Efforts In Improving The Ability Of Observation Report Text Writing Through Discovery Learning Model Containing Banyumas Culture Of Batiks Making

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Abstract. This study aimed to determine improvement in the ability of observation report text writing through discovery learning model containing Banyumas culture of making batiks. This classroom action study was conducted in 2 cycles. The objects of this study were the result of observation report text writing on students' batik making activities. Based on the discussion result, it can be concluded that through discovery learning model, the students could improve their skills in writing observation report text. This was proven by average scores in each cycle, such as: the average score of pre-tests was 53,6, the average score in cycle 1 was 65,55; cycle 2 was 73,05. Moreover, from the observation result, it found that students who have low scores tend to be passive, out of focus, and quickly get bored in learning process. That was proven by students who were sleepy and less enthusiastic caused by exhaustion. In contrast to the students who have low scores, the high-scores students tend to be more active and excited in paying attention during learning process.

Keywords: Writing, Discovery Learning, Batik Making

1 Introduction

The development of curriculum 2013 demands a paradigm shift in learning process. This curriculum causes changes in the concept, method, commitment, and strategy of the teacher's approach in learning process. Curriculum 2013 proclaims learning – based text. The text in a genre-based approach is not interpreted as a general term as writing in the form of articles. Text is the embodiment of social activities and social purposes, both orally and in writing. In this case, students are required to be able to understand and produce a text through the ability to read and write. Stated that writing skill is a skill to express emotion, mind, fact, desire, and dream [7]. Talking about education in the university can not be separated from the process for writing [22]. Argued that writing needs to be directed and guided in order to produce context of a structured manner product [19]. Also stated that writing is an important activity in secondary school because it supports students' performance [9]. Writing activity is difficult skill area to be taught and evaluated. In fact, writing activity is a complex skill, there are many factors underlie the difficulty of writing. Those are grammar, writing and punctuation, text linguistics and thinking skills [26].

From many types of texts, one of them is observation report text. Observation report text is a text which provides general information about something based on observation result. In fact, it does not same with this definition, students still think randomly in writing an idea of writing. Students are not yet structured in writing. In the success of making a product, writing is a major factor [15]. The students who are active in writing, in their mind, they are not only making a product, but also thinking a structured scenario of the product they will make [22]. Writing could be expression method for those who are uncomfortable and not able to express themselves verbally [8]. That all students were required to be able to write. In learning to write, there are still many students who experience difficulties in determining topics, expressing ideas [16]. Teachers in learning process tend to apply conventional models, so that the teachers need to create an innovative and creative learning environment [14]. Study stated that problem for unskilled students in writing is the have not been able to write according to the structure and do not pay attention to refined spelling (EYD) in writing activities. [17]

The researcher conducted classroom action research at SMA Negeri 1 Sokaraja in leaning Observation Report Text. Based on the preliminary observation at SMA Negeri 1 Sokaraja, the implementation of writing learning often does not get the attention by students. That is because many students are able to read texts but experience difficulties in writing texts in their daily lives. Students have difficulty in starting and developing their ideas into writing. Beside that, in learning writing of observation report text, the teachers often only use source from one Indonesian language textbook, and do not provide references or examples of observation report text from other sources. When in the learning process, the teachers give instruction to the

students to write text without giving any examples on what they have to write so that the students lack of understanding and tend to be lazy. These assumptions reduce students' motivation to write. With this kind of problem, innovations in Indonesian language learning strategies are urgently needed [2]. It takes the right learning model to increase students' interest and motivation in writing, especially writing the text of the observation report.

Observation report text is a text that functions to classify or classify information. Students in writing observational report texts still find it difficult to express their ideas in paragraph form [13]. The students often make mistakes in the form and words choice, they less understand of sentence structure. Argued that students' ability in writing observation report text is low, they are difficult to express their ideas and imagine, defined

themes, and have less-confident in delivering ideas into writing [1]. The problem causing unskilled students in writing observation report text can be seen from students' writing which is not appropriate with linguistic characteristics and structure of observation report text. [12].

This text has logic sequences about facts without the researcher's personal involvement. Observation report text inform readers something alive such as animals, plants or inanimate objects such as rivers, seas. This type of text is used to teach a topic or writing an article. A report text usually contains facts, description, and information about habit and quality of something. As prospective teachers who are ready to educate, researchers must be able to overcome problems that cause them difficulties in conveying these ideas. There are many ways that can be done so that students have a great interest in writing skills. One of them is by using the right learning model or strategy. The learning strategy is the method used or traversed in achieving the goals that have been set with the steps in sequence. The ability to use strategies or ways of teaching is very necessary so that students can get good writing skills.

The model is defined as a conceptual framework that is used as a guide in carrying out activities [23]. Joyce in stated that learning model is a plan or a pattern used as a guide in planning classroom lessons or learning in tutorials and for determining learning tools including books, films, computers, curriculum, and so on. In this study, the researcher uses discovery learning model in learning observation report text which can fulfil those needs [25]. The researcher assumed through this model; it can solve the problem found by the researcher. It is because this model is effective in previous learning which has been done by other researchers. Learning model of discovery learning was developed based on the concepts initiated by Jeremy Burner, the concept is discovery learning [24]. The discovery learning learning model is appropriate for identifying texts through reports of results that have been observed because in the discovery learning model students practice so they can study independently, develop creativity, and students' knowledge in learning [5][6][10]. The use of the discovery learning model in the teaching and learning process makes students more motivated in learning and enthusiastic in learning so that students are in the learning process [11][20][4]. Discovery learning model is a series of learning activities that involve the teacher as a guide by providing opportunities for students to learn actively, the teacher must be able to guide and direct student learning activities in accordance with learning objectives. The discovery learning model has many advantages and is suitable for use in the learning process. Their study conclude that students' student learning outcomes were higher using the discovery learning model compared to lecture learning [18].

From several opinions presented by several experts, it can be concluded that the discovery learning model is a learning model that involves students directly to be able to find a concept and problem with authentic data facts. This research was conducted by researchers to improve learning to write observations reports text of students in class X SMA Negeri 1 Sokaraja. Thus, through this research the teacher is expected to be able to increase his creativity in giving lessons on the ability to write observations reports text through learning with different innovations, so that students can take part in learning enthusiastically and have a higher will.

2 Research Methods

This Classroom Action Research (CAR) was conducted at SMA Negeri 1 Sokaraja. This school is located in Sokaraja District, Banyumas Regency. This activity did not only look at students' writing abilities, but was carried out to improve the ability to write observation report texts (LHO) through the Discovery Learning model. In this study, the researcher collaborated with teachers of Indonesian language subjects. In this study the implementing lecturer acts as a model teacher, while the teacher acts as an observer. The subjects of this study were students of class X for the Academic Year of 2018-2019, a total of 36 students consisting of 14 girls and 22 boys.

This research was collaborative based on the problems that arose in the activity of writing observation report texts. The components in classroom action research go through several stages, namely:

planning, action, observation, evaluation, and reflection, and so on until the success criteria were met [3]. The data collection techniques were observation and interview. Observation was done by implementing lecturers and teachers who also acted as observers. Observations were made using observation sheets for the activities of the implementing lecturers and students, while the technique of collecting data through interviews in this study was carried out to students randomly (random). The data obtained were then analysed with qualitative and quantitative

descriptive analysis. Qualitative analysis was used to analyse qualitative data in the form of observations and interviews. This kind of data was obtained by observation.

The validity used in this study is democratic validity, process validity, out came validity, and dialogic validity. Result validity was used when reflecting at the end of giving the first action where new problems will arise resulting in less successful learning, while dialogic validity was carried out by conducting dialogue with collaborator teachers to be asked for opinions or ideas during the research process. This study used data triangulation (data validity checking technique that utilizes something other than the data for checking purposes or as a comparison of data) in this study was by presenting original data, interview results, observation results, and results of research on text writing ability tests observation report.

3 Result and Discussion

3.1 School Description

SMA Negeri 1 Sokaraja in Banyumas regency is a local excellence-based school (PBKL). For 13 years, the school established batik skills as a local advantage. To support this program, the school has set up a batik laboratory or batik corner and a gallery is also available. Batik skills are taught and trained from the tenth grade until getting a certificate. Every October 2, SMA Negeri 1 Sokaraja organizes fashion show competitions, batik motif designs, batik competitions, inter-class batik competitions, and batik innovation competitions. The goal is that the younger generation can preserve and develop Sokaraja batik. Over the past 2 years, Sokaraja 1 Public High School students have produced innovative works in the form of four batik patterns, including: Gradient batik; three-dimensional batik; Ciprat batik, Kluwung Sumunar batik. Every batik day commemoration, the school invites the public, including the Governor of Central Java. In addition, SMA Sukaraja has a horticulture laboratory in which compost, plastic waste, fisheries and agriculture are processed. The existence of the laboratory inspired researchers to choose appropriate learning themes.

3.2 Pre – cycle 1

The implementing lecturer made the first visit through observations related to school conditions including the availability of Indonesian teachers, the curriculum being used, the number of classes, the number of students and problems in the learning process and the results of learning Indonesian in the previous year. The result was according to Mr. Supardi, S.Pd. as Indonesian subject teacher stated that the results of Indonesian language learning activities that have been ongoing show that tenth grade students' interest in Indonesian subjects is still not optimal, as indicated by the 36 existing students, 15 students scored below the Minimum Completeness Criteria at 6.2. The current curriculum used is K13 (curriculum 2013), it has learning support facilities such as portable projector, interactive learning CD, whiteboard, complete stationaries, library, class with maximum lighting, proper school field, and green, clean, and healthy school environment. In general, there were problems found in learning process according to Indonesian language teacher at that schools. Those were (1) Lack of self-confidence, some of the students in class X lacked confidence in their daily lives at school, indicated by being too quiet, or some who seemed to limit themselves to socializing with their classmates, often daydreaming during learning activities, which affected their achievement in learning; (2) Lack of motivation and enthusiasm for learning among some students in class X there were students who work after school to help their parents, played on mobile phones even at night, so that when studying in

the morning students feel sleepy and ultimately affect the condition of motivation and enthusiasm for learning; (3) Intellectual is not yet optimal, which is caused by a lack of self-confidence, motivation and enthusiasm in student learning, so that the absorption of learning material is not optimal, and results in the potential for intelligence possessed to be not optimal, giving the impression of being lazy in class, and lacking enthusiasm for studying. After obtaining this information, the next activity for the teacher and observer lecturer was to determine the time for the implementation of Plan, Do, See and Reflect for each cycle, as follows for cycle 1:

3.2.1 Plan

This planning was carried out by the implementing teacher and lecturer which then results in that the odd semester material was just starting, so this CAR activity was used to carry out learning on material that was considered difficult for students. The applicable curriculum is K.13, the first review is learning material about observation results, which are contained in competency standards with: KD 3.1 Identify the observation

report text which is presented orally and in writing. KD 4.1 Identify the contents of the observation report text based on interpretations both orally and in writing. The indicators are : 1) Students find data and information about the main observation report (LHO); 2) general statement of matters reported section description, description of benefits, and intent of the contents of the text (implicit and explicit), findings of data and information and general findings about the subject matter of the main observation report, matters reported section description, description of benefits this text (written and implied) ; 3) Indicators to analyse tabulation of data and information on the main observation report. 4) Describe the results of the analysis of the main observation report data and information.

Furthermore, the indicator of students' successful in learning is if they could identify the observation report text which was presented orally and in writing, meanwhile, learning experiences of students will achieve were listening the material, writing, reading, answering their teachers' questions, and concluding the material. The approach used was scientific approach, while the learning methods were discovery learning and pictures media, and projector to support learning process. There were learning process sequences; starting from the teacher start learning by delivering appreciation, teaching material, the students were writing and reading, giving questions and answers, and last concluding the materials.

3.2.2 Implementation (Do)

The implementation was carried out by the model lecturer while the observer observed in the back row, the result was that the model lecturer had opened learning activities by praying together and giving appreciation to students with enthusiasm, namely asking students to stand up and giving massage to each other. There were only 34 students at that time. Then she started by conveying the day's learning objectives. Next, she delivered a material review regarding the structure and procedure of making a report on the results of observations. There were 4 students and 1 student taking the lesson seriously and enthusiastically recording making separate notes from the results of the material that had been delivered by the model teacher, but during this activity there was 1 student who fell asleep. 1 student who daydreams, the teacher also gives a warning not to sleep in class.

Figure 1. Implementation Activity in Cycle 1

Then, after the material was delivered and students were asked to observe the writing and pictures on the projector regarding the forms of observation report text and content structures, then they were asked questions about the types of observation report text, things that could be used as objects of observation by model lecturers, then students asked to find answers to questions. Students are allowed to seek answers for additional information from the internet or from the student handbook. After the students completed the answers, the implementing lecturer asked randomly and together with the students concluded and closed the learning activities in class.

Figure 2. Implementation Activity and Batik Making Result

Figure 3. Banyumasan Batiks

Furthermore, the implementing lecturer distributed LKPD or question sheets to students to observe objects in the batik corner in the school or class. Through each worksheet students observed and found data and information clearly which will be used as material for discussion. When finished, students were asked to discuss again with group friends.

3.2.3 Reflection

After implementation was carried out, next was reflection. From the observer's observation result, in implementation step; the model lecturer dominated the classroom. She was too fast in explaining the material so that the students were difficult to understand and memorized the material. This affected the students were not clearly enough in receiving activity instructions; it has proven that many students were asked back and some of them slept during learning process. The ineffectiveness of the method in cycle 1 made the model lecturer and observer need to change the methods used in learning.

3.3   Plan

3.3.1 Plan

After obtaining unsatisfactory results in Cycle I, model lecturers and observers tried using different themes and methods in cycle 2. Planning for cycle 2, learning materials with the theme of SMA Sokaraja as the Adiwiyata Pioneer School, sub-themes include green schools was developed by students with the guidance of a model lecturer. Competency Standards with Basic Competences that are expected to be obtained are students able to identify the text of the observation report presented orally and in writing, identify the contents of the observation report text based on interpretations both orally and in writing. Next, using the method of group discussion. utilizing learning media in the form of videos and the 5 M scientific approach (observing, asking reasoning / searching for information, trying to conclude, and presenting).

3.3.2 Implementation

The model teacher began learning activities by praying first, asking how students were doing and giving apperception in the form of encouragement to learn. There were 34 students who attended, only 2 students who could not attend. The teacher gave an opening related to learning material. then monitored students preparing stationery and gave directions to pay attention to the video Forests in Indonesia that will be displayed and ask students to record important information on the video which will later be used as material for group discussion. From watching videos, students learned to observe to obtain important information related to forests in Indonesia. After finishing observing students were divided into 8 groups, to identify the Horticulture corner, and then explained the results and identify them in detail.

Figure 4. Implementation in Cycle 2

It can be seen that in the group discussions, the female student groups were more active and cohesive in discussions, all of them spoke in their groups to express their opinions while the male groups tried to be active in their groups, even though only a few students dominated them. After finishing the discussion, the

model teacher asked the group leaders to convey the results of their respective group discussions. At the end of the activity the model teacher drew conclusions by involving students by reviewing the material that has been learned.

3.3.3 Reflection

Based on the observer's observation, the students who attend the implementation activity tend to be interactive during learning process rather than in cycle 1. The learning video that was displayed for a long time, the students were very enthusiastic when playing the video. However, during group discussions, the male group still needed guidance on conditioning the tables and chairs when the discussion started, while the female group was immediately conditioned, without direction from the model teacher or motivation in learning. Model lecturers also always reviewed each group during discussions to find out the extent to which group discussion activities have been carried out by students.

From the activity result of cycle 2, it could be stated that learning activities were going well, but students were still found to be less enthusiastic when asked to display the results of the discussion. This was possible because students feel the results of the discussion were not optimal. Model lecturers needed to go around more intensively guiding student discussions in order to get maximum results. From the series of cycles, student scores were obtained in the pre-test, cycle 1 and cycle 2. These values were taken from individual assignments of students to write observation report text. The average value obtained during the pre-test was 53.6, the average value in cycle 1 was 65.55, and the average value in cycle 2 was 73.05. The following was a graphic of the average scores during the pre-test, cycle 1 and cycle 2.

Graphic 1. Students' scores of X-2 at SMA Negeri 1 Sokaraja
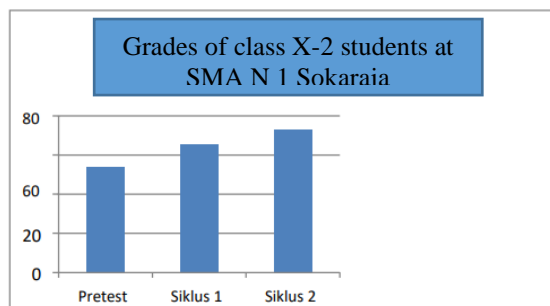
The graphic above showed about the average score in each cycle obtained from students' assignment of making observation report text. It could be seen on the graphic that there was skill improvement of writing observation report text.

4 Conclusion

Based on the discussion result, it can be concluded that through discovery learning model, students can improve their skill on writing observation report text. It was proven by students' scores in each cycle; the average score of pre – test was 53,6; cycle 1 was 65,55; cycle 2 was 73,05. Moreover, based on observation result, it has found that low score students tend to less active, unfocused, and got bored quickly during learning. This was proven by there were sleepy and less excited students due to fatigue. In contrast to students with low scores, the high – score

students tend to be more active in learning and enthusiastic about paying attention to learning activities. In addition, through the Discovery Learning model it can also hone the ability of teachers to play their functions according to the learning that is applied. This was reflected in the application of the Discovery Learning model in learning observational report texts, the teacher not only acted as a motivator but also acted as a facilitator. However, these roles were not always the same. Therefore, model lecturers were expected to better understand their role in each lesson.

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