity in managing group dynamics within a large classroom setting. In a class of over 30 students, ensuring that the "learning objective" was achieved by every individual—not just

the group—proved to be a significant pedagogical burden. The study highlights a phenomenon where "social loafing" or passive participation can occur if the teacher's presence is spread too thin across multiple groups. As argued by Syakur et al. (2021), the teacher's role in PjBL evolves into a "facilitator-detective" who must constantly identify and motivate passive students to prevent the project from being dominated by only one or two vocal leaders. This suggests that the challenge is not just about class size, but about the teacher's ability to design individual accountability within a collective task so that every student's self-efficacy is equally fostered.

Lastly, the management of Logistical and Technical Readiness added another layer of managerial difficulty. Coordinating a cooking project requires meticulous preparation of materials, space, and safety, which are often outside the standard training of an English teacher. This finding implies that the success of PjBL is heavily dependent on the teacher's ability to multitask between being a language instructor and a project manager. According to Pratama and Hidayati (2021), teachers require specific professional development to handle the non-linguistic aspects of project-based classrooms, such as managing technical glitches and coordinating physical resources. Without this logistical fluency, the teacher risks losing the instructional focus, as too much energy is spent on managing the classroom's physical environment rather than guiding the students' linguistic and communicative development.

h. Psychological and Linguistic Challenges Encountered by the Learners

From the students' perspective, the primary psychological obstacle was the Affective Barrier in Digital Performance. The anxiety identified in the findings was not merely about "speaking English," but about the pressure of "digital permanence"—the fact that their performance would be recorded, edited, and potentially viewed by a wider audience. This creates a high affective filter that, according to Nurhayati (2022), can temporarily paralyze a student's cognitive ability to recall vocabulary and grammar. This suggests that while technology-integrated PjBL is motivating, it also introduces a modern layer of performance anxiety that does not exist in traditional face-to-face classroom interactions, requiring students to manage their "digital persona" alongside their linguistic accuracy.

Additionally, students struggled with the Conceptual-to-Practical Gap, specifically in translating abstract grammatical theory into spontaneous physical action. While they could identify the generic structures of a procedure text on a worksheet, applying those imperatives and temporal connectors while actively cooking proved to be cognitively demanding. This disconnect highlights a common issue in EFL projects where students might prioritize the "creative-practical" outcome over the "linguistic-academic" goals. As argued by Ramadhani et al. (2023), without consistent scaffolding from the teacher, PjBL can accidentally shift from a "learning activity" to just a "fun activity," where students

successfully complete the project but fail to internalize the specific language features intended by the curriculum.

Finally, the students faced Social Dynamics and Collaborative Friction as a significant hurdle in their learning journey. Although group work is intended to provide social support, it also introduced challenges related to unequal workload and creative differences among members. Students reported that navigating these interpersonal conflicts was often as demanding as the English task itself. According to Zuhri et al. (2024), the development of self-efficacy can be hindered if a student feels overshadowed by more dominant peers or if their contribution is undervalued within the group. This implies that for PjBL to truly foster individual confidence, students must be equipped with "collaboration literacy," ensuring that the group environment remains a safe and equitable space for every learner to practice their speaking skills.

In summary, the discussion above illustrates that the implementation of Project-Based Learning (PjBL) in teaching procedure texts provides a multifaceted contribution to students' self-efficacy. By shifting the classroom focus from theoretical memorization to meaningful, mastery-based experiences, students were able to overcome their initial hesitation and develop a stronger belief in their linguistic capabilities. Although pedagogical complexities for the teacher and psychological barriers for the students were present, these challenges did not diminish the overall effectiveness of the project. Instead, they served as critical learning milestones that fostered resilience, critical thinking, and

collaborative literacy. Ultimately, the findings of this study reinforce the idea that when students are given the autonomy to create and collaborate in an authentic context, their confidence in using English grows significantly, laying a solid foundation for their future academic and communicative success.