

ABSTRAK

Afifah Shofi. 2025. *Penerapan Project Based Learning Berbantuan Media Wordwall Dalam Pembelajaran Keterampilan Menulis Teks Prosedur Pada Siswa Kelas V SD Negeri 3 Jekek.* Tesis. Madiun: Program Studi Pendidikan Bahasa dan Sastra Indonesia, Fakultas Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Elva Nuraina, SE., M.Si., (II) Dr. Cerianing Putri Pratiwi, S.Pd. M.Pd.

Kata Kunci: Project Based Learning, Wordwall, teks prosedur, keterampilan menulis

Penelitian ini bertujuan untuk mendeskripsikan penerapan Project Based Learning berbantuan media Wordwall dalam pembelajaran keterampilan menulis teks prosedur pada siswa kelas V SDN 3 Jekek, serta mengidentifikasi kendala dan solusi selama proses pembelajaran berlangsung. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Subjek penelitian adalah 21 siswa kelas V dan seorang guru kelas. Data dikumpulkan melalui observasi, wawancara, dokumentasi, serta analisis hasil tugas menulis siswa. Hasil penelitian menunjukkan bahwa penerapan Project Based Learning berbantuan Wordwall mampu memberikan dampak positif pada keterampilan menulis teks prosedur siswa secara signifikan. Hal ini terlihat dari nilai rata-rata awal sebesar 68 menjadi 88 setelah penerapan model tersebut. Selain pada hasil akademik, siswa juga menunjukkan motivasi dan keterlibatan belajar yang lebih tinggi, ditandai dengan respons positif terhadap aktivitas proyek dan penggunaan media Wordwall yang interaktif. Kendala yang dihadapi meliputi keterbatasan waktu, variasi kemampuan siswa dalam bekerja sama, serta hambatan teknis perangkat dan jaringan. Solusi yang diberikan antara lain pendampingan bertahap, pemanfaatan LKPD, pemberian contoh teks sederhana, serta penyesuaian penggunaan media digital. Dengan demikian, penerapan Project Based Learning berbantuan Wordwall terbukti efektif dalam pembelajaran kemampuan menulis teks prosedur sekaligus memperkuat motivasi dan keaktifan siswa, sehingga layak diterapkan sebagai alternatif pembelajaran inovatif di sekolah dasar.

ABSTRACT

Afifah Shofi. 2025. *The Implementation of Project-Based Learning Assisted by Wordwall Media in Teaching Procedural Text Writing Skills to Fifth-Grade Students of SD Negeri 3 Jekek.* Thesis. Madiun: Indonesian Language and Literature Education Study Program, Graduate School, Universitas PGRI Madiun. Advisors: (I) Dr. Elva Nuraina, S.E., M.Si., (II) Dr. Cerianing Putri Pratiwi, S.Pd., M.Pd.

Keywords: Project-Based Learning, Wordwall, procedural text, writing skills

This study aims to describe the implementation of Project-Based Learning assisted by Wordwall media in teaching procedural text writing skills to fifth-grade students of SD Negeri 3 Jekek, as well as to identify the obstacles and solutions encountered during the learning process. This research employed a qualitative method with a descriptive approach. The research subjects consisted of 21 fifth-grade students and one classroom teacher. Data were collected through observation, interviews, documentation, and analysis of students' writing task results. The findings indicate that the implementation of Project-Based Learning assisted by Wordwall media had a significant positive impact on students' procedural text writing skills. This improvement is reflected in the increase of the average score from 68 to 88 after the implementation of the model. In addition to academic achievement, students also demonstrated higher learning motivation and engagement, as evidenced by their positive responses to project-based activities and the interactive use of Wordwall media. The challenges encountered included limited instructional time, variations in students' collaborative abilities, and technical issues related to devices and internet connectivity. The proposed solutions involved gradual guidance, the use of student worksheets (LKPD), providing examples of simple procedural texts, and adjusting the use of digital media. Therefore, the implementation of Project-Based Learning assisted by Wordwall media is proven to be effective in improving procedural text writing skills while also enhancing students' motivation and active participation, making it a viable alternative for innovative learning in elementary schools.