CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teaching is a process of interaction between teachers and students (Tyson in Mustofa, 2023). This process is not merely a one way transfer of information, but involves the active participation of both parties so that learning can take place in a meaningful way. Schoenfeld (2023) describes teaching as the act of giving instructions aimed at guiding the student's learning process, while Charalambous and Praetorius (2023) view teaching as a series of interrelated ideas and actions. In practice, teaching generally takes place in several stages, from planning and implementation to evaluation. In the planning stage, teachers set learning objectives, select methods and materials that suit students' needs, and design learning activities. In the implementation stage, teachers deliver material, give instructions, build interactions, and facilitate classroom activities. The evaluation stage is carried out to assess students' understanding and reflect on how to improve future learning.

The entire process is complex because teachers often face challenges such as differences in student abilities, limited time and reources, and a lack of desire to learn. These challenges highlight the need to adjust learning strategies, particularly by implementing methods that actively engage students and provide hands-on learning experiences, so that learning does not solely depend on teacher explanations. In this situation, teachers must be adaptable and capable to make

quick decisions. Khanh (2024) points out that teachers assume multiple function, such as controller, assessor, manager, and facilitator, all of which are important in creating active and conducive learning. With these diverse function, the teaching process in each subject requires an approach that is appropriate to the characteristics of the field, including in English language teaching.

In teaching English, teachers need to adjust their learning strategies so that students not only understand the material, but are also able to use the language actively. Language learning requires activities such as practice, interaction, and exploration of language in real situations. Candrawati and Purbani (2025) explain that teachers often have to modify learning methods and media to suit the conditions of their students, especially when learning resources are limited. A simple yet relevant approach has proven effective in building students' understanding gradually. Zein (2020) also emphasize that language skills need to be taught with consideration for the social and cultural context of students so that learning is easier to understand.

In Indonesia, English has been established in the national curriculum as a subject that is taught across severall levels from elementary school to university. According to Law Number 20 of 2002 related to the National Education System, the curriculum is a set of plans and regulations regarding the objectives, content, and subject matter as guidelines for the implementation of learning, and the curriculum serves as a guideline that regulates the objectives, content, and subject matter at each level of education. Through this curriculum, English is required to be taught in order to equip students with the ability to communicate and

comprehension of the global language. At the junior high school stage, students are exposed to diffrent types of texts such as recount, narrative, and descriptive texts, which aim to develop language abilities in meaningful contexts. Within the framework of the Merdeka Curriculum, descriptive text is one of the important materials that seventh grade students must master. This text functionto providec clear desriptions of people, places, or objects clearly so that students to graps the component of identification and description and be able to select relevant details. Conistent with the goals of the Merdeka curriculum, learning is expected to promoted deep learning, in wich emphasizes meaningful understanding, active student engagement, and the development of critical and reflective thinking abilities.

In accordance with the emphasizes on deep learning, it is important for seventh graders to learn descriptive text, because at this level they begin to acquire the basic skills to describe objects in a coherent manner as a foundation for reading and writing skills at the next level. In addition to introducing text organization patterns, this material also trains students to choose the right vocabulary, observe the characteristics of objects, and convey information systematically. This is supported by the findings of Nuralisaputri (2023), which state that seventh-grade students are still in the early stages of developing their ability to understand and produce descriptive texts, so targeted learning is needed so that they can identify important details and use linguistic elements appropriately. In line with this, research by Rudianto et al. (2025) confirms that the ability to describe objects in a clear and organized way is a basic literacy skill that must be mastered at the beginning of

junior high school because it is a prerequisite for understanding other types of texts in subsequent grades.

However, in practice, learning through descriptive text learning has not been fully effective. Based on the findings of Nuralisaputri (2023), students in seventh grade still have difficulty choosing descriptive vocabulary, determining the right details, and understanding how to present information in texts. Classroom environment that are still dominated by teacher centered methods also make students passive and less involved in the learning process. These problems indicate the need for a learning approach that provides space for students to actively participate and be directly involved in the process of observation and information gathering.

One a that suits these requirements is Project Based Learning. This model provides opportunities for students to work on projects that require investigation, discussion, and production of work. Khulel (2022) argues that Project Based Learning encourages students to think critically, collaborate with peers, and produce real products that are relevant to their lives. Rusmana and Akbar (2017), whose study was continued in a 2022 study, elaborate that Project-Based Learning supports a learning process that takes place in several stages and is oriented towards collaborative activities so that students can build understanding gradually. Recent research by Rahmazunita et al. (2025) shows that the implementation of Project Based Learning can increase student engagement and help them understand the material because they are actively involved in activities such as observation, grouping information, and compiling final products. Thus, Project Based Learning

is a potential learning model to help students understand the structure and content of descriptive text through contextual, creative, and meaningful project activities.

Preliminary data in this study were obtained based on the author's initial observations during the implementation of the second Teaching Practicum (PLP II) at UPT SMPN 29 Medan. Based on brief and informal discussions with the English teacher, the researcher obtained that the Project Based Learning model is use in teaching descriptive text in the seventh grade. This information was obtined from the teacher's explanation regarding the learning model applied and the material being taught. The relevant excerpt of the informal discussion is presented below:

R: In your English teaching, what learning model do you usually use?

T: I use Project Based Learning.

R: In which grade and for what material is the model applied?

T: I apply it in Grade VII for descriptive text material.

However, based on initial discussion, sufficient information regarding how Project Based Learning is implemented in detail during the learning process have not been gathered yet. Therefore, further research is needed systematically examine the implementation of Project Based Learning in teaching descriptive text. The preliminary data were obtained through an informal discussion with the English teacher, and the complete transcript is provided in the appendix. Previous studies have shown that Project Based Learning is a learning model that can increase

student engagement and learning outcomes. This model is considered effective because it provides opportunities for students to learn actively, creatively, and collaboratively through project-based activities that are relevant to real life contexts.

One relevant study was conducted by Kartika et al. (2020) shows that the implementation of Project Based Learning can increase students' creativity, courage in expressing ideas, and cooperation in the writing process. Project-based learning makes writing activities more interesting and meaningful because students are directly involved in the planning, writing, and final production stages. However, this study still discusses writing skills in general and does not specifically examine the use of PBL in descriptive text learning.

Similar results were also found by Zhang and Ma (2023), who analyzed more than forty studies related to Project Based Learning from various levels of education. The meta-analysis confirmed that Project Based Learning has a positive impact on improving students' conceptual understanding, critical thinking skills, and learning motivation. These findings further strengthen the position of Project Based Learning as an effective and relevant learning model for modern learning. However, the study did not mention how Project Based Learning is applied in English learning at the junior high school level, particularly in mastering descriptive texts.

Meanwhile, research by Almulla (2020) highlights how Project Based Learning can increase student engagement during the learning process. Through SEM analysis, this study shows that Project Based Learning encourages

collaboration, reflection, and authentic learning that makes students more socially and emotionally active. Although the study was conducted at the higher education level, these findings still show that Project Based Learning can create a more lively and meaningful learning environment, a condition that is also needed in English language learning in junior high schools.

Research by Sholihah (2020) also shows the effectiveness of Project Based Learning in improving writing skills. Students become more confident and freer to explore ideas because the projects require them to develop their writing gradually and collaboratively. Interaction within the group also helps enrich ideas and improve the quality of the final paper. Although conducted at the university level, the results of this study are still relevant because they show that Project Based Learning supports the development of writing skills through structured and meaningful learning.

Another study by Kartikasari (2020) found that the implementation of Project Based Learning through vlogging can improve junior high school students' speaking skills, confidence, and creativity. The video recording process provides space for students to practice independently and reflect on the mistakes they make. The activity of making vlogs also encourages students to apply English in real contexts that they design themselves. Although this study focuses on speaking skills, the findings confirm that Project Based Learning can increase student engagement and motivation in English language learning.

Positive results in writing skills were also found by Ekawati (2021), who applied Integrated Project Based Learning to vocational high school students. This

study shows that students can write better when the projects given are directly related to their experiences or areas of expertise. Students become more motivated because the writing they produce is connected to real-life contexts. This project-based learning also enables students to learn to work together, discuss, and improve their writing collectively.

In addition, research conducted by Arbi (2023) specifically discusses the implementation of Project Based Learning in descriptive text learning at MTS Al-Ihsan Krian. The results of the study show that students find it easier to understand text structure and are more motivated in the learning process when learning is done through projects. Learning becomes more-lively, and students are more courageous in participating in discussions and presentations. However, this study focuses more on student satisfaction and does not describe in detail how teachers plan and assess project-based learning.

Improvements in writing skills through Project Based Learning are also evident in the research by Friska et al. (2025). Through two cycles of classroom action research, they found a significant improvement in the quality of students' writing after participating in project-based learning. Students became more confident, more creative, and more active in each stage of learning. These findings show that Project Based Learning not only helps students with the technical aspects of writing but also increases their motivation and participation during the learning process.

Furthermore, research by Aldiansyah et al. (2024) comparing Project Based Learning classes and classes using conventional methods shows that students who learn through Project Based Learning experience a more significant improvement

in writing skills. In addition to better writing results, students who participated in Project Based Learning were also more active and confident in expressing their ideas. This shows that Project Based Learning provides space for students to discover and develop their writing skills more naturally.

Other studies highlighting Project Based Learning in descriptive text learning also show that projects can help students understand text structure more clearly, especially when they produce products that are relevant to the material. These findings further reinforce that Project Based Learning has great potential for implementation in English language learning, especially in material related to writing skills.

Based on all of these research, it can be concluded that Project Based Learning consistently has a positive impact on students' creativity, motivation, engagement, and language abilities. However, most studies still focus on the general implementation of Project Based Learning, and few describe in detail how this model is applied in teaching descriptive texts to seventh-grade junior high school students. Therefore, this study was conducted to fill this gap by examining how teachers implement the Project Based Learning model in teaching descriptive texts in class VII-2 at UPT SMPN 29 Medan covering planning, implementation, and assessment as well as to show how this model can create a more active, contextual, and meaningful learning atmosphere as reflected in the title of this study, "**The Implementation of the Project Based Learning Model in Teaching Descriptive Text To Seventh Grade Junior High School Students**".

1.2 Problem of the Study

Based on the background of the problem above, the research questions in this study are as follows:

1. How is the project based learning model implemented in teaching descriptive text to seventh-grade junior high school students?
2. What are the supporting and inhibiting factors in the implementation of project based learning models in teaching descriptive text?

1.3 The Objective of the Study

Based on the above problem formulation, the objectives of this study are as follows:

1. To analyze the implementation of project-based learning models in teaching descriptive text to seventh-grade junior high school students.
2. To analyze the supporting and inhibiting factors in the implementation of project-based learning models in teaching descriptive text.

1.4 The Scope of the Study

The scope of this study is to analyze the implementation of Project-Based Learning in teaching descriptive texts to seventh-grade students at UPT SMPN 29 Medan Junior High School.

1.5 The Significances of the Study

1.5.1 Theoretical Benefits

The theoretical benefits of this research are that the results can be used as a basis for further implementation of the project based learning model, and this

research can also become scientific knowledge in the field of English education, specifically in the teaching of descriptive texts.

1.5.2 Practical Benefits

a. For students, this research is useful for improving their understanding of descriptive text material.
b. For teachers, this research is useful as input for teachers to use the appropriate learning model and interesting learning media.
c. For schools, this research is useful in providing alternative effective learning models, such as the project-based learning model for teaching descriptive texts.
d. For future researchers, this research is useful as a comparison and reference and adds insight into the project-based learning model.

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