



TEACHER AND STUDENTS PERCEPTION: THE IMPLEMENTATION OF PROJECT-BASED LEARNING METHOD IN LEARNING ENGLISH FOR VOCATIONAL STUDENTS

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Abstract

This study focused on exploring the perceptions of students and teachers regarding the implementation of Project-Based Learning (PjBL) in teaching English at Vocational School. The research utilized a descriptive qualitative approach involving observation, interviews, and documentation analysis. The findings revealed that PjBL involves stages like posing challenging questions, project planning, monitoring progress, assessing outcomes, and evaluation. Vocational high school teachers combined project planning and scheduling for efficiency. Challenges in PjBL implementation included word formation difficulties, vocabulary limitations, and time constraints. Teachers supported students with guidance, motivation, and a conducive learning environment. While students generally viewed PjBL positively for enhancing motivation and skills, some struggled with confidence in speaking English. The advantages of PjBL included engaging learning experience, essential skill development, deeper understanding, independence, creativity, trust, and career readiness. However, drawbacks included extra time commitment, potential stress, group work reliance, subjective assessment, lack of subject focus, resource constraints, and varied teacher roles. The study offers valuable insights for educators and stakeholders aiming to enhance the quality of English education in vocational schools.

Keywords: Implementation, Perceptions, Project-Based Learning, Vocational School, and Skills.

INTRODUCTION

The times also have an impact on changes in schooling. Beginning with the K13 curriculum and continuing with the Merdeka Curriculum, learning methodologies are evolving quickly, and technology is included in every lesson. The teaching and learning process will be maximized using the appropriate approach based on the level and field (Gama, 2019). Vocational high school language teachers frequently instruct their students using the project-based learning approach. Project-based learning is a successfully enables students to ask

questions, estimate, build theories, voice their opinions on various subjects, including their areas of interest, and apply what they have learned in practical settings (Ariyani, 2024). Additionally, this approach enables students to apply their abilities to creatively solve issues and respond to inquiries both inside and outside the classroom.

English language skills are becoming increasingly crucial in vocational education due to the demands of an increasingly competitive and globalized world of work. The project-based learning (PjBL) method is a great way to improve vocational students' English proficiency. PjBL allows students to participate in learning actively, use knowledge in real situations, and learn modern skills such as creativity, problem-solving, and collaboration (Argawati & Suryani, 2020). This study looks at how students and teachers perceive the implementation of PjBL in English language teaching at SMK. It is crucial to thoroughly understand these perceptions to determine the strengths and weaknesses of PjBL. It is also essential to develop efficient methods to optimize the use of PjBL. By providing valuable insights for educators, curriculum developers, and other stakeholders on improving English language learning in vocational schools and preparing students for success in the global world of work, this research is expected to enhance the quality of vocational education in Indonesia (Roemintoyo & Budiarto, 2023)

According to Sari et al., (2021), project-based learning (PjBL) is a new approach to education. Project work allows students to work individually or in groups on decision-making, research, problem-solving, and development. This approach also helps teachers in managing and organizing the classroom effectively. Innovation and student engagement are also included (Ariyani, 2024). Because it integrates several disciplines and can aid project development, Project Based Learning (PjBL) is the perfect learning paradigm for learning with clear product outcomes. Project-based learning (PjBL) has several advantages, such as increasing student achievement, expanding material knowledge, encouraging students to tackle real-world problems, fostering productive teamwork, and meeting the needs of students in different subject areas.

The project-based learning (PjBL) approach improves students' reading, writing, speaking, listening and critical thinking skills (Martina & Afriani, 2020). The implementation of project-based learning approach on students' writing skills will be the main topic of the author's clarity. Students in Indonesia have difficulty in writing in English. According to Wulandari and Ahmad (2020) writing is said to be the most challenging talent for students to acquire and become proficient in. Many students struggle in writing because they lack many of the necessary components, including language, knowledge, information, ideas, and syntax, as they do not speak English as their first language.

The ability to write shows that a person can effectively communicate their thoughts, ideas, information, and experiences (Yusri et al., 2021). Writing is a crucial practice as it allows students to express and mediate their information by creating complex language in their minds (Arochman et al., 2024). Although they understand the ideas, they struggle to put them into practice. They also have difficulties in organizing and structuring their thoughts before writing, as well as performing memory searches that incorporate their first language knowledge and experiences. Students' weak writing ability is also influenced by several factors, including traditional teaching techniques, lack of resources, and their disinterest in learning English (Gani et al., 2024).

Writing abilities are needed for persistence or regular practice. Furthermore, teaching English to pupils will undoubtedly differ from teaching them to write in their native tongue. It takes a lot of work to become proficient at writing (Miladia Nur Khasanah, 2024).

Additionally, reading more English-language novels can assist pupils getting more used to and proficient with writing in the language. These two abilities are unquestionably connected and interwoven.

According to Hidayatullah et al., (2023), project-based learning improves students' writing ability. Students can freely express or describe their thoughts in a paragraph that fits the topic and text type that has been determined by utilizing Project Based Learning techniques. They are able to produce written works. Students are motivated to write and share all their thoughts to complete the given task when Project Based Learning is utilized.

According to observations during the implementation of the Introduction to School Field (PLP), the Project Based Learning method has not been influential enough in writing skills because at is a vocational school where students focus more on practice rather than academics. Many students are less interested in writing because they think writing English is too difficult, because their poor vocabulary makes them too lazy to have to write English. This makes the writing skills at vocational school less good.

In this era of education that uses an independent learning curriculum, teachers must be creative to create pleasant learning environment. Therefore, one of the teacher in SMK who teaches English is also expected to use efficient teaching strategies. One of them is the project-based learning approach. This approach is a successful way to increase student's capacity in independent an group learning.

METHOD

This research is descriptive-qualitative it aims to find descriptive results from the data collected and interpret them as conclusions. The instruments used in this research are observation, interviews, and documentation. Observation is the process of looking at something to collect data or information. The interview aims to see and know how project-based learning is used in the English writing class. The interview seeks to learn more about the researcher's understanding of how project-based learning is used in the class and how the students perceive it.

This research methodology adopts the Miles, M. B., & Huberman, (1994) cited by Anggraini & Wulandari (2020). This is the sequence of data analysis steps: 1) Data reduction: the process of selecting, focusing, simplifying, abstracting, and transforming the raw data that appears in field notes or written transcripts. This study collected data reduction through interview and observations at the place unser study. 2) Data display: an organized and compressed way of presenting information that allows conclusions and actions to be taken. Data presentation can be in various matrices, graphs, networks, and charts. In the research, the data is presented in text that shows the results of interview and observations carried out previously. 3) Conclusion Drawing: the process of drawing meaning from the data that has been reduced and presented. After the data is obtained, the next step is to conclude from the analysis of field data and various theories that have been presented.

RESULTS AND DISCUSSIONS

The Implementation of Project-Based Learning Methods by Teachers at Vocational School

Several steps must be taken to implement project-based learning in the classroom: 1) Start the lesson with a challenging question. The driving question can provide a task for students

to perform an activity. The topic chosen should be appropriate to the material to be learned. 2) Planning a project. Teachers and students create this plan together to make students feel involved in the project. This plan includes the game's rules, activities to answer essential questions and information about the materials and tools needed to complete the project. To complete the project, the teacher and students create a schedule of activities. Students should be given instructions on managing their time, and the time needed to complete the project should be explained. 3) Monitoring the progress of the project. During the project, the teacher is responsible for monitoring students' actions.

Monitoring is done by facilitating students in every process. The teacher teaches students how to work in groups, and each student has the opportunity to choose their own role without neglecting the interest of the group. 4) Product Assessment. The assessment is conducted when each group presents its product to the other groups. This assessment is done to help teachers measure the achievement of standards, evaluate each student's progress, provide feedback on the student's level of understanding, and help teachers develop the following learning strategies. 5) Assessment. After completing the learning process, teachers and students reflect on the project activities and results. This reflection is done both individually and in groups. At this point, students are asked to tell what they felt and experienced while completing the project.

English teacher's stages differ from those the George (2005) described. In the stages described by George Lucas in Kementerian Pendidikan Kebudayaan Riset dan Teknologi (2023), there are six stages of project-based learning. Learning begins by asking essential questions raised from real problems by the learning material. The next stage is to Design a Plan for the Project. Planning to solve problems through a project that is agreed upon so that each group member has a sense of responsibility for project completion. The third stage is Creating a schedule, in which teachers and students agree on a project completion schedule consisting of components, stages, time for project completion, and activities in project completion. The next stage is to monitor the Students and the Progress of the Project. Teachers monitor the progress of student project completion, both activities and the quality of project products according to the established standards. The fifth stage is to Assess the Outcome Assessment of attitude, knowledge, and skills by the Learning Outcomes. The last stage is to evaluate the Experience. At this stage, reflection on the student learning experience is carried out. In groups or individually, students express their experiences in a discussion.

The difference is in second and third stages. The stages described by George Lucas in the second stage are designing the project, and the third stage is making a schedule. Meanwhile, English teacher's stages of designing the project and making the schedule are combined in one stage with reason to shorten the time. However, this is not a difference that will affect the continuity of learning with the project-based learning method.

Some difficulties in the learning process of writing using Project-Based Learning are as follows : (1) Difficulty stringing words together, this relates to the use of grammar in English. (2) Difficulty in choosing words in expressing ideas when composing sentences. (3) Sometimes students find it difficult to explain their ideas clearly. (4) Lack of vocabulary mastery. (5) Takes a lot a time so it is less efficient. (6) Teachers are required to continue to monitor progress and provide direction, and guidance as well as authorization during the project process by all students. Several some significant challenges that students face in learning to write using project-based learning (PjBL). These difficulties include linguistics, cognitive, and practical aspects. Linguistically, students struggle with stringing words

together, using correct English grammar, and choosing the right words to express ideas. Cognitively, students often struggle with presenting their ideas in a clear and structured manner. From a practical point of view, PjBL requires more time, which can reduce learning efficiency. In addition, the role of the teacher becomes crucial, as they must continue to monitor and provide direction and guidance during the process of project work by all students.

These difficulties indicate that although PjBL has the potential to improve writing skills, its implementation requires special attention to fundamental aspects of language, development of critical thinking skills, time management, and intensive teacher support. This is in line with research conducted by Safitri Yulandari et al., (2024), which found that the difficulty in implementing PjBL in students lies with the students themselves. Most students have difficulty exploring their ideas. The results of the research are in line with the study conducted by Hidayah et al. (2021), there are several obstacles to implementing PjBL, such as the dilemma of implementing PjBL for teachers and the problem when students tend to ignore their teachers' suggestions or comments. Although implementing PjBL is good for both teachers and students, they know that the challenges in implementing PjBL do not necessarily result in better learning outcomes for students.

There are advantages and disadvantages to the Project-based learning model. The advantages are (1) Training students in solving various problems at hand. (2) Train students to have a sense of responsibility, independence, and critical thinking. (3) Creative and innovative thinking in various matters. (4) Train students to think to unite the concepts obtained in the project and to solve real problems. (5) Make students share opinions in completing the project. (6) Train students to express opinions and retell experiences that have been obtained during the learning process. The disadvantages are (1) The teacher must be able to allocate time to keep it conducive. (2) The students' lack of enthusiasm also affected the class, resulting in a less conducive class. (3) The lack of facilities and infrastructure that support learning activities with the project-based learning.

Instilling a teacher positive perception of English is interesting and fun, can also increase students engagement. Creating a comfortable learning atmosphere and reducing pressure, especially for students who may find the method or task difficult, can also help. Applying strict time discipline helps students complete tasks within the specified time limit. Through these strategies, teachers can effectively reduce the barriers students face in PjBL by improving the quality of the learning experience and the final project outcome (Sari et al., 2021).

However, PjBL also has some disadvantages, namely requiring careful time allocation from the teacher to maintain class conduciveness. It is prone to a lack of student enthusiasm, disrupting the learning atmosphere and requiring adequate facilities and infrastructure support. Therefore, effective implementation of PjBL requires careful planning, good classroom management, and proper resource support to maximise its benefits and minimise possible obstacles.

In line with research conducted by Miladia Nur Khasanah (2024), PjBL has advantages and disadvantages in its implementation. The benefits include the development of students' problem-solving skills, responsibility, independence, and critical thinking. In addition, PjBL encourages creativity, innovation, and the ability to integrate theoretical concepts with practical applications in real projects, students are also trained to collaborate, share opinions, and communicate their experience.

The Implementation of Project-Based Learning Methods by Students at Vocational School

Based on the research results showed that the students enjoyed learning English using Project Based Learning (PjBL). The PjBL learning model always motivates them to learn and learn again for the following material. In addition, vocational students are also very enthusiastic about learning English because they have a challenge to learn English and improve their competence. It is expected that after they graduate from SMK, they can work according to their field of expertise. The results of interview with students support this :

Table 1 Result of student interviews

Student' Name	Statement
Student 1	It is very challenging. We know that teachers give us complex problems to solve so that we can improve our English knowledge
Student 2	I enjoy learning english because the teacher give us more opportunities to communicate in the language
Student 3	I like that the teacher uses engaging media
Student 4	I feel nervous when the teacher asks me to speak in English
Student 5	I don't like English because I not cleaver, especially when asked to solve problems.

This research shows that project-based learning (PjBL) is generally well- received by vocational students in English language learning. The majority of students feel motivated, enthusiasitics, and challenged by this method., encouraging them to improve their English competence. They appreciate the PjBL approach, which provides complex problems to solve, opportunities to communicate in English, and the use of engaging media in real-life contexts. This reflects the success of PjBL in creating relevant and meaningful learning experiences for vocational students, especially in preparing them for the world of work.

However, this study also revealed that there are still students who feel uncomfortable with learning English, especially when asked to speak or solve problems. Nervousness, lack of confidence, and a preference for more structured traditional learning methods influence their negative perceptions. These findings highlight the importance of considering students' individual differences in designing and implementing English language learning and the need to provide additional support for students who find it difficult or lack confidence (Susanti et al., 2020)

Project-based learning (PjBL) shows several significant advantages from the student's perspective. The favorable factors of students learning have proven that the PjBL approach improves stduents'content knowledge, comtencies, skills, and motivation. In addition, students see the PjBL approach as a positive strategy to enhance their academic performance. Project-based learning (PjBL) lends itself to various collaborative learning context (Hidayah et al., 2021). PjBL creates an enjoyable and relevant learning experience, allowing students to apply knowledge in a real-world context, thus increasing motivation and deeper understanding. PjBL effectively develops essential skills suchas criticalthinking, time management, collaboration and problem-solving that are critical for academic and professional success. This approach encourages deeper learning, allowing students to understand core concepts thoroughly.

Project-based learning increases students' independence and responsibility in their learning process. PjBL also facilitates the development of creativity and innovation, allowing students to explore their ideas freely. Successful completion of the project can boost students' self-confidence. PjBL prepares students for work by developing relevant skills and providing practical experience when working on projects. The findings confirm that PjBL is a valuable learning approach that improves the quality of education and prepares students for the future (Suprayogi et al., 2021).

PjBL is essential for building skills that go beyond conventional academic knowledge. The participants showed improvements in teamwork, problem-solving, and critical thinking skills. Applying knowledge in real-world situations can give a deeper understanding of ideas. Experiential learning is essential for acquiring the skills necessary for success in the modern world of work. This suggests that PjBL not only enhances academic ability but also contributes to the holistic development of essential life skills (Korkem et al., 2024).

Project-based learning (PjBL) offers many advantages, there are some significant disadvantages based on students' perceptions. PjBL requires more time and effort than traditional learning methods, which can pressure students to complete the project within a tight time limit. The potential for stress and frustration arises when students encounter difficulties in the project, especially if they feel unsure of their abilities. Reliance on group work can lead to problems, such as unfair division of tasks or difficulties in cooperation.

Subjective assessment in PjBL may be perceived as unfair or unclear by students. Lack of focus on standardised test material may raise concerns about test preparation. Limited resources such as internet access or specialised equipment may create inequalities in the learning experience. The teacher's role as a facilitator rather than the leading information provider may not suit the preferences of some students who favour structured learning. The findings emphasise the importance of addressing these shortcomings to ensure effective and equitable implementation of PjBL for all students.

CONCLUSION

Project-based learning is implemented in several stages: starting with a challenging question, planning the project, monitoring progress, assessing the product, and evaluating the experience. The teacher facilitates students in group work, and each student can choose their role. Assessment is carried out by evaluating the product and providing feedback. Difficulties in implementing project-based learning include linguistic and cognitive challenges, such as difficulty stringing words together, choosing words, and presenting ideas clearly. Time management can also be an issue, and teachers must continue to monitor and guide students throughout the project process.

To overcome these difficulties, teachers can help students develop new ideas, provide feedback on grammar, and assist in organizing sentences. Encouragement and motivation are essential to maintain students' enthusiasm. Creating a pleasant learning atmosphere and reducing pressure can also help. Advantages of project-based learning include training students in problem-solving, responsibility, independence, and critical thinking. It encourages creativity, innovation, and collaboration. However, it requires careful time allocation from the teacher and adequate facilities and infrastructure support.

The research shows that project-based learning is generally well-received by vocational students in English language learning. They find it challenging and enjoyable, providing opportunities to communicate in English and use engaging media in real-life contexts.

However, some students may still feel uncomfortable with learning English, especially when asked to speak or solve problems. Effective implementation of project-based learning requires careful planning, good classroom management, and proper resource support to maximize its benefits and minimize possible obstacles. Teachers play a proactive role in overcoming the challenges of project-based learning implementation by providing continuous guidance and direction throughout the project process. Instilling a positive perception of English can also increase students' engagement. Creating a comfortable learning atmosphere and reducing pressure can help students who may find the method or task difficult. Applying strict time discipline helps students complete tasks within the specified time limit.

In conclusion, project-based learning offers many benefits for students, including the development of problem-solving skills, responsibility, independence, and critical thinking. However, it requires careful planning, good classroom management, and proper resource support to maximize its benefits and minimize possible obstacles. Teachers play a crucial role in overcoming the challenges of project-based learning implementation by providing continuous guidance and direction throughout the project process.

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