

## ABSTRACT

**Nurito**, 2025. *The Implementation of Teaching Writing Procedure Texts Using the Project Based Learning Approach in Grade VI of SD Negeri Pejok I, Kedungadem District, Bojonegoro Regency*. Thesis, Master's Program in Indonesian Language and Literature Education, Universitas PGRI Madiun. Advisors: (I) Dr. Dwi Setiyadi, M.M. (II) Dr. Dwi Rohman Soleh, S.S., M.Pd.

**Keywords:** *Project Based Learning, writing skills, procedural text, elementary school.*

This study aims to determine the implementation and the effect of the *Project Based Learning* approach on students' procedural text writing skills in the sixth grade of SD Negeri Pejok I, Kedungadem District, Bojonegoro Regency. The background of this research is the low ability of students in writing procedural texts, caused by a lack of understanding of text structure, inappropriate language use, and conventional teaching methods. Therefore, an innovative and student-centered learning approach is needed, one of which is *Project Based Learning*.

This research uses a qualitative approach with a descriptive research design. The subjects of this study were 15 sixth-grade students. Data were collected through observation, interviews, and documentation. The data analysis technique used the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing.

The results show that the implementation of the *Project Based Learning* approach in teaching procedural text writing was carried out well. This is evidenced by the teacher's activity score with an average of 93, categorized as very good. In addition, student activity also increased with an average score of 85 in the very good category. Student responses to the learning process reached an average score of 90, indicating that the learning process was more engaging and enjoyable. The *Project Based Learning* approach has a positive effect on students' procedural text writing skills, especially in organizing ideas, structuring texts, and using appropriate language.

In conclusion, the *Project Based Learning* approach is effective in improving students' procedural text writing skills as well as increasing their participation and learning motivation.

## ABSTAK

**Nurito**, 2025. *Penerapan Pembelajaran menulis teks Prosedur Dengan Pendekatan Project Based Learning Kelas VI SD Negeri Pejok I Kecamatan Kedungadem Kabupaten Bojonegoro* : Tesis, Jurusan Magister Pendidikan Bahasa dan Sastra Indonesia, Universitas PGRI Madiun Pembimbing (I) Dr. Dwi Setiyadi, M.M.(2) Dr. Dwi Rohman Soleh, S.S. M.Pd

**Kata Kunci:** *Project Based Learning, keterampilan menulis, teks prosedur, sekolah dasar.*

Penelitian ini bertujuan untuk mengetahui implementasi dan pengaruh pendekatan *Project Based Learning* terhadap keterampilan menulis teks prosedur pada siswa kelas VI SD Negeri Pejok I Kecamatan Kedungadem Kabupaten Bojonegoro. Latar belakang penelitian ini adalah rendahnya kemampuan siswa dalam menulis teks prosedur yang disebabkan oleh kurangnya pemahaman struktur teks, penggunaan bahasa yang kurang tepat, serta pembelajaran yang masih bersifat konvensional. Oleh karena itu, diperlukan pendekatan pembelajaran yang inovatif dan berpusat pada siswa, salah satunya melalui *Project Based Learning*.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian adalah siswa kelas VI yang berjumlah 15 orang. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa implementasi pendekatan *Project Based Learning* dalam pembelajaran menulis teks prosedur berjalan dengan baik. Hal ini dibuktikan dengan aktivitas guru yang memperoleh nilai rata-rata 93 dengan kategori sangat baik. Selain itu, aktivitas siswa juga menunjukkan peningkatan dengan nilai rata-rata 85 dalam kategori sangat baik. Respon siswa terhadap pembelajaran mencapai nilai rata-rata 90 yang menunjukkan bahwa pembelajaran lebih menarik dan menyenangkan. Pendekatan *Project Based Learning* terbukti memberikan pengaruh positif terhadap keterampilan menulis teks prosedur siswa, terutama dalam hal penyusunan ide, struktur teks, dan penggunaan bahasa.

Dengan demikian, dapat disimpulkan bahwa pendekatan *Project Based Learning* efektif dalam meningkatkan keterampilan menulis teks prosedur serta meningkatkan keaktifan dan minat belajar siswa.