Ability of Writing Report on Observation Results Text in Class X SMA using Student Teams Achievement Division (STAD) Models Web-based

Indriani Nisja, Lira Hayu Afdetis Mana, Titiek Fujita Yusandra, Sefna Rismen
Program Studi Pendidikan Bahasa dan Sastra Indonesia, STKIP PGRI Sumatera Barat, Indonesia

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Abstract: Students have difficulties in writing and understanding the 2013 curriculum especially the writing of report on observation results text. The difficulties are often found in determining the structure of the text and linguistic factors. The purpose of this study is to describe the results of learning to write text by using a web-based Student Teams Achievement Division (STAD) model. This type of research is quantitative with the descriptive method. The population of this study is all students of class X SMAN 12 Padang. The sampling technique in this study is simple random sampling. The sample was 36 students of grade 1 IPA. The data in this study was the writing skill of report on observation results text score taken from class X students of SMAN 12 Padang. The instrument of this research is obtained through performance tests. The results of the research indicators of the text structure, the general definition of the average value of 94,44 in the range of 86-95% classified as excellent, description of the average value of 81,48 at the level of mastery 75-85% are well qualified, the definition of the benefits of the average value average 70,37 at the level of mastery 66-75% qualified more than enough, and the language factors, in this case, the verb with a value of 83,33 is in the range of 78-85% with good quality. Thus the results of the research for the writing skills of the report on observation results text web-based with use Student Teams Achievement Division (STAD) model obtained an average score of 82,41 at the mastery level of 76-85% with good quality.

1 INTRODUCTION

Learning Indonesian language in 2013 Curriculum for all levels (SD, SMP, SMA) emphasizes text-based learning. Because the text is a vehicle to express feelings and thoughts aesthetically and logically. In line with that role, Indonesian language learning is presented in text-based books, both oral and written, by placing Indonesian as a vehicle to express feelings and thoughts (Ramadania, 2016). There are several texts learned in class X semester 1, including the report on observation results text, exposition, anecdotes, and storytelling texts. According to Kosasih (2014:43), observational reports are essays that present facts obtained through observation and produce a clear knowledge or insight to the reader. According to Darmawati (2014: 55), the report on observation results text is a type of text that aims to obtain data about a problem. The data is proof of information or information obtained previously. The text of the observation report contains a general description of something based on the results of observation activities. This activity is carried out to obtain information about behavior, circumstances, conditions, or situations of the object under study.

The ability to write observational report text written in the 2013 curriculum in class X Semester I is at Core Competence (KI) 4. Process, reason, and present in the realm of the realm and the realm of religion related to the development of what is learned in school independently, and able to use methods according to scientific rules. Basic Competence 4.2 Construct the text of the observation report by observing the content and aspects of language both oral and written. In this case, the construction will be lowered to the text writing indicator. Writing is conveying ideas or ideas and messages using graphic symbols or writing (Arundati, 2010.). Based on the results of previous studies, learning is done using the STAD model manually, but students have difficulty in writing text reports on observations at SMAN 12 Padang. This is

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why students find it difficult to determine linguistic structure and rules from the text of the observation report. Based on the results of interviewing Indonesian language teacher, Dra. Eliwati, on January 28, 2019, obtained information about several problems in learning to write the report text of the observation results as follows. First, not all students are skilled in writing the text of the observation report. Second, not all students understand the structure and linguistic characteristics of the observation report text. Third, the source book given to students is late. Based on the problems above, efforts need making to improve the ability of students to write text reports on observations, among others, by using the web-based learning model Student Teams Achievement Division (STAD).

The reason for choosing a web-based Student Teams-Achievement Division (STAD) model is that students can study anywhere and anytime without time constraints. They can read the material through their respective handsets. The workings of the web-based Student Teams Achievement Division (STAD) learning model begins with the teacher conveying the KD and the objectives of the lesson to be achieved in learning the observation report text. The teacher provides motivation for students to learn. Afterwards the teacher divides students into groups of 4-5 heterogeneous students. After the teacher determines the group of students, the teacher gives the user name and password to each group. Then the teacher delivers learning material related to the text of the observation report.

The teacher gives an example of the text of the observation report. Afterwards the students determine the structure and the language rules of the observation report text contained in the web application. Each group makes a text of the observation report with the theme "Plants" in accordance with the structure and the language rules of the observation report text. The next step Students open the website and answer the quiz in the web application. Then, in the end, the teacher gives a prize to the group that wins or gets the highest score. The prize is one book.

2 RESEARCH METHOD

This type of research is quantitative research because in data collection using numbers. According to Arikunto (2010: 27), quantitative research is a type of research that uses numbers, starting from data collection, then interpreting data and finally showing the results.

The method used in this research is the descriptive method. According to Sugiyono (2005: 21), the descriptive method is a method used to describe or analyze a research result but is not used to make broader conclusions. The population in this study is all students of class X of SMAN 12 Padang enrolled in the 2018/2019 school year, the total is 396 consists of 11 classes. The sampling technique in this study is simple random sampling technique. According to Sugiyono (2001: 57), simple random sampling is sampling from members of the population that are carried out randomly without regard to strata that exist in that population.

The class sampled is class XI IPA 1 as an experimental class of 36 students. This class have been selected for a class normally distributed and had homogeneous variances. The instrument used in this study is a performance test, with pretest and posttest that is a writing skill test of report on observation results text. The performance test used to measure the level of skill in writing a report on observation results text by using a web-based Student Teams Achievement Division (STAD) model; students learn to use web applications. The indicators that will be assessed in the writing of students are (1) general definition (2) description of part (3) description of benefits (4) material verb.

3 FINDINGS AND DISCUSSION

3.1 Findings

The purpose of this research was to find out the Writing Skills report on observation results text by Using Web-Based Student Teams Achievement Division (STAD) Model in Class X SMAN 12 Padang.

1. The Ability of report on observation results text by Using Student Teams Achievement Division (STAD) Model Web-Based in Class X SMAN 12 Padang

a. Indicator 1 (General Definition)

Based on the results of the test report writing skills, the results of the observation of class X students of SMAN 12 Padang by using the web-based Student Teams Achievement Division (STAD) model for indicator 1 (general definition) obtained values ranging from 33.33 to 6 people (16.67%) and the value of 100 is 30 people (83.33%).

Table 1. Frequency Distribution of Text Writing Skills Reports of Observation Results by Using Web-Based Student Teams Achievement Division (STAD) Model

No	X	F	FX
1	33,33	0	0
2	66,67	6	400,02
3	100	30	3000
Total		**∑F= 36**	**∑FX= 3400,02**

Classifying the Text Writing Skills of the Report on Observation Results by Using a Web-Based Student Teams Achievement Division (STAD) Model in Class X SMAN 12 Padang for Indicator 1 (General Definition)

No	Mastery Level	Qualification	Frequency	Percentage 100
1	96-100	Perfect	30	83,33
2	86-95	Very good	0	0
3	76-85	good	0	0
4	66-75	More than enough	6	16,67
5	56-65	Enough	0	0
6	46-55	Almost enough	0	0
7	36-45	Less	0	0
8	26-35	Less than	0	0
9	16-25	Bad	0	0
10	1-15	Very bad	0	0
Total		**36**		**100**

b. Indicator 2 (Description Section)

Based on the results of the test report writing skills the results of the observation text of class X SMAN 12 Padang by using the web-based Student Teams Achievement Division (STAD) model for indicator 2 (the description section contains explaining certain aspects of the observed object) values ranging from 33,33- 100. First, students who get score of 33.33 are obtained by 6 students with a percentage (16.67%). Second, students who get score 66.67 are obtained by 8 students with a percentage (22.22%). Third, students who getscore 100 are obtained by 22 students with a percentage (61.11%).

Table 2: Frequency Distribution of Text Writing Skills Reports of Observation Results by Using the Web-Based Student Teams Achievement Division (STAD) Model Class X Students of SMAN 12 Padang for Indicator 2 (Section Description)

No	X	F	FX
1	33,33	6	199,98
2	66,67	8	533,36
3	100	22	2200
Total		**∑F= 36**	**∑FX = 2933,34**

Table 3: Grouping Text Writing Skills Report Observation Results by Using Student Teams Achievement Division (STAD) Model Web-Based Students of Class X SMAN 12 Padang for Indicator 2 (Description Section)

No	Mastery Level	Qualification	Frequency	Percentage 100
1	96-100	Perfect	22	61,11
2	86-95	Very good	0	0
3	76-85	good	0	0
4	66-75	More than enough	8	22,22
5	56-65	Enough	0	0
6	46-55	Almost enough	0	0
7	36-45	Less	0	0
8	26-35	Less than	6	16,67
9	16-25	Bad	0	0
10	1-15	Very bad	0	0
Total			**36**	**100**

c. Indicator 3 (Description of Benefits)

Based on the results of the test report writing skills the results of the text observation class X students of SMAN 12 Padang using the web-based Student Teams Achievement Division (STAD) model for indicator 3 (description of the benefits of the section that explains the usefulness of the exposure to the theme of previous description) values range from 33,33 -100. First, students who get score of 33.33 were obtained by 11 students with a percentage (30.55%). Second, students who get score 66.67 were obtained by 10 students with a percentage (27.78%). Third, students who get score 100 are obtained by 15 students with a percentage (41.67%).

Table 4: Frequency Distribution of Text Writing Skills Reports of Observation Results Using the Student Teams Achievement Division (STAD) Model Web-Based Students of Class X SMAN 12 Padang for Indicator 3 (Description of Benefits)

No	**X**	**F**	**FX**
1	33,33	11	366,63
2	66,67	10	666,7
3	100	15	1500
Total		**∑F= 36**	**∑FX = 2533,33**

Table 5: Grouping Text Writing Skills Reports on Observation Results Using Web-Based Student Teams Achievement Division (STAD) Model Class X SMAN 12 Padang for Indicator 3 (Benefit Description)

No	Mastery Level	Qualification	Frequency	Percentage 100
1	96-100	Perfect	15	41,67
2	86-95	Very good	0	0
3	76-85	good	0	0
4	66-75	More than enough	10	27,78
5	56-65	Enough	0	0

6	46-55	Almost enough	0	0
7	36-45	Less	0	0
8	26-35	Less than	11	30,55
9	16-25	Bad	0	0
10	1-15	Very bad	0	0
Total			**36**	**100**

d. Indicator 4 (Material Verb)

Based on the results of the test report writing skills the results of the text observation of class X students of SMAN 12 Padang using a web-based Student Teams Achievement Division (STAD) model for indicator 4 (material verb) values ranging from 33.33-100. First, students who got a score of 33.33 were obtained by 6 students with a percentage (16.67%). Second, students who scored 66.67 were obtained by 6 students with a percentage (16.67%). Third, students who got a score of 100 were obtained by 24 students with a percentage (66.66%).

Table 6: Frequency Distribution of Text Writing Skills Reports of Observation Results Using a Web-Based Student Teams Achievement Division (STAD) Model Class X Students of SMAN 12 Padang for Indicator 4 (Material Verbs)

No	**X**	**F**	**FX**
1	33,33	6	199,98
2	66,67	6	400,02
3	100	24	2400
Total		**∑F= 36**	**∑FX = 3000**

Table 7: Grouping the Text Writing Skills of the Report on Observation Results Using a Web-Based Student Teams Achievement Division (STAD) Model in Class X SMAN 12 Padang for Indicator 4 (Material Verbs)

No	Mastery Level	Qualification	Frequency	Percentage 100
1	96-100	Perfect	24	66,66
2	86-95	Very good	0	0
3	76-85	good	0	0
4	66-75	More than enough	6	16,67
5	56-65	Enough	0	0
6	46-55	Almost enough	0	0
7	36-45	Less	0	0
8	26-35	Less than	6	16,67
9	16-25	Bad	0	0
10	1-15	Very bad	0	0
Total			**36**	**100**

4 DISCUSSION

Text Writing Skills Report on Observation Results Using Web-Based Student Teams Achievement Division (STAD) Model lass X SMAN 12 Padang (Experimental Class).

Based on the results of data analysis, it is known that the level of mastery of the report writing text skills of observation results using a web-based Student Teams Achievement Division (STAD) model of class X SMAN 12 Padang with an average of 82.41 is good, because the M is in mastery 76 - 85% on scale 10. The theory used in writing the text of the observation report is Kosasih (2014) which is divided into 4 indicators in writing the report text of the observation as follows: (1) general definition, (2) part description, (3) description benefits, and (4) material verbs. According to Nataliasari (2014), the skill of writing a report text after using a cooperative learning model of the Group Investigation (GI) type VII grade student at Lubuk Alung State Junior High School 2 in the qualification of more than enough with an average value of 75,36. Below, the score obtained from the observation report writing skills using the web-based Student Teams Achievement Division (STAD) model of class X SMAN 12 Padang indicators can be described as follows.

Based on the analysis of carried out using a web-based Student Teams Achievement Division (STAD) model that received a perfect score of 5 people, very good 9 people, good 10 people, more than enough 8 people, and enough 4 people. The ability of the observation report text by using a web-based Student Teams Achievement Division (STAD) model for indicator 1 is a general definition that is the part that describes the observed object in characteristics, existence, habits, groupings and various other aspects. Samples that obtained more than enough qualifications are 6 students. Samples that get perfect qualifications are 30 students. According to Kosasih (2014: 47), a general definition is a part of describes the object being observed, both about (characteristics, existence, habits, grouping and various other aspects).

The ability of the observation report text by using a web-based Student Teams Achievement Division (STAD) model for indicators 2 the description section contains explaining certain aspects of the object being observed. The sample that received the qualifications is less than 6 students. Samples that obtained more than enough qualifications were 8 students. Samples that received perfect qualifications were 22 students. According to Kosasih (2014: 47), the description of the section contains certain aspects of the object being observed.

The skill of writing report text by using a web-based Student Teams Achievement Division

(STAD) model for indicators 3 descriptions of the benefits of the section that explains the usefulness of the exposure to the theme described earlier. Samples that get the once less qualification are 11 students. Samples that get more than enough qualifications are 10 students. Samples that get perfect qualifications are 15 students. According to Kosasih (2014: 47), a description of the benefits of the section that explains the usefulness of the exposure to the theme described earlier.The skill of writing report text by using a web-based Student Teams Achievement Division (STAD) model is for indicators of 4 material verbs. Samples that get the Once Failed qualification are 6 students. Samples that get more than enough qualifications are 6 students. Samples that get perfect qualifications are 24 students. According to Kosasih (2014: 49), the linguistic elements of the observation report text use material verbs or verbs that indicate the actions of an object, animal, human, or event.

At the time of conducting the test using the web-based Student Teams Achievement Division (STAD) model students looked more energetic and more active, using the web-based Student Teams Achievement Division (STAD) model, as for the steps of the Student Teams Achievement Division (STAD) based model type web as follows. First, convey the purpose and motivate students. Second, present information. Third, organize students into cooperative groups. Fourth, guide the groups to work and study. Fifth, evaluate. Sixth, give awards (Rifai, 2017: 159).

According to Wijaya (2008: 22), E-learning is a learning process that is carried out through a network (network). This means that with e-learning it is possible to convey teaching materials to students using information and communication technology media in the form of computers and internet or intranet networks. With e-learning, learning can be done anytime, anywhere, through any route and with any access speed. The learning process takes place efficiently and effectively. According to (Hanum, 2018: 92) E-learning is one form of learning model that is facilitated and supported by the use of information and communication technology.

Wijaya, (2008: 22) suggested that e-learning learning has advantages, namely as follows. (1) Increasing enhance interactivity, (2) Facilitating learning interactions from where and at any time (time and place flexibility), (3) Having wider reach (potential to reach a global audience), (4) Facilitates the improvement and storage of learning materials (easy updating of contents as well as achievable capabilities).

5 CONCLUSIONS

Based on the results of the analysis and discussion, it is known that; the skill of writing report text as a result of classroom observation.

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