

# ABILITY TO WRITE TEXT OF STUDENT OBSERVATION REPORTS

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**Abstract.** The purpose of this study to describe the ability to write the text of the observation report of Indonesian Language and Literature Education Study Program students of FKIP University of Bengkulu. The scope of this study includes components (1) text content of the report, (2) structure of the text, (3) choice of words (diction), (4) use of Sentences, and (5) mechanics (spelling and handwriting). This study uses a simple descriptive-quantitative method. Data collection uses test techniques to write text of observation reports on the topic of my Campus Environment. The research sample used purposive sampling technique, namely 6A semester students of Indonesian Language and Literature Education Study Program FKIP University of Bengkulu who attended 35 creative writing lectures. Data analysis uses a qualitative and qualitative descriptive formula. The results of the study that the ability to write the text of the observation report of Indonesian Language and Literature Education Study Program students of the FKIP University of Bengkulu was well categorized with an average score of 72.4. That is, some aspects of assessment writing text of the observation report still need attention in learning so that the results are maximized. The achievement of writing learning that is already maximal needs to be maintained while the results that have not been maximized need to be continuously improved. Learning outcomes write every aspect, only the content aspects are categorized very well while other aspects, such as structural aspects, diction, sentence usage, and mechanical aspects are in good category. Research suggestions, in order to achieve maximum results, lectures on creative writing need to be given intensive training, especially in writing various types of texts.

**Keywords:** *Ability, Writing, Text, Report, Observation.*

One of the positive strengths of the success of the learning process in schools is that it lies in the quality of teachers teaching in the classroom. Indonesian language learning managed by Indonesian language teachers needs quality. Qualifications of qualified Indonesian language teachers certainly lead to the education process carried out in Educational Institutions of Education Personnel, such as the Teaching and Education Faculty. Teacher education must no longer prioritize "print teachers" but need to manage prospective educators who have educator competence according to the demands of Law No. 14 of 2005 concerning teacher professionalism. In this law it is emphasized that teachers are professional educators who have competence. Therefore, educator processing colleges in this case LPTKs need to produce strong educators in mastering the science of teaching and teaching. In other words, must be pedagogic and academic competency while personality and social competencies will naturally be owned by every teacher who has the personality of educator and teacher when the learning process is carried out properly. Indonesian language teacher candidates must understand what material will be taught and how to teach it. Cooper (in Satori, 2009) affirms that the basic abilities of the teaching profession include four components, namely (1) having conceptual knowledge and learning practices and supporting facilities, (2) having knowledge of the forgiven scientific fields, (3) having the skills to convey material in accordance with the field of knowledge, and (4) having the right attitude and behavior towards himself, colleagues, other people, and the fields of science and institutions where they exist.

Therefore, they need to learn the various outlines of the subject matter, the learning objectives that must be achieved at school will be in accordance with the applicable curriculum. Prospective Indonesian language teachers need to study the 2013 curriculum in the field of Indonesian language studies so that when carrying out learning in front of students can explain and describe various subject matter according to the curriculum. Like learning material, text writing skills need to be mastered when attending writing. Readiness and mastery of the material when in lecture is very necessary so that when applying in school there is no doubt and will even strengthen

his confidence in terms of scientific mastery according to his field of study. The effort to realize the academic competence in the Indonesian language curriculum in 2013 in junior high school is based on the achievement of the graduate competency standard (SKL), which is oriented towards achieving Indonesian language attitudes, knowledge and skills. This is stated in Permendikbud Number 58 of 2014, article 3, that the structure of the curriculum is related to the achievement of objectives, based on core competencies and basic competencies to realize the graduate competency standards.

Indonesian language learning according to the 2013 curriculum in text-based junior high school. That is, learning activities refer to the mastery of the text with its performance demands, namely the ability to write text according to its type, such as writing the text of the observation report, description, exposition, explanation, procedure, biography, and others according to the level of education. Text-based learning is intended to achieve high ability in mastering the use of language structures. This is considering the level of literacy (thinking) of our students nationally, namely the results of the percentage of PISA level achievement in 2012 are on average only at level 3 while other countries in Southeast Asia are already above (see the results of PISA 2009; 2012). In addition, the achievement of students who have not been proud of the Indonesian Language National Exam based on KTSP and the results of studies of international organizations, such as TIMSS, that most Indonesian students are only able to answer problems at the secondary level (as much as 95%) while the ability of students to answer questions that require thinking still very low, only 5% (Kemdikbud, 2013: 2). Therefore, the level of child literacy must be fostered as an effort to foster competence and performance through writing culture, especially developing what things are seen, heard, and thought out so as to enable critical-creative ideas to be developed into children's literacy higher students.

The low quality of students' thinking (thinking) cannot be denied that it is the impact of teacher quality in applying the Indonesian language learning model. For this reason, developing Indonesian language skills through the ability to write text needs to be done. The development of text-based writing skills is one of the efforts to foster and develop students' thinking patterns quickly, coherently, critically, and creatively. This text-based writing competence must first be owned by prospective teacher students in the field of Indonesian language study as directors in learning. The achievement of writing (text) competence according to the 2013 curriculum has been announced since elementary school. At this level, students have been required to write sentences with simple ideas in a clear order and use their own words. In addition, according to the standard of competence of graduates in the field of Indonesian language study, that writing orientation deals with effective writing of various types of texts in various contexts and objectives to achieve communicative learning (Bachman, 1990: 85).

In learning writing skills must contain adequate language competence rules and high contextual sensitivity. Because, even simple writing cannot be realized without knowledge of simple language rules. However, the fact that the learning outcomes of students' writing skills are still not maximal. There are many junior high school students who are unable to pour ideas into writing well, even though they have attended Indonesian language lessons, including writing since elementary school. The effort to train students to write so far has begun more after the explanation about writing ends. As a result, learning to write becomes a long theoretical explanation and the practice of writing is rarely done because hours of study are over. The impact of writing learning done at home, that student learning outcomes are meaningless and less effective because the process of pouring ideas into text is not directly experienced by students as part of the learning process "independently building text" and even writing results are not corrected together as an effort that 'teaches' students in building the text because the next learning must continue the next material. Writing activities are not easy for students. According to some teachers, the main difficulty lies in developing basic ideas or ideas into a series of sentences that are coherent so that they are written. The student's writing may be less well developed, because when he starts writing, what he has thought is deadlocked. The tendency of students to be less able to express ideas and demeanor in thinking.

The ability to write text requires special skills for Indonesian language teachers. For this reason, prospective teacher students need to have proficiency in the use of linguistic aspects and the ability to express ideas on the type of text and reason in a coherent manner and understand the

structure of the text in realizing writing. In connection with realizing the writing, that the form of performance reports that must be made by students is also very diverse, especially writing assignment reports, writing observation reports when participating in internships or practicing field experiences, and writing research reports as a final project. The author's observation of the assignments made by Indonesian Language and Literature Education Study Program students of the FKIP University of Bengkulu relating to practical assignments (internships 1 and 2) as a form of observation report writing text skills also did not use the correct rules even replicating the previous report. That is, the product of the ability to write text of the observation report must be in accordance with the correct rules, namely fulfilling aspects such as content, choice of words, sentences, and mechanics and text structure. In the structural aspect, for example, it must include three elements, namely the general definition, section description, and description of benefits also not fully realized. Indonesian learning 2013 curriculum based on text with the achievement of writing skills of various types of texts according to the level of education. As in junior high school grade VII teachers need to teach 5 types of texts, namely (1) text of the observation report, (2) text description responses, (3) exposition text, (4) explanatory text and (5) short story text (Wiratno, 2014 ) Therefore, possession of proficiency in writing this text needs to be pursued well by Indonesian prospective teacher students in the writing process.

Rivers (in Hadley, 1993: 290-292) suggests that writing ability is a person's ability to practice writing naturally by utilizing real context. Specifically, the ability to write involves two things, namely the ability to accept and use. This latter ability is related to activities that emphasize the use of language codes for the purpose of communicating ideas, ideas in the form of writing. Byrne (in Yulistio, 2012: 25) states that writing skills are a result of one's efforts to realize and collect the linguistic knowledge and the processing of ideas through the mind that are reflected through the form of writing so that it can be communicated to the reader successfully. Thus, it can be said that the ability to write is the skill of the writer (teacher and student) in conveying ideas, ideas or messages as an accumulation of thoughts and experiences by using a series of language symbols into the form of writing. Learning the ability to write text with real writing objects will enable the writer to apply real life events. Blanchard (in Nur, 2001) states that learning (including writing text) with a contextual approach will enable learning processes and outcomes to occur from close relationships with real life. Latief (2002: 2-4) asserts that learning to write text with a contextual approach will help teachers and students associate the content of the subject matter with the real world. Johnson (2002: 13) states that contextually learning to write text will help teachers and students to find the meaning of the lesson and the ability to remember. When, teachers and students find meaning in the lesson, the learning process will be carried out with literacy and remembering what they learned. So that through the compiled text will be applied a clear relationship between the content of the lesson, the structure of the text, and the components of the text building academically with the meaningful context of daily life.

The ability to write the text of the observation report according to Jacobs et al. (1981: 30-31) needs to pay attention to aspects or components such as content (score 20), structure (score 30), vocabulary (score 20), use of sentences (score 20), and mechanics (score 10). In connection with the structure of the test, the Ministry of Education and Culture (2014: 49-50) and Wiratno (2014) describe several types of texts and text structures that vary according to type, depth of form, and function. For example, the type of text of the observation report, with elements of the structure of the text including (a) general definition, (b) description of parts, and (c) description of benefits. This text structure is one of the basic judgments in writing, as one component that has a certain weight. The product text of the observation report is made based on the theme of the Campus Environment by observing these five aspects. In learning to write this text, Indonesian prospective teacher students need to master all aspects or components of this text. Evidence of ownership of the skills of Indonesia language teacher candidates in learning the ability to write text will have an impact on the achievement of knowledge, skills and attitudes. Especially in achieving graduate competency standards according to the level of education. For this reason, the possession of the ability to write Indonesian teacher candidates' text is very important and urgent. Based on the research problems above, the formulation of the problem of this research is how is the ability to write the text of the observation report of the S1 Study Program students of the Indonesian Language and Literature Education Faculty of Teaching and Education University of Bengkulu?

## Method

This study uses descriptive-quantitative methods. Descriptively, the research was carried out by presenting facts or evidence of qualifications that can be generalized and quantitatively that this study uses simple statistics, namely analysis that utilizes numbers. Descriptive method is used to describe the ability of students in writing the text of the Indonesian observation report through the average calculation in the analysis.

The place of research was conducted at the Bachelor of Indonesian Language and Literature Education Study Program FKIP University of Bengkulu, namely in the Joint Lecture Building (GKB-IV, R.4). Time of research through writing test on 15 June 2017. At 10:00 to 12:00 WIB (Even semester 2016/2017 academic year). Research Data in the form of text (writing) of Indonesian language observation reports with the theme of the Campus Environment. The research sample was purposive sampling technique, that is the 6A class students who had attended the 35 basic writing and creative writing subjects. The research instrument in the form of the ability to write text of the observation report includes 5 aspects of assessment, namely content (maximum score 20), structure (score 30), vocabulary / diction (score 20), use of sentences (score 20), and mechanics including spelling and handwriting (score 10) with a total score of 100. The main data analysis uses descriptive statistical formulas through a mean calculation. The results of the calculation of the average are qualified with a scale of five (Djiwandono, 2008).

## Results

Description of the results of the research the ability to write the text of the observation report of the S1 Study Program students of Indonesian Language and Literature Education FKIP Universitas Bengkulu, Class 6A Even Semester 2016/2017 as many as 35 people with the theme "My Campus Environment", with a mean score of 72.4 in either category (range of scales 70-79) Description of the complete achievement data 5 (five) aspects of the ability to write the text of the observation report as the following table.

**Table 1. Data Ability to Write Report Texts of Study Program Student Observations S1 PBSI FKIP Universitas Bengkulu, Even Semester 2016/2017.**

No	Component	Total Score	Average Score	Category
1	Fill in; Suitability Contents with themes	604	17,3	<i>Very good</i>
2	Text Structure; general, parts and benefits	722	20,6	<i>Good</i>
3	Dictation or Word Selection	498	14,2	<i>Good</i>
4	Use of Sentences (Effective and Simple)	463	13,2	<i>Good</i>
5	Mechanics; spelling and handwriting	246	7,03	<i>Good</i>
<i>Ability to Write Text of Observation Reports.</i>		2533	<b>72,4</b>	<i>Good</i>

From the table above, there are 5 (five) aspects or components of the ability to write student observation report texts which include (1) content aspects with a mean score of 17.3 in very good category (scale range 17-20), (2) structure of text with average score of 20.6 in either category (range 19-24), (3) diction or choice of words with a mean score of 14.2 in either category (range 13-16), (4) use of sentences with a mean score of 13.2 in either category ( range 13-16), and (5) mechanics (spelling and handwriting) with an average score of 7.03 including in the good category (range 7-8). This means that the aspect of writing the text of the observation report has been well mastered.

From the data on the percentage of student frequency as many as 35 people who became the research sample can be described as the following table.

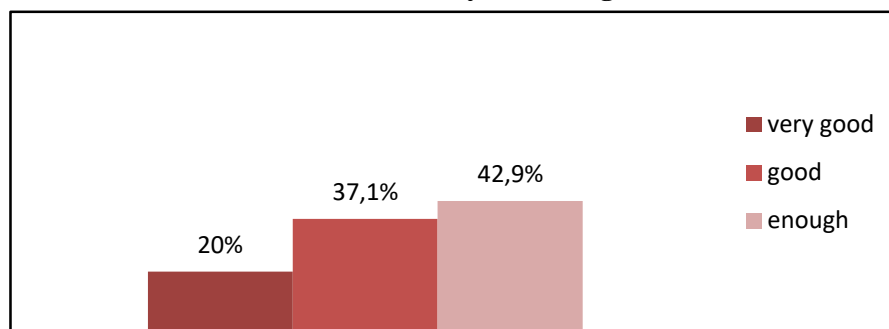
**Table 2. Data on the Frequency of the Ability to Write Report Text Results of Observations S1 PBSI Study Program Students FKIP University of Bengkulu, 2016/2017.**

No	Category	Frequency (f)	Percentage (%)
1	<i>Very good</i>	7	20
2	<i>Good</i>	13	37,1

3	<i>Enough</i>	15	42,9
4	<i>Less</i>	0	0
5	<i>Very less</i>	0	0
	<i>Total</i>	35 person	100

From the table above, it is described that (a) as many as 7 people (20%) got grades between 80-100 very good categories, (b) as many as 13 people (37.1%) got a score between the range of 70-79 in good category, and (c) as many as 15 people (42.9%) got a score between 56-69 in sufficient categories while those who scored between ranges 45-55 and 1-44 with less and very less categories, none. Based on the frequency above, the following bar diagram can be described.

**Diagram 1. Frequency of Achievement of the Ability to Write Report Texts of Observation (Results by Percentage)**



Based on the bar diagram above, it is known that not all students have a maximum score. Students who achieved grades in the very good category were only 7 people (20%), students were categorized as good as 13 people (37.1%), and students who got enough categories were 15 people (42.9%). This achievement shows that the ability to write student observation report texts has not been maximized. That is, it still requires regular training to achieve maximum results. This can be seen from the mastery of each aspect of writing ability, that the highest category is very good only in the aspect of content while the other four aspects, namely structure, diction, use of sentences, and mechanics are in good categories.

## Discussion

Based on the results of the study obtained the results of the ability to write text of the results of observations of students with an average value of 72.4 in either category. This result shows that S1 Study Program students in Indonesian Language and Literature Education FKIP University of Bengkulu already have adequate quality in writing the text of the observation report. This is consistent with the opinion of Rivers (in Hadley, 1993: 290-292) which suggests that writing ability is a person's ability to write by utilizing real context. In other words, according to the achievements of each aspect they have been able to develop the main ideas or writing ideas (topics) that are asked to be developed into meaningful titles and series of sentences. However, in terms of developing the structure of writing, diction, use of sentences, and mechanics (spelling and handwriting) still need better mastery. In addition, according to Wiratno (2014) that students need to be continuously trained in realizing their writing or writing texts through building context, text modeling, cooperation in building texts, and independent work to build texts to have individual skills that are independent in character.

In achieving the ability to write text, report on aspects of content observation or topic development, that students have achieved maximum results so that in this aspect only need to control discipline and sensitivity in understanding the topic and the contents of the writing he made according to the selected title. Students have been able to describe and develop writing topics that are requested to be developed namely "My Campus Environment" into various titles according to the development of the writing he made. This is in accordance with Byrne's opinion (in Yulistio, 2012: 25), that the ability to write as a person's effort in realizing and collecting linguistic

knowledge and processing ideas (ideas) through the mind becomes the main sentence and explanatory sentence in developing the topic into a paragraph or paragraphs that are reflected through writing so that readers can understand them well.

On the other hand, in the aspect of the structure of the text students experience difficulties in developing the definition of parts and benefits maximally. Although the three elements of structural development that include general definitions, sections, and benefits have been illustrated in the text but still need to be more specific and clear in their depiction in each paragraph of the text of the observation report that contains the meaning, thoughts and ideas. This is as confirmed by the Ministry of Education and Culture (2013: 3), that the placement of a good text structure will form a good structure / pattern of thinking so that every mastery of certain types of texts by students will have the ability to think according to the type of text they write.

In the achievement of the ability to write text of the report on the observation aspect of the diction or choice of words, that students have received good quality. It's just necessary to strengthen the choice of words according to the topic. There is still an error in the choice of words that do not match the topic or title of the writing. Word choice is not appropriate, for example starting a sentence with the word "if" without any comparison in the sentence and using the word "while" and the word "and" also at the beginning of the sentence. Specifically the word "and" should be used to connect words in sentences or clause relationships.

In achieving the ability to write observational text report aspects of the use of sentences that include effective sentences and simple sentences that students still tend to be less effective in making sentences because the use of the word *mubajir* such as the use of the word "is" which should be chosen one word "is" or "is " In addition, there is also a sentence error due to the use of plurals in plural words such as "All lecturers and all that is on ..." should be written enough "All lecturers and participants who are in ...". On the other hand, the use of simple sentences is still a complex sentence, a simple sentence should be written in the pattern of one subject and one predicate without objects and other information. Those sentences are like "learning students" and "teaching lecturers" not learning students and teaching lecturers.

In the achievement of the ability to write the text of the report on the observation of the mechanical aspects including spelling and handwriting there are still errors although not in principle. Such as writing uptake elements from foreign languages need to be written in italics or underlined because they are handwritten. The use of punctuation is also inappropriate, such as "... plastic waste scattered with snacks and used mineral water ..." should be written using commas and conjunctions of details "and" not "and". So that the fragment of the sentence can be written as "... scattered plastic waste, snacks, and trace mineral water ...". Besides that, there is still an error in the use of the word because of the influence of mother tongue, such as writing the word "mukenah" should be "mukena".

The lack of accuracy in using diction, sentences, and spelling in writing the text of the above observation report can be overcome by multiplying the exercises by observing the existing rules, such as the General Guidelines for Indonesian Spelling and Indonesian Language Grammar. As asserted by Perkins (in Hadley, 1993: 343-345) that accuracy in assessing text needs to be based on analytical assessment of writing according to the basic characteristics of the text or aspects referred to, such as structure, content, diction, sentence, and mechanical or spelling aspects.

## **Conclusion**

Based on the results of the study and discussion it can be concluded that the ability to write the text of the observation report on 6A semester students of S1 Study Program in Indonesian Language and Literature Education FKIP University of Bengkulu achieved an average score of 72.4 including in the good category. From the results of each study that aspects of the achievement (1) the development of content with a mean of 17.3 categorized very well, (2) structural aspects with a mean of 20.6 in good category, (3) aspects of diction with a mean of 14.2 in good category, (4) aspects of sentence usage are in good category with a mean of 13.2, and (5) mechanical aspects with a mean of 7.03 are in good category. That is, some aspects that need to be considered in writing the text of the observation report need to be maintained and improved in order not to decline in quality but to be better. Especially the content aspect needs to be maintained while other

aspects such as structure, diction, use of sentences, and mechanics need to be improved in order to be very good.

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