

## ABSTRAK

Wahyudi, Aris. 2025. *Peningkatan Kemampuan Menulis Teks Dengan Penerapan Model Project Based Learning Siswa Kelas V SDN Widodaren 3 Kecamatan Gerih Kabupaten Ngawi*. Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Dr. Panji Kuncoro Hadi, S.S., M.Pd.; (II) Dr. Suhartini, M.Pd.

**Kata kunci:** kemampuan menulis teks, *Project Based Learning*, pembelajaran menulis

Penelitian ini bertujuan untuk mendeskripsikan penerapan model Project Based Learning serta mengetahui peningkatan kemampuan menulis teks siswa kelas V SDN Widodaren 3 Kecamatan Gerih Kabupaten Ngawi melalui penerapan model Project Based Learning. Latar belakang penelitian ini adalah rendahnya kemampuan menulis teks siswa kelas rendah sekolah dasar yang ditandai dengan keterbatasan ide, penggunaan kosakata yang sederhana, serta kesulitan menyusun kalimat secara runtut. Pembelajaran menulis yang masih bersifat konvensional menyebabkan siswa kurang aktif dan kurang termotivasi dalam menulis. Oleh karena itu, model Project Based Learning diterapkan untuk memberikan pengalaman belajar yang bermakna dan mendorong siswa terlibat secara aktif dalam proses menulis.

Penelitian ini menggunakan desain 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 SDN Widodaren 3. Teknik pengumpulan data meliputi observasi aktivitas pembelajaran, tes kemampuan menulis teks, dan dokumentasi. Data dianalisis secara deskriptif kualitatif dengan dukungan data kuantitatif untuk mengetahui peningkatan kemampuan menulis teks siswa.

Hasil penelitian menunjukkan bahwa penerapan model Project Based Learning dapat meningkatkan kemampuan menulis teks siswa. Peningkatan terlihat pada kemampuan siswa dalam menemukan ide, menyusun kalimat secara runtut, menggunakan kosakata yang lebih bervariasi, serta menuliskan teks dengan lebih jelas dan bermakna. Selain itu, keaktifan, kreativitas, dan tanggung jawab siswa dalam pembelajaran juga mengalami peningkatan.

## ABSTRACT

Wahyudi, Aris. 2025. *Improving Text Writing Skills by Implementing the Project Based Learning Model for Class V Students of SDN Widodaren 3, Gerih District, Ngawi Regency*. Thesis. Indonesian Master of Language and Literature Education Study Program, Post Graduate Program Universitas PGRI Madiun. Pembimbing (I) Dr. Panji Kuncoro Hadi, S.S., M.Pd.; (II) Dr. Suhartini, M.Pd.

**Keywords:** text writing skills, Project Based Learning, writing instruction

This study aims to describe the implementation of the Project Based Learning model and to examine the improvement of text writing skills of second-grade students at SDN Widodaren 3, Gerih District, Ngawi Regency through the application of Project Based Learning. The background of this research is the low level of text writing skills among lower-grade elementary school students, which is characterized by limited ideas, simple vocabulary use, and difficulties in composing coherent sentences. Conventional writing instruction often results in low student engagement and motivation. Therefore, the Project Based Learning model was applied to provide meaningful learning experiences and actively involve students in the writing process.

This study employed a Classroom Action Research (CAR) design conducted in two cycles. Each cycle consisted of planning, action implementation, observation, and reflection stages. The research subjects were second-grade students of SDN Widodaren 3. Data were collected through observation of learning activities, text writing skill tests, and documentation. Data were analyzed using descriptive qualitative methods supported by quantitative data to identify improvements in students' text writing skills.

The results indicate that the implementation of the Project Based Learning model improves students' text writing skills. Improvements were observed in students' ability to generate ideas, organize sentences coherently, use more varied vocabulary, and produce clearer and more meaningful texts. In addition, students' activeness, creativity, and responsibility during the learning process increased.