



Improving Skills of Writing Observation Report Texts Using Project-Based Learning (PjBL) Method in Grade X Students of SMA Negeri 1 Jangka Buya Pidie Jaya

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ABSTRAK

Penelitian ini berjudul "Peningkatan Keterampilan Menulis Teks Laporan Hasil Observasi Menggunakan Metode Project Based Learning (PJBL) pada Siswa Kelas X SMA Negeri 1 Jangka Buya Kabupaten Pidie Jaya" mengangkat masalah Bagaimana peningkatan keterampilan menulis teks laporan hasil observasi melalui model Project Based Learning (PJBL) pada siswa kelas X SMA Negeri 1 Jangka Buya. Penelitian ini bertujuan untuk mendeskripsikan peningkatan keterampilan menulis teks laporan hasil observasi melalui model Project Based Learning (PJBL) pada siswa kelas X SMA Negeri 1 Jangka Buya. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kualitatif. Pendekatan dalam penelitian ini diambil karena peneliti ingin mendeskripsikan dan mendapatkan gambaran terkait peningkatan keterampilan menulis teks laporan hasil observasi melalui model Project Based Learning (PJBL) pada siswa kelas X SMA. Pengumpulan data dalam penelitian ini menggunakan 3 (tiga) teknik yaitu Observasi, Wawancara dan Studi Dokumentasi serta ditambah dengan tes kemampuan siswa yang telah diberikan pemahaman sebelumnya. Hasil observasi menunjukkan bahwa siswa berperan aktif dalam peningkatan keterampilan menulis teks laporan hasil observasi. Hasil tes materi (tes tulis) menunjukkan nilai rata-rata yang diperoleh siswa sebesar 82,3 dengan standar KKM sebesar 70. Dalam menjawab soal essay yang diberikan, rata-rata siswa tidak hanya mampu menyebutkan, tetapi juga mampu menjelaskan bahkan dengan bahasanya sendiri. Hal ini menunjukkan bahwa siswa tidak hanya mengingat materi yang diberikan tetapi juga memahaminya. Hasil wawancara yang dilakukan dengan tiga orang informan dari siswa menyimpulkan bahwa media audio visual yang digunakan dalam pembelajaran drama membantu mereka memahami materi dan memberikan pengalaman belajar yang berbeda.

ABSTRACT

This study entitled "Improving Writing Skills of Observation Report Text Using Project Based Learning (PJBL) Method for Grade X Students of SMA Negeri 1 Jangka Buya, Pidie Jaya Regency" raises the problem of How to improve writing skills of observation report text through Project Based Learning (PJBL) model in Grade X students of Sma Negeri 1 Jangka Buya. This study aims to describe the improvement of writing skills of observation report text through Project Based Learning (PJBL) model in Grade X students of Sma Negeri 1 Jangka Buya. This study is a descriptive study with qualitative approach. The approach in this study was taken because the researcher wanted to describe and get an overview related to improving writing skills of observation report text through Project Based Learning (PJBL) model in Grade X students of Sma. Data collection in this study used 3 (three) techniques, namely Observation, Interview and Documentation Study and added with a test of students' abilities that were given previous understanding. The results of the observation showed that students played an active role in improving writing skills of observation report text. The results of the material test (written test) showed an average score obtained by students of 82.3 with a KKM standard of 70. In answering the essay questions given, on average students were not only able to mention, but were also able to explain even in their own language. This shows that students not only remember the material given but also understand it. The results of interviews conducted with three informants from students concluded that the audio-visual media involved in drama learning helped them understand the material and provided a different learning experience.

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1. INTRODUCTION

Writing skills are one of the language skills that must be mastered. Writing is a tool to convey information. Although there is oral communication, not everyone conveys a message through oral communication alone, but it can also be expressed through writing.

Learning Indonesian requires students to engage in one of the language activities, namely, productive activities such as writing. Writing, one of the four aspects of language skills, plays a vital role in everyday life, both in educational and non-educational fields. Writing skills are a special skill for someone to produce a writing/written work. Writing is the last skill after other language skills, such as reading, listening and speaking, which produce a written work after all information and ideas have been obtained through the three language skills.

According to Yunus (Hatmo, 2021:1), he explains that:

"Writing is an important aspect of language skills; writing is an activity of self-expression of a writer in a written work to make a report of an activity. Writing is a very complicated aspect of language skills. Writing is considered complicated because it is the culmination of other language skills and still needs support from adequate language skills."

In reality, by communicating using regional languages, students' daily lives in their environment can also influence their written language, for example, combining several elements of regional languages into the text of the observation report they make. This can be seen in the choice of inappropriate words, ineffective sentences, difficulty expressing ideas because of difficulty choosing words or making sentences and even being unable to develop ideas regularly and systematically, in addition to spelling errors.

The Project-Based Learning (PJBL) model can be one of the following alternatives developed for narrative text writing learning models. The Project-Based Learning (PJBL) learning model is an innovative learning model involving project work where students work independently to construct their learning and culminate it in a real product.

Definition of Writing

Writing is one of the four aspects of language skills. Writing is a form of indirect communication that uses written media. Nurgiyantoro (2018: 296) Writing activity is a form of manifestation (ability and skill) of language that is most recently mastered by language learners after listening, speaking, and reading skills. Writing or composing is the process of describing a language so that the message conveyed by the writer can be understood by the reader (Dalman, 2016:76).

According to Tarigan (2019:3), writing is a language skill that is used to communicate indirectly, not face-to-face with other people. It is stated again that writing is to derive or depict graphic symbols that describe a language understood by someone, so that other people can read the graphic symbols if they understand the language and the graphic images. Pictures or paintings may be able to convey meaning, but do not depict the units of language. Writing is a representation of part of the units of language expression.

Writing means the activity of expressing ideas in writing. People who do this activity are called writers, and the results of their activities are in the form of writing. In addition to the word writing, society is also known as composing. Many people use the word writing to mean composing. The two words are often interchanged in their use. The two words have similarities and differences. The similarity of writing and composing activities is that both activities express ideas. Then the difference is that if writing will produce a writing, if composing will produce an essay (Widyaastuti, 2017: 91)

Purpose of Writing

Writing is a tool to communicate indirectly with someone. Writing also makes it easier for us to deepen our responsiveness or perception in solving problems faced, either as criticism or response. Of course, it can also help us in composing life stories as a tool to sharpen memory and intelligence.

Syafi'ie in Azizi (2017: 9) stated that the purpose of writing is, (1) to inform everything, be it facts, data or events including opinions and views on facts, data and events, (2) to persuade through writing a writer also hopes that readers can determine their attitude, whether to agree or support what he has put forward, (3) to educate is one of the goals of communication through writing. Through reading the results of writing, a person's knowledge and insight will continue to increase, intelligence will continue to be honed, which will ultimately determine a person's behavior, (4) to entertain the function and purpose of entertaining in communication, not a monopoly of mass media, radio, television, but print media can also play a role in entertaining its readers.

Definition of observation report text

Harsiaty et al. (2017:129) provide an explanation that the text of the observation report is a text that functions to provide information about an object or situation, after conducting a systematic investigation/research." Kosasih and Kurniawan (2018:45) state that "The text of the observation report is a text that discusses an object in general based on a scientific perspective objectively and as clearly as possible.

Then Setyaningsih (2019:11) stated, The text of the observation report is also called a report, which is a report text containing a general description of something based on the results of observation activities. In line with this opinion, Djatmika explained (2018:30), a report text is a text that is composed to present factual information by classifying objects or things that are presented and then describing the characteristics of each classification. The Ministry of Education and Culture (2013: 2) explains that the text of the observation report or report is a text that functions to describe or classify information. The report has a logical sequence of facts without the personal involvement of the researcher. The report provides information about something living, such as plants and animals, or inanimate objects, such as cars or the sea. The text of the observation report has a general structure of classification or a general statement of the aspects being described.

Project-Based Learning (PJBL) learning model

Joyce in Trianto (2018: 22) A learning model is a plan or pattern used as a guideline in planning learning in class or tutorials and to determine learning tools, including books, films, computers and curriculum.

Soekanto in Trianto (2018: 22) a learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain goals and functions as a guideline for learning designers and teachers in planning the teaching and learning process.

The nature of the Project-Based Learning Learning Model

PjBL learning is a student-centred, long-term, and problem-solving learning model. This model provides students significant learning experiences (Rohana, 2017: 134). In addition, this stage of the PjBL learning model begins with students concentrating on questions or problems that determine the topic of the project, planning the final stages of the project, setting a schedule for project implementation and completion, asking for teacher guidance during the project, compiling reports, publishing project results, and assessing project progress and results. PjBL learning combines learning materials with real situations in the student's environment (Kristian, 2018: 45).

Project-based learning is a learning process centred on a relatively time-bound, problem-focused, meaningful learning unit by combining concepts from several components, be it knowledge, disciplines or fields. In project-based learning, activities are collaborative in heterogeneous groups.

Based on the description, the author can conclude that the nature of project work is collaborative, so the development of learning skills takes place among students. In project-based learning, individual strengths and the learning methods that are encouraged can strengthen teamwork.

2. METHOD

Research Approach

This research applies a qualitative approach. In qualitative research, data are obtained from various sources using various data collection techniques and are collected continuously until the data is saturated. Research using qualitative methods emphasizes the analysis of inductive thinking processes related to the dynamics of the relationship between observed phenomena, and always uses scientific logic. Qualitative research does not mean without using support from quantitative data, but rather emphasizes the depth of formal thinking of the researcher in answering the problems faced. Qualitative research aims to develop the concept of sensitivity to the problems faced, explain the reality related to the exploration of theories from below and develop an understanding of one or more of the phenomena faced.

Types of research

In relation to the title of the research, the type of research is a type of qualitative field research (Field Research). Qualitative research methods are often called naturalistic research methods because the research is conducted in natural conditions (Natural Setting). According to Sugiyono (2019: 8), qualitative research methods are research methods based on post-positivist philosophy, used to research in natural object conditions. As opposed to experiments where researchers are key instruments, data collection techniques are carried out by triangulation (combination), analysis is inductive, and qualitative research results emphasise meaning more than generalisation.

Population and Research Sample

Population

Population is a generalized area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions to be used as a data source in a study. The population in this study were all class

Sample

In this study, sampling was done by using propositional sampling, namely, the appointment. In this case, the sample was directly appointed as part of the 10th-grade students at SMA Negeri 1 Jangka Buya, namely 25 people.

Data collection technique

1) Observation (Observation)

This observation was conducted to find out information about the conditions of the place where the research was conducted, and the researcher only observed the process of activities and observed informants when the observation was taking place. The data to be obtained from this observation method are the Learning Outcomes and Interests of Class X Students in Indonesian Language Lessons at SMA Negeri 1 Jangka Buya.

2) Interview

The type of interview used in this study is a structured interview as a data collection technique when the researcher or data collector already knows for sure what information will be obtained by using research instruments in the form of written questions as a guideline in conducting interviews, or only in the form of outlines of problems that will be asked, both to teachers related to the research.

3) Documentation

Documentation makes interview results and observation results more credible or more trusted. According to Sugiyono (2019:314), documentation is a record of past events and is presented in the form of writing, pictures, or someone's monumental work.

Data Analysis Techniques

The data analysis technique used in this study uses the Robert K. Yin (2017) model, there are 5 data analysis techniques, namely as follows:

- 1) *Compile Data*
- 2) *Disassembling Data*
- 3) *Reassemble Data*
- 4) *Interpret Data*
- 5) *Conclude data*

3. RESULT AND DISCUSSION

Writing Skills of Observation Report Text Using Project-Based Learning (PJBL) Method. After the observation and the RPP had also been implemented, the author conducted a learning skills test using the Project-Based Learning (PJBL) Method. The skills test was conducted by observing students' behaviour in class dynamics and conducting a series of

written examinations using practice questions. Observations of student behaviour were undertaken to determine the extent to which students played an active role in class dynamics with their peers in responding to and discussing the material.

1) Skills Test Through Observation (Implementation of Teaching Activities)

Based on group or individual discussions and presentations, the average student concluded that the text provides information about an object or situation through structured investigation or research. In short, the text of the observation report provides a clear and accurate picture of something. Then, the last 5 minutes are used to draw conclusions and make assessments.

2) Test Skills Through Written Test

The results showed that students' average score in this lesson was 82.3. With the KKM standard for Indonesian language lessons of 70, it is said that the average score exceeds the KKM. This means that in learning the text of the observation report using the PJBL method, the text of the observation report has been completed to achieve the indicator with an average score of 82.3. In addition, interviews were also conducted to determine the effectiveness of using the PJBL method in learning the text of the observation report. The questions asked were about the suitability of the PJBL method with the subject matter and the students' comprehension of the material presented. The author interviewed three people to inform this study. The first informant was the student who got the highest score. The second informant was the student who got the middle score. The third informant was the student who got the lowest score. The three informants were selected based on the results of a written test conducted after learning.

Supporting the Improvement of Writing Skills for Observation Report Texts Using the Project-Based Learning (PJBL) Method

One of the criteria for selecting learning materials is the suitability of the material to the learning objectives. Teachers must translate the learning objectives in the syllabus to be compiled into a lesson plan. After the teacher knows the competencies to be achieved in their learning, the teacher can determine the type of material that is aligned with their learning objectives.

In learning this observation report text, the learning objective is that students can determine and respond to the elements of the performance of the observation report text. The observation report text is a form of literature that shows human behaviour, starting from how humans laugh, get angry, get sad, and even get happy. Based on the learning objectives and the form of literature to be studied, the material of the observation report text is chosen as learning material that can provide an overview or example of the conditions and situations of the stage performers of the observation report text.

In this case, it strives to provide the best service for its students. The costs that have been spent on education are paid for by the maximum teaching facilities and services. As a private school accredited B, SMA Negeri 1 Jangka Buya strives to provide complete learning facilities, infrastructure, and the best educational services. Therefore, to participate in utilizing and maximising the advancement of technology and education, SMA Negeri 1 Jangka Buya hopes that all efforts to develop educational facilities and services that have been made can provide an increase in the quality of education at SMA Negeri 1 Jangka Buya and in Indonesia. In addition, it also produces students who are intelligent, moral, and competent.

With the availability of complete learning facilities, using the PJBL method is also expected to maximize learning with various learning methods. Thus, students gain knowledge (theory) and learning experiences that can be implemented in their daily lives.

SMA Negeri 1 Jangka Buya hopes that using the PJBL method in learning can provide teaching variations for teachers and increase teacher creativity in conveying messages to their students. So, the technological skills teachers possess can also be applied to convey material to students, even though the teacher is not from a background in technology education. This is also an effort by the school to standardize the technological skills of teachers (in particular), so that all teachers can operate computer-based teaching and administration work.

4. CONCLUSION

Based on the study and discussion results, it can be concluded that the ability to write observation report texts with a problem-based model increased after going through several stages of the cycle, from cycle I to cycle II. The increase in aspects in each cycle can be seen from the average value of students, which increased from 69% in cycle I to 82.25% in cycle II in the good category. The test results from cycle I to cycle II increased by 13.25%.

Using problem-based models in learning to write observation report texts can increase student activity in learning. This can be seen from the changes in students from each meeting. Although at first, students found it challenging to write observation report texts with problem-based models. However, because of the teacher's guidance and assistance, over time, students began to understand and were able to adapt to the problem-based model used.

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