

**PEMANFAATAN TEKS MULTIMODAL UNTUK MENINGKATKAN
KETERAMPILAN MENULIS TEKS TANGGAPAN SISWA KELAS VII G
DI SMPN 5 MENGWI**

Oleh

Komang Danda Widya Anugrah, NIM 2212011001

Jurusan Bahasa Sastra Indonesia dan Daerah

ABSTRAK

Penelitian Tindakan Kelas (PTK) ini bertujuan untuk: (1) mendeskripsikan pemanfaatan teks multimodal dalam meningkatkan keterampilan menulis teks tanggapan siswa; (2) mendeskripsikan hasil belajar menulis teks tanggapan; dan (3) mendeskripsikan respons siswa terhadap pemanfaatan teks multimodal. Subjek penelitian adalah guru Bahasa Indonesia dan siswa kelas VII G SMPN 5 Mengwi tahun ajaran 2025/2026. Penelitian dilaksanakan dalam dua siklus dengan metode pengumpulan data melalui observasi, tes, dan kuesioner. Data dianalisis menggunakan teknik deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa pemanfaatan teks multimodal berupa teks, infografis, video, dan lagu telah berhasil diterapkan. Hasil belajar menulis teks tanggapan meningkat dari 61,2% pada siklus I menjadi 87% pada siklus II, yang tergolong kategori baik. Respons siswa terhadap pembelajaran juga meningkat dari 77,7% pada siklus I menjadi 88% pada siklus II, yang termasuk kategori positif. Temuan ini membuktikan bahwa pemanfaatan teks multimodal efektif dalam meningkatkan keterampilan menulis teks tanggapan siswa.

Kata kunci: menulis, teks multimodal, teks tanggapan.

***THE USE OF MULTIMODAL TEXTS TO IMPROVE THE WRITING
SKILLS OF RESPONSE TEXTS AMONG CLASS VII G STUDENTS AT
SMPN 5 MENGWI***

by

Komang Danda Widya Anugrah, NIM 2212011001

Jurusan Bahasa Sastra Indonesia dan Daerah

ABSTRACT

This Classroom Action Research (CAR) aims to: (1) describe the use of multimodal texts in improving students' skills in writing response texts; (2) describe the students' learning outcomes in writing response texts; and (3) describe students' responses to the utilization of multimodal texts. The subjects of the research were the Indonesian language teacher and the students of Class VII G at SMPN 5 Mengwi in the 2025/2026 academic year. The research was conducted in two cycles, with data collected through observation, tests, and questionnaires. The data were analyzed using both qualitative and quantitative descriptive techniques. The results showed that the use of multimodal texts, including written texts, infographics, videos, and songs, was successfully implemented. Students' writing achievement improved from 61.2% in the first cycle to 87% in the second cycle, which falls into the "good" category. Students' responses toward the learning process also increased from 77.7% in the first cycle to 88% in the second cycle, indicating a positive category. These findings demonstrate that the use of multimodal texts is effective in improving students' skills in writing response texts.

Keywords: writing, multimodal texts, response texts.