ABSTRACT

Simanullang, Elfrida, Registration Number: 2222421013, The Implementation of the Project-Based Learning Model in Teaching Descriptive Texts to Seventh Grade Junior High School Students, A thesis, English Educational Program, aculty of Languages and Arts, State University of Medan, 2026.

This research intends to: (1) examineanalyze the implementation of Project Based Learning in teaching descriptive texts to seventh grade students and (2) recognize the supporting and inhibiting factors in its implementation. This study employed a descriptive qualitative design. Data were gathered via observations, interviews, and document. The subject of this study was an English teacher of seventh grade at UPT SMPN 29 Medan.The findings of the study indicate that: (1) Project-Based Learning was implemented through the stages of project determination, planning, scheduling, implementation, presentation, and evaluation; however, it was not yet optimal as the learning process tended to be teacher-centered, students' independence was limited, and students' language ability, particularly in vocabulary mastery and sentence construction, was still low; and (2) the supporting factors included the teacher's role as a facilitator, students' collaboration, and the availability of learning media, while the inhibiting factors included limited language ability, differences in students' abilities, limited time, and the lack of reflection activities.

Keywords: Project-Based Learning, descriptive text, learning implementation, qualitative research

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