

**VOCATIONAL HIGH SCHOOL TEACHERS' PERCEPTION OF
PROJECT-BASED LEARNING METHOD IN ENGLISH
LANGUAGE TEACHING: THE CASE OF SMKN 26 JAKARTA**



*Mencerdaskan dan
Memantabatkan Bangsa*

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***A Skripsi in Partial Fulfillment of the Requirements for the Degree of Sarjana
Pendidikan***

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF JAKARTA
2024**

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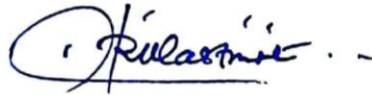
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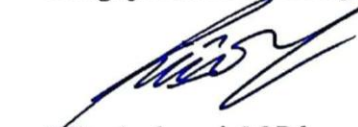
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ABSTRACT

Melvira Tanila. 2024. *Vocational Highschool Teachers' Perceptions of Project-based Learning Method in English Language Teaching: The Case of SMKN 26 Jakarta. (SKRIPSI).* Jakarta: English Department, Faculty of Languages and Arts, State University of Jakarta.

Vocational High School (VHS) is secondary education that aims to prepare students to work in certain fields. One of the teaching and learning methods that teachers can use to meet the expectations is project-based learning (PjBL) which emphasizes learning through a project. The effectiveness of the teaching and learning method is related to how the teacher perceives the method. However, less attention is given to studies that focus on teachers' perception of the objectives, principles, and roles of teachers in PjBL. Therefore, this study aims to investigate the English teachers' perception of the PjBL method in terms of the objectives, principles, and teachers' role. The descriptive case study was employed as the research design to answer the formulated research questions. Semi-structured interviews with English teachers at SMKN 26 Jakarta were conducted to collect the data. Qualitative data analysis is used to analyze data in the form of teachers' perception of the PjBL method. The findings show that all of the teachers have a good perception of the objectives of the PjBL method. Even most teachers fully understand their role in the PjBL method. However, there is some misunderstanding in teachers' perception of the principle of challenging problem/question and public product. Even 75% of the teachers do not see sustained inquiry and reflection as the principle of the PjBL method. Therefore, teacher professional development training related to the principles of the PjBL method needs more attention.

Keywords: *Vocational Highschool Teacher's Perception, Project-based Learning, Objective of PjBL, Principle of PjBL, Teachers' role in PjBL.*

ABSTRAK

Melvira Tanila. 2024. *Persepsi Guru SMK terhadap Metode Pembelajaran Berbasis Proyek dalam Pengajaran Bahasa Inggris: Kasus SMKN 26 Jakarta. (SKRIPSI).* Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Sekolah Menengah Kejuruan (SMK) merupakan pendidikan menengah yang bertujuan untuk mempersiapkan siswanya bekerja pada bidang tertentu. Salah satu metode mengajar dan belajar yang dapat digunakan guru untuk memenuhi harapan tersebut adalah pembelajaran berbasis proyek (PjBL) yang menekankan pembelajaran melalui proyek. Efektivitas metode mengajar dan belajar berkaitan dengan bagaimana guru mempersiapkan metode tersebut. Namun, penelitian yang fokus pada persepsi guru terhadap tujuan, prinsip, dan peran guru dalam PjBL kurang mendapat perhatian. Oleh karena itu, penelitian ini bertujuan untuk mengetahui persepsi guru bahasa Inggris terhadap metode PjBL dalam hal tujuan, prinsip, dan peran guru. Studi kasus deskriptif digunakan sebagai desain penelitian untuk menjawab pertanyaan penelitian yang dirumuskan. Wawancara semi terstruktur dengan guru bahasa Inggris di SMKN 26 Jakarta dilakukan untuk mengumpulkan data. Analisis data kualitatif digunakan untuk menganalisis data berupa persepsi guru terhadap metode PjBL. Temuan menunjukkan bahwa seluruh guru memiliki persepsi yang baik terhadap tujuan metode PjBL. Bahkan sebagian besar guru memahami betul perannya dalam metode PjBL. Namun terdapat kesalahpahaman dalam persepsi guru terhadap prinsip masalah/pertanyaan menantang dan produk publik. Bahkan 75% guru tidak melihat inkuiri berkelanjutan dan refleksi sebagai prinsip metode PjBL. Oleh karena itu, pelatihan pengembangan profesi guru terkait prinsip-prinsip metode PjBL perlu mendapat perhatian lebih.

Kata Kunci: *Persepsi Guru, Pembelajaran Berbasis Proyek, Sekolah Menengah Kejuruan, Tujuan PjBL, Prinsip PjBL, Peran Guru dalam PjBL.*

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim, Alhamdulillah rabbi alamin. My deepest praise and gratitude to Allah SWT for all the blessings that have been given to me so that I can complete this research. Certainly, the completion of this research would not be achieved without the support of various parties. Therefore, the researcher would like to express the deepest respect and gratitude to the following people:

1. My family, especially to my parents, Mr. Darchonil and Mrs. Warni Yunita. Thank you for being such wonderful parents. To me, you are the most caring parents who always provide unconditional love and support. I am grateful for your presence through every up and down in my life. I also want to thank my two beloved younger brothers, Evan Nicho Rizaldi and Revaldo Nicho Erizal, who always brighten my days with joy.
2. My first advisor, Dr. Sri Sulastini, M.A., for the time dedicated to guiding me through the completion of this research. Her knowledge, constructive feedback, and motivation made me able to write and arrange this research effectively.
3. My second advisor, Mrs. Imas Wahyu Agustina, M.Pd., for the time dedicated to guiding me through the completion of this research. Her guidance, motivation, and expertise greatly helped me in completing this research.
4. My partner, Dzulfikar Prasetyo Putra, who always provides his time and support whenever I need it. Thank you for patiently standing by my side

through every challenge I faced. His presence motivates me to complete this research.

5. My best friends, 19DC: Rizka, Annisa, Davina, Najma, Nalika, Adelia, and Vima, who have filled my college years with happiness. Their presence and support helped me survive and stay sane in facing the challenges on this campus. I am very grateful to know them.
6. My colleagues under the guidance of Mrs. Sri Sulastini, Cintya, Zahra, Elga, Alwi, who always helped me write this research.
7. SMKN 26 Jakarta, which has allowed me to conduct research at their place.
8. English teacher at SMKN 26 Jakarta, who was willing to be a respondent for my research. Their support helped me complete this research well.

Without their help and support, I would not have been able to complete this research properly. Once again, thank you so much.

Bekasi, 1 Januari 2024

Researcher,

Melvira Tanila

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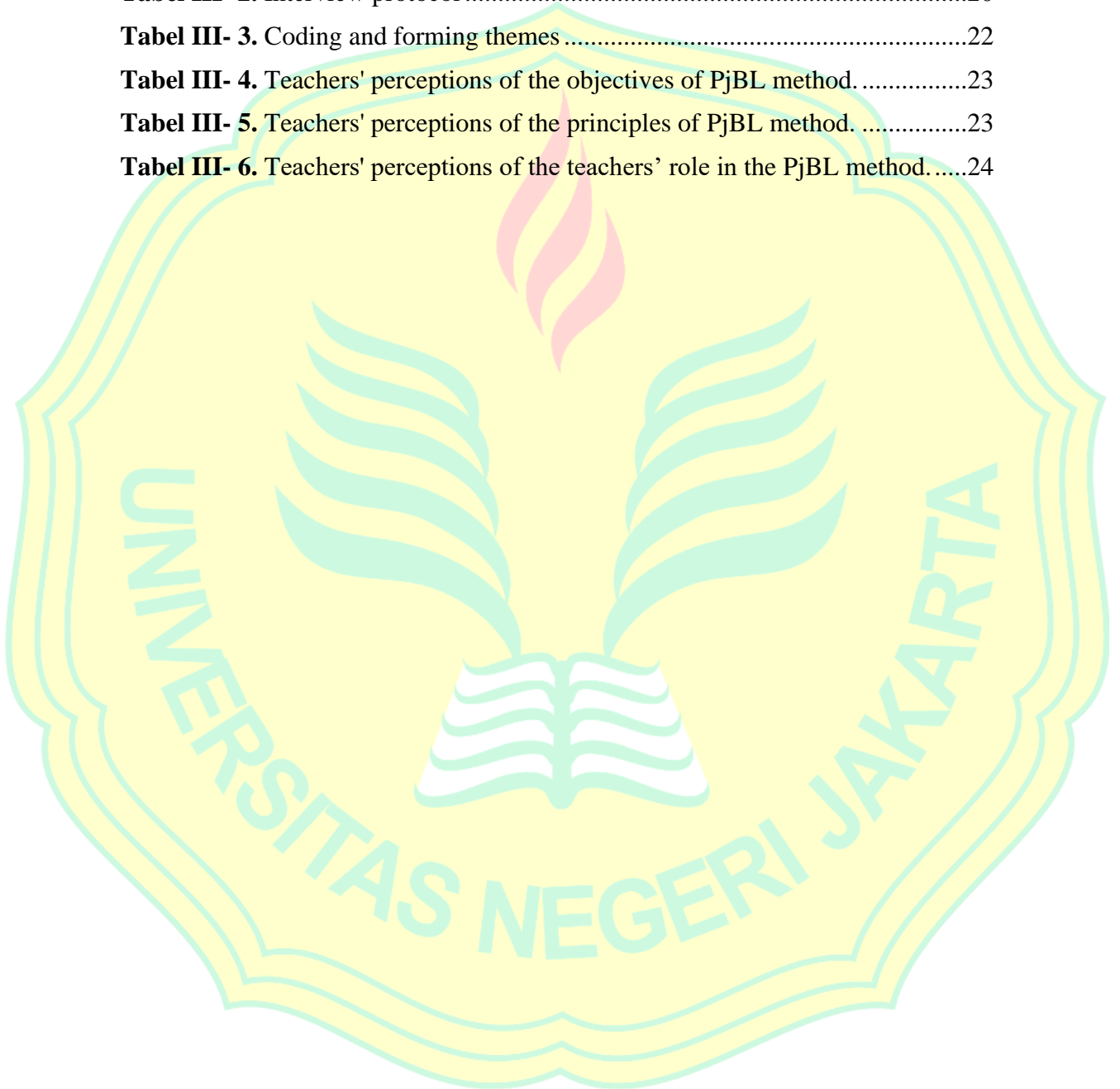
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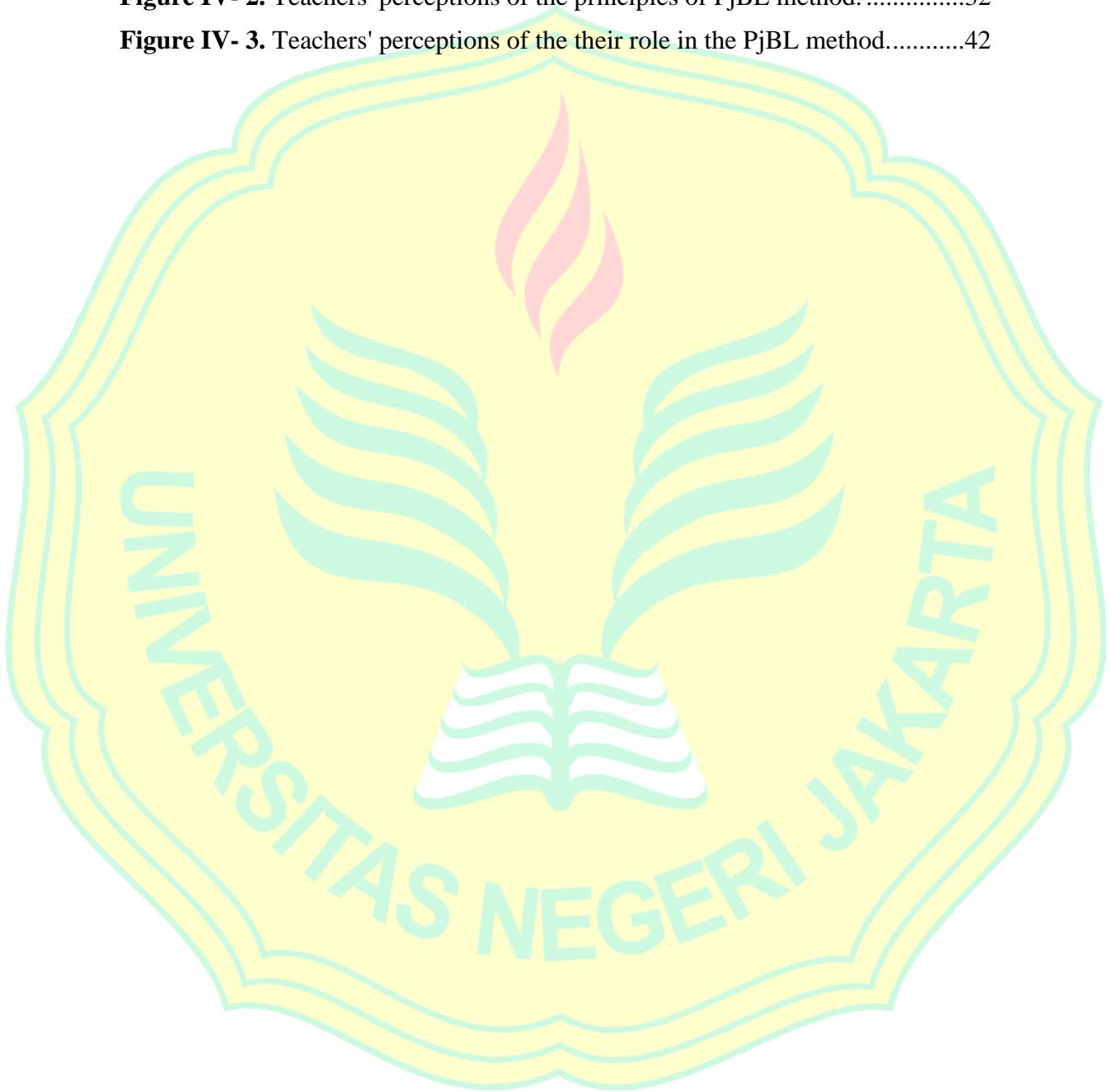
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