

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

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.