Increasing Writing Reports Skills of Fifth Grade Student through Project-Learning Based Methods at Cipinang Muara 06 State Elementary School

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Abstract

Skill of fifth grade student of Cipinang Muara 06 State Elementary School in writing report is still low. This is evidenced by the average scores before giving the action, which is 68.66. The average score of students who are still below the minimum completion criteria is due to poor students in writing sentences in accordance with the correct structure, the sentences are not structured in accordance with the Indonesian Spelling, the selection of standard words is still not quite right. In addition, students have not been able to write a factual report, the written report has not been coherent and has not explained clearly the events observed. In addition, teachers are still applying classical teaching methods with lecturing and assignment methods that are based solely on guidebooks only. This causes students to be less motivated so they have not been able to improve their skills in report writing. Learning to write observational reports made in class makes the students less able to write reports in accordance with the conditions and facts about the things that must be considered in writing the report. The formulation of the problems contained in this study are (1) How the project-based learning method can improve the skills of writing reports to students in fifth grade at Cipinang Muara 06 State Elementary School; and (2) Will the project-based learning method improve the writing skills of the students in fifth grade at Cipinang Muara 06 State Elementary School? The purpose of this study is to describe the process of learning to write observational reports during the use of project-based learning methods, the skills of writing student observation reports after using project-based learning methods, and changes in student behavior after following the learning of writing observation reports through project-based learning methods to students of fifth grade Cipinang Muara 06 State Elementary School. This study uses a classroom action research design. Subjects in this study were fifth grade students that amount 29 students consisting of 15 male students and 14 female students. This study consists of two cycles. Each cycle consists of several stages, namely planning, action, observation, and reflection. Data collection was done using test techniques and nontest techniques. The test technique is used to know the quantitative results. The result is obtained from the test of students' writing skill, while nontest technique is used to collect student activity data during the learning process. Nontest techniques were obtained with observation guides, observations of student and teacher activities, as well as video and photo documentation. The data analysis technique of this research is qualitative and quantitative. The results showed that there was an increase in the process of learning to write observational reports during the use of project-based learning methods. The improvement of the process is evidenced by the result of the students' writing skill skill which increases in cycle I and cycle II, besides the learning of writing the observation report which more smoothly in cycle II and the more conducive classroom atmosphere. The skills of writing observational reports increased after using project-based learning methods. This improvement is seen from the students' learning completeness which reached 51.73% in cycle I and increased by 93.11% in the second cycle with an average value of 82.28. In addition, the increase occurred in the behavior of students after following the study writing observation report. Students are more active in learning because learning is more interesting. Based on the results of the research, the use of project-based learning methods can assist students in writing observational reports because students can put their ideas and ideas into a writing based on observations that have been done directly so as to increase students' writing skills in writing observation reports.

Keywords: Writing, report writing skills, project-based learning methods.

Introduction

Teaching Indonesian in primary schools has an important role for students because it is the beginning of the foundation of the ability to speak Indonesian language. Indonesian subjects are also an advocate in developing students' competencies in other subjects.

Therefore, students need to maximize their Indonesian language skills in order to support learning in every field of study.

Along with the times, curriculum changes did not escape the attention of the government. The paradigm shift from 'teaching' to 'learning' in 21st century learning becomes a reference in the development of 2013 Curriculum (school curriculum applicable in indonesia), Classical learning with expository methods is no longer dominant in learning activities. The 2013 curriculum implements student centered and future-oriented learning based on 21st century learning concepts that direct learners to explore information in their surroundings and utilize the information (learning to know), learners are able to generate ideas for action (learning to do), able to be himself (learning to be), and able to behave and appreciate others in community life (learning to live together).

At the primary school level, Indonesian language learning is the main subject that is expected to support students in achieving the competencies set out in the curriculum 2013. The linguistic aspects that must be learned is listening, speaking, reading, and writing. Of the four aspects of these skills writing activities is one of the skills that must be taught to students. In order for students to be accustomed to pour their ideas in writing then writing skills should be trained continuously so that students are able to produce good writing. One form of writing at the primary school level, especially in fifth grade is the report writing material.

According Keraf report is a way of communication author in conveying information to a person or a body because of the responsibilities imposed on him. It can be said that the report is a kind of document that conveys information about a problem based on facts that have been observed and then poured in the form of writing reports.

The ability to write reports can be trained so that students can accurately and factually parse the observed knowledge of an object in an essay that is in accordance with the rules specified in the report writing, including the writing of sentences corresponding to the reported event, time sequence, space or place, and report of observation result written in good language according to Indonesian Spelling. Thus it is appropriate that students of fifth grade are able to write good and correct reports.
In fact the ability of fifth grade students in writing reports is still not in line with expectations. Based on the observation observations that have been done at Cipinang Muara 06 State Elementary School on November 8, 2016, fifth grade students still have problems in writing good reports. The constraints are the students are less able to write sentences in accordance with the correct structure, the sentences are not written in accordance with the structure of the Indonesian Spelling, the selection of standard words is still not quite right. In addition, students have not been able to write a factual report, the written report has not been coherent and has not explained clearly the events observed.

Other problems arise from the teacher. These problems, among others, occur in the learning process.

Teachers still apply classical teaching methods with lecture and assignment methods that are based solely on manuals only. This causes students to be less motivated so they have not been able to improve their skills in report writing. Learning to write observational reports made in class makes the students less able to write reports in accordance with the conditions and facts about the things that must be considered in writing the report. These problems make students tend to write a simple report without knowing clearly the activities observed because without any guidance from the teacher. Therefore, the results of writing in the report become less coherent and have not been able to explain the factual observations.

Based on the above problems, teachers need to apply appropriate learning methods to improve the skills of writing reports to students of fifth grade. One of the methods that can be applied is through model project base learning or project-based learning. According to Istarani, project-based learning is an innovative model or approach to learning, which emphasizes contextual learning through complex activities. Project-based learning is a learning that can increase creativity and motivate students more actively in writing. According to Thomas, et al., Project-based learning is a learning model that provides an opportunity for teachers to manage learning in the classroom by involving project work. In project-based learning, the teacher or instructor is not more active and trained directly, but the teacher or instructor becomes a facilitator, facilitator, and understanding the learning mind.

Project-based learning is a learning approach that involves a real environment. In report writing lessons, project-based learning models can be done by learners collaboratively, innovatively, and focus on solving problems related to student life. Therefore, through this learning approach students are expected to strengthen the knowledge possessed in writing the report so as to improve the skills of writing a report in terms of writing a clear sentence, coherent, in accordance with the observed events, and able to write sentences with Indonesian Spelling. Through a project-based approach the teacher can monitor students intensively and provide the necessary directives so that the learning activities run more actively and interactively.

Based on the problems that have been described the researcher intends to conduct research about "Improving Reporting Skills Through Project-Based Learning Methods of Fifth Grade Student in Cipinang Muara 06 Elementary School". This research will aim to improve the students' skills in writing reports according to the observed object. Researchers want to know and prove that Project Based Learning method is one of the steps that can be applied by teachers in school to develop learning activity of their students, so that it can improve the writing skill of report to fifth grade students.

Based on the above, this study discusses about (1) improvement of writing skill result of fifth grade student

of Cipinang Muara 06 Elementary School with application of project based learning method, (2) student learning activity in writing observation report during applying of project based learning method , and (3) the steps taken in learning to write reports of observation reports during the application of project-based learning methods. In line with the problem, this research aims to find out (1) improvement of writing skill report of fifth grade students of Cipinang Muara 06 State Elementary School, (2) student learning activity in writing report during application of project based learning method, and (3) the steps taken in learning to write reports with the application of project-based learning methods.

Literature Review

1. Writing

Writing is a productive and expressive activity. To refine his earlier account, Tarigan says that writing is to derive or represent graphic representations depicting a language understood by someone so that others can read the graphic symbols if they understand the language and graphic picture (Henri Guntur Tarigan, 1993). Furthermore, writing according to Nurudin is an activity that someone undertakes to produce writing. Writing is something produced by a person due to the creative process of writing (Nurudin, 2010). Writing is part of the activities we do every day. In addition, writing is part of communication activities conducted using written language, in addition to listening, reading, and speaking. So, writing is the activity of communicating in written language. Messages delivered can be information, ideas, thoughts, invitations, and so forth.

2. Writing Reports

The skill of writing an observation report is a skill in giving birth to a thought or feeling into writing after observing seriously on a particular object. Craf states that a report is a way of communicating the author conveying information to a person or a body because of the responsibilities imposed on it. It can be said that the report is a kind of document that conveys information about a problem that has been or is being investigated, in the form of facts directed to thought and action to be taken (Keraf, 2004). Furthermore, according to Hamilton there are three reporting principles, namely data reports, analytical reports, and recommendation reports (Hamilton, 1995). In relation to the reporting principle, Keraf argues that the report has several forms: 1) a report in the form of a form; 2) letter-shaped report; 3) reports in the form of memoranda, reports in the form of memoranda; 4) progress reports and state reports; 5) periodic reports or periodic reports; 6) laboratory report; 7) formal and semiformal reports (Keraf, 2004). Based on the principles and forms, writing reports applied in Primary Schools belongs to a report of data in the form of

exposure of a situation. Therefore, students need to observe directly about the situation / object to be reported, because at the age of class V Elementary School student's cognitive development is still at the concrete operational stage, then the type of report written is a report of observations. However, to reinforce the students' conceptual understanding of report writing, teachers need to provide an explanation of what aspects to consider in writing an observation report.

3. Project-Based Learning Method

According to Ridwan Abdullah Sani, Project Based Learning (PjBL) can be defined as a long-term learning activity involving students in designing, creating and displaying products to address real-world problems (Ridwan Abdullah Sani, 2014). Furthermore, Yunus Abidin explained that project-based learning is a method of learning that is oriented to develop students' learning skills and skills through a series of activities planning, conducting research, and producing certain products framed in a single container of learning projects (Yunus Abidin, 2014). Adderley mentioned that in this learning process consists of providing questions and products learning outcomes. Thus, through this learning the students will produce products that are the result of constructing the material they get from the questions given (in Ridwan Abdullah Sani, 2014). Project-based learning models include problem-solving, decision-making, investigative skills, and work-making skills. Students should focus on solving problems or questions that guide them to understand the concepts and principles related to the project. Teachers play a role in helping learners plan project work, take care of the need for cooperation that may be required, etc. but do not provide direction on how to complete projects planned by learners.

Methodology

This study uses a classroom action research design that is done in a multicycle. In this study, researchers designed research methods that include action planning, action execution, observation / evaluation, and reflection, methods and data collection instruments, and data analysis. Subjects in this study were the students of fifth grade Elementary School Cipinang Muara 06 which amounted to 29 people. The object of this research is the improvement of skills, writing student reports, student activities, steps, and student responses in the application of project-based learning methods. Method used in this research is test method and observation method. Data were analyzed using descriptive quantitative and qualitative descriptive techniques. This class action research contains qualitative data and quantitative data. Qualitative data in the form of teacher and student behavior data during learning activities writing report through project-based learning method. Quantitative data is in the form of student skill level which is indicated

by the value of writing test report. This study uses the instrument as a tool to collect data. The instrument used in this research is the practice test to write the observation report, observation sheet of student learning activities and the teacher's learning steps. Instrument test report writing practice used in the test method. Instrument observation sheet used in observation method. After the data collected, then will be analyzed by using data analysis. Analysis of this data is the most important step to get answers from the problem you want to solve. The analysis of this research is presented descriptively qualitative and quantitative. Qualitative descriptive analysis is a technique in analyzing data by not using mathematical model, statistic and econometrics, but by way of describing or interpreting data obtained from research by using words, while quantitative analysis is an analysis using quantitative analysis tool. In this research, the data of test result writing report is analyzed by using qualitative and quantitative descriptive data analysis, student learning activity and learning step of writing report with application of project based learning method analyzed using descriptive qualitative and quantitative data analysis. In accordance with the characteristics of action research, the criteria of success in learning to write scientific papers is shown by the success of obtaining average grade scores in the category of completion or 75% of the number of students scored 75. This criterion is also in accordance with the minimum completion criteria set at the school. With the achievement of the predetermined success criteria above, this study may be discontinued. The action cycle that achieves the success criteria or the achievement of the minimum completion criteria is considered to be the best action that meets the criteria of success.

Result

Implementation of this research is done in two cycles by first doing observation of learning (pre-cycle) before done action at cycle I and cycle II. The action taken is to apply project-based learning methods to the learning activities of writing reports covering planning, project preparation, project implementation, reflection and improvement. The results of report writing skills with project-based learning methods are presented in the following diagram.
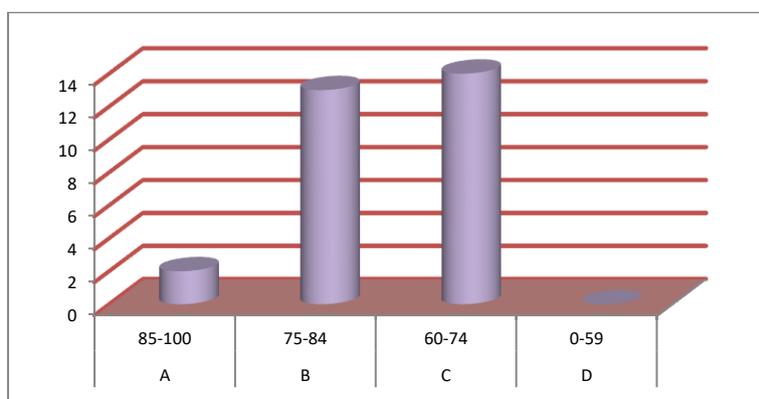
Results of Writing Report Skills Cycle I
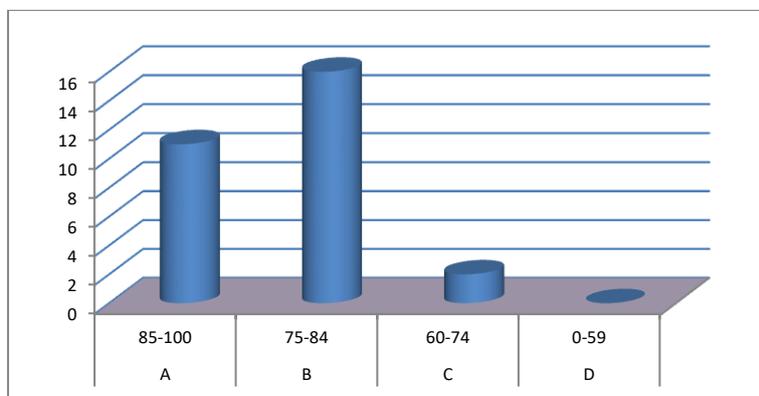
Results of Writing Report Skills Cycle II

Table Comparison of Achievement of Minimum Preclusion Criteria, Cycle I and Cycle II

Completion	Prasiklus	Cycle I	Cycle II	% Prasiklus	% Siklus I	% Siklus II
Completed	8 Students	15 Students	27 Students	27,59%	51,73%	93,11%
Uncompleted	21 Students	14 Students	2 Students	72,41%	48,27%	6,89%
Amount	29 Students	29 Students	29 Students	100%	100%	100%

Comparison of data analysis results of the results of report writing skills through project-based learning methods tailored to the data in cycle I and cycle II. The comparison of report writing skills will be presented in the following table.

From the comparison of report writing skill results through project-based learning methods it can be seen that there has been an increase in each cycle. Significant improvement occurs in cycle II when compared with learning completeness achieved from prasikus and cycle I. In cycle II, students who achieve completeness of at least 93.11%. Thus the action meal is dismissed in cycle II.

Discussion

Furthermore, the researcher will explain the comparative result of writing skill report from three students in cycle I and II. In the first cycle Monica Lidya scores 77. The idea content indicator gets three with good criteria because the ideas conveyed in the report are easy to understand, although they have not been written in coherence. Systematic indicators get a score of four with excellent criteria because the report is written in full from the title information, the time, place, the issues studied all arranged in the introduction, discussion, and the end. In the linguistic indicator Monica obtained a score of three with good criteria because the order of sentences has been written well, although there is still the use of words that are not standard. The grammar indicator scores three because the use of punctuation and wording is good, although there are still a few errors in the decoding of words. In cycle II Monica Lidya has improved on the result of writing skill report with score 86. Indicator that increase is at indicator of idea contents, in this indicator Monica get score four with criteria very good because the disclosure of its idea easy to understand according to fact which happened in field and written in coherence. In the systematic indicator got a score of four with very good criteria, while for other indicators Monica get a score of three with good criteria.

In another student named Clarissa had an increase in cycle II. In cycle I Clarissa got 67. On the content idea indicator get score three with good criterion because idea presented in report according to fact of field. Systematic indicators get a score of two with enough criteria because the written reports are less coherent but still understandable. In Clarissa's linguistic indicator scores two with enough criteria because there are still errors in the use of words and sentences have not been well compiled. The grammar indicator scores three because the use of punctuation and wording is good. In the second cycle Clarissa experienced an increase in the results of report writing skills with a score of 78. Indicators that have increased is the linguistic indicators that get a score of three with good criteria. In this indicator, Carissa has begun to write the structure of sentences better than ever, in addition Clarissa can choose a more appropriate raw words to describe the contents of the report. For other indicators Clarissa scores three with good criteria.

In the next student named Faqih Arpian Candra in cycle I get the score 62. The score is still below the criteria of minimal mastery. The content idea indicator gets a score of one with less criteria, this is because the disclosure of the ideas in the written report is unclear and less in line with the facts that occur in the field. In the systematic indicator got a score of two with enough criteria because the writing is less coherent. In linguistic indicators get a score of three with good criteria because the selection of words used in the report is quite standard. Furthermore, on the indicator of Faqih's scoring scores three with good criteria, in this indicator the use of punctuation letters are good enough. In the second cycle Faqih has increased with a score of 74, although it is still under the minimum completeness criteria, but on some indicators have increased. In the content of the idea indicator gets a score of two with enough criteria because it has been disclosing the idea correctly even though it is less in accordance with the fact that occurred in the field. In the systematic indicator has increased that gets a score of three with good criteria because it has been written completely from the description of the title, time, place and problems studied. On the other indicators get a score of three with good criteria.

From the above discussion it can be seen that the skill of writing student report has increased in all students with percentage of 93,11% which reach completeness compared to cycle I which earn 51,73%. This increase occurs due to the influence of the use of project-based learning methods to improve students' skills in report writing.

Conclusions

Based on the results of research and discussion that has been done, it can be concluded that the method of project-based learning can improve the skills of writing reports of fifth grade students at Cipinang Muara 06 State Elementary School. The role of teachers in implementing learning by using project-based learning methods is as a facilitator as well as a motivator. While the student's role is as a center in the process of learning to write reports. In other words, the teacher strives to facilitate and foster motivation for students, create a conducive learning atmosphere and be able to explore the potential possessed by students so that they can maximize it in carrying out the learning process.

The project-based learning methodology applied in this research has a positive impact in improving the skill of fifth grade student in writing the report, because the learning is directed towards the students to develop their skills in writing observation reports through the projects that have been designed. Project-based learning is based on constructivism theory and is an active student learning (student centered learning). Therefore, in the implementation of learning students are involved directly and thoroughly. Students are trained to analyze the problem, then explore, collect information,

interpretation, and assessment in working on projects related to the problem under study, the final result of a written report.

Based on the results of students' report writing skills in cycle I, it can be concluded that there has been an increase in the results of report writing skills when compared to prasiklus. The highest score achieved by the students in the first cycle is 85 while the lowest score is 67 of the completeness criteria of at least 75. Then in cycle II there is a significant increase, ie as many as 93.11% of students get the above minimum completeness criteria value set at school. The result of observation of educator action in cycle I obtained value 82%, then increased by 100% in cycle II.

Based on observations during the learning process in cycle I and cycle II, the results of field notes, interviews and documentation it turns out that with project-based learning methods can improve the skills of writing reports to fifth grade students of Cipinang Muara 06 State Elementary School. In addition, based on observations during the learning activities took place by using project-based learning methods to improve student activity in the process of writing report writing, so that learning becomes more interesting and fun.

The results obtained have met the success criteria established at the beginning of the study. Thus based on the discussion of research results that have been done, it can be concluded:

1) Project-based learning method can improve writing skill of fifth grade student at Cipinang Muara 06 State Elementary School.

2) There is a relationship between the success of learning with the operational steps of learning designed in the research of class action conducted by researchers.

Acknowledgements

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