ABSTRAK

Astuti, Harning Diah Juni, 2024. *Penerapan Model Pembelajaran Problem Based Learning (PBL) dan Media Komik Strip untuk meningkatkan Keterampilan Menulis Teks Anekdot Kelas X Multimedia SMK Cendekia Madiun Tahun Pelajaran 2023/2024.* Tesis. Madiun: Program Studi Pascasarjana, Universitas PGRI Madiun. Pembimbing (1) Dr. V. Teguh Suharto, M.Pd., (II) Dr. Panji Kuncoro Hadi, M.Pd.

Kata Kunci: *Keterampilan Menulis Teks Anekdot, Model Pembelajaran Problem Based Learning (PBL), Media Komik Strip.*

Penelitian ini dilatarbelakangi adanya permasalahan siswa kelas X Multimedia SMK Cendekia Madiun yang mengalami kesulitan dalam memunculkan ide cerita untuk dituangkan dalam teks ankedot. Melihat hal tersebut, penulis bermaksud melakukan penelitian mengenai pembelajaran menulis teks anekdot dengan menerapkan Model Pembelajaran *Problem Based Learning* (PBL) dan Media Komik Strip.

Penelitan ini bertujuan mengetahui dan mendeskripsikan pelaksanaan pembelajaran dan peningkatan aktivitas menulis teks anekdot dengan menggunakan model pembelajaran *Problem Based Learning* (PBL) dan media komik strip. Jenis penelitian yang digunakan adalah Penelitian Tindakan Kelas yang dilaksanakan dalam dua tahap, yaitu siklus I dan siklus II. Teknik pengumpulan data menggunakan teknik tes dan nontes. Teknik tes berupa hasil tes keterampilan menulis teks anekot dan untuk teknik nontes berupa data aktivitas siswa dari hasil observasi, wawancara, dan dokumentasi foto. Penelitian ini menggunakan teknik analisis data kualitatif dan kuantitatif. Kedua teknik tersebut dianalisis dengan membandingkan hasil tes siklus I dan siklus II.

Hasil dari penelitian ini menunjukkan bahwa penerapan model *Problem Based* Learning (PBL) dan media komik strip dapat meningkatkan keterampilan menulis teks anekdot. Peningkatan ini dapat dilihat dari hasil siklus I menunjukkan rata-rata nilai yang dicapai siswa sebesar 70,0 (cukup), sedangkan pada siklus II rata-rata nilai yang dicapai menjadi 81,0 (baik). Peningkatan dari siklus I ke siklus II sebanyak 10,9 point/ 13,5%. Kemudian aktivitas siswa juga mengalami peningkatan ke arah yang lebih baik. Siswa aktif dalam proses pembelajaran dari awal hingga refleksi. Siswa lebih bersemangat, antusias, dan bersungguh-sungguh ketika mengikuti pembelajaran menulis teks anekdot.

ABSTRACT

Astuti, Harning Diah Juni, 2024. *Implementation of the Problem-Based Learning (PBL) Model and Comic Strip Media to Enhance Anecdotal Text Writing Skills in Class X Multimedia at SMK Cendekia Madiun for the Academic Year 2023/2024.* Thesis. Madiun: Graduate Program, PGRI Madiun University. Advisors (1) Dr. V. Teguh Suharto, M.Pd., (II) Dr. Panji Kuncoro Hadi, M.Pd.

Keywords: *Anecdotal Text Writing Skills, Problem-Based Learning (PBL) Model, Comic Strip Media.*

This research is motivated by the problems faced by Class X Multimedia students at SMK Cendekia Madiun who experience difficulties in generating story ideas for writing anecdotal texts. Considering this issue, the author intends to conduct research on teaching anecdotal text writing by implementing the Problem-Based Learning (PBL) model and Comic Strip media.

This study aims to identify and describe the implementation of teaching and the enhancement of anecdotal text writing activities using the Problem-Based Learning (PBL) model and comic strip media. The type of research used is Classroom Action Research, conducted in two stages: Cycle I and Cycle II. Data collection techniques included tests and non-tests. The test technique consisted of the results of anecdotal text writing skills tests, while the non-test technique included student activity data obtained from observations, interviews, and photo documentation. This research employed qualitative and quantitative data analysis techniques. Both techniques were analyzed by comparing the results of tests from Cycle I and Cycle II.

The results of this study indicate that the implementation of the Problem-Based Learning (PBL) model and comic strip media can improve anecdotal text writing skills. This improvement is evidenced by the average score achieved by students in Cycle I, which was 70.0 (sufficient), while in Cycle II, the average score increased to 81.0 (good). The increase from Cycle I to Cycle II was 10.9 points or 13.5%. Additionally, student activity also showed an improvement in a positive direction. Students were active in the learning process from the beginning to reflection. They were more enthusiastic, motivated, and earnest when participating in learning anecdotal text writing.