

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Teaching English is one that implemented subject used in *Kurikulum Merdeka* at SMP Negeri 2 Mandrehe Barat that should cover learning model. There are learning model that used by teacher such as Project Based Learning (PjBL) model, Discovery Learning model, Collaborative learning model and Problem Based Learning (PBL) model.

According to Kemdikbud (2022) defined that through PBL model, students not only learn to solve problems but also practice effective communication skills, especially in organizing and delivering presentations. Supported by Ramadhani et al., (2024) defined that Problem-Based Learning (PBL) is a learning model that involves presenting problems to students, requiring them to solve these problems to acquire new knowledge for problem-solving. The provision of problems is expected to enhance students' curiosity in learning, enabling them to discover answers independently., Based on the statements, Problem-Based Learning (PBL) is a learning model that emphasizes presenting problems to encourage students to acquire new knowledge in order to solve them. Through this approach, students are expected to become more motivated and curious, enabling them to find answers independently. In addition, PBL also helps develop effective communication skills, especially in organizing and delivering presentations well.

This study focuses on seventh-grade students at SMP Negeri 2 Mandrehe Barat to analyze the implementation of the Problem-Based Learning (PBL) model in presentation skills. In the teaching module, a teacher is expected to master the learning model in teaching English, particularly presentation skills, using the PBL model for descriptive text material. In other words, students are expected to master presentation skills through Problem-Based Learning (PBL). The expectations of this study are supported by Nurbaeti (2021) explained that teachers must be able to master the PBL learning model to

improve students' learning outcomes in English. In addition, Afifah et al., (2024) expressed that the implementation of the PBL model in English learning requires teachers to enhance students' presentation skills and increase their interest in learning.

However, based on field observations, the researcher found several issues. First, although the teacher has implemented the PBL model in English learning, seventh-grade students at SMP Negeri 2 Mandrehe Barat are still unable to master the PBL model. Second, after reviewing the school's teaching module, it was found that the PBL steps implemented do not follow the correct PBL procedures. As a result, students have low confidence when speaking in front of the class, make mistakes in organizing ideas, lack interaction with the audience, and have low motivation to learn.

Based on these issues, the researcher intend to analyze the implementation of Problem-Based Learning (PBL) in SMP Negeri 2 Mandrehe Barat, specifically in seventh grade, using descriptive qualitative research method. said that qualitative research method is an investigative approach where researchers generally collect data by meeting face-to-face and interacting with people at the research site. Descriptive qualitative research is a research method that aims to describe and interpret the characteristics of a phenomenon or experience in a natural setting using non-numerical data. Through this approach, the researcher analyzes how the implementation of PBL model in presentation skill through the stages of observation, interviews, and documentation, so that the description of the implementation PBL model and presentation skill can be described in detail.

Based on the above problems, the researcher propose the following research title **“An Analysis of Problem Based Learning Implementation in Seventh Graders’ Presentation Skill at SMP Negeri 2 Mandrehe Barat.”**

1.2 Focus of the Research

Based on the background above, the focus of this research is how to analysis of problem based learning implementation in seventh graders’ presentation skill at SMP Negeri 2 Mandrehe Barat.

1.3 Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problems namely:

- 1.3.1 How is the Problem-Based Learning (PBL) model implemented by English teachers in teaching presentation skills to seventh grade students at SMP Negeri 2 Mandrehe Barat?
- 1.3.2 What are the obstacles experienced by English teachers in the implementation of Problem-Based Learning (PBL) in teaching presentation skills in learning English?

1.4 Objectives of the Research

The objectives of this research is:

- 1.4.1 To describe how the Problem-Based Learning (PBL) model is implemented by English teachers in teaching presentation skills to seventh-grade students at SMP Negeri 2 Mandrehe Barat.
- 1.4.2 To identify the obstacles experienced by English teachers in the implementation of Problem-Based Learning (PBL) in teaching presentation skills in learning English.

1.6 Significance of the Research

The significance of the research are:

1.6.1 Theoretical Benefits

This research contributes to academic knowledge by enriching the literature on the implementation of Problem-Based Learning (PBL) model as a teaching strategy. It provides insights into the effectiveness of PBL in enhancing students' presentation skills, particularly at the junior high school level.

1.6.2 Practical Benefits

The practical benefits are:

1.6.2.1 For Researchers

This study expands knowledge on Problem-Based Learning (PBL), especially its impact on students' presentation skills, offering new insights for further research in education.

1.6.2.2 For Teachers

This study provides practical guidance on implementing PBL to enhance students' communication skills and address challenges in its application.

1.6.2.3 For Students

PBL helps students improve presentation skills, critical thinking, and problem-solving while making learning more engaging and meaningful.

1.6.2.4 For University of Nias

The research supports teaching strategies, curriculum development, and teacher training, promoting innovative learning methods to enhance student engagement and communication skills.

1.6.2.5 For Future Research

This study serves as a foundation for further research on PBL's impact on speaking fluency, confidence, and proficiency, as well as its application in different subjects and grade levels.