

ABSTRACT

Muhammad Sidiq, 2021. " The Influence of the Google Classroom Media-Based Project Based Learning (PJBL) Model and Student Motivation on Learning Outcomes in Writing Anecdotal Texts ". Masters Program in Language and Arts Education, Padang State University.

The purpose of this study is to describe the influence of the Google classroom model Project Based and conventional learning models, to describe the influence of google classroom media and conventional learning models that have high and low motivation, and to describe the interaction between the project based learning model and learning motivation in influencing text writing skills. anecdote.

This type of research is a quantitative study using a quasi-experimental method with factorial design (2x2) and the data collection instruments are a learning motivation questionnaire and anecdotal text writing skills test. and data analysis was carried out descriptively. The study population was all students of SMAN 1 Batipuh, totaling 316 people. The research sample was taken by using purposive screening technique, namely students of class X MPA 2 as an experimental class totaling 26 people who were taught with the PPA learning model and class X MIPA 4 students as the control class totaling 36 people who were taught using conventional learning models.

The research results are as follows. First, we get t count 6.23 and t table 1.66 at the real level α 0.05 and dk 72. So, $t > t_t$ then H_0 is rejected and H_1 is accepted. It can be concluded that there is a significant influence on the anecdotal text writing skills of students who are taught with the project based learning model. The ability is better than the anecdotal text writing skills of students taught using the second conventional model obtained tcount7.44 and ttable 1.72 at the real level α 0, 05 and dk 20 So, $t_h > t_t$ then H_0 is rejected and H_1 is accepted. It can be concluded that there is a significant influence on the anecdotal text writing skills of students having high motivation being taught using the project based learning model rather than the anecdotal text writing skills of students who have high learning motivation taught using the third conventional model obtained tcount7.44 and ttable 1.72 in real level α 0.05 and dk 20 So, $t_h > t_t$ then H_0 is rejected and H_1 is accepted. It can be concluded that there is a significant influence on the anecdotal text writing skills of students having high motivation being taught using the project based learning model rather than the anecdotal text writing skills of students who have high learning motivation who are taught using conventional models.

ABSTRAK

Muhammad Sidiq, 2021. “Pengaruh Model *Project Based Learning* (PJBL) Berbasis Media *Google Classroom* dan Motivasi Belajar Siswa terhadap Hasil Belajar Menulis Teks Anekdote”. Program Magister Pendidikan Bahasa dan Seni Universitas Negeri Padang.

Tujuan penelitian ini adalah mendeskripsikan pengaruh media *google classroom* model *project based learning* dan mendeskripsikan pengaruh media *google classroom* dan model pembelajaran konvensional yang memiliki motivasi tinggi dan rendah, dan mendeskripsikan interaksi antara model pembelajaran *project based learning* dengan motivasi belajar dalam mempengaruhi keterampilan menulis teks anekdot.

Jenis penelitian ini adalah penelitian kuantitatif menggunakan metode eksperimen semu dengan desain faktorial atau *factorial design* (2x2) dan instrumen pengumpul data adalah angket motivasi belajar dan tes keterampilan menulis teks anekdot. Serta analisis data dilakukan secara deskriptif. Populasi penelitian adalah seluruh siswa SMAN 1 Batipuh yang berjumlah 316 orang. Pengambilan sampel penelitian dilakukan dengan teknik *purposive sampling*, yaitu siswa kelas X MPA 2 sebagai kelas eksperimen berjumlah 26 orang yang diajarkan dengan model pembelajaran PJBL dan siswa kelas X MIPA 4 sebagai kelas kontrol berjumlah 36 orang yang diajarkan dengan model pembelajaran konvensional.

Hasil penelitian seperti berikut. *Pertama* diperoleh $t_{hitung} 6,23$ dan $t_{tabel} 1,66$ pada taraf nyata $\alpha 0,05$ dan dk 72. Jadi, $t_h > t_t$ maka H_0 ditolak dan H_1 diterima. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan keterampilan menulis teks anekdot siswa yang diajar dengan model *project based learning* kemampuan lebih baik daripada keterampilan menulis teks anekdot siswa yang diajarkan dengan menggunakan model konvensional *kedua* diperoleh $t_{hitung} 7,44$ dan $t_{tabel} 1,72$ pada taraf nyata $\alpha 0,05$ dan dk 20. Jadi, $t_h > t_t$ maka H_0 ditolak dan H_1 diterima. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan keterampilan menulis teks anekdot siswa memiliki motivasi tinggi yang diajar dengan menggunakan model *project based learning* daripada keterampilan menulis teks anekdot siswa yang memiliki motivasi belajar tinggi yang diajar menggunakan model konvensional *ketiga* diperoleh $t_{hitung} 7,44$ dan $t_{tabel} 1,72$ pada taraf nyata $\alpha 0,05$ dan dk 20. Jadi, $t_h > t_t$ maka H_0 ditolak dan H_1 diterima. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan keterampilan menulis teks anekdot siswa memiliki motivasi tinggi yang diajar dengan menggunakan model *project based learning* daripada keterampilan menulis teks anekdot siswa yang memiliki motivasi belajar tinggi yang diajar menggunakan model konvensional.