

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *PROJECT-BASED LEARNING* DALAM MENINGKATKAN KEMAMPUAN MENULIS TEKS NARASI PADA PESERTA DIDIK KELAS IV SD NEGERI 1 TANGGULANGIN

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Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran *project based learning* terhadap kemampuan menulis teks narasi pada peserta didik kelas IV SD Negeri 1 Tanggulangin. Penelitian menggunakan metode *quasi eksperimen* dengan desain *nonequivalent control group design*. Sampel dipilih melalui teknik *purposive sampling*, terdiri atas kelas eksperimen dan kelas kontrol. Data dikumpulkan melalui tes menulis narasi dalam bentuk *pretest* dan *posttest*, lalu dianalisis menggunakan uji-t dan regresi linier berganda dengan bantuan SPSS. Hasil penelitian menunjukkan bahwa terdapat pengaruh signifikan dari penerapan model *project based learning* terhadap peningkatan kemampuan menulis teks narasi peserta didik. Rata-rata nilai *posttest* kelas eksperimen lebih tinggi dibandingkan kelas kontrol, dan nilai signifikansi $< 0,05$. Temuan ini menunjukkan bahwa model *project based learning* efektif digunakan untuk meningkatkan keterampilan menulis narasi pada peserta didik sekolah dasar.

Kata Kunci: Menulis Teks Narasi, Model Pembelajaran, Kemampuan Menulis, *Project Based Learning*.

ABSTRACT

THE EFFECT OF PROJECT BASED LEARNING MODEL IN IMPROVING THE ABILITY TO WRITING NARRATIVE TEXTS IN STUDENTS OF GRADE IV OF SD NEGERI 1 TANGGULANGIN

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This study aimed analyze the effect of the project based learning model on the ability to write narrative texts in grade IV students of SD Negeri 1 Tanggulangin. The study used a quasi-experimental method with a nonequivalent control group design. The sample was selected through a purposive sampling technique, consisting of an experimental class and a control class. Data were collected through a narrative writing test in the form of a pretest and posttest, then analyzed using the t-test and multiple linear regression with the help of SPSS. The results showed that there was a significant effect of the application of the project based learning model on improving students' ability to write narrative texts. The average posttest score of the experimental class was higher than the control class, and the significance value was <0.05 . These findings indicated that the project based learning model is effective in improving narrative writing skills in elementary school students.

Keywords: Writing Narrative Texts, Learning Models, Writing Skills, Project Based Learning.