

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Problem Based Learning

a. Definition of Problem Based Learning

Based on Permendikbud Number 22 of 2016 on Process Standards, the implementation of Curriculum 2013 in Junaidi (2020) defined that curriculum used three main learning models aimed at developing scientific behavior, social skills, and curiosity. One of the models applied is Problem-Based Learning (PBL), which focuses on solving real-world problems as a means of learning.

Problem-Based Learning (PBL) is a learning model in which in the process learners are faced with into a real problem that has ever experienced by students. Widiaworo (2018:149) in Ardianti et al., (2021) argued that problem-based learning model is a teaching and learning process that presents a contextual problem so that students are stimulated to learn. In addition, Jin et al., (2023) defined that PBL is a student-centered education approach in the teaching of knowledge. Under the guidance of teachers, students independently collect data around problems, find and solve problems, and cultivate students' autonomous learning ability and innovation ability. Supported by Savery, (2019) said that Problem-Based Learning (PBL) is a learning approach that focuses on solving complex real-world problems and enables students to develop critical thinking skills and problem-solving skills. PBL encourages students to work in groups to explore problems, design solutions, and apply their knowledge in a real context. Then, supported by (Lidinillah, 2018) in (Ardianti et al., 2021) emphasized that the PBL is an approach to learning that involves real-world problems as a context for thinking, so that students develop skills and the ability to think critically in solving problems in order to acquire knowledge and concepts related to the subject matter being discussed. Demondtrated by Vanderlinde, et al. (2022)

mentioned that PBL is a constructivist approach that allows students to actively acquire knowledge by identifying problems, seeking solutions, and evaluating the results achieved. It integrates various disciplines and encourages students to work collaboratively.

Based on the definitions, PBL is a learning approach that focuses on solving real complex problems, which allows students to learn actively, critically, and collaboratively. In PBL, students are given a problem that has no immediate solution, so they must work in groups to gather information, formulate hypotheses, and develop solutions. This approach not only improves students' conceptual understanding but also strengthens critical thinking, analytical, and cooperation skills. Through PBL, students can apply the knowledge gained in a real-world context, which makes it more relevant and applicable in professional life.

b. Characteristics of Problem Based Learning

According to Arends (2012:398) in (Ardianti et al., 2021) explained that the characteristics of problem-based learning model are as follows:

- a. The problem posed is in the form of problems in the real world life.
- b. Learning has interdisciplinary between disciplines.
- c. Learning done by learners is an authentic investigation and in accordance with the scientific method.
- d. The product produced can be in the form of real work or demonstration of the problem solved to be publicized by learners.
- e. Learners work together and motivate each other.

In addition, Ibrahim (2012) in (Ramadhani et al., 2024) explained that the characteristics of problem-based learning model are as follows:

- a. Adjusted to the conditions of the learners, meaning that the problems should be based on the last understanding that the learners possess.
- b. Related to the English that the learners will study, meaning that in solving problems or carrying out activities, learners should be directed to understand the related material.

- c. Having answers/solutions that require explanation, meaning that the solutions demand learners to provide sufficient reasoning to justify their answers.
- d. Exciting and challenging.
- e. Not too difficult, meaning to avoid giving problems that cannot be solved by the learners even with adequate assistance.
- f. Not boring, meaning to avoid giving problems that can be solved without any assistance at all.

Based on the statements, the characteristics of Problem Based Learning are:

- a. The problem posed is in the form of problems in the real world life so that students can make questions related to the problem and find various solutions in solving the problem.
- b. Learning has interdisciplinary between disciplines so that students can solve problems from various subject perspectives.
- c. Learning done by learners is an authentic investigation and in accordance with the scientific method.
- d. Learners work together and motivate each other regarding the problem solved so that they can develop social skills learners.
- e. Exciting and challenging, meaning that the problems can be solved with the help of the teacher at the beginning of the solution process and gradually reduce that assistance.

c. The Function of Problem Based Learning

Rahyubi (2023: 245) in (Ramadhani et al., 2024) stated that the function of PBL are students learn how to construct a problem framework, organize and investigate problems, collect and analyze data, compile facts, and build arguments to obtain information and develop an understanding of various topics related to problem-solving. This process is carried out individually or in groups to solve problems. Apart from that, Hmelo-Silver et al. (2012: 307) in (Purwanto et al., 2016) defined that the function of Problem-Based Learning as a set of teaching models that use problems as

the focal point for developing problem-solving skills, subject matter knowledge, and self-regulation.

Based on the perspectives, the function of problem-based learning (PBL) as a learning method that teaches students how to construct a problem framework, organize and investigate issues, collect and analyze data, compile facts, and build arguments to obtain information and develop an understanding of various topics related to problem-solving. This process can be carried out individually or in groups. Additionally, PBL serves as a teaching model that uses problems as the central focus for developing problem-solving skills, subject matter knowledge, and students' self-regulation.

d. The Purpose of Problem Based Learning

The purpose of problem based learning are:

Hartata (2019) defined that the purpose of Problem-Based Learning (PBL) is a learner-centered pedagogy in which students learn about a subject within the context of complex, multifaceted, and realistic problems (not to be confused with project-based learning). The goal of Problem-Based Learning (PBL) is to help students develop flexible knowledge, effective problem-solving skills, self-directed learning, effective collaboration skills, and intrinsic motivation.

Likewise, Arends (2012:398) in (Ardianti et al., 2021) said that the purpose of Problem-Based Learning is designed to help students develop the skills to navigate real-life situations and learn about adult roles.

Based on the statements, the purpose of PBL is to prepare students with essential skills for professional life by solving real-world problems, enhancing their engagement and understanding in learning, and developing critical, creative, and collaborative skills relevant to challenges in the professional world. Problem-Based Learning (PBL) is a student-centered learning approach that places students in the context of complex and diverse real-world problems. PBL is to develop flexible knowledge, effective problem-solving skills, self-directed learning, collaboration

abilities, and intrinsic motivation. Additionally, PBL is designed to help students navigate real-life situations and understand their roles as adults in society.

e. The Influence of PBL Implementation

Junaidi (2020) emphasized that PBL positively impacts presentation skills because students are often required to present the findings or solutions to the problems they have solved in groups. This process encourages students to refine their communication skills, including presenting ideas clearly and effectively. PBL also strengthens critical thinking skills, which are crucial when structuring and presenting strong arguments. Demonstrated by Zhang, et al. (2020) mentioned that PBL has a significant impact on improving students' presentation skills. With group discussions and presentations of problem-solving outcomes, students not only develop technical skills but also increase their ability to confidently convey information. This experience enables them to learn how to present complex information in an understandable way.

Moreover, Shalaby (2021) explained that in PBL presentation skills improve because students are involved in presenting their solutions to an audience, both formally and informally. PBL encourages students to practice presentations in various settings, which helps them build public speaking skills, adapt to the audience, and manage presentation time efficiently. Apart from that Vanderlinde, et al. (2022) stated that PBL positively influences students' presentation skills because the problem-solving process involves discussions and presenting ideas to classmates. Additionally, PBL allows students to develop the interpersonal skills necessary for group presentations and collaboration. Public speaking skills are further enhanced when students have to present their group work clearly and persuasively.

Based on the statements, PBL has a positive influence on students' presentation skills. In PBL, students actively engage in group discussions and present their problem-solving outcomes, which helps them refine their

communication skills, critical thinking, and the ability to structure and deliver strong arguments. Additionally, the experience of presenting in various contexts enhances students' confidence, public speaking skills, adaptability to different audiences, and effective time management during presentations. PBL also strengthens the interpersonal skills necessary for group collaboration, enabling students to present ideas clearly and persuasively.

f. The Principles of Problem Based Learning

Ibrahim, et al. (2010) in (Syamsidah et al. 2018) asserted that the principles of PBL are:

1. Student-centered learning
2. Authentic problems as learning focus
3. Self-directed learning
4. Collaborative learning in small groups
5. Teachers as facilitators
6. Critical and scientific thinking

Then, (Prastiwi et al., 2019) indicated that the principles of PBL are:

Based on real-world problems

1. Teacher's role as a facilitator
2. Active student engagement
3. Use of a collaborative approach
4. Structured learning process
5. Developing critical and creative thinking skills
6. Enhancing presentation and communication skills
7. Challenges in implementation

Based on the statements, the principles of Problem-Based Learning (PBL) are:

1. Student-centered learning

PBL emphasizes student-oriented learning, where they actively seek solutions to given problems rather than passively receiving information from the teacher.

2. Authentic problems as learning focus

The problems presented in PBL should be authentic, relevant, and connected to real-world situations, allowing students to relate them to their lives.

3. Self-directed learning

Students are expected to independently search for information needed to solve problems, whether through literature, experiments, or other sources.

4. Collaborative learning in small groups

PBL is conducted in small groups to facilitate effective discussions and idea exchanges, enabling students to learn from each other.

5. Teachers as facilitators

In PBL, teachers serve as facilitators who guide students in understanding problems, directing discussions, and helping them find problem-solving strategies.

6. Critical and scientific thinking

PBL encourages students to use scientific thinking approaches, both deductive and inductive, relying on data and facts in decision-making.

7. Enhancing presentation and communication skills

In PBL, students not only solve problems but also present their findings, contributing to their public speaking skills.

8. Challenges in implementation

Some obstacles in implementing PBL in schools include teachers' lack of readiness in designing real-world problems and time constraints in allocating learning sessions.

g. The Procedures of Problem Based Learning Model

According to Arends (2008:55) in Astri (2023) explained that there are five procedures in implementing PBL:

- 1) Orienting students on the problem.
- 2) Organizing students to research.

- 3) Helping independent investigation and communication.
- 4) Developing and presenting the work.
- 5) Analyzing and evaluating the process of solving problems, problems in cyberspace involving learning.

Moreover, (Kurniawan et al., 2023) claimed that the stages of the Problem-Based Learning (PBL) model used as a reference in this learning design includes:

- 1) Orientation to the problem
- 2) Organizing students
- 3) Guiding individual or group investigations
- 4) Developing and presenting results
- 5) Analyzing and evaluating

Based on these statements, the procedures of PBL are:

- 1) The teacher oriented the students about the problem need to solve.
- 2) The teacher organizing the students to analysis the problem need to solve.
- 3) The teacher guiding the students for individual and group discussion to solving the problem.
- 4) The teacher helps students in distributing tasks as a result of problem-solving, such as a presenting a result discussion namely descriptive texts in front of the class.
- 5) The teacher help students in reflecting on or evaluating the problem-solving process they have undertaken.

h. The Advantages of Problem Based Learning

Nurbaeti, et. al, (2021) argued that there are several advantages of PBL are:

- a) Students are encouraged to develop problem-solving skills in real-life situations.
- b) Students have the ability to construct their own knowledge through learning activities.

- c) Learning focuses on problems, so unrelated materials do not need to be studied by students. This reduces the burden of memorizing or storing unnecessary information.
- d) Scientific activities occur among students through group work.
- e) Students become accustomed to using various knowledge sources, including libraries, the internet, interviews, and observations.
- f) Students have the ability to assess their own learning progress.
- g) Students develop the ability to conduct scientific communication during discussions or presentations of their work.
- h) Individual learning difficulties can be overcome through group work in the form of peer teaching.
- i) PBL is student-centered. It motivates active learning, enhances understanding, and stimulates lifelong learning.

In addition, Permendikbudristek (2022) mentioned that there are several advantages of PBL are:

- a) Enhances critical thinking skills
- b) Encourages independent learning
- c) Improves collaboration skills
- d) Contextual and relevant learning
- e) Increases student motivation and engagement
- f) Develops presentation and communication skills

Based on the statements, the advantages of PBL are:

- a) Enhances critical thinking skills
Pbl helps students analyze problems in depth and find relevant solutions.
- b) Encourages independent learning
Students learn to seek information on their own without relying entirely on the teacher.
- c) Improves collaboration skills
PBL requires students to work in groups, strengthening their communication and teamwork abilities.
- d) Contextual and relevant learning

The problems presented in PBL are usually related to real-world situations, making it easier for students to grasp concepts.

- e) Increases student motivation and engagement

Since students are actively involved in learning, they are more motivated to understand the material.

- f) Develops presentation and communication skills

PBL often involves presenting discussion results, training students to speak in public and convey ideas clearly.

- g) Students become accustomed to using various knowledge sources, including libraries, the internet, interviews, and observations.

- h) Students have the ability to assess their own learning progress.

- i) Individual learning difficulties can be overcome through group work in the form of peer teaching.

i. The Disadvantages of Problem based Learning

Ardianti et al, (2021) explained that the advantages of Problem Based Learning are:

- a) PBL cannot be applied to every subject matter.
- b) In a classroom with a high level of student diversity.
- c) There are time constraints required for its implementation.
- d) Teachers who are not adaptable.
- e) Limited resources.
- f) Information overload.

It supported by (Othman et al., 2019) claimed that the advantages of Problem Based Learning are:

- a) Not suitable for all subjects.
- b) Requires more time.
- c) Requires well-prepared teachers.
- d) Challenges in task distribution.
- e) Limited resources.
- f) Information overload.

Based on the statements, the disadvantages of Problem-Based Learning (PBL)

- a) PBL cannot be applied to every subject matter.

There are parts where the teacher plays an active role in delivering the material. PBL is more suitable for learning that requires specific skills related to problem-solving.

- b) In a classroom with a high level of student diversity.

It can be challenging to assign tasks effectively.

- c) There are time constraints required for its implementation.

The process of problem exploration, discussion, and solution presentation takes more time compared to conventional methods.

- d) Teachers who are not adaptable.

Some teachers feel comfortable with traditional methods, making PBL seem tedious and difficult.

- e) Limited resources.

Most students require access to the same library and internet resources simultaneously.

- f) Information overload.

Students may be unsure about how much self-directed learning is needed and what information is relevant and useful.

j. The Obstacles in the Implementation of Problem-Based Learning in English Presentation Skills

- 1) Lack of teacher understanding of pbl concepts and procedures

Teachers do not yet fully understand the stages and principles of ideal Problem-Based Learning (Savery, 2015), resulting in suboptimal implementation.

- 2) Students' unpreparedness for independent and collaborative learning

Students are not yet accustomed to active learning approaches that require group work and self-directed learning (Hmelo-Silver, 2004), which forces teachers to provide extra guidance.

- 3) Limited Instructional Time

The allocated time in the English subject schedule is insufficient to implement all stages of PBL thoroughly (Barrows, 2002).

- 4) Lack of support in terms of teaching modules and learning media
Incomplete or non-contextual modules make it difficult for teachers to design learning activities based on the PBL approach (Nurbaeti et al., 2021).
- 5) Students' limited language proficiency
Students' low ability in vocabulary, grammar, and pronunciation leads teachers to focus more on linguistic aspects rather than presentation skills (Afifah et al., 2024).
- 6) Absence of specific rubrics or assessment tools for presentation skills
Teachers find it difficult to assess specific aspects of presentations such as intonation, structure, audience interaction, etc. due to the lack of standardized evaluation tools (Zhang et al., 2020).

Based on the above explanation, it can be concluded that the implementation of the Problem-Based Learning model in teaching English presentation skills faces several significant challenges. These challenges include a lack of teacher understanding of PBL, students' unpreparedness for independent and collaborative learning, limited instructional time, insufficient teaching modules and media, low language proficiency among students, and the absence of appropriate assessment systems for presentation skills. Therefore, support in the form of teacher training, the development of instructional materials, and the adaptation of learning approaches to students' conditions is necessary to ensure a more effective implementation of PBL.

1.3.1 Presentation Skills

a. Definition of Presentation Skills

Rozali (2014) in (Wathoni, 2020) defined that the presentation skill is one of communication skill that requires students to be able to communicate in public to convey the ideas they have, and it is hoped

that students will be not only active as listeners but also be able to express their thoughts in front of the class or the public.

Moreover, Kristanto (2004: 157) in (Goeyardi, 2022) stated that the definition of presentation skill is an active activity where a speaker conveys and communicates ideas and information to a group of listeners. A presentation is an activity conducted actively, involving others besides the speaker or presenter. Therefore, the speaker must be able to make the presentation as engaging as possible for the audience to follow. Generally, listeners feel bored because the topic being discussed is less interesting or the speaker is unable to deliver the material effectively.

From this statement, the definition of presentation skill is an activity that essential communication skill for students, where they are expected not only to act as listeners but also to convey ideas and information in public. Presentations help students communicate effectively and involve active interaction with the audience. Audience engagement is crucial, and the speaker must present the material in an engaging manner to prevent boredom, which often occurs when the topic is uninteresting or the delivery is ineffective. Therefore, the ability to conduct a good presentation is highly necessary in both educational and social contexts for students.

b. The Characteristics of Presentation Skill

Prasetyo et al., (2023) stated that the characteristics of presentation skill are:

- 1) Effective communication ability
- 2) Self-confidence
- 3) Clear structure
- 4) Appropriate language use
- 5) Ability to interact with the audience
- 6) Use of visual aids
- 7) Improvisation and creativity

- 8) Time management skills
- 9) Mastery of material
- 10) Non-verbal communication skills

Al Baqi (2020) mentioned that the characteristics of presentation skill are:

- 1) Impressive.
- 2) Dominant.
- 3) Actual.
- 4) Contextual.

Based on the statements, the characteristics of presentation skill are:

- 1) Effective communication ability

According to Adi Prasetyo (2023), presentation skills involve the ability to convey information using communication techniques that are easy to understand, both in one-way and two-way formats.

- 2) Self-confidence

The presenter must have a high level of self-confidence when speaking in front of an audience. Techniques such as maintaining an upright posture and making eye contact help enhance confidence during the presentation.

- 3) Clear structure or contextual

The presentation should have a well-organized structure, including an introduction, body, and conclusion. This structure helps the audience understand the material more easily.

- 4) Appropriate language use

The language used should be clear, effective, and suitable for the audience. This includes using relevant vocabulary and an engaging style of language.

- 5) Ability to interact with the audience

Active interaction with the audience, such as answering questions or receiving non-verbal feedback, is an important characteristic of presentation skills.

6) Use of visual aids

Visual aids such as slides, images, or videos are used to reinforce messages and make presentations more engaging and easier to understand.

7) Improvisation and creativity

The presenter should be able to improvise when necessary without relying too heavily on notes or written texts. Creativity in delivering material is also a valuable asset.

8) Time management skills

A good presentation should be delivered within an appropriate timeframe, with a proportional distribution of time between the introduction, body, and conclusion.

9) Mastery of material

The presenter must have a deep understanding of the material to explain confidently and answer audience questions accurately.

10) Non-verbal communication skills

Body gestures, facial expressions, and vocal intonation play a crucial role in effectively conveying messages to the audience.

c. The Purpose of Presentation Skill

Efiaty in Pranayoga (2013:24) in (Wandayani, 2022) explained that the purpose of presentation skill namely:

- 1) Conveying information.
- 2) Convincing the listener.
- 3) Entertaining the listener
- 4) Motivate and inspire
- 5) Delivering messages
- 6) Creating an idea or ideas.
- 7) Touching the listener's emotions

Sukerti (2019) supposed that the purpose of presentation skill namely:

- 1) Students learn to organize information in a coherent manner.

- 2) They can practice using logical and emotional appeals to persuade the audience.
- 3) Students can practice using voice, body movement, and gestures to convey meaning.
- 4) Creating effective and useful outlines and speaking notes.
- 5) Developing experience and confidence in one's presentation skills.

Based on the statements, the purpose of presentation skill are:

- 1) Conveying information.

Many teachers and learners who make presentations only aim to convey information so that the objectives of the learning process can be achieved.

- 2) They can practice using logical and emotional appeals to persuade the audience.
- 3) Entertaining the listener.

Presentations made in the classroom, presenters do not have to use words that are entertaining, but can use words that are entertaining words that are entertaining, but can use words that are communicative. To entertain listeners more so that they are not easily bored, the speaker can use picture media.

- 4) Motivate and inspire.

Teachers are required to direct and guide students so that they can learn optimally and pay attention to the quality of their learning maximize and pay attention to the quality of their learning. Apart from being given direction and guidance, a teacher can also motivate students to learn with high enthusiasm.

- 5) Delivering messages.

This is done because the learning process is not just a transfer of knowledge from a teacher or a group of students to class members, but also a means to convey moral messages. Teachers or students who make presentations are assisted by aids or media to facilitate the delivery of messages.

- 6) Creating an idea or ideas.

Presentations that are made only aim to bring up an idea / idea from the participants. This type of goal is usually applied to subject matter that requires a solution or solution from others.

7) Touching the listener's emotions.

In this case the presenter is tasked with conducting a conversation that can touch the feelings / emotions of the listener.

d. Components of Presentation Skill

Presentation is a form of communication that is made to be displayed, has three important components that are interrelated with each other, namely: presenter, the media or means used in the delivery of a material, and the audience or the listener.

Before preparing a presentation, first set the purpose of a presentation that will be made, then recognize the audience that will be faced, then compile a presentation outline by identifying a topic, purpose and audience.

Harefa (2013:18) explains that there are several things that must be considered in a presentation, including:

- 1) Controlling fear
- 2) Building the foundation of the presentation
- 3) Selecting and preparing for a presentation
- 4) Improving presentation skills
- 5) Using visual aids
- 6) Leading a question and answer session
- 7) Utilizing voice and body language

Then, Lucas (2013:21) says that to prepare and conduct an effective presentation in accordance with the expected results, it is necessary to pay attention to the following things as follows:

1) Planning

Before preparing a presentation several things need to be known first:

- a) Situation: pay attention to the time and place when giving a presentation.
- b) Purpose: what is the purpose of the presentation to be achieved.
- c) Audience: pay attention to who are the participants of the presentation.
- d) Method: what method will be used so that the purpose of the presentation can be achieved.

2) Preparation

The first step in a presentation is to choose a topic. After getting the topic presentation, then create and deliver it. Some things to prepare among others:

- a) What is needed to be delivered.
- b) Collect related presentation materials.
- c) Make a good presentation material.

3) Practice

Before the presentation, it is better to practice first, because the presence of practice will help :

- a) Produce a good presentation
- b) Get how the presentation flows
- c) Getting feed back

4) Presentation Ready

Preparations that need to be done include:

- a) Practice the presentation the day before.
- b) Make sure the equipment is helpful during the presentation
- c) Arrive early
- d) Pay attention to appearance
- e) Do not stand behind the table, try to be close to the listener

5) During the Presentation

When presenting, you need to pay attention to the following:

- a) State the objective at the beginning of the presentation and repeat it at the end of the presentation.

- b) Pay attention to attitude and avoid bad habits.
- c) Involve the listener in the process.
- d) Start on time.
- e) Do not criticize off-topic matters.
- f) Avoid reading notes, word for word.
- g) Attract the listener's attention.
- h) Stop talking/silence.
- i) Ask questions to the listener.
- j) Use the blackboard to make things clearer.
- k) Change voice intonation.

e. Indicators of Presentation Skill

According to Arivana, et. al (2019) stated that the PBL indicators including:

- a) Indicators for definition and clarification of problems such as structure & organization.
- b) Indicators for assessing information such as clarity of speech & language use.
- c) Indicator of designing solutions such as confidence, audience engagement, & use of visual aids based on the problem assessment criteria increases.

In addition, Blegur (2023) explained that the indicator of presentation skill are:

- a) Confidence
- b) Clarity of speech
- c) Structure & organization
- d) Language use
- e) Eye contact & body language
- f) Audience engagement
- g) Use of visual aids (optional)

Based on the statements, the main focus indicators of presentation skills are:

Table 2.1 Indicators of Presentation Skill

Aspects	Indicators of Presentation Skill
Confidence	The student is able to present confidently, expressively, and without showing signs of nervousness during the presentation.
Presentation Structure	The student is able to present the material in a logical, systematic, and well-organized manner.
Language Use	The student is able to use language that is clear, fluent, and easily understood by the audience during the presentation.
Intonation and Articulation	The student is able to deliver the material with proper intonation, clear articulation, and an audible voice.
Audience Interaction	The student is able to interact actively with the audience, both verbally and non-verbally, to maintain audience attention.
Use of Visual Aids	The student is able to use visual aids or supporting media that enhance and clarify the content of the presentation.
Time Management	The student is able to manage presentation time well, staying within the allocated time without rushing or exceeding the limit.

f. Elements of Presentation Skill

Beebe (2018:8) explained that elements of presentation skill are:

- a) Speaker
- b) Message
- c) Audience
- d) Channel/media
- e) Feedback
- f) Interference
- g) Context

Munby (2018:8) claimed that the elements of presentation skill are:

- a) Presentation structure

- b) Visual aids
- c) Delivery style
- d) Content mastery
- e) Language elements
- f) Body language

Based on the statements, the elements of presentation skill are:

- a) Speaker

The person who delivers the presentation and is fully responsible for the content and the way it is presented.

- b) Clarity of message

The information or material to be delivered to the audience, which must be clearly and structurally organized.

- c) Engagement with audience

The recipients of the message and the main target of the presentation. Understanding the characteristics of the audience is crucial for the success of the presentation.

- d) Channel/media

The tools or means used to convey the message, such as projectors, slides, pictures, or digital media.

- e) Feedback

Responses or reactions from the audience regarding the message delivered, which can be used as a reference for evaluating the presentation.

- f) Interference/Noise

Anything that disrupts the smooth delivery of the message, whether physical, technical, or psychological.

- g) Context

The situation or environment in which the presentation takes place, including time, location, and the social background of the audience.

1. Presentation structure

- a. Opening : to capture the audiences' attention.
- b. Body: to deliver the main content.

c. Closing : to give a conclusion and to call action.

2. Visual aids

Visual media such as PowerPoint slides, pictures, or charts that support the audience's understanding of the message.

3. Delivery style

Includes voice intonation, confidence, speech clarity, eye contact, and facial expressions.

4. Content mastery

The presenter's ability to understand the material in depth and to answer questions from the audience.

5. Language elements

- Pronunciation
- Fluency
- Grammar accuracy
- Vocabulary use
- Confidence

6. Body Language

Hand movements, posture, and expressions that support the delivery of the message and create a positive impression.

g. Assessments of Presentation Skill

Nadolski et al., (2021) explained that the assessments of presentation skill are:

Table 2.1. Assessments of Presentation Skill

Assessments Aspect	Criteria	Score	Categories
Confidence	Very confident, expressive, and shows no signs of nervousness.	5	Excellent
	Fairly confident, rarely appears nervous.	4	Very Good
	Somewhat nervous but manages to complete the presentation.	3	Good
	Appears nervous and lacks confidence.	2	Enough
	Very nervous and lacks confidence.	1	Poor

Presentation Structure	Material is presented in a very logical, very systematic, and very well-organized manner.	5	Excellent
	Material is presented in a logical and systematic manner.	4	Very Good
	Material is presented in a logical manner but is less systematic.	3	Good
	Material is presented poorly and is not systematic.	2	Enough
	Material is presented in a disorganized and unsystematic manner.	1	Poor
Language Use	The language used is extremely clear, fluent, and very easy to understand.	5	Excellent
	The language used is very easy to understand.	4	Very Good
	The language used is fairly easy to understand.	3	Good
	The language used is somewhat difficult to understand.	2	Enough
	The language used is very difficult to understand.	1	Poor
Intonation and Articulation	Delivery with excellent intonation, perfect articulation, and high confidence.	5	Excellent
	Delivery with appropriate intonation and clear articulation.	4	Very Good
	Delivery with somewhat appropriate intonation and somewhat clear articulation.	3	Good
	Delivery with less appropriate intonation and less clear articulation.	2	Enough
	Delivery with inappropriate intonation and unclear articulation.	1	Poor
Audience Interaction	Actively interacts with audience, highly engaging, excellent use of non-verbal feedback.	5	Excellent
	Actively interacts with the audience, using non-verbal feedback.	4	Very Good
	Interacts with the audience but is less active.	3	Good

	Minimal interaction with the audience.	2	Enough
	No interaction with the audience.	1	Poor
Use of Visual Aids	Uses visual aids in a creative, professional, and very supportive manner.	5	Excellent
	Uses visual aids that support the presentation.	4	Very Good
	Uses visual aids but they are less supportive of the presentation.	3	Good
	Uses irrelevant visual aids.	2	Enough
	Does not use visual aids.	1	Poor
Time Management	Presentation time is managed very well, on time, neither rushed nor too long.	5	Excellent
	Presentation time is managed well, only slightly over or under time.	4	Very Good
	Presentation time is fairly well managed, but somewhat uncontrolled.	3	Good
	Presentation time is poorly managed, either too long or too fast.	2	Enough
	Presentation time is not managed at all.	1	Poor

h) The Types of Presentation Skill

According to Baker (2010) in (Jadmiko, 2023) explains the types of presentations based on their purpose and context of use:

- a) Informative presentation
- b) Persuasive presentation
- c) Instructional presentation (training/educational)
- d) Motivational presentation
- e) Proposal presentation
- f) Report presentation

Apart from that, Lucas (2020) explained that the types of presentations based on their delivery method are:

- a) Impromptu presentation (unprepared)

- b) Manuscript presentation
- c) Memorized presentation
- d) Extemporaneous presentation

Likewise, McCarthy (2019) mentioned that the types of presentations based on their

- a) Oral presentation
- b) Interactive presentation
- c) Multimedia presentation

Based on the statements, types of presentation skill based on purpose, based on the delivery method, and based on the media used, namely:

- a) Informative presentation

Aims to deliver information or knowledge to the audience. Examples: Research report presentations, seminars, corporate briefings.

- b) Persuasive presentation

Aims to convince the audience to accept an idea or take a specific action. Examples: Sales presentations, political speeches, social campaigns.

- c) Instructional presentation (training/educational)

Aims to teach or train the audience in a particular skill or concept. Examples: Workshops, skill training sessions, academic seminars.

- d) Motivational presentation

Aims to inspire and uplift the audience. Examples: Motivational seminars, public lectures, personal development sessions.

- e) Proposal presentation

Aims to propose an idea or plan to gain approval from the audience. Examples: Project presentations for investors, business proposals, research proposals.

- f) Report presentation

Aims to communicate work results, research findings, or project evaluations. Examples: Annual company reports, research result presentations, project evaluations.

g) Impromptu presentation (unprepared)

Delivered spontaneously without in-depth preparation. Examples: Answering unexpected questions in meetings or discussion forums.

h) Manuscript presentation

Read directly from a written text or script. Examples: Government official speeches, academic conferences.

i) Memorized presentation

Delivered from memory without reading a script. Examples: Commemorative speeches, structured presentations.

j) Extemporaneous presentation

Uses key points as a guide without reading a full script. Examples: Business presentations, seminars, academic discussions.

k) Oral presentation

Uses only verbal communication without visual aids. Examples: Speeches, panel discuss

l) Visual presentation

Utilizes media aids such as PowerPoint slides, infographics, or videos. Examples: Academic seminars, business presentations.

m) Interactive presentation

Engages the audience through active participation such as Q&A or live discussions. Examples: Workshops, technology-based presentations (e.g., interactive polls).

n) Multimedia presentation

Combines text, images, audio, and video.

Examples: Marketing presentations, technology presentations

1.2 Conceptual Framework

This study focuses on the implementation of Problem-Based Learning (PBL) in improving the presentation skills of seventh-grade students at SMP Negeri 2 Mandrehe Barat. The conceptualization of this research is based on the theory of problem-based learning and presentation skills in the educational context.

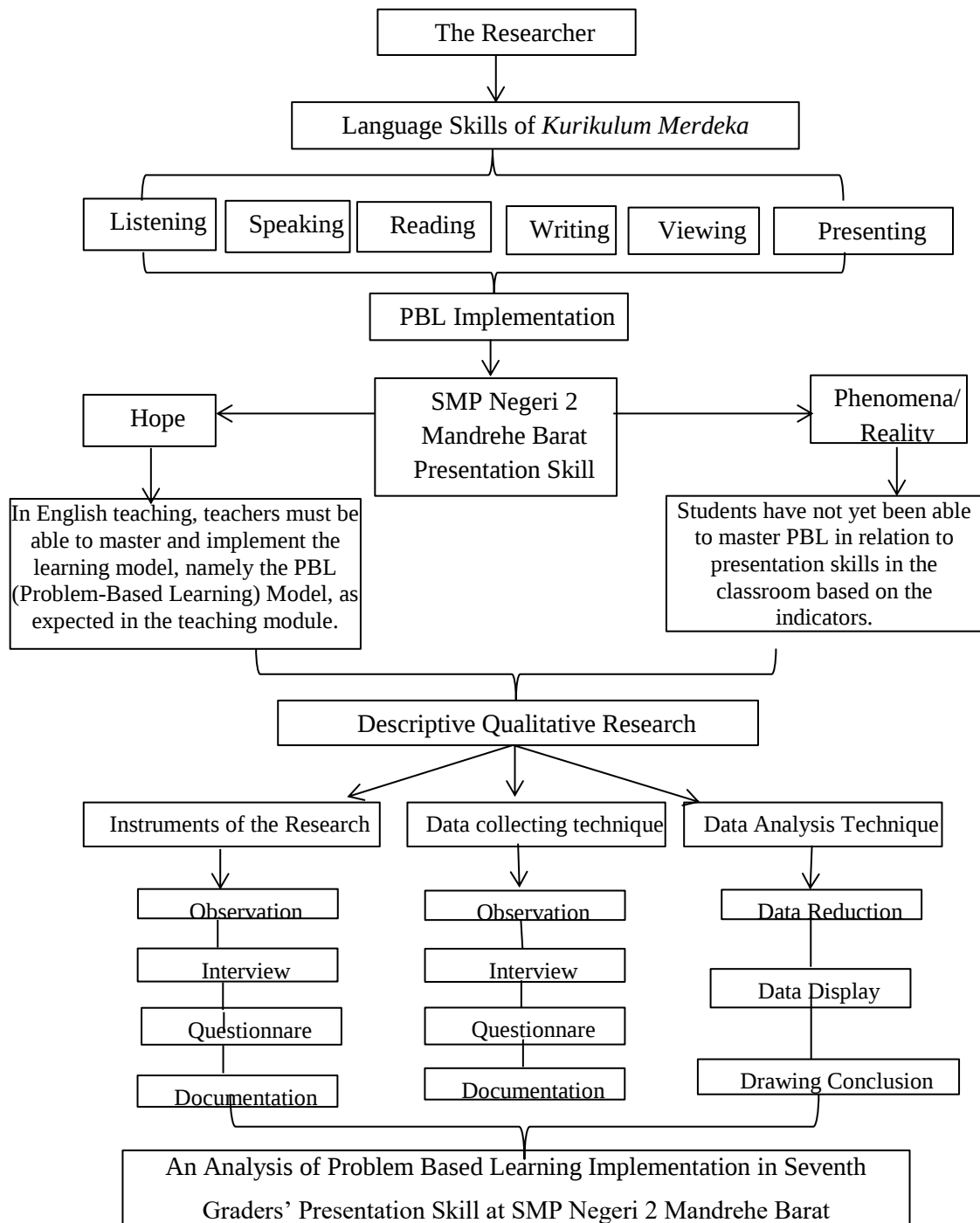


Figure 1.1 The conceptual framework