

ABSTRACT

Agus Subiyanto. 2026. Improving the Procedure Text Writing Skills of Class VII F Students at SMPN 6 Madiun Through Digital Media in the 2025/2026 Academic Year. Thesis. Madiun: Master's Program in Indonesian Language and Literature Education, Graduate School, Universitas PGRI Madiun. Supervisor (I): Dr. Dwi Setiyadi, M.M. Supervisor (II): Dr. Swasta Maharani, M.Pd.

Keywords: writing skills, procedure text, digital media

This study aimed to improve the procedural text writing skills of Grade VII-F students at SMPN 6 Madiun through the use of digital media. The study was motivated by students' low writing skills, limited learning participation, and the suboptimal use of digital media in Indonesian language instruction. The research employed the Classroom Action Research (CAR) model developed by Kemmis and McTaggart, consisting of two cycles involving planning, action, observation, and reflection. The participants were 30 students of Grade VII-F at SMPN 6 Madiun in the 2025/2026 academic year. Data were collected through observation, writing tests, documentation, and field notes, and were analyzed using descriptive quantitative and qualitative techniques. The findings revealed that students' procedural text writing skills improved from 20 % in the pre-cycle to 60 % in Cycle I and 75 % in Cycle II. Improvements were observed across all assessment indicators, including the accuracy of determining the writing purpose, completeness of text structure, logical sequencing of procedural steps, appropriate language use, correct spelling and punctuation, and relevance of content to the assigned topic. Student learning participation also increased from 33.33 % to 46.67 %, reaching 93.33 % in Cycle II. Meanwhile, the average learning achievement score improved from 67.33 in the pre-cycle to 73.67 in Cycle I and 83.00 in Cycle II. In Cycle II, the average writing performance score reached 22.47, categorized as Very Good, with 22 students achieving the Very Good category and 8 students achieving the Good category. The findings indicate that digital media effectively improved students' procedural text writing skills, learning participation, and learning achievement. Therefore, digital media can be recommended as an effective instructional medium for teaching procedural text writing in Indonesian language learning.

ABSTRAK

Agus Subiyanto. 2026. Meningkatkan Keterampilan Menulis Teks Prosedur Siswa Kelas VIIF SMPN 6 Madiun Dengan Bantuan Media Digital Tahun Pelajaran 2025/2026. Tesis. Madiun: Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Fakultas Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Setiyadi, M.M., Pembimbing (II) Dr. Swasta Maharani, M.Pd.

Kata Kunci: Keterampilan menulis, teks prosedur, media digital

Penelitian ini bertujuan meningkatkan keterampilan menulis teks prosedur siswa kelas VIIF SMPN 6 Madiun melalui bantuan media digital. Penelitian dilatarbelakangi oleh rendahnya keterampilan menulis, aktivitas belajar siswa, dan belum optimalnya pemanfaatan media digital dalam pembelajaran Bahasa Indonesia. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart yang dilaksanakan dalam dua siklus melalui tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah 30 siswa kelas VIIF SMPN 6 Madiun Tahun Pelajaran 2025/2026. Data dikumpulkan melalui observasi, tes, dokumentasi, dan catatan lapangan, kemudian dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa keterampilan menulis teks prosedur meningkat dari 20% pada prasiklus menjadi 60% pada Siklus I dan 75% pada Siklus II. Peningkatan terjadi pada seluruh indikator penilaian, yaitu ketepatan menentukan tujuan, kelengkapan struktur, keruntutan langkah-langkah, ketepatan penggunaan bahasa, penggunaan ejaan dan tanda baca, serta kesesuaian isi dengan topik. Aktivitas siswa meningkat dari 33,33% menjadi 46,67% dan mencapai 93,33%, sedangkan nilai rata-rata hasil belajar meningkat dari 67,33 menjadi 73,67 dan 83,00. Pada Siklus II, rata-rata skor keterampilan menulis mencapai 22,47 dengan kategori Sangat Baik, terdiri atas 22 siswa berkategori Sangat Baik dan 8 siswa berkategori Baik. Berdasarkan hasil penelitian dapat disimpulkan bahwa media digital efektif meningkatkan keterampilan menulis teks prosedur, aktivitas belajar, dan hasil belajar siswa sehingga layak diterapkan dalam pembelajaran Bahasa Indonesia.