

CHAPTER V

CONCLUSION

5.1 Conclusion

Based on the results of the research conducted at SMP Negeri 2 Mandrehe Barat, it can be concluded that the implementation of the Problem-Based Learning (PBL) model has produced significant and effective outcomes in improving the presentation skills of seventh-grade students, particularly in learning descriptive texts. The structured stages of PBL starting from problem orientation, group collaboration, investigation, discussion, presentation, and reflection have encouraged students to become more active, confident, and communicative in expressing their ideas orally.

The observation of the learning process showed that students became increasingly engaged in solving contextual problems presented by the teacher, collaborated in composing descriptive texts, and delivered their results in the form of presentations in front of the class. The observation also recorded a noticeable increase in student participation and confidence from the first to the fourth meeting.

Interviews conducted with the English teacher revealed that the PBL model helped students develop their critical thinking and communication skills. The teacher also stated that although some challenges existed such as time limitations, lack of learning media, and students' readiness for group work the implementation of PBL still had a positive result on both the learning process and student outcomes.

Thus, this study concludes that Problem-Based Learning is an effective instructional model for improving students' presentation skills in English learning, particularly in descriptive text material. This success was achieved through the consistent implementation of PBL stages, appropriate instructional support, and a conducive learning environment, enabling students to collaborate and become active, communicative, and independent learners.

5.2 Recommendations

Based on the research findings, several recommendations are proposed:

1) For Teachers

English teachers are encouraged to implement Problem-Based Learning, especially when teaching speaking skills such as presentation. Teachers should be trained to design contextual problems and guide students through the stages of PBL effectively.

2) For Schools and Curriculum Developers

Schools should provide support through training and resources to enable teachers to implement PBL successfully. Integrating PBL into the curriculum can promote critical thinking, collaboration, and communication, which are in line with the goals of the Merdeka Belajar curriculum.

3) For Students

Students are encouraged to actively participate in group discussions and presentations, as PBL offers meaningful learning experiences that enhance not only academic performance but also confidence and teamwork.

4) For Future Researchers

Future studies can involve a larger population across different schools, extend the duration of implementation, or explore PBL's effect on other skills or text types. Long-term research is also recommended to evaluate the sustainability of PBL's impact on students' performance.