

**PROJECT-BASED LEARNING INTEGRATED WITH TECHNOLOGY:
CLASSROOM IMPLEMENTATION AND STUDENTS' PERCEPTIONS
IN VOCATIONAL HOSPITALITY ENGLISH CLASSES**

By

Made Dina Martini Putri, NIM. 1912021098

English Language Education Study Program

ABSTRACT

This study investigates the implementation of the Project-Based Learning (PjBL) model within the English curriculum for twelfth-grade Hospitality Accommodation students at SMK Negeri 1 Seririt, alongside an analysis of student perceptions regarding the learning experience. Employing a sequential exploratory mixed-method design, qualitative observational data were collected across sixteen sessions to evaluate instructional practices against the Gold Standard PjBL framework, while quantitative survey data were gathered from 135 student respondents to assess learner perceptions through Robbins and Judge's perception model. The observational findings indicate that the teacher successfully structured project activities around authentic hospitality scenarios, incorporating digital technology integration and differentiated output formats across proficiency groups. However, certain elements namely sustained inquiry, student voice and choice, and public product dissemination remained partially constrained within functional classroom boundaries rather than reaching the ideal Gold Standard breadth. Quantitative results demonstrate that students perceived the PjBL implementation very positively across all evaluated dimensions, with the highest scores recorded in the interpretation stage. In particular, students recognized the motivational value of presenting project outcomes and valued the relevance of PjBL to their communicative development, though moderate variation was observed regarding the direct reflection of speaking proficiency.

Keywords: Project-Based Learning, Hospitality Accommodation, Speaking Skills, Student Perception, Vocational High School.

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Oleh

Made Dina Martini Putri, NIM 1912021098

Program Studi Pendidikan Bahasa Inggris

ABSTRAK

Penelitian ini mengkaji penerapan model Project-Based Learning (PjBL) dalam kurikulum bahasa Inggris untuk siswa kelas XII Jurusan Akomodasi Perhotelan di SMK Negeri 1 Seririt, serta menganalisis persepsi siswa terhadap pengalaman belajar tersebut. Menggunakan desain metode campuran eksploratif sekuensial (sequential exploratory mixed-method), data observasi kualitatif dikumpulkan selama enam belas sesi untuk mengevaluasi praktik pembelajaran terhadap kerangka Gold Standard PjBL, sementara data survei kuantitatif dikumpulkan dari 135 responden siswa untuk menilai persepsi pembelajar melalui model persepsi Robbins dan Judge. Temuan observasi menunjukkan bahwa guru berhasil merancang kegiatan proyek yang berpusat pada skenario perhotelan otentik, dengan mengintegrasikan teknologi digital serta format keluaran yang terdiferensiasi sesuai tingkat kemampuan siswa. Kendati demikian, elemen-elemen tertentu seperti inkuiri berkelanjutan (sustained inquiry), kebebasan dan pilihan siswa (student voice and choice), serta publikasi produk untuk khalayak umum masih terbatas di dalam batasan ruang kelas fungsional dan belum mencapai cakupan ideal Gold Standard. Hasil kuantitatif menunjukkan bahwa siswa memiliki persepsi yang sangat positif terhadap penerapan PjBL di seluruh dimensi yang dievaluasi, dengan skor tertinggi tercatat pada tahap interpretasi. Secara khusus, siswa menyadari nilai motivasi dari pemaparan hasil proyek serta menghargai relevansi PjBL terhadap perkembangan kemampuan komunikasi mereka, meskipun terdapat variasi tingkat sedang mengenai pencerminan langsung terhadap keterampilan berbicara.

Kata Kunci: *Project-Based Learning, Perhotelan, Keterampilan Berbicara, Persepsi Siswa, SMK.*