

ABSTRAK

Jayanti, Gusti Made Dwi (2026), Pengaruh Model *Project Based Learning* Berbantuan *Scaffolding* terhadap Keterampilan Menulis Kreatif Teks Naratif Siswa Kelas VII SMP Negeri 5 Denpasar. Tesis, Pendidikan Bahasa, Program Pascasarjana, Universitas Ganesha.

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Kata Kunci: *Project Based Learning*, *scaffolding*, keterampilan menulis kreatif, teks naratif, SMP

Penelitian ini bertujuan untuk menganalisis perbedaan dan pengaruh model *Project Based Learning* (PjBL) berbantuan *scaffolding* terhadap keterampilan menulis kreatif teks naratif siswa kelas VII SMP Negeri 5 Denpasar, dilatarbelakangi oleh rendahnya kemampuan menulis siswa yang ditunjukkan dengan 60% siswa kesulitan mengembangkan ide, menyusun alur, dan menggunakan bahasa yang tepat. Penelitian menggunakan rancangan eksperimen semu dengan desain *Nonequivalent Pretest-Posttest Control Group Design*, populasi seluruh siswa kelas VII berjumlah 273 orang, dan sampel diambil dengan *cluster random sampling* yaitu kelas VII A (39 siswa) sebagai kelompok eksperimen yang menerima PjBL berbantuan *scaffolding* serta kelas VII B (40 siswa) sebagai kelompok kontrol dengan model ceramah, penugasan, kemudian presentasi. Instrumen tes menulis kreatif teks naratif menggunakan rubrik penilaian dengan skala 0–20 (skor maksimal 20) yang telah divalidasi ahli dan memiliki reliabilitas Cronbach's Alpha 0,76. Data dianalisis menggunakan uji *Independent Samples T-test* untuk mengetahui perbedaan keterampilan menulis kreatif antara kelompok eksperimen dan kelompok kontrol, serta uji *Analysis of Covariance* (ANCOVA) untuk menguji pengaruh model *Project Based Learning* (PjBL) berbantuan *scaffolding* dengan

mengontrol kemampuan awal siswa berdasarkan skor pretest. Hasil uji hipotesis menunjukkan nilai signifikansi (2-tailed) sebesar 0,000 ($p < 0,05$), sehingga terdapat perbedaan signifikan keterampilan menulis kreatif antara kedua kelompok. Rata-rata *post-test* kelas eksperimen mencapai 16,38 (kategori Baik), lebih tinggi daripada kelas kontrol yang memperoleh 14,65 (kategori Cukup). Peningkatan kualitas tulisan terjadi pada seluruh indikator, meliputi isi, organisasi, kosakata, penggunaan bahasa, dan mekanik penulisan. Simpulan penelitian ini adalah model *Project Based Learning* berbantuan *scaffolding* terbukti efektif dan memberikan pengaruh signifikan terhadap peningkatan keterampilan menulis kreatif teks naratif siswa kelas VII SMP Negeri 5 Denpasar, sehingga direkomendasikan sebagai alternatif pembelajaran inovatif untuk mengatasi permasalahan rendahnya keterampilan menulis kreatif siswa.

ABSTRACT

Jayanti, Gusti Made Dwi (2026), The Effect of the Scaffolding-Assisted Project-Based Learning Model on the Narrative Text Creative Writing Skills of 7th-Grade Students at SMP Negeri 5 Denpasar. Thesis, Language Education, Postgraduate Program, Ganesha University.

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Keywords: Project-Based Learning, scaffolding, creative writing skills, narrative text, junior high school (SMP)

This study aims to analyze the differences and the effect of the scaffolding-assisted Project-Based Learning (PjBL) model on the narrative text creative writing skills of 7th-grade students at SMP Negeri 5 Denpasar. The study was motivated by students' low writing proficiency, evidenced by the fact that 60% of students struggled to develop ideas, structure plotlines, and use appropriate language. The experiment use quasi-experimental design—specifically the Nonequivalent Pretest-Posttest Control Group Design. The population consisted of all 7th grade students totally (273 individuals), and the sample was selected using cluster random sampling: Class VII A (39 students) served as the experimental group receiving scaffolding-assisted PjBL, while Class VII B (40 students) served as the control group taught using a model involving lectures, assignments, and presentations. The narrative text creative writing assessment instrument utilized a rubric with a 0–20 scale (maximum score of 20); this instrument was validated by experts and demonstrated a Cronbach's Alpha reliability coefficient of 0.76. Data were analyzed using the Independent Samples T-test to determine differences in creative writing skills between the experimental and control groups, and the Analysis of Covariance (ANCOVA) test to examine the effect of the scaffolding-assisted PjBL model while controlling for students' initial ability based on pretest scores. Hypothesis testing results showed a significance value (2-tailed) of 0.000 ($p < 0.05$), indicating a significant difference in creative writing skills between the two groups. The average post-test score for the experimental class was 16.38 (Good category), higher than that of the control class, which scored 14.65 (Fair category). Improvements in writing quality were observed across all indicators, including content, organization, vocabulary, language use, and writing mechanics. The study concludes that the scaffolding-assisted Project-Based Learning model is effective and significantly improves the creative narrative writing skills of 7th-grade students at SMP Negeri 5 Denpasar; therefore, it is recommended as an innovative instructional alternative to address the issue of students' low creative writing proficiency.