

## ABSTRAK

Dzikra, K 2026. Persepsi Siswa terhadap Pelaksanaan Pembelajaran Berbasis Proyek dalam Pembelajaran Menulis di SMPS Anugerah. Skripsi. Tanjungpinang: Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing I: Assist. Prof. Rona Elfiza, S.Pd., M.Pd. Pembimbing II: Dewi Nopita, S.Pd., M.Pd.

**Kata kunci:** Persepsi Siswa, Project Based Learning, Pembelajaran Menulis

Penelitian ini membahas persepsi siswa terhadap penerapan Project Based Learning (PjBL) dalam pembelajaran menulis Bahasa Inggris di tingkat sekolah menengah pertama. Penelitian ini bertujuan untuk mengetahui bagaimana persepsi siswa terhadap penggunaan Project Based Learning serta pengaruhnya terhadap motivasi, kemampuan menulis, dan kepercayaan diri siswa. Penelitian ini menggunakan metode deskriptif kualitatif dengan subjek penelitian sebanyak delapan siswa kelas VIII di SMPS Anugerah yang dipilih menggunakan teknik total sampling. Data penelitian dikumpulkan melalui wawancara semi-terstruktur dan kuesioner sebagai instrumen pendukung. Data dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki persepsi positif terhadap penerapan Project Based Learning dalam pembelajaran menulis. Siswa merasa bahwa pembelajaran menulis melalui proyek lebih menarik, menyenangkan, dan bermakna dibandingkan pembelajaran konvensional. Selain itu, Project Based Learning mampu meningkatkan motivasi belajar siswa, membantu pemahaman proses menulis secara bertahap, serta meningkatkan kemampuan menulis, terutama dalam pengembangan ide, penggunaan kosakata, dan penyusunan kalimat. Pembelajaran berbasis proyek juga meningkatkan kepercayaan diri siswa melalui kegiatan diskusi dan kerja kelompok, meskipun masih ditemukan beberapa kendala seperti keterbatasan kosakata dan pengelolaan waktu. Oleh karena itu, dapat disimpulkan bahwa Project Based Learning merupakan pendekatan pembelajaran yang efektif dalam pembelajaran menulis Bahasa Inggris.

## ABSTRACT

Dzikra, K 2026. The Students' Perception of the Implementation of Project Based Learning in Learning Writing at SMPS Anugerah. Skripsi. Tanjungpinang: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji. Advisor I: Assist. Prof. Rona Elfiza, S.Pd., M.Pd. Advisor II: Dewi Nopita, S.Pd., M.Pd.

**Keywords:** Students' Perception, Project Based Learning, Learning Writing.

This study discusses students' perceptions of the implementation of Project Based Learning (PjBL) in learning English writing at the junior high school level. The aim of this study was to investigate students' perceptions toward the use of Project Based Learning and its influence on students' motivation, writing ability, and confidence. This research employed a descriptive qualitative method involving eight eighth-grade students of SMPS Anugerah selected through total sampling. The data were collected through semi-structured interviews and questionnaires as supporting instruments. The data were analyzed through data reduction, data display, and conclusion drawing. The findings revealed that most students had positive perceptions toward the implementation of Project Based Learning in learning writing. Students perceived that learning writing through projects was more interesting, enjoyable, and meaningful than conventional learning. Furthermore, Project Based Learning was found to increase students' learning motivation, enhance their understanding of the writing process, and improve their writing skills, particularly in idea development, vocabulary use, and sentence construction. Project-based learning also increased students' confidence through collaborative activities and group discussions, although some challenges such as limited vocabulary and time management were still encountered. In conclusion, Project Based Learning can be considered an effective learning approach for teaching English writing.