

ABSTRAK

Sri Wulandari. 2026. *Peningkatan Keterampilan Menulis Teks Prodsedur dengan Model Pembelajaran Problem Based Learning Berbantuan Media Gambar Berseri pada Siswa Kelas V SD Negeri Pagertanjung 2 Jombang.* Tesis. Madiun: Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Muhammad Hanif, M.M., M.Pd., (II) Dr. Ermi Adriani Meikayanti, M.Pd.

Kata kunci : *Keterampilan menulis, Teks prosedur, Problem Based Learning, Media Gambar Berseri*

Penelitian ini bertujuan untuk meningkatkan keterampilan menulis teks prosedur melalui penerapan model pembelajaran *Problem Based Learning* (PBL) berbantuan media gambar berseri pada siswa kelas V sekolah dasar. Latar belakang penelitian ini adalah rendahnya keterampilan menulis teks prosedur siswa yang ditunjukkan oleh kurangnya kemampuan dalam menyusun tujuan, bahan atau alat, langkah-langkah yang sistematis, serta penggunaan kaidah kebahasaan yang tepat. Oleh karena itu, diperlukan suatu model pembelajaran yang mampu meningkatkan keaktifan, kreativitas, dan kemampuan berpikir kritis siswa dalam proses menulis.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas V yang berjumlah 20 orang. Teknik pengumpulan data dilakukan melalui observasi, tes keterampilan menulis, dokumentasi, dan catatan lapangan. Data dianalisis menggunakan teknik analisis deskriptif kuantitatif dan kualitatif dengan membandingkan hasil prasiklus, siklus I, dan siklus II. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran *Problem Based Learning* berbantuan media gambar berseri mampu meningkatkan keterampilan menulis teks prosedur siswa. Pada tahap prasiklus, nilai rata-rata keterampilan menulis siswa sebesar 60,6 dengan ketuntasan belajar 27%. Setelah tindakan pada siklus I, nilai rata-rata meningkat menjadi 75 dengan ketuntasan belajar mencapai 68%. Pada siklus II, nilai rata-rata kembali meningkat menjadi 86 dengan ketuntasan belajar mencapai 86%, sehingga telah melampaui indikator keberhasilan penelitian, yaitu minimal 85% siswa memperoleh nilai di atas Kriteria Ketercapaian Tujuan Pembelajaran yaitu terampil. Selain itu, hasil observasi menunjukkan adanya peningkatan keaktifan, kerja sama, kemampuan berpikir kritis, dan antusiasme siswa selama proses pembelajaran.

Berdasarkan hasil penelitian dapat disimpulkan bahwa penerapan model pembelajaran *Problem Based Learning* berbantuan media gambar berseri efektif dalam meningkatkan keterampilan menulis teks prosedur pada siswa kelas V sekolah dasar. Model pembelajaran ini dapat dijadikan sebagai salah satu alternatif bagi guru dalam menciptakan pembelajaran menulis yang lebih aktif, menarik, dan bermakna.

ABSTRACT

Sri Wulandari. 2026. *Improving Procedural Text Writing Skills through the Problem-Based Learning Model Assisted by Series Picture Media for Fifth-Grade Students of SD Negeri Pagertanjung 2 Jombang*. Thesis. Madiun: Magister Study Program in Indonesian Language and Literature Education, Graduate Program, Universitas PGRI Madiun. Advisor Prof. Dr. Muhammad Hanif, M.M., M.Pd., (II) Dr. Ermi Adriani Meikayanti, M.Pd.

Keywords: *writing skills, procedural text, Problem Based Learning, series picture media*

This study aimed to improve fifth-grade elementary school students' procedural text writing skills through the implementation of the Problem Based Learning (PBL) model assisted by series picture media. The background of this study was the students' low ability in writing procedural texts, as indicated by their difficulties in organizing the purpose, materials or tools, sequential steps, and appropriate language features. Therefore, an innovative learning model was needed to encourage students' active participation, critical thinking, and creativity in the writing process. This research employed a Classroom Action Research (CAR) design conducted in two cycles. Each cycle consisted of four stages: planning, implementation, observation, and reflection. The participants of this study were 20 fifth-grade students of an elementary school. Data were collected through observation, writing tests, documentation, and field notes. The data were analyzed using both quantitative and qualitative descriptive analysis by comparing the results of the pre-cycle, Cycle I, and Cycle II. The findings revealed that the implementation of the Problem Based Learning (PBL) model assisted by series picture media successfully improved students' procedural text writing skills. In the pre-cycle, the students' average score was 60.6, with a learning mastery level of 27%. After the implementation of the first cycle, the average score increased to 75 with 68% of the students achieving the minimum mastery criterion. In Cycle II, the average score further increased to 86, and the learning mastery reached 86%, exceeding the research success indicator of at least 85% of students achieving the Minimum Mastery Criterion (MMC). Furthermore, the observation results indicated significant improvements in students' participation, collaboration, critical thinking, and enthusiasm throughout the learning process.

Based on the findings, it can be concluded that the implementation of the Problem Based Learning (PBL) model assisted by series picture media is effective in improving procedural text writing skills among fifth-grade elementary school students. This learning model can be recommended as an alternative instructional strategy to create a more active, engaging, and meaningful writing learning environment.