

ABSTRACT

Zai, Asnini, J. *An Analysis of Problem Based Learning Implementation in Seventh Graders' Presentation Skill at SMP Negeri 2 Mandrehe Barat.*

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This study aims to analyze the implementation of the Problem-Based Learning (PBL) model in improving the presentation skills of seventh-grade students at SMP Negeri 2 Mandrehe Barat. This research employs a descriptive qualitative method involving one English teacher and thirty-six seventh-grade students. Data were collected through observation, interviews, and documentation. The findings show that the PBL model was implemented through five main stages: problem orientation, organizing students for problem analysis, guiding individual or group investigations, developing and presenting results, and reflecting on and evaluating the problem-solving process. Throughout the learning process, students actively participated in group discussions, identified real-world problems, and presented their ideas using descriptive text as the learning material. The results indicate that PBL effectively enhanced students' presentation skills, as measured by seven key indicators: confidence, presentation structure, language use, intonation and articulation, audience interaction, use of visual aids, and time management. Improvements were evident in students' confidence in public speaking, the clarity and structure of their material and presentation delivery, and their ability to manage presentation time efficiently. However, several obstacles were also identified, such as the teacher not fully implementing PBL procedures due to an incomplete teaching module. This study concludes that Problem Based Learning is a beneficial instructional model for developing students' presentation skills.

Keywords: Problem Based Learning, Presentation Skill

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Penelitian ini bertujuan untuk menganalisis penerapan model pembelajaran berbasis masalah (Problem-Based Learning/PBL) dalam meningkatkan keterampilan presentasi siswa kelas VII di SMP Negeri 2 Mandrehe Barat. Penelitian ini menggunakan metode deskriptif kualitatif dengan melibatkan satu orang guru Bahasa Inggris dan tiga puluh enam siswa kelas VII. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa model PBL diterapkan melalui lima tahapan utama, yaitu: orientasi masalah, mengorganisasi siswa untuk analisis masalah, membimbing penyelidikan individu atau kelompok, mengembangkan dan menyajikan hasil, merefleksikan dan mengevaluasi proses pemecahan masalah selama proses pembelajaran, siswa terlibat aktif dalam diskusi kelompok, mengidentifikasi permasalahan nyata, dan mempresentasikan ide-ide mereka dengan menggunakan materi teks deskriptif. Temuan menunjukkan bahwa PBL secara efektif meningkatkan keterampilan presentasi siswa secara signifikan, ditinjau dari tujuh indikator utama keterampilan presentasi: kepercayaan diri, struktur presentasi, penggunaan bahasa, intonasi dan artikulasi, interaksi dengan audiens, penggunaan alat bantu visual, dan manajemen waktu. Peningkatan terlihat pada keberanian siswa dalam berbicara di depan umum, penyampaian materi dan hasil presentasi yang lebih terstruktur dan jelas, serta kemampuan mereka dalam mengelola waktu presentasi secara efisien. Namun, beberapa kendala seperti guru belum sepenuhnya menerapkan prosedur PBL karena modul ajar kurang lengkap juga ditemukan. Penelitian ini menyimpulkan bahwa pembelajaran berbasis masalah merupakan model pembelajaran yang bermanfaat dalam mengembangkan keterampilan presentasi siswa.

Kata Kunci: Pembelajaran Berbasis Masalah, Keterampilan Presentasi