

ABSTRAK

Alianto, Devina. (2021). *Penerapan Media Vlog (Video Blog) dan Efektivitasnya dalam Pembelajaran Menulis Teks Deskripsi*. Tesis. Yogyakarta: Program Studi Pendidikan Bahasa Indonesia Program Magister, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Media *vlog* (video blog) merupakan media berbasis video, audio, dan teks, yang dikombinasi dalam satu kesatuan utuh dan menarik. Dalam penelitian ini, media *vlog* (video blog) diterapkan dalam pembelajaran keterampilan menulis teks deskripsi. Tujuan penelitian ini adalah (1) mendeskripsikan proses penerapan media *vlog* (video blog) dalam pembelajaran menulis teks deskripsi (2) mengetahui efektivitas media *vlog* (video blog) dalam menentukan perbedaan kemampuan menulis teks deskripsi melalui hasil kerja dari kelompok eksperimen dan kelompok kontrol.

Penelitian ini merupakan penelitian eksperimen dengan jenis penelitian *quasi experimental* tipe *nonequivalent control group design* dengan kelompok eksperimen dan kelompok kontrol yang dipilih tanpa *random assignment*. Populasi dalam penelitian ini adalah seluruh peserta didik kelas VII SMP X di Kabupaten Sidoarjo yang berjumlah 97 orang. Berdasarkan teknik *Simple Random Sampling* ditetapkan kelas VII.3 sebagai kelompok eksperimen dan kelas VII.1 sebagai kelompok kontrol. Tiap kelompok berjumlah 25 siswa. Validitas instrumen berupa validitas isi dan konstruk. Teknik analisis data dengan cara mengelompokkan data berdasarkan variabel, membuat tabulasi data, dan menyajikan data tiap variabel yang diteliti. Uji prasyarat dilakukan dengan uji normalitas dan homogenitas. Pengujian dilakukan dengan program *IBM SPSS versi 21* dengan tingkat kepercayaan 95% menunjukkan data berdistribusi normal dan homogen. Media *vlog* (video blog) diterapkan pada kelompok eksperimen, sedangkan kelompok kontrol tanpa menggunakan media.

Hasil penelitian menunjukkan bahwa (1) proses penerapan *vlog* (video blog) pada kelompok eksperimen digunakan pada tahap kegiatan inti untuk memberikan materi secara otentik mengenai teks deskripsi sekaligus menjadi bahan diskusi dan penugasan, merupakan salah satu cara untuk melatih peserta didik meningkatkan keterampilan berbahasa, dan mengembangkan keterampilan literasi digital dan kreativitas, khususnya dalam keterampilan menulis teks deskripsi. (2) ada perbedaan kemampuan menulis teks deskripsi pada peserta didik kelas VII di SMP X Kabupaten Sidoarjo. Hasil analisis dilakukan dengan *uji independent sample t test* diperoleh nilai rata-rata *pretest* kelompok eksperimen sebesar 67,96 dan kelompok kontrol 67,76. Nilai rata-rata *post-test* kelompok eksperimen 90,08, kelompok kontrol 80,48. Rerata *pretest* ke *post-test* kelompok eksperimen lebih tinggi daripada kelompok kontrol. Nilai *gain score* kelompok eksperimen 68,1596 (68,15%) dengan kategori cukup efektif. Hasil analisis menunjukkan ada perbedaan rata-rata hasil kemampuan menulis teks deskripsi pada kelompok eksperimen dan kelompok kontrol. Disimpulkan bahwa proses penerapan *vlog* (video blog) pada kelompok eksperimen merupakan salah satu cara untuk meningkatkan hasil keterampilan menulis teks deskripsi.

Kata kunci: Efektivitas Media *Vlog* (video blog), Keterampilan Menulis, Teks Deskripsi.

ABSTRACT

Alianto, Devina. (2021). The Implementation of Vlog (Video Blog) and Its Effectiveness in Learning to Write Description Text. Thesis. Yogyakarta: Indonesian Language Education Master's Degree Program, Faculty of Teacher Training and Education, Sanata Dharma University.

Vlog (video blog) is a media based on video, audio, and text, which are combined in a unified and attractive whole. In this research, the vlog (video blog) was implemented in learning descriptive text writing skills. There are two goals of this research. First, to describe the process of applying vlog (video blog) in learning to write descriptive text. Secondly, to find out the effectiveness of vlog (video blog) in determining the ability to write descriptive text based on the results of the experimental group and the control group.

The research is a experiment research using the quasi experimental of non-equivalent control group design by setting up the experimental group and the control group without random assignment. The population in this research were all students of class VII of X Junior High School, Sidoarjo districts, which consisted of 97 students. Based on the Simple Random Sampling technique, it was determined class VII.3 as the experimental group and class VII.1 as the control group. Each class had 25 students. The validity of the instruments were in the form of content validity and construct validity. The technique of data analysis was by grouping data based on variables, tabulating data, and presenting data for each variable under study. Before analyzing the data, an analysis of the effect of treatment in the form of a normality and homogeneity test was first carried out. Tests were carried out using the IBM SPSS 21st version with a confidence level of 95%, showing that the data were normally distributed and homogeneous. The vlog (video blog) was then applied to the experimental group, while the control group did not use the media.

The results showed that, first, the process of applying vlogs (video blogs) in the experimental group is used at the core activity stage to provide authentic material on descriptive texts as well as discussion and assignment materials, is one way to train participants to develop language skills, and develop digital literacy and creativity skills, especially in writing description text. Secondly, there were differences in the ability to write descriptive texts in students of class VII at X Junior High School of Sidoarjo district. The results of the analysis were carried out by using the independent sample t test, where the average pretest value of the experimental group was 67,96 and the control group was 67,76. Meanwhile, the post-test mean of the experimental group was 90,08, and the control group was 80,48. The mean of pretest to post-test of the experimental group was higher than that of the control group. The experimental group's gained score was 68,1596 (68,15%) with a fairly-effective category. The results of the analysis showed that there is a difference in the average results of the ability to write descriptive text in the experimental group and the control group. The conclusion is that the process of applying vlogs (video blogs) in the experimental group is one way to train participants to develop language skills, and develop digital literacy and creativity skills, especially in writing description text.

Keywords: *Effectiveness of Vlog (Video Blog), Writing Skills, Descriptive Text.*