

## CHAPTER V

### CLOSURE

#### A. Conclusion

Based on the discussion of the findings, several conclusions can be drawn as follows:

1. The researcher found that the implementation of Project-Based Learning (PjBL) in teaching procedure texts provides six significant contributions to the enhancement of students' self-efficacy at SMAN 1 Banjarmasin. First, it builds confidence through mastery experiences, where the successful completion of a cooking project gives students tangible proof of their linguistic abilities. Second, it enhances engagement and enthusiasm by providing an authentic context that makes learning more meaningful. Third, it fosters collaboration, acting as social support that lowers students' affective filters and anxiety. Fourth, PjBL improves oral performance, as students practice functional language use during their demonstrations. Fifth, it develops critical thinking and problem-solving

skills as students navigate the complexities of project management. Lastly, it encourages creativity and digital literacy, allowing students to express their creative identity through video production. These elements work synergistically to transform students from passive learners into confident English speakers who believe in their capacity to master complex communication tasks.

2. Regarding the challenges, the researcher concluded that the implementation of PjBL involves two main dimensions of hurdles. From the teacher's perspective, the challenges are primarily pedagogical and managerial, focusing on the "Paradox of Time and Quality" where limited lesson hours clash with the intensive nature of project stages. Additionally, managing group dynamics in a large class requires the teacher to act as a "facilitator-detective" to ensure equal participation. From the students' perspective, the hurdles are psychological and linguistic. Students experienced heightened anxiety due to "digital performance" on camera and struggled with the gap between theoretical grammar and its spontaneous application during the project. However, these challenges are not seen as failures but as necessary milestones that, when managed with proper teacher scaffolding, ultimately build students' resilience and long-term self-efficacy.

## **B. Suggestion**

1. For English Teachers It is strongly recommended that English teachers continue to utilize and integrate Project-Based Learning (PjBL) as a strategic pedagogical tool to cultivate students' psychological confidence alongside their linguistic proficiency. In implementing this method, teachers should prioritize providing structured and consistent scaffolding, especially during the critical transition phase where students move from abstract grammatical theory to practical, real-world application. Furthermore, teachers must remain highly sensitive to the "digital anxiety" and "affective filters" that students often experience when performing for a camera. To mitigate this, creating a supportive and non-judgmental classroom atmosphere is essential. Teachers are also encouraged to implement a more rigorous monitoring system for group dynamics, ensuring that roles are distributed equitably. This intervention is vital to prevent "social loafing" and to ensure that every individual student—regardless of their initial skill level—has an equal opportunity to achieve a personal "mastery experience," which is the primary engine of self-efficacy development.

2. For Schools and Education Leaders, support from school administrations and educational stakeholders is fundamental to the long-term success and sustainability of innovative methods like PjBL. Given that project-based learning is an inherently time-intensive approach, schools should consider re-evaluating the current rigid academic scheduling and providing more integrated, flexible learning blocks that allow for deep, uninterrupted project work. This structural flexibility would alleviate the time pressure often felt by both teachers and students. Furthermore, schools should invest in improving the technical infrastructure and facilities necessary for 21st-century digital content creation, such as providing recording spaces or access to editing tools. Finally, education leaders are encouraged to facilitate professional development workshops or teacher communities focused on project management and digital literacy, empowering teachers to handle the pedagogical complexities of modern EFL classrooms with greater expertise and confidence.
3. For Future Researchers, for future researchers interested in the field of educational psychology and English language teaching, it is highly encouraged to investigate the long-term impact of PjBL on students' self-efficacy across a broader spectrum of text genres beyond procedure texts, such as narrative or argumentative forms. Additionally, research involving different educational levels or diverse

socio-economic backgrounds would provide a more comprehensive understanding of how PjBL functions in varied contexts. Future studies could also benefit from conducting comparative analyses between digital-based project performances and traditional, face-to-face performance tasks to determine which medium more effectively reduces students' affective filters. Lastly, incorporating longitudinal research designs could track how the self-efficacy gained through a single project influences students' overall academic resilience and language learning trajectories in the subsequent years of their education.