

**EFFORTS TO IMPROVE THE WRITING ABILITY
OF TEXT REPORTS OF OBSERVATION RESULTS OF
STUDENTS CLASS VII MTS NURUL FALAH KOTA CIMAHI**

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ABSTRACT

This research is motivated by the students' ability to write is still low, it is due to a lack of students' understanding of the material taught so that they are still confused to write and integrate words into full text. The purpose of this study is to determine the implementation of the program, *lesson study* especially in terms of improving the ability to write student observation report text. This type of research is Classroom Action Research (CAR) based on *lesson study*. The subject of this study was VII-F class students of MTs Nurul Falah, Cimahi City. The instruments used were observation sheets, RPPs, Student Worksheets (LKS), and test sheets of students' ability to write observational report text. The finding of this analysis is that implementing the program *lesson study* showed an increase in students' writing ability in the observation report text. This is known by the increasing number of students who show independence in the learning process, students are able to analyze the structure and rules of language contained in the text of the observation report. In addition, students are also able to compile the text of the observation report.

Keywords: *Writing, Report on Observation Results, Lesson Study*

PRELIMINARY

The current revised 2013 curriculum has its own uniqueness, namely with text-based learning. Students are faced with various texts when learning Indonesian. In addition, even this revised 2013 curriculum is actively publishing literacy culture, namely the culture of reading and writing. There are four skills in Indonesian, namely listening, reading, speaking and writing skills. The four skills are related to one another. Writing skills become one of the skills that must be mastered by students, because in this era of globalization the ability needed by students is to be able to write to uphold their future.

Guidance and training are needed routinely in order to hone writing skills. Although both parents are good at writing, it does not mean that it will decrease to their children as a whole, of course there must be guidance and direction so that the ability can be honed. The current revised 2013 curriculum is very supportive of this ability because with the cultivation of literacy, it is inevitable that students must follow and must be able to master what has become

a predetermined indicator.

Lots of text contained in the revised 2013 curriculum. One of the texts contained in the revised 2013 curriculum at the level of the first semester of MTs class VII is the text of the Report on Observation Results (LHO). This text is very important to learn because it can hone students' thinking skills in solving problems that occur in the surrounding environment.

Based on the results of observations made in the field, the reality is that there are still many students who have difficulty writing their ideas or ideas in written form. This is because there is still a lack of student reading material so that the vocabulary he gets is still very little. Indonesian language subject teachers at the school also said that students had difficulty understanding the language rules of the observation report text, because the material was large and difficult to digest. The learning method used by the teacher tends to be monotonous so that students feel bored with the learning taught.

In accordance with the above problems, the solution proposed in this study was to implement-based Classroom Action Research (PTK) *lesson study*, in which there was a model teacher, and observers to observe student activities when the learning process continued.

STUDY OF THEORY

The Report Text of the Observation Results

Kosasih (2014, hlm. 43) suggests that the text of the observation report is text made based on observations by writing the facts. What is seen is what is written, which is characteristic of this text. Because the writing that requires facts and real data, of course requires observation or observation directly to the field both interviews and direct viewing to the field regarding the object to be observed. Whereas according to the Ministry of Education and Culture Rumijati (2015, hlm. 153) the text of the observation report is a text that has an initial section or is called a general description, part description, and description of benefits. The object observed in this text will eventually be made a paper or scientific work that describes in detail about an object and classifies the information that has been obtained by grouping it into several parts so that the reader gets new information. Based on the theory it can be concluded that the text of the observation report is the text that presents the facts in it by making observations first.

Each text has its own structure. Likewise with the observation report text, according to Kosasih (2014, hlm. 46) this text has its own structure as follows:

1. General definition, which is to explain the observed object, whether it is about the characteristics, the general state of an object or event. This general definition is still general in nature which views the whole can be in the form of understanding, concepts, characteristics and so forth.
2. Description of parts, that is, describing specific or specific parts contained in an object or event. This section explains in detail what has been observed in the field.

3. Description of benefits, namely that explains what benefits can be taken from the observed object.

In contrast to Kosasih, *The National Literacy Strategy* Oka Adetya (2014, hlm. 23) that the text structure of the report on observation is as follows:

1. Opener in the form of a general classification,
2. Technical classification such as *the Latin name is ...*,
3. Different aspects are arranged sequentially, and
4. Descriptions that are more specific to the object, either some or all, for example quality, parts, functions, habits and uses, and conclude with conclusions in the form of closing comments.

Kosasih (2014, hlm. 58) explains that a step in writing a text report on the results of observation are as follows:

1. Conduct field observations in advance of the object to be observed
2. Sign up topics that could be developed into an article which would potentially be a text lporan observation results
3. Develop framework report in accordance with pre-determined systematics
4. Developing the framework of the report that has been made into a coherent text by noting the structure, characteristics, and rules of language used in the text of the observation report.

Lesson Study

Lesson study began in Japan around the 1870s. *Project Activity* Tedjawati (2011, hlm. 483) explains that *lesson study* is a practice-based method for developing teacher professionalism competencies and attitudes to mutual learning with actual practice methods in the classroom conducted by the teacher itself. *Lesson study* is carried out through several stages, namely the planning (*planning*), implementation (*do*), and evaluation stages (*see*). The three stages are related to one another. Previously the model teacher and other researchers had to develop a scenario in advance about the steps to be taken in the classroom. This step will be carried out by the model teacher itself.

Unlike the *Project Activity*, according to Dr. Ibrohim, MIPA Faculty lecturer from Malang State University Tedjawati (2011, hlm. 483) *lesson study* is a process of collaborative and sustainable learning based on collegiality and *multu learning principles* to build *learning communities*. *Lesson study* is a process of assessment carried out jointly and continuously in order to improve the learning process. Similar to the opinion above, Rohaeti & Hendriana

(2016, hlm. 230) explained that *lesson study* activities are a form of collaborative learning activities. This activity is an innovative learning activity that is collaborative between groups or teams.

Step Lesson Study The

following are the steps in implementing *lesson study* according to Setiawan & Herawati (2015, hlm. 6) namely:

1. Planning (*Plan*)

This planning phase teachers collaborate with other teachers to prepare learning scenarios, learning media, and so on. This stage the teachers share ideas to create an effective learning process. At this stage the teacher

2. Implementation (*Do*)

The implementation phase of the teacher selected as the model teacher performs the learning process in accordance with the plans that have been prepared. The other teachers have the duty to observe the learning process and also the activities of students during the learning process.

3. Reflection (*See*)

This stage the teachers conduct negotiations to evaluate the learning process that has been carried out. This activity begins with the presentation of impressions from the model teacher, then the teachers who become observers provide criticism and suggestions for the learning process that has been carried out. At this stage the observer does not criticize the model teacher in delivering the learning material. At this stage the observer only criticizes the learning process with the intention to improve the learning process at the next meeting.

METHOD

This study uses classroom action research-based *lesson study* is to plan the learning scenarios are traversed by three stages: stage of planning (*plan*), implementation (*do*), and evaluation (*see*). This research was carried out by one model teacher and four observers where the observer only observed student activities when the learning process took place without even touching the model teacher. The research subjects were all students of class VII-F which numbered 35 students.

The data collection technique in this study is to use the following:

1. Tests as a tool to measure students' ability to the material being studied
2. Interview, this activity is carried out when searching for preliminary data about students' abilities by asking Indonesian teachers who teach in the school
3. Observation sheet, that is conducted to find out the activities of students when the learning process takes place
4. Library studies, carried out to look for references in order to strengthen the statement and can be combined with the reality in the field.

RESULT AND DISCUSSION

classroom action research (CAR) was conducted in three cycles. Each cycle has its own stages namely planning (*plan*), implementation (*do*), and evaluation (*see*). This stage is carried out to determine the follow-up at the next meeting and to assess the side where the deficiencies that arise and can prevent these deficiencies recur in the next cycle.

Cycle I is held on Tuesday, October 31, 2017 by making small groups of students. The material in the first cycle is understanding the general characteristics, the structure of the text of the observation report. The highest value obtained by students in this cycle is 70 while the lowest value is 50.6. If presented, students who have achieved KKM are only 46% and the rest are students who have not yet obtained KKM. This is due to the emergence of new people who come into the classroom when the learning process continues. Fear, shame, and tension when in class so students feel free to express their ideas or ideas.

Cycle II was held on Friday, November 10, 2017. Students were still grouped like the previous meeting but in order to reduce the weaknesses that occurred in the previous meeting, the learning scenario was created by combining learning such as games. Where students are given an observation report text, which will be analyzed with the group. After that, the teacher gives the opportunity for students to come to the front of the class to write down their findings, who is the correct group will be given one star. This second cycle of student grades has increased. The average in this cycle is 79. If presented by students who get a score above KKM as much as 90%, only 10% are not complete KKM. This is because the material taught is easy and attractively packed so that the class becomes crowded when the learning process takes place.

According to Anur, R. A. (2015, hlm. 15) students will be interested in learning when they get success when learning. This is in accordance with what was experienced when in the field, because students who have success or in this case a justification uttered by the teacher, it is used as a reference for the students themselves to continue to explore and look for what is being taught by the teacher.

Cycle III is conducted on Friday, November 17, 2017. The third cycle of students is still left in groups but by using method *mind mapping*, where students will conceptualize the keywords which will later be made into whole text. Students are given several observational report texts as examples and show videos that later students will be asked to make mind maps and then the words are developed into whole text. If presented, students who get above the KKM score are 65%. The average for this cycle is 65.1 which is very small. This is because the difficulties of students in packing keywords into one complete text. And there are still errors in language and spelling found in the writing of students.

Putri (2014, hlm. 4) explained that the use of learning methods that are fun and appropriate to the age of the child, can be used as a solution to the problems faced by the teacher. Indeed, every child has their own way of learning. However, the method used by the teacher also becomes one of the factors of children's interest in the material being taught. According to Mustika (2014, hlm. 238) "*Superior human resources not only have good hard skills but are supported by strong soft skills.*" It is not only the skills needed in education, but the students' knowledge or attitude in facing learning that is being studied. In addition, high student motivation is also the main thing in achieving this learning goal.

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that the ability of students to write observational report texts in class VII-F MTs Nurul Falah Cimahi City can be improved by implementing the program *lesson study*. This is known by the increasing number of students who show independence in the learning process, students are able to analyze the structure and rules of language contained in the text of the observation report. In addition, students are also able to compile the text of the observation report. And can complete the exercises that the teacher gives to measure the extent to which the student understands the learning delivered by the teacher.

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