

ABSTRAK

Lutfi Nurhayati, 2026, Pengaruh Model Pembelajaran *Problem Based Learning* (PBL) Terhadap Kemampuan Menulis Teks Tanggapan (Eksperimen pada Peserta Didik Kelas VII SMP Negeri 18 Tasikmalaya Tahun Ajaran 2025/2026). Jurusan Pendidikan Bahasa Indonesia. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Siliwangi.

Model pembelajaran merupakan salah satu aspek yang menentukan keberhasilan pembelajaran, termasuk dalam pembelajaran menulis teks tanggapan. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap kemampuan menulis teks tanggapan peserta didik kelas VII SMP Negeri 18 Tasikmalaya tahun ajaran 2025/2026. Metode penelitian yang digunakan yaitu metode eksperimen semu. Sampel penelitian ini yaitu peserta didik kelas VII-A sebagai kelas eksperimen dan kelas VII-B sebagai kelas kontrol. Berdasarkan hasil penelitian dan pengolahan data diketahui bahwa terdapat perbedaan hasil rata-rata nilai menulis teks tanggapan di kelas eksperimen dan kelas kontrol. Rata-rata nilai yang diperoleh peserta didik di kelas eksperimen pada pembelajaran menulis teks tanggapan yaitu 59,6 (*pretest*) dan 82,3 (*posttest*), dengan selisih peningkatannya sebesar 22,7. Rata-rata nilai yang diperoleh peserta didik kelas kontrol pada pembelajaran menulis teks tanggapan yakni 57,7 (*pretest*) dan 74,3 (*posttest*) dengan selisih peningkatannya 16,6. Hasil perhitungan uji t pada nilai *posttest* menulis teks tanggapan di kelas eksperimen dan kelas kontrol diperoleh nilai signifikansi (Sig-2 tailed) sebesar 0,000. Nilai tersebut lebih kecil dari taraf signifikansi 0,05 ($0,00 < 0,05$). Dengan demikian, dapat disimpulkan bahwa terdapat perbedaan rata-rata nilai yang signifikan antara kelas eksperimen dan kelas kontrol. Hasil uji N-Gain Score di kelas eksperimen sebesar 0,5 sedangkan kelas kontrol hanya mencapai 0,3. Persentase pengaruh model pembelajaran *Problem Based Learning* (PBL) di kelas eksperimen sebesar 57%, sedangkan di kelas kontrol sebesar 39%. Hal ini menunjukkan bahwa model pembelajaran *Problem Based Learning* (PBL) berpengaruh terhadap kemampuan menulis teks tanggapan pada peserta didik kelas VII SMP Negeri 18 Tasikmalaya tahun ajaran 2025/2026.

ABSTRACT

Lutfi Nurhayati, 2026, The Effect of Problem-Based Learning (PBL) on Response Text Writing Skills (An Experiment on Grade VII Students of SMP Negeri 18 Tasikmalaya in the 2025/2026 Academic Year). Department of Indonesian Language Education, Faculty of Teacher Training and Education, Siliwangi University.

The learning model is one aspect that determines the success of learning, including in learning to write response texts. This study aims to determine the effect of the Problem Based Learning (PBL) learning model on the ability to write response texts of class VII students of SMP Negeri 18 Tasikmalaya in the 2025/2026 academic year. The research method used is a quasi-experimental method. The sample of this study was class VII-A students as the experimental class and class VII-B as the control class. Based on the results of the research and data processing, it is known that there are differences in the average results of the response text writing scores in the experimental class and the control class. The average scores obtained by students in the experimental class in learning to write response texts are 59,6 (pretest) and 82,3 (posttest), with a difference in increase of 22,7. The average scores obtained by students in the control class in learning to write response texts are 57,7 (pretest) and 74,3 (posttest) with a difference in increase of 16.6. The results of the t-test calculation on the post-test scores of writing response texts in the experimental class and the control class obtained a significance value (Sig-2 tailed) of 0,000. This value is smaller than the significance level of 0,05 ($0,00 < 0,05$). Thus, it can be concluded that there is a significant difference in the average value between the experimental class and the control class. The results of the N-Gain Score test in the experimental class were 0,5 while the control class only reached 0,3. The percentage of the influence of the Problem Based Learning (PBL) learning model in the experimental class was 57%, while in the control class it was 39%. This shows that the Problem Based Learning (PBL) learning model has an effect on the ability to write response texts in class VII students of SMP Negeri 18 Tasikmalaya in the 2025/2026 academic year.