

**IMPROVING OBSERVATION REPORT TEXT WRITING SKILLS
THROUGH THE IMPLEMENTATION OF PROBLEM-BASED
LEARNING MODEL USING POWTOON APPLICATION
IN JUNIOR HIGH SCHOOL**

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ABSTRACT

The skill of writing observation report text is one of the skills that need to be mastered by class X high school students. Based on the results of observations and interviews with Indonesian language subject teachers at Arjasa Junior High School, there is a problem in the process of writing observation report text. Students have difficulties in starting and developing ideas, have errors in applying linguistic rules, and difficulties in compiling a text framework for the observation report. This is indicated by the low-level of difficulty in learning to write the text of the observation report: only 7 students whose grades have reached the standard grade Standard Score, 28 students do not complete. To improve the writing skills of the observation report text, it is necessary to take action by applying the Problem Based Learning (PBL) model combined with the powtoon application media. The research design used was CAR (Classroom Action Research) which consisted of two cycles starting from planning, action, observation, reflection, re-planning, action, observation, and reflection. The method used to get data is through questionnaires, interviews, observations, tests, and documentation. The results showed that student learning outcomes increased from cycle I to cycle II, namely by 45.7% or as many as 16 students who reached the standard grade increased to 80% or as many as 28 students in cycle II. Based on the results obtained, it can be concluded that the application of the PBL model with the powtoon application media can improve students' skills in writing observation report text in class X IPA 4 Arjasa Junior High School.

Keywords: *problem based learning model, powtoon application media, observation report text, writing in high school*

ABSTRAK

Keterampilan menulis teks laporan hasil observasi merupakan salah satu keterampilan yang perlu dikuasai siswa SMA kelas X. Berdasarkan hasil observasi dan wawancara dengan guru mata pelajaran bahasa Indonesia di SMA Negeri 1 Arjasa, ada masalah pada proses menulis teks laporan hasil observasi. Siswa mempunyai kesulitan dalam memulai dan mengembangkan ide, mempunyai kesalahan dalam menerapkan aturan kebahasaan, dan kesulitan dalam menyusun kerangka teks laporan hasil observasi. Hal tersebut ditunjukkan dari rendahnya tingkat kesulitan dalam pembelajaran menulis teks laporan hasil observasi: hanya 7 siswa dengan nilai yang telah mencapai nilai Kompetensi Ketuntasan Minimal (KKM), 28 siswa tidak tuntas. Untuk meningkatkan keterampilan menulis teks laporan hasil observasi, perlu adanya tindakan dengan menerapkan model *Problem Based Learning* (PBL) diombinasikan dengan media aplikasi *powtoon*. Desain penelitian yang digunakan adalah PTK (Penelitian Tindakan Kelas) yang terdiri atas dua siklus dimulai dari perencanaan, tindakan, observasi, refleksi, perencanaan ulang, tindakan, observasi, dan refleksi. Metode yang digunakan untuk memperoleh data yaitu melalui angket, wawancara, observasi, tes, dan dokumentasi. Hasil penelitian menunjukkan bahwa hasil belajar siswa meningkat dari siklus I ke siklus II, yaitu sebesar 45,7% atau sebanyak 16 siswa yang mencapai grade standard meningkat menjadi 80% atau sebanyak 28 siswa pada siklus II. Berdasarkan hasil yang diperoleh, dapat disimpulkan bahwa penerapan model PBL dengan media aplikasi *powtoon* dapat

meningkatkan keterampilan siswa dalam menulis teks laporan hasil observasi pada kelas X IPA 4 SMA Negeri 1 Arjasa.

Kata Kunci: *model problem based learning, media aplikasi powtoon, teks laporan hasil observasi, menulis di SMA*

INTRODUCTION

Indonesian language learning in the 2013 curriculum is designed as text-based learning. In text-based learning, Indonesian language lessons are taught not only as language knowledge, but also as text that serves to be a source of self-actualization (Fitri, 2018). One of the language skills that is the mouth of text-based learning is writing skills.

Writing skills are a form of indirect communication. Suparno (2006) suggest that writing skills are the most complicated language skills among other language skills. Writing skills are not only copying words and sentences but also developing and expressing ideas in an orderly written structure (Tarigan, 2008). In this case, the writer is required to pay attention to the characteristics of written language and grammar so that readers can understand the message the writer wants to convey. Writing is an effort to develop critical thinking skills that can be taken with the critical analysis step (Wuryaningrum, 2020). Identifying and solving problems is part of critical thinking skills efforts.

Based on the 2013 curriculum, Indonesian in X grade contains text material: reports on observations, expositions, anecdotes, folk tales, fiction and non-fiction books, negotiations, debates, biographies, and poetry. The text of the observation report was appointed as the research topic because it was factual. Text that is factual, of course, will relate to facts, direct events, and observations that occur around us.

Based on the results of observations and interviews with Indonesian language subject teachers at Arjasa Junior High School, there was a problem in the process of writing the observation report text. These problems are: 1) students have difficulty starting and developing ideas, 2) there are still many students who experience errors in applying linguistic rules, 3) students experience problems in compiling the text framework of the observation report, and 4) the lack of use of learning media and not applying it. a new learning model that makes students more enthusiastic about participating in learning.

From the above problems, a learning model and media are needed that are able to improve the skills in writing the observation report text. Learning models that are creative, critical, and innovative make learning interactive and not monotonous. By using the problem-based learning

model, it is hoped that it can solve the problem of writing observation report text such as starting to develop ideas, compiling a framework, and using language rules.

In applying the problem-based learning model which has characteristics, it starts with giving problems then students are asked to solve the problem so that images and audio media are needed to support the learning process (Amir, 2009). The media is used to make it easier for students to receive learning material (Arsyad, 2014). One of the supported audiovisual media is the powtoon application media. The powtoon application media is able to provide graphics that facilitate the delivery of ideas or teaching materials that are easier to understand because they are interesting and accompanied by illustrations.

The powtoon application media also acts as a tool for presenting an appropriate image and audio objects (Bastiar, 2016). The focus of this research is the learning process in improving the writing skills of the observation report text through the application of the problem-based learning model with the powtoon application media in X grade Science Class 4 Arjasa Junior High School and improving the skills in writing the observation report text after the application of the problem-based learning model with the media. powtoon app.

METHOD

This research is Classroom Action Research (CAR) (Arikunto, 2010). This research was conducted in X grade Science Class 4 Arjasa Junior High School. This research was conducted in the odd semester of the 2019/2020 school year. The subjects of this study were 35 students of X grade Science Class 4 with details of 15 males and 20 females.

The data in this study include (1) observation results obtained from recording student and teacher activities in the learning process of writing observation report text, (2) information on questionnaire results in the form of student opinions regarding the material of the observation report text before action and after an action, (3) information on the results of interviews in the form of student and teacher responses in the application of the problem-based learning model with the Powtoon application media, and (4) the score of test in learning to write observation report text. The criteria for assessing the writing skills of the observation report of X grade Science Class 4 students of Arjasa Junior High School are as follows:

Table 1. Assessment Criteria

No	Aspect Score	Assessment Criteria	Score
1	Completeness of the text structure of the observation report	(1) Fulfills the 3 text structures of the observation report	30
		(2) Fulfills the 2 text	20

		structures of the observation report	
		(3) Fulfill 1 text structure of the observation report	10
2	Completeness of the linguistic aspects of the observation report text	(1) Fulfills the 4 linguistic aspects of the observation report text	30
		(2) Fulfills 3 linguistic aspects of the observation report text	25
		(3) Fulfills 2 linguistic aspects of the observation report text	20
		(4) Fulfills 1 linguistic aspect of the observation report text	15
3	Quality of content	(1) The object is reported clearly, the state is clearly reported, the information about the object is complete	20
		(2) Objects are reported clearly, conditions are reported clearly, information about objects is incomplete.	15
		(3) The object and circumstances reported are unclear.	10
4	Writing rules	(1) The writing system is in accordance with the Indonesian standard spelling (EYD) and master the rules of writing	20
		(2) The writing system is in accordance with the Indonesian standard spelling (EYD) and mastering the writing rules, there are only a few errors.	15
		(3) Often there are errors in writing in terms of spelling, punctuation, capital letters, and paragraph arrangement.	10
		(4) Not mastering writing rules. There are many writing errors in terms of spelling, punctuation, capitals, and paragraph arrangement	5

Provisions for student learning outcomes in writing observation report text, that learning is declared complete if:

- a. A student is declared complete if he reaches a value ≥ 75 .
- b. A class is declared complete if 75% of students score ≥ 75 .

RESULT AND DISCUSSION

Result

The Learning Process in Improving Writing Skills on Observation Results Reports through the Application of the Problem Based Learning Model with the Powtoon Application Media in X grade Science 4 Arjasa Junior High School.

a. Pre-cycle

At this pre-cycle stage, the teacher still uses the lecture method in learning. Besides, in the use of instructional media, the teacher only uses blackboards and textbooks as student learning media. When the teacher explains the learning material and gives assignments after delivering the material, some students are less enthusiastic and don't concentrate on learning. Based on observations and interviews with subject teachers, Indonesian X grade Science Class 4 about students' difficulties in writing observation report text, the information on the results of the research were, 1) students had difficulty starting and developing ideas, 2) many mistakes were made by students in applying linguistic rules, for example the use of capital letters and punctuation marks, 3) difficulty in compiling a text outline for the observation report. The teacher said that the writing skills of the observation report text were still low and many students' scores had not reached the Minimum Complete Criteria (MCC).

In addition to observations and interviews, students also filled out questionnaires. The result of filling out the questionnaire is the student's response to the text of the observation report before taking action. Based on the information in the questionnaire, it is known that students still have difficulty participating in learning to write observation report text. Students write the observation report text only because of the assignment given by the teacher.

Furthermore, to determine the students' initial ability in writing observation report text, it is necessary to write a test of writing observation report text with a free theme. Based on the results of writing the observation report text in the pre-cycle, it was found that the mean score of the students in writing the observation report text was 57.9. As many as 28 or (80%) students have not reached the MCC while the rest, as many as 7 or (20%) have reached the MCC. This means that most students are declared incomplete because the specified Minimum Completeness Criteria (MCC) is 75.

Based on these problems, a solution is needed to improve the results of writing the observation report text. The solution that will be used is to carry out the action in the form of implementing a problem-based learning model with the powtoon application media in learning to write text on observation reports.

a. Cycle I

In this cycle, learning was carried out using the PBL (Amir, 2009) model with the powtoon application media as an effort to improve the writing skills of the observation report text of class X IPA 4 students of Arjasa Junior High School. This cycle is carried out for 4 x 45 minutes or two meetings. The steps applied in 1 st cycle are as follows.

Planning

Planning is the initial activity carried out before carrying out learning. The preparations are made as follows.

- (1) Preparing Learning Implementation Plan (RPP).
- (2) Making the powtoon application learning media.
- (3) Compile and prepare worksheets for students consisting of group worksheets (LKK) and student worksheets (LKS).
- (4) Compile and prepare a questionnaire for students.
- (5) Compile and prepare interview guidelines for teachers and students.
- (6) Preparing a team to assist research consisting of a section to document photos and observers.
- (7) Set a schedule of actions.
- (8) Compile and prepare observation sheets.

Actions

1st meeting

The learning activities for the first meeting was held on Thursday, December 12, 2019. In the early stages, the activities carried out by students were answering greetings delivered by the teacher, answering questions about student news conveyed by the teacher, responding to student attendance by the teacher. After that, students receive information about the learning objectives they want to achieve. In the core activity, students watched a video about Arjasa traditional market with the help of the powtoon application media. Furthermore, students and their groups work on worksheets to compile a text frame for the observation report on Arjasa traditional market. Then, students randomly presented the results of their discussion in front of the class. In the closing activity, students and teachers reflect. Reflection is carried out by providing confirmation of the material that has been delivered.

In the first cycle of the first meeting, it was seen that students were more focused on the material being taught than during the pre-cycle. Students enthusiastically watch the video shown by the teacher, so there is no opportunity for students to play alone or do other subject assignments. In addition, in the first cycle of the first meeting, students were able to start and develop ideas. This is because students are given a description of the object to be observed through the video that has been shown by the teacher.

2nd meeting

Meeting 2 was held on Monday, December 16, 2019. Activities in the second meeting were a continuation of the first meeting. The initial activities at the second meeting were not much different from the first meeting which began with students answering greetings from the teacher, answering questions about student news conveyed by the teacher, responding to student attendance by the teacher, receiving information about the learning objectives the teacher wanted to achieve. In the core activity, students watched a video containing 3 examples of student work at the first meeting, namely compiling a text frame for the observation report. Then the students discussed with their peers to find these problems. Then, the students reviewed the Arjasa traditional market video and developed a text frame for the observation report that had been discussed by paying attention to the structure and aspects of the correct language. In the closing activity, reaffirming the material that has been delivered as a reflection stage. The reflection stage is carried out by means of students answering questions given by the teacher. This activity aims to determine students' understanding of the material for writing the observation report text.

In the first cycle of the second meeting, it was seen that the students were very enthusiastic and focused on learning. Students are also able to solve problems in 3 examples of student work regarding the preparation of a text frame for the observation report. In addition, students are able to develop a text frame for the observation report and come up with ideas after observing the video that is broadcast by the teacher.

a) Observation

Observation activities were carried out to determine student and teacher activities during the learning process. This activity was assisted by two observers, namely Indonesian language teachers and colleagues. The results of the observations generally went well which was known from the student and teacher activities that were presented on the observation sheet. The value of writing the observation report text in cycle I can be said to be insufficient. Because, as many as 16 or (45.7%) students who can reach the MCC and 19 or (54.3%) students still have not reached the MCC with information that 17 students scored below the MCC, one student named Galih Alamsyah Al Ayyubi was sick and one person named Silvia Hani Fauziah for permission.

In terms of the ability to write the text of the observation report, the students' ability in the first cycle showed an increase compared to the pre-cycle. However, it has not yet achieved classical learning outcomes.

Reflection

Reflection was carried out to determine the impact of the application of the PBL model with the powtoon application media on the material of writing the observation report text. The implementation of learning to write text on observation reports using the application of the PBL model with the powtoon application media has generally been running optimally, but there are still some deficiencies in the learning cycle I. The following are the results of reflection on the application of the PBL model with the powtoon application media in cycle I.

- (1) There are some students who have not been able to report information on the object of research clearly.
- (2) The majority of students who have not been able to write use correct punctuation and capital letters.
- (3) In group discussion activities, there are some students who are not serious in participating in group discussions and like to disturb their friends.
- (4) Some students in doing assignments exceed the predetermined time limit (Sukmadinata, 2007).
- (5) At the first meeting, in the activity of guiding students to form groups, the teacher invited students to form their own groups, so that students were noisy and disorderly.

Based on the results of reflection in cycle I, it is necessary to make improvements in learning to write text on observation reports by overcoming the deficiencies in the first cycle stage that have been described previously. Therefore, it is necessary to hold a second cycle

b. Cycle II

Cycle II is an effort to improve based on the results of the analysis in cycle I. Cycle II is carried out for 2 x 45 minutes or one meeting. The activities carried out in cycle II are described as follows.

Planning

Based on the results of the reflection cycle I, it is necessary to make improvements so that the desired results are better. At this stage, the preparation is carried out based on several weaknesses that occur in cycle I. Planning is carried out as in cycle I, namely.

- (1) Prepare a lesson plan (lesson plan) used in cycle II.
- (2) Creating a powtoon application learning media to be used during learning in cycle II.

- (3) Compile and prepare worksheets for students to write the text of the observation report.
- (4) Compile and prepare a questionnaire for students.
- (5) Compile and prepare interview guidelines for teachers and students.
- (6) Compile and prepare observation sheets.
- (7) Pay attention to the time allocation for each activity to be carried out.
- (8) The teacher needs to emphasize the text structure of the observation report, linguistic aspects, and writing procedures.

Action

The second cycle learning action was carried out on Thursday, December 19, 2019. The initial learning activities in cycle II were the same as in the previous meeting which began with students answering greetings delivered by the teacher, answering questions about student news conveyed by the teacher, and responding to student attendance by the teacher. Furthermore, students receive information about the learning objectives to be achieved. In the core activity, students watched a video containing three (3) examples of student work in cycle I, namely developing a text frame for the observation report. Furthermore, students look for the errors found in student work when developing a text frame for the observation report, students individually look for solutions to problems in the three examples of student work. Students watch the Papuma Beach video in Jember which will be broadcast. Then, the students wrote the text of the observation report on Papuma Beach, Jember. Students randomly present their work in front of the class, other students respond. At the end of the lesson, the students and the teacher carry out reflection activities.

Reflection activities are carried out by reaffirming the material that has been presented by asking several questions to students. After the reflection activity is sufficient, the teacher provides the opportunity for students to convey the difficulties and obstacles they have experienced. Next, the teacher ends the lesson and closes the lesson with greetings.

In cycle II, students were able to write the complete text structure of the observation report. Besides, the majority of students are able to write correctly using punctuation marks. The process of writing the text of the observation report in cycle II was conducive. Students focus on the material being taught and record information on the object of research on the video that is shown. In that case, there is no room for students to play alone and do assignments for other subjects.

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Observation

Observation activities were carried out to determine student and teacher activities during the learning process. The results of the observations generally went well which was known from the student and teacher activities that were presented on the observation sheet. In terms of the ability to write the text of the observation report, the ability of students in cycle II increased compared to cycle I. In cycle II, the number of students who achieved the MCC score was 28 or (80%) and the remaining 6 or (20%) had not reached the MCC with information 1 a person named Galih Alamsyah Al Ayyubi was sick.

Reflection

Reflection is carried out to determine improvements in cycle II. Based on the data that has been collected from the results of observations, interviews, and the value of writing a text report on student observation results, it can be concluded that the action in cycle II was successful. The results of the reflection in cycle II are as follows. Time allocation in cycle II is better than cycle I so that every activity can be carried out according to the predetermined time allocation.

During the learning process, the teacher has carried out every activity in accordance with the RPP.

(2) Corrective action is stopped or not continued in the next cycle. This decision was made because in cycle II more than 75% of Grade Class 4 students had reached the completeness criteria.

Improved Skills in Writing Text Report on Observation Results After Application of Problem Based Learning (PBL) Model Using Powtoon Application Media in X grade Science Class 4 Arjasa Junior High School

Pre-Cycle

At the pre-cycle stage, the ability of X grade Science 4 students at Arjasa Junior High School in learning to write text reports on the results of observations can be said to have not reached the completeness of learning outcomes. It is known from the average results of class X IPA 4 Arjasa Junior High School in writing the observation report text is 57.9. As many as 28 or (80%) students had not reached the MCC, while those who reached the MCC were 7 or (20%) students.

Cycle I

The ability to write text on observation reports in cycle I have increased from the pre-cycle stage. Some students have been able to write a text report on the results of observations with good structure and linguistic aspects. However, there were some students who did not write general statements and part of the benefit description. The following is the student's score in writing the text of the observation report in cycle I.

Table 2. Student's Score In Writing The Text

No	Assessment Aspect	Score Writing Observation Report Text	Maximal Score	Average
1	Structure of Observation Report Text	767	1050	21,9
2	Langue Aspects of Observation Report Text	730	1050	20,8
3	Content Quality	445	700	12,7
4	Writing Rules	315	700	9
Total Score		2257	3500	64,4

Based on the table above, it can be concluded that learning to write the text of the observation report has not been completed. The ability to write observation report text has increased from the pre-cycle stage to the cycle I stage. This is indicated by the average value of writing a text on student observation reports at the pre-cycle stage, namely 57.9, then increasing in the first cycle stage to 64.4. In the pre-cycle stage, there were 7 or (20%) students who reached the MCC while the rest, 28, or (80%) students had not reached the MCC. In the first cycle, there were 16 students or (45.7%) who reached the MCC while the rest, 19 or (54.7%) had not yet reached the MCC. Although there has been an increase in the first cycle, learning to write a text report on the results of observations can be said to be incomplete. This is because the ability to write the text of the observation report has not reached the completeness of classical learning outcomes or the number of students who have completed <75%. Therefore, it is necessary to improve by implementing cycle II.

Cycle II

Cycle II is carried out because in cycle I have not yet achieved completeness of learning outcomes. Therefore, improvement efforts are needed by carrying out cycle II. Based on the

results of the analysis in cycle II, it can be said that the learning activities in cycle II are complete. The average score of students in writing the observation report text in the first cycle was 64.4, increasing to 75.2 in the second cycle. This means that there is an increase of 10.8 from cycle I to cycle II. The score for each aspect has increased compared to cycle I. The following is the score for each aspect in cycle II.

Table 3. Score For Each Aspect in Cycle II

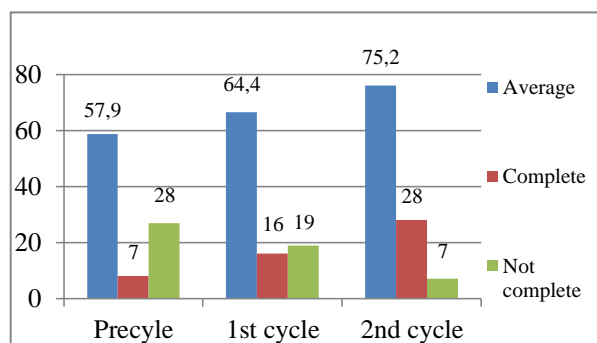
No	Assessment Aspect	Score Writing Observation Report Text	Maximal Score	Average
1	Structure of Observation Report Text	891	1050	25,4
2	Language Aspects of Observation Report Text	846	1050	24,1
3	Writing Rules	478	700	13,6
4	Tata tulis	417	700	11,9
Total Score		2632	3500	75,2

Based on the results of the analysis in cycle II, the average value of writing a text report on the observation results of X grade science class 4 students of Arjasa Senior High School increased to 75.2. a) The number of students who reached the MCC was 28 or (80%), while 7 students or (20%) had not yet reached the standard score with information that 6 students scored lower than standard score, one person was sick, namely Galih Alamsyah Al Ayyubi. The ability to write text on the observation report through the application of the PBL model and the powtoon application media in the second cycle can be said to be successful in a good category. Based on this, efforts to improve in the next cycle are not needed because of the number of students who score higher the standard score or $MCC > 75\%$ with the conclusion that they have reached the completeness of learning outcomes.

Discussion

Based on the results of writing the observation report text obtained by students of gradeX Science Class 4 Arjasa Junior High School showed an increase from the pre-cycle stage to cycle I and cycle II. The results of writing the text of the student observation report can be seen in the following diagram.

Diagram 1 Comparison of Writing Results Text of the Observation Report for Each Cycle



Based on the comparison diagram of the results of writing the intercycle observation report text, it can be seen that each stage has increased. In the pre-cycle stage, the average score of students in writing the observation report text was 57.9. In the first cycle, the students' average score increased to 64.4. The average in cycle II increased to 75.2.

CONCLUSION

The skill of writing the text of the observation report in grade X science class 4 Arjasa Junior High School after the application of the PBL model with the powtoon application media has increased from pre-cycle, cycle I, and cycle II. In the pre-cycle, the average score of students was 57.9 with 7 students reaching the MCC while the rest, 28 had not yet reached the MCC. In the first cycle, the average score increased to 64.4, with 16 students reaching the MCC while the rest, 19 had not yet reached the MCC. In cycle II, the average value increased compared to cycle I, namely 75.2, with 28 students who reached MCC while those who did not reach the MCC were 7. PBL model with powtoon application media in X grade Science Class 4 Arjasa Junior High School can be said to be successful.

By applying the PBL learning model with the powtoon application media, it makes students more enthusiastic in the learning process. Besides, students are trained to think critically so that students are able to find solutions to solve problems given.

Based on the conclusions that have been obtained in this study, several suggestions are proposed to several parties, namely: a) for Indonesian language teachers Arjasa Junior High School, it is recommended to apply a problem-based learning model with the powtoon application media in learning to write text on future observation reports, b) for X grade Science Class 4 students, it is recommended to maintain activities in learning subsequent texts, c) for schools, it is recommended to optimize learning facilities and infrastructure so as not to hinder the learning process so that it can improve the quality of education in schools, d) for further

researchers, it is suggested to conduct a different research, namely by using a variety of learning models and media to improve student achievement, especially in Indonesian subjects.

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