

ABSTRAK

WINI WIDIA WATI. 2026. "EXPLORING THE TEACHERS' PERCEPTION OF PROJECT-BASED LEARNING IN ENGLISH LANGUAGE TEACHING". *Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.*

Penelitian ini bertujuan untuk mengeksplorasi persepsi guru terhadap manfaat dan tantangan dalam mengimplementasikan project-based learning dalam pembelajaran bahasa Inggris di salah satu sekolah menengah pertama di Tasikmalaya. Penelitian ini menggunakan desain descriptive case study untuk memperoleh pemahaman yang mendalam mengenai pengalaman guru dalam menerapkan project-based learning di kelas. Partisipan penelitian ini terdiri dari dua guru bahasa Inggris yang memiliki pengalaman dalam menerapkan project-based learning dalam kegiatan pembelajaran. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa guru memiliki persepsi positif terhadap penerapan project-based learning dalam pembelajaran bahasa Inggris. Dari segi manfaat, project-based learning mendukung perkembangan self-regulated learning siswa, yang tercermin melalui meningkatnya self-motivation, problem-solving skills, self-monitoring, self-evaluation dan social competence siswa selama proses pembelajaran. Selain itu, project-based learning juga berkontribusi terhadap peningkatan kosakata siswa, yang terlihat dari bertambahnya penguasaan kosakata dan meningkatnya kesadaran terhadap ejaan kata melalui aktivitas proyek yang bermakna. Namun demikian, beberapa tantangan juga ditemukan dalam penerapan project-based learning. Tantangan tersebut meliputi 1) kesulitan terkait aspek kebahasaan; 2) manajemen waktu; 3) kecemasan berbicara. Secara keseluruhan, hasil penelitian ini menunjukkan bahwa project-based learning dapat memberikan pengalaman belajar yang bermakna serta meningkatkan keterlibatan siswa dalam pembelajaran bahasa Inggris. Namun, penerapannya memerlukan perencanaan yang matang, pengelolaan waktu yang baik, serta lingkungan kelas yang suportif agar dapat mengurangi kesulitan bahasa dan kecemasan berbicara yang dialami siswa.

Kata kunci: manfaat, pembelajaran bahasa Inggris, persepsi guru, project-based learning, tantangan.

ABSTRACT

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This study aims to explore teachers' perceptions of the benefits and challenges of implementing project-based learning in teaching English at a junior high school in Tasikmalaya. This research employed a descriptive case study design to gain an in-depth understanding of teachers' experiences in implementing project-based learning in the classroom. The participants of this study were two English teachers who had experience applying project-based learning in their teaching practice. The data were collected through semi-structured interviews and analyzed using thematic analysis. The findings revealed that teachers perceived several benefits of implementing project-based learning in English language teaching. First, project-based learning supported the development of students' self-regulated learning, which was reflected in students' self-motivation, problem-solving skills, self-monitoring, self-evaluation, and social competence. Second, project-based learning contributed to students' vocabulary improvement, including students' vocabulary enrichment and improving spelling through meaningful project activities. However, several challenges were also identified in the implementation of project-based learning. These challenges included students' difficulties in 1) difficulties regarding language aspects; 2) time management; and 3) speaking anxiety. Overall, the findings indicate that project-based learning provides meaningful learning experiences and promotes active student engagement in English language learning. Nevertheless, its successful implementation requires careful planning, adequate time allocation, and supportive classroom environments to address students' language difficulties and reduce speaking anxiety.

Keywords: benefits, English language learning, project-based learning, teachers' perception, challenges.