

CHAPTER IV

RESULT AND DISCUSSION

4.1 Result of Research

4.1.1 Result of Observation

a. Result of Observation for Teacher

Observation of English learning in seventh grader at SMP Negeri 2 Mandrehe Barat was conducted for four meetings. The observation used an instrument that covered five main aspects, namely: teacher preparation, opening, material delivery, teacher-student interaction, and Closing through PBL procedures. The observation results showed a significant improvement in each aspect from meeting to meeting, which is presented in the following summary:

OBSERVATION SHEET FOR TEACHER

School Name : SMP Negeri 2 Mandrehe Barat
 Teachers' Name : Popi Salyueri Zebua, S.Pd.
 Class : VII
 Subject : English
 Date of Observation :
 Meeting :
 Observers' Name : Asnini Junita Zai

Table 4.1.1 PBL Observation Results for Teacher

No	PBL Procedures	Observation Criteria			Notes
		Yes	No	Total	
1.	Pre-Teaching				
	a. The teacher begins the lesson by greeting the students.	4	0	4	Consistently done in every meeting. This indicates a positive initial rapport between the teacher and students before the lesson begins.
	b. The teacher asks one of the students to lead a prayer.	1	3	4	Only carried out in the fourth meeting. This procedure has not yet become a routine habit and still needs improvement.

	c. The teacher checks students' attendance.	1	3	4	Not yet a consistent part of the lesson opening. Habituation is needed so that the teacher becomes more aware of students' conditions in each session.
	d. The teacher provides an introduction and motivation to the students.	2	2	4	Has started to be implemented, but not yet consistent. This activity is important to connect new material with prior knowledge and to build students' learning motivation.
	e. The teacher explains the learning objectives and the methods to be used.	3	1	4	Mostly implemented. This helps students understand the direction and expectations of the learning process.
2.	Whilst-Teaching				
	a. The teacher guides students to the problem to be solved, which is explaining the topic of descriptive text about objects and observing examples of such texts.	2	2	4	Not consistently implemented. Yet, this stage is crucial as a foundation of the PBL model in developing critical thinking.
	b. The teacher organizes students to analyze the problem by forming groups and explaining the text structure and linguistic features of descriptive texts.	2	2	4	Not yet optimally carried out. Some students are still not used to working in groups and tend to be passive.
	c. The teacher facilitates students during individual and group discussions to solve the problem, i.e., composing a simple descriptive text about an object based on the previous material.	3	1	4	Well implemented. The guidance provided helps students become more focused in the learning process.
	d. The teacher assists students in distributing tasks as a	3	1	4	Routinely carried out, although the

	result of problem-solving, i.e., presenting the group's descriptive text about the object in front of the class.				quality of discussions and student preparedness still need improvement.
	e. The teacher helps students reflect or evaluate the problem-solving process they have carried out, i.e., the presentation results from each group.	3	1	4	Implemented in most meetings, although still rather brief or rushed.
3.	Post-Teaching				
	a. The teacher summarizes the lesson material.	3	1	4	Generally implemented, but not always maximized due to time constraints.
	b. The teacher conducts a learning reflection.	2	2	4	Started to be implemented in the third and fourth meetings. Reflection improved as the teacher gained more experience.
	c. The teacher assigns tasks to students.	3	1	4	Routinely carried out, although the planning of follow-up assignments can still be better aligned with the learning objectives.
	d. The teacher provides information regarding the next meeting's material.	2	2	4	Often skipped due to time constraints or focus on main tasks.
	e. The teacher ends the lesson with messages and learning motivation.	3	1	4	Carried out in most meetings as a positive way to close the session.

Based on the teacher observation sheet, the implementation of problem-based learning (PBL) has shown significant progress from the first to the fourth meeting. Although some procedures were not fully implemented at the beginning, the teacher demonstrated growing adaptation in carrying out PBL steps effectively.

a. Pre-Teaching

In the opening phase, the teacher consistently greeted the students in every meeting (Yes 4/4), reflecting an effort to build a positive classroom atmosphere from the start. However, asking students to lead prayers and checking attendance were not carried out in the first three meetings (Yes 1/4), and only implemented in the fourth meeting. This suggests that the teacher was still developing routines in PBL-based instruction, particularly in fostering student responsibility at the beginning of the lesson.

Providing motivation and connecting to prior knowledge (aperception) was also not consistent at the start (Yes 2/4). In the first two meetings, the teacher tended to go straight to the material due to time constraints. However, in the third and fourth meetings, the teacher began to realize the importance of motivating students at the start, showing improvement in the quality of lesson introduction. Explaining the learning objectives and PBL method became more consistent as the meetings progressed (Yes 3/4), indicating that the teacher increasingly understood the importance of giving clear direction before beginning core activities.

b. Whilst-Teaching

During the main phase of teaching, the teacher began to guide students in understanding the problem/topic (descriptive text) more effectively by the third and fourth meetings (Yes 2/4). In the earlier meetings, the explanations were not yet optimal.

Organizing student groups and explaining the text structure also improved over time (Yes 2/4). Initially, the teacher faced challenges in managing group dynamics, but later meetings showed better group distribution and task orientation.

Facilitating group and individual discussions was fairly effective (Yes 3/4), with the teacher actively monitoring and providing support. The teacher also began encouraging students to present their group discussions (Yes 3/4), although some groups were not fully prepared due to time limitations or weaker collaboration.

Reflection or group evaluation through presentations became more consistent (Yes 3/4), indicating the teacher's improved understanding of the collaborative nature of PBL.

c. Post-Teaching

In the closing phase, the teacher became more consistent in summarizing the lesson during the third and fourth meetings (Yes 3/4), despite some time constraints. Learning reflection activities also improved, although not yet optimal (Yes 2/4), as the teacher was still adjusting the timing and method of implementation.

Assignment distribution was done with reasonable consistency (Yes 3/4), though the planning and design of the assignments were not always systematic. The teacher also began providing information about upcoming material and closing motivation in the last two meetings (Yes 2/4 and 3/4), reflecting growing awareness of maintaining continuity in learning.

In general, the observation indicates that the teacher has shown positive development in implementing PBL. While some procedures were not carried out well at the start particularly in the opening and organizing group activities—the teacher gradually improved and applied PBL procedures more consistently by the third and fourth meetings.

The teacher's progress can be seen in the increased ability to guide discussions, organize group tasks, and facilitate student reflection and presentation. This reflects that with proper support and practice, teachers can create an active and collaborative learning environment.

To further improve effectiveness, it is recommended that the teacher continues to develop systematic learning plans, allocate specific time for reflection, and build consistent routines such as student-led prayer, attendance checks, and motivational introductions. These steps will help strengthen the structure of PBL and support better student engagement in the long run.

b. Result of Observation for Students

OBSERVATION SHEET FOR STUDENTS

School Name : SMP Negeri 2 Mandrehe Barat
 Subject : Bahasa Inggris
 Date of Observation :
 Meeting :
 Observers' Name : Asnini Junita Zai

Table 4.1.1 Representation of Students Observation Results

No	PBL Procedures	Observation Criteria			Notes
		Yes	No	Total	
1.	Pre-Teaching				
	a. Students respond well to the teacher's greeting and show readiness to learn.	4	0	4	Students showed good learning readiness when the teacher greeted them at the beginning of the lesson. This aligns with the teacher's consistent habit of greeting students, even though other stages were sometimes skipped.
	b. Students participate orderly in the opening prayer activity.	1	3	4	Students were rarely actively involved in prayer because the teacher had not consistently implemented this procedure. Only in one meeting did students participate in prayer in an orderly manner.
	c. Students pay attention when the teacher checks attendance.	1	3	4	Students' lack of attention was likely due to the teacher not explicitly involving them in the attendance process, so this moment was not perceived as part of the learning activity.
	d. Students show interest when the teacher gives motivation and an	2	2	4	Students' interest increased as the teacher began improving the

	introduction.				procedure of giving an apperception. However, some students remained passive, especially at the beginning of the meetings. This can be improved by using engaging media or contexts familiar to students.
	e. Students understand the learning objectives and the PBL method to be used.	3	1	4	Students generally understood the learning objectives when the teacher explained them clearly. This indicates that the explanation of objectives and methods was fairly effective.
2.	Whilst-Teaching				
	a. Students understand the problem given by the teacher (about descriptive text on objects) and pay attention during the explanation and observation of sample texts.	2	2	4	Some students were still confused about the problem, especially at the beginning of the meetings. Their understanding improved in the third and fourth sessions, as the teacher became more systematic in delivering examples.
	b. Students actively participate in group work when analyzing the structure and linguistic features of the descriptive text explained by the teacher.	2	2	4	Student involvement in groups was uneven. Many remained passive and relied on more active group members. Training and habituation in collaborative work are needed.
	c. Students participate in group and individual discussions to compose a simple descriptive text about objects based on the previous explanation.	3	1	4	Most students began actively composing descriptive texts after understanding the structure and content. Participation increased as the teacher became more engaged in guiding discussions.

	d. Students actively participate in presenting their group's discussion results, showcasing the descriptive text they have composed.	3	1	4	The majority of students began to participate in presentations. Although some were still shy or lacked confidence, the teacher helped them to speak up.
	e. Students listen and respond to other groups' presentations as part of learning reflection or evaluation.	3	1	4	Students began to get used to listening and responding to other groups' presentations. This shows an increase in involvement in group reflection.
3.	Post-Teaching				
	a. Students take notes or understand the conclusion of the material delivered by the teacher.	3	1	4	When the teacher summarized the material, most students took notes and showed understanding. However, in meetings where the teacher did not have time to summarize, students' understanding was limited.
	b. Students engage in the learning reflection activity.	2	2	4	Students were not yet accustomed to reflecting, especially when the teacher focused on main tasks and did not facilitate reflection consistently.
	c. Students receive and understand follow-up assignments given by the teacher.	3	1	4	Most students were able to receive and understand the given tasks, although sometimes they did not grasp how the tasks related to the learning objectives.
	d. Students listen to information about the next meeting.	2	2	4	Because the closing session was often rushed, students did not always receive clear information about the next meeting. It is

					necessary to habituate a structured closing with clear information.
	e. Students receive and respond to the teacher's closing motivation.	3	1	4	When the teacher gave closing messages or motivation, students generally responded well. This created a positive end to the lesson, although not all students were actively involved in this session.

Based on the results of student observations, their involvement in PBL-based learning showed a gradual increase from the first to the fourth meeting. It was recorded that 14 students were less involved in the first meeting, which decreased to 10 in the second meeting, 7 in the third meeting, and only 4 in the fourth meeting. This pattern indicates that over time, more students began to adapt and actively participate in the learning activities.

1. Pre-Teaching

Student involvement during the initial phase of the lesson showed noticeable variation. Although all students responded positively to the teacher's greeting from the first to the fourth meeting (Yes 4/4), their participation in the opening prayer and attentiveness during attendance checks remained low (Yes 1/4). This could be due to the fact that these activities were not yet a consistent routine practiced by either the teacher or the students during the first three meetings.

In terms of motivation and apperception, student interest and attention began to increase from the third meeting (Yes 2/4), indicating that the introductory activities started to capture their attention. This is closely related to the improvement in students' understanding of the learning objectives and the PBL method (Yes 3/4), which shows that the approach used by the teacher was becoming more acceptable and understandable to the students.

2. Whilst-Teaching

During the core learning activities, student involvement increased gradually. In the first two meetings, many students still did not fully understand

the problem or topic presented by the teacher and tended to be passive during explanations (Yes 2/4). However, this condition improved in the third and fourth meetings.

Activeness in group work also showed a positive trend. Initially, only about half of the students were actively involved (Yes 2/4), but by the third and fourth meetings, the number increased to the majority of students (Yes 3/4). Nevertheless, there were still some students who relied on more dominant group members, particularly in composing texts and participating in discussions.

Participation in presentations and giving responses to other groups (Yes 3/4) became an indicator that students were beginning to understand the PBL model, which emphasizes collaboration and communication. This demonstrates an improvement in both social and academic skills as a result of the applied learning approach.

3. Post-Teaching

In the closing phase of the lesson, students began to show understanding of the lesson summary (Yes 3/4) and became more accustomed to the reflection activities, although it was not yet optimal (Yes 2/4). Their acceptance of follow-up assignments and attention to information about the next meeting also increased (Yes 3/4 and 2/4), indicating a good process of adaptation to the structured and continuous nature of PBL.

Students' responses to the teacher's closing motivation were also quite positive (Yes 3/4), showing that the teacher was able to leave a good impression at the end of the session.

Overall, student observations showed a gradual and positive increase in engagement throughout the four PBL-based learning sessions. From initially having 14 less-involved students, the number decreased to just 4 in the final session, meaning that more than half of the previously passive students began to demonstrate a more active attitude.

Student adaptation to the PBL model requires time and habituation, especially because the method demands active participation, collaboration, and independent understanding. Therefore, the teacher's role in providing consistent

guidance and building a supportive learning environment is crucial to continually increase student involvement.

4.1.2 Result of Interview

The interview was conducted with the English teacher based on the results of both teacher and student observations that had been previously carried out. It aimed to identify the challenges encountered in the implementation of Problem-Based Learning (PBL) procedures in the classroom. The interview findings revealed several obstacles faced by the teacher, particularly in implementing the PBL model effectively and in developing appropriate teaching modules to support the learning process.

Tabel 4.1.2 Representation of Interview Result

No.	PBL Procedures	Obstacles
1.	What obstacles do you face that have resulted in your teaching module being incomplete?	I have not had enough time to thoroughly develop the module due to a heavy administrative workload and additional duties at school.
2.	What is the obstacle that prevents you from including the PBL procedure related to checking student attendance during the Pre-Teaching session completely in the teaching module?	I do not yet fully understand the detailed implementation of PBL, especially in Pre Teaching aspects such as attendance-checking procedures.
3.	What is the obstacle that prevents you from conducting apperception and motivation activities during the opening of the lesson?	I often rush into the core material out of concern that time will run out, which causes introductory activities like apperception to be skipped.
4.	What obstacles do you face in adapting the teaching material to students' needs?	My students come from diverse backgrounds and have varying learning abilities, while I have not had the opportunity to conduct an initial assessment effectively.
5.	What obstacles do you face in organizing students for group discussion activities?	Some students are not yet accustomed to group work, and many tend to be passive or rely heavily on more active peers.
6.	What obstacles do you face in guiding students who struggle to analyze problems when composing descriptive texts?	Many students still struggle to understand text structure and are not used to analyzing information in depth.
7.	What obstacles do you face that have led to low student participation in group discussions when composing descriptive texts?	Some students are shy to speak, lack self-confidence, or do not yet understand their roles in group discussions.
8.	What obstacle caused the group presentation not to take place and the	Time constraints and limited facilities such as LCD projectors or audio-visual

	learning media to be unavailable?	equipment are major obstacles.
9.	What obstacle do you face that resulted in the group presentation not being conducted and the learning media not being available?	In addition to limited equipment, students are also unprepared to present their work due to suboptimal group discussions.
10.	What obstacles do you face in reflecting on or evaluating the results of group presentations?	I often run out of time at the end of the session and do not yet have a practical guide or format for conducting reflection.
11.	What obstacle do you face in implementing the learning steps that resulted in limited time to conclude the lesson material?	PBL learning steps require more time, especially when students are actively engaged in discussions.
12.	What is the obstacle that prevents you from conducting learning reflection in the closing activity as outlined in the teaching module?	Reflection activities are sometimes skipped because I am focused on completing the core tasks and managing a classroom that becomes less conducive toward the end of the lesson.
13.	What is the obstacle that prevents you from including follow-up assignments for students in the teaching module?	I am not yet accustomed to designing follow-up assignments systematically and aligning them with the learning objectives.
14.	What is the obstacle that prevents you from informing students about the material to be studied in the next meeting?	I sometimes forget to inform students about the next material because the time has run out or I get distracted during the rushed closing.
15.	What is the obstacle that prevents you from providing a closing activity that includes messages and motivation to encourage students' enthusiasm for learning?	Due to time constraints and the declining focus of the class, I often end the lesson without delivering any closing messages or motivation.

Based on interviews conducted with the teacher Miss Poppi Salyueri Zebua, S.Pd. as the research respondent, various obstacles were identified in the implementation of problem-based learning (PBL) and the development of teaching modules. These obstacles significantly influence the effectiveness of the learning process in the classroom.

First, the teacher stated that the teaching module developed was not yet complete. This was primarily due to limited time for planning and compiling the module thoroughly. The teacher also mentioned that a heavy administrative workload and additional school duties contributed to the incomplete module. Moreover, the teacher's understanding of the structure and components of a PBL-based teaching module was still not fully developed.

Second, the teacher had not yet included a complete procedure for checking student attendance during the Pre-Teaching session in the module. This was due to a lack of comprehensive understanding of the administrative components within the PBL framework.

In the opening phase of the lesson, the teacher admitted that apperception and motivation activities were not routinely carried out. The main reason was time constraints and the tendency to immediately begin the core material, fearing that the allocated time would not be sufficient.

With regard to adjusting the learning material to students' needs, the teacher experienced difficulty due to the wide range of student abilities. The teacher had not yet conducted an initial assessment to accurately map out learning needs, which made differentiated instruction less effective.

Obstacles also emerged in organizing students for group discussions. The teacher explained that most students were not yet accustomed to collaborative work. Some students tended to be passive, while others dominated group activities, making it difficult to establish balanced group dynamics.

In guiding students who struggled to analyze problems especially while composing descriptive texts the teacher noted that many students lacked critical thinking skills. They also had difficulties understanding the structure and content of the text, which required more intensive guidance.

Student participation in group discussions during descriptive text composition was also reportedly low. The teacher identified low self-confidence, lack of motivation, and an unclear understanding of roles within the group as the main contributing factors.

Regarding group presentations, the teacher stated that these activities could not be implemented optimally. The main obstacles were limited class time and the unavailability of necessary teaching media, such as LCD projectors or visual aids. Additionally, some students were not ready to present their group work due to the insufficient quality of the discussion process.

The teacher also faced difficulties in conducting reflection and evaluation of the group presentation results. Time limitations often caused the reflection

phase to be skipped. Furthermore, the teacher did not yet have practical guidelines for conducting reflection within the limited available time.

The implementation of PBL learning steps, which are relatively complex, consumed much of the lesson time, leaving little room for summarizing the material. This impacted students' overall understanding of the lesson.

Learning reflection in the closing phase was also not consistently conducted. The teacher admitted that lessons often ended abruptly due to time constraints and an increasingly uncondusive classroom environment.

Regarding follow-up assignments, the teacher acknowledged that these were not included in the module because of unfamiliarity with designing systematic, sustainable tasks aligned with learning objectives.

The teacher also shared that information about the material to be studied in the next meeting was not always provided to students. This often occurred due to time limitations and the teacher's focus on concluding the current lesson.

Lastly, the teacher admitted that closing activities rarely included messages or motivational input. Due to time running out and classroom conditions becoming less focused, lessons were often ended without providing encouragement to boost student learning motivation.

In general, the interview findings indicate that the implementation of PBL and the development of teaching modules still face multiple complex challenges technical, pedagogical, and time management-related. Continuous support, training, and capacity building in instructional planning are needed to help teachers overcome these challenges progressively and sustainably.

4.2 Discussion

4.2.1 The Description and Interpretation of the Research Result

This study aimed to analyze the implementation of Problem-Based Learning (PBL) and its influence on the development of seventh graders' presentation skills at SMP Negeri 2 Mandrehe Barat. Based on the classroom observations and interviews with both teacher and students, it was found that the implementation of PBL gradually improved over four meetings, positively affecting student engagement and their confidence in presenting ideas.

1. The Implementation of PBL Procedures

During the early stages of the study, the teacher's implementation of PBL procedures was inconsistent, especially in the pre-teaching phase, where key components such as giving motivation, checking attendance interactively, and delivering clear learning objectives were not fully optimized. However, by the third and fourth meetings, the teacher began to apply PBL procedures more systematically, including providing problem scenarios, encouraging student inquiry, and facilitating group discussion.

The teacher's growing familiarity with the PBL model contributed to clearer instructions, better time management, and more focused guidance, which in turn improved classroom structure and student engagement.

2. Student Engagement and the Development of Presentation Skills

One of the core competencies encouraged by PBL is communication, including the ability to present ideas clearly. Student observation results showed a steady increase in active participation, particularly in group discussions and presentations. In the first meeting, many students were reluctant to participate, with only a few showing readiness to present their group's findings. However, as the meetings progressed, more students were willing to take part in presentations, indicating an increase in confidence and speaking ability.

By the third and fourth meetings, students began to demonstrate basic presentation skills such as organizing ideas, using descriptive language, and speaking in front of the class, even though some still appeared shy or hesitant. This aligns with interview findings, where students expressed that initial nervousness gave way to increased comfort as they became more familiar with the group work and had more opportunities to present.

Additionally, students also began to respond to other group presentations, showing that their listening and critical thinking skills were developing as part of the PBL reflection process. The ability to give feedback and engage with peers' ideas is a significant aspect of academic communication.

3. Obstacles in the Implementation

Despite the positive developments, several challenges were identified. Some students remained passive during group discussions and relied on more dominant group members. Additionally, time constraints often limited the depth of reflection and feedback sessions after presentations. The teacher also noted difficulty in balancing between covering material and guiding student-centered activities.

Another issue was the lack of structured support for weaker students who needed more scaffolding in preparing and delivering their presentations. This highlights the need for differentiated instruction within the PBL framework.

4. Implications for Teaching Practice

The findings suggest that PBL can be an effective approach for improving students' presentation skills when implemented consistently. To maximize its effectiveness, teachers need to provide continuous motivation, clear modeling of presentation expectations, and supportive feedback. Creating a safe and collaborative environment is also essential to encourage all students, especially those with lower confidence levels, to participate actively.

Furthermore, presentation activities should be embedded as a regular part of the PBL procedures not only as an assessment of product but as a process for building confidence, structure, and communication skills. This supports both language development and learner autonomy.

4.2.2 The Research Result Versus the Previous Related Research

The findings of this study conducted at SMP Negeri 2 Mandrehe Barat indicate that the implementation of the Problem-Based Learning (PBL) model effectively improves the presentation skills of seventh-grade students in learning descriptive texts. Based on classroom observations conducted over four meetings, the teacher consistently applied the main stages of the PBL model, including problem orientation, organizing students into groups, guiding investigations, presenting results, and reflection. The teacher provided contextual problems

relevant to students' daily lives, enabling them to better understand the content of descriptive texts and present it orally with greater confidence.

Through interviews, the teacher confirmed that the PBL model helped students develop critical thinking and communication skills. Students not only learned the structure and vocabulary of descriptive texts, but also organized and conveyed information systematically during presentations. This finding is supported by the questionnaire results, which showed that most students felt more confident and found it easier to understand the material when taught using PBL. Student work documents also indicated a significant improvement in the content quality and delivery of their descriptive presentations.

When compared to previous studies, the findings of this research are strongly aligned. Widiaworo (2018:149) stated that PBL encourages students to think critically through contextual problems. This supports the current findings where students were more engaged in discussions and problem-solving, which led to improved presentation performance.

Furthermore, Astuti and Fitria (2020) found that PBL encourages students to explore information independently, both in speaking and writing. This research reinforces their findings, showing that students were able to deliver descriptive information orally with a logical flow and appropriate vocabulary use.

Another study by Putra and Permana (2021) revealed that PBL can enhance students' presentation skills, although challenges were noted in terms of time management and teacher preparedness. In this study, such challenges were successfully addressed as the teacher was well-prepared and carefully designed the learning scenarios, resulting in smooth PBL implementation.

Additionally, Susanti (2019) emphasized the importance of collaborative learning in enhancing students' speaking and presentation abilities. This is also reflected in the present study, where students were more actively engaged in group discussions, which in turn helped them deliver confident and coherent presentations.

Therefore, this study not only supports the results of previous research but also provides a new contribution in the local context of SMP Negeri 2 Mandrehe Barat. It highlights how PBL implementation in descriptive text learning can

significantly develop students' presentation skills and overall learning engagement.

4.2.3 The Research Result Versus the Theories

The results of this study indicate that the implementation of the Problem-Based Learning (PBL) model positively affects the improvement of presentation skills among seventh-grade students in learning descriptive texts at SMP Negeri 2 Mandrehe Barat. Over the course of four meetings, the teacher gradually implemented the five core stages of the PBL procedure: problem orientation, student organization, guided investigation, presentation of results, and reflection. Over time, the implementation became more structured and effective, as evidenced by increased student engagement in group discussions, the construction of descriptive texts, and oral presentations in class.

These findings align with theories proposed by Arends (2012) and Savery (2015), who emphasized that PBL should begin with a real-world problem to foster student inquiry and conclude with reflection to reinforce learning outcomes. In line with this, Hmelo-Silver (2004) also asserted that PBL promotes collaboration, problem-solving, and communication—reflected in this study through students' active participation in discussions, composition, and presentations. The results also correspond with Kemdikbud (2022), which states that PBL is effective in improving communication competence, especially presentation skills, as seen from students' growing confidence, improved idea organization, and clearer oral delivery.

This study reinforces previous findings. Widiaworo (2018) stated that PBL encourages students to think critically through contextual problems. Astuti and Fitria (2020) found that PBL promotes independent information-seeking in both speaking and writing. Putra and Permana (2021) emphasized PBL's impact on presentation skills, though they noted issues with time management and teacher preparedness. This study reflects similar challenges but shows that they can be overcome through practice, adaptation, and planning. However, this research presents several **unique characteristics and novelties** that differentiate it from previous studies.

First, this study was conducted at SMP Negeri 2 Mandrehe Barat a rural school with limited facilities and resources. It shows that PBL can still be implemented effectively in under-resourced settings. Most prior studies were conducted in urban or well-supported schools, while this research demonstrates that teacher preparedness and step-by-step adaptation are just as crucial as material resources.

Second, this study specifically focuses on presentation skills in descriptive text learning, not just general speaking ability. This makes it especially practical for English teachers who want to integrate structured text-based presentations into their lessons.

Third, the study uses a strong triangulation of data sources: teacher observations, student observations, and teacher interviews. This multi-angle approach provides a comprehensive picture of PBL implementation, the challenges encountered, and the impact on student performance.

Fourth, the study documents progressive development across four meetings, giving a concrete example of how teachers and students adapt to PBL procedures. It highlights how both parties grow over time from initial confusion to more confident and structured learning behavior while also managing technical and time-related limitations.

Fifth, this study explicitly highlights the real challenges faced by teachers, such as administrative burdens, limited understanding of PBL, lack of teaching media, and difficulties in designing instructional modules. This aspect is rarely discussed in detail in previous studies, making this research highly relevant for teachers working in similar conditions.

In conclusion, this research not only reinforces the established benefits of PBL in improving students' communication skills but also offers new contributions in the local context of a rural junior high school. It shows that, with sufficient support, planning, and collaborative strategies, PBL can effectively enhance students' presentation skills even in modest environments. These unique findings make this study a valuable reference for developing innovative and contextually appropriate English teaching practices at the basic education level.

4.2.4 The Research Result Implication

The findings of this study have several important implications for English language teaching, particularly in the context of implementing the Problem-Based Learning (PBL) model to improve students' presentation skills in descriptive text learning.

1. The research highlights the importance of teacher readiness and continuous professional development. The teacher's gradual improvement in applying PBL procedures across the four meetings demonstrates that training and practical experience are essential. English teachers must be equipped not only with knowledge about PBL stages but also with classroom strategies to manage time, facilitate collaboration, and adapt to student needs effectively.
2. This study implies that PBL can be successfully integrated into English classrooms even in rural or limited-resource schools, such as SMP Negeri 2 Mandrehe Barat. Despite challenges like the lack of teaching media and insufficient modules, the teacher was still able to facilitate meaningful learning experiences. Therefore, educational institutions should support teachers by providing adequate training, teaching aids, and time to prepare well-structured modules.
3. The findings emphasize that students' presentation skills develop progressively when PBL is implemented consistently. This suggests that presentation activities should be embedded as a regular part of English instruction, not just as final tasks. When students are encouraged to discuss, solve problems, and present their findings in groups, they develop not only language competence but also confidence, collaboration, and critical thinking.
4. The study indicates the need for structured assessment tools in evaluating presentation skills. Many teachers may struggle to assess specific aspects such as clarity, intonation, structure, and audience interaction. This implies that schools and curriculum developers should provide practical rubrics and guidelines that help teachers assess students' presentation performance accurately and fairly.
5. This study implies that the successful implementation of PBL requires a supportive classroom environment that fosters student engagement. Teachers

must be patient and persistent in guiding students, especially those with low self-confidence or weak language skills. Creating a non-threatening, student-centered environment helps learners gradually participate more actively in group discussions and presentations.

In summary, this study underscores that PBL is not only a theoretical model but a practical and effective approach to improving students' communication and presentation skills provided it is supported by proper planning, teacher training, and a collaborative learning environment.

4.2.5 The Research Result Limitation

Although this study provides valuable insights into the implementation of Problem-Based Learning (PBL) and its positive effect on students' presentation skills, several limitations should be acknowledged:

1. Limited sample size and scope

This study was conducted only in one school, SMP Negeri 2 Mandrehe Barat, and involved a limited number of participants (three English teachers and 36 students from grade VII). Therefore, the findings may not fully represent the broader population of junior high school students in other schools or regions.

2. Time constraints

The implementation of PBL was observed over four meetings, which may not have been sufficient to capture the full impact of the learning model on students' presentation skills. A longer research duration could provide deeper and more sustained insights.

3. Focus on one text type

The research focused specifically on descriptive texts, which may limit the generalizability of the results to other types of texts (e.g., narrative, recount, or argumentative texts). Students' presentation skills might vary depending on the complexity and structure of different text genres.

4. Dependence on teacher readiness

The success of PBL depends heavily on the teacher's understanding and preparation. In this study, the teacher was familiar with the model, which

contributed to effective implementation. However, in different contexts where teachers are less prepared or trained in PBL, the results might differ.

5. Lack of long term assessment

This study did not include a long-term follow-up to determine whether the improvements in students' presentation skills were sustained over time. Further research with post-intervention assessment would be beneficial.

In conclusion, while the research offers meaningful contributions to the use of PBL in language learning, these limitations suggest the need for broader studies with more varied contexts, longer durations, and extended evaluation periods to strengthen the validity and applicability of the findings.