

USE OF PROJECT METHOD BASED ON DIGITAL LITERATION IN WRITING LEARNING OBSERVATION REPORT

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Abstract: This research is motivated by the findings of problems that occur in class V MI Nurul Huda Rancaekek, Bandung Regency, when the Indonesian learning process in aspects of writing skills takes place the learning activities of students are very lacking. This is due to the inability of students to write reports with the appropriate observation report stages, because there is no guidance and modeling how to write observation reports conducted by the teacher. Then, students are unable to write reports by paying attention to the correct spelling, because the teacher does not provide opportunities for students to collaborate and discuss. To overcome these problems, learning innovations are carried out that are able to engage students actively, namely by applying digital literacy-based project methods. The project method is a way of presenting a lesson with a starting point from one problem, then discussing it from various related aspects so that the solution is overall and meaningful. Digital literacy is the interest, attitude and ability of individuals who use digital technology and communication tools to access, manage, integrate, analyze and evaluate information, build new knowledge, communicate with others in order to participate effectively in society. This study aims to obtain knowledge about learning to write observation reports before studying write report. By using the project method, students can gain learning experience in sharing activities and responsibilities so that students' activities and abilities in writing observation reports increase. The method used in this study is a classroom action research method. Classroom Action Research (CAR) is a research conducted in class in the form of learning practices with the aim of improving and improving student learning by taking steps, namely: planning, action, observation and reflection. The data collection technique uses observation report observation sheets and test questions.

Keywords: *Digital Literacy, Project Methods, And Writing Observation Reports.*

1. Introduction

Media messages don't just happen, but are created and created by mass media with a specific purpose. The mass media does not merely provide information and entertainment, but also invites the public to change behavior. Through a variety of unique and unique media content so that the media message looks attractive, it creates a sense of public interest. Framing messages through text, images and sound is a media activity to influence the minds and feelings of audiences. The progress of a nation is determined by the ability of literacy (reading and writing) of its people. In the Qur'an, the first verse revealed by Allah also instructs us to read (Iqra'), both to read the verses written in the Qur'an and the Hadith of the Prophet and the verses implied in the universe. Literacy is a means to know, understand, and apply the knowledge gained, both in school, home and the surrounding environment. In general literacy is interpreted as an activity of reading and writing. But in the 2003 Prague Declaration, literacy also includes how a person communicates in society. In the information age, literacy skills are more than just reading and writing, but include thinking skills in using sources of knowledge in print, visual, auditory and digital forms (Sutrianto et al. 2016: 27).

Culver, S., Hobbs, R. & Jensen, A. (2010), suggested that: *However, media literacy education is distinct from the difference between "teaching with media" and "teaching about media" However, media literacy education is separate, clearly from using only media and technology in the classroom, a distinction that exemplifies the difference between "teaching with the media" and "teaching about the media" .*

The term Media Literacy is often misunderstood with Media Education. Media literacy is not media education, but even so to understand media literacy is also needed knowledge of the media. The difference is media education views the function of mass media as being always positive, namely as a site of pleasure in various forms while media literacy uses an inoculations approach that seeks to protect the public from the effects of mass media messages. As stated by Baran (2011: 24) that our abilities and expertise are very important in the process of mass communication. One of the communication experts, Art Silverblatt, gave a systematic effort to make media literacy/media literacy a part of the orientation towards the culture of the audience. Silverblatt identified five elements of media literacy/media literacy (Silverblatt, 1995: 2-3), namely:

- 1) Awareness of the impact of media on individuals and society.
- 2) Understanding the mass communication process.
- 3) Development of strategies to analyze and discuss media messages.
- 4) Awareness of media content as a text that provides understanding to our culture and ourselves.
- 5) Understanding of pleasure, understanding and appreciation that is enhanced against media content.

The fundamental purpose of media literacy is to teach media audiences or users to analyze messages conveyed by the mass media, to consider the commercial and political objectives behind an image or media message and to examine who is responsible for the message or idea that is implied by the message or image. According to Livingstone (2004) that there are four components of media literacy, namely: 1) Access (access); 2) Analysis (analysis); 3) Evaluation (evaluation); and 4) Content Creation that is equally integrated as skill-based media skills. David Buckingham in the Media Education Book: Literacy, learning and Contemporary Culture (2007) has arrived at four main concepts consisting of: 1) *Production*; 2) *Language*; 3) *Presentation*; and 4) *Audience*. According to Varis, there are three important things that we need to pay attention to in line with the development of this literacy. The three cases are (1) we must be able to understand what kind of learning process can make people literate, besides that they must be able to understand what communication competencies and media skills are meaningful and important in the information society; (2) we need to analyze the increasing number of neo-literacy; and (3) we need to study what kind of skills must be given to the community at this time as we once received learning to read and write skills. This can still be added to what Kellner and Share (2003: 359) put forward that current literacies such as media literacy and information literacy develop and change our response to social and cultural change as well as elite interests that control institutions. hegemonic institutions. Furthermore, according to Mulyati (1998:

237), writing in essence is "Describing ideas or ideas and messages using graphic symbols (writing)". Furthermore, Tarigan (in Muchlisoh, et al. 1994: 225) suggests that: Writing is lowering or depicting graphic symbols that describe a language that is understood by someone, so that others can describe the symbols of the graph if they understand the language and graphical description. In the process of learning Indonesian there is something called language skills. These skills include four aspects, namely: (1) listening / listening skills, (2) speaking skills, (3) reading skills and (4) writing skills (Sumayana, 2010: 1). One of the more important skills of these four skills is writing skills as an effective communication medium. Writing is essentially a regular process of thinking, so that what is written is easily understood by the reader. A text is said to be good if it has characteristics, including meaningful, clear, round and complete, economical, and fulfilling grammatical rules. From the two meanings above, it can be concluded that writing is a process and activity of students to express their ideas, ideas, thoughts and feelings to others through the language of writing so that others understand it. Language is the main stimulus or stimulus for conceptual growth, and conceptual growth also depends on the interaction with objects in the environment. In addition, adults and (older children) have role in stimulating language growth in various ways. Indonesian language learning is directed to improve students' ability to communicate in Indonesian language properly and correctly, both verbally and in writing, and to foster an appreciation of Indonesian human literary works (Saefuddin, No Year). Language skills include four skills, namely 1) listening skills, 2) speaking skills, 3) speaking skills, and 4) writing skills. The four skills are related to each other. These four skills can be mastered if there are ongoing practices and practices (Tarigan, 2008). One of the more important skills of these four skills is writing skills as an effective communication medium. Writing is essentially a regular process of thinking, so that what is written is easily understood by the reader. A text is said to be good if it has characteristics, including meaningful, clear, round and complete, economical, and fulfilling grammatical rules. Nurgiyantoro (2001), writing is an activity of expressing ideas through language media. Writing is a productive and expressive activity so the writer must have the ability to use vocabulary, writing system, and language structure. Furthermore, Tarigan (2008) stated that writing skills are productive and expressive skills used to communicate indirectly face to face with other parties. If we conclude the two opinions that writing is an activity that produces new things that someone wants to convey to others by using good languages namely written language as the media communicates it. Thus, writing is a productive written language skill, meaning an ability a person has to convey thoughts, ideas, and feelings so that they can be understood by others. Indeed, some people consider it easy, but in reality, not all have good and right writing skills. As a solution, teachers are required to be able to understand and use effective learning methods appropriately. Learning methods are many, but not all methods are suitable and appropriate to be used in the learning. At the time of the learning process outside the classroom, a method is needed that can give students activeness and increase their activities. Students become happy and eager to learn. One method that is suitable for learning speaking skills is the project method. The project method is a comprehensive learning technique that involves students in a cooperative and continuous investigation (Warsono, 2012). Furthermore, Roestiyah (1994) says that means planning a problem or difficulty and a problem in teaching where students manage themselves. Thus the project method is a way of organizing teaching materials that will be delivered to students through direct experience where students are fully involved in learning. Therefore, the authors have their own reasons for using the project method in Indonesian language learning in class V, especially writing observation report material, because the project method is student centered, touching all levels of student development, and of course creating a pleasant learning environment for both students and teachers. As educators to achieve common goals. The project is also usually done in a group, so that children are also stimulated to interact with their social environment. This is an opportunity for us to teach social values that bring character values into it. Based on the background of the above problems, the researcher considers it necessary to conduct research through a title: **"The Use of Project Methods Based on Digital Literacy in Observation Writing Learning"**.

2. Literature Review

The use of methods in learning in schools is very diverse, but in schools most teachers use conventional learning methods such as: lectures, discussions, and question and answer. This study will use the project method as an alternative, which is thought to be effective in the teaching and

learning process. Learning method is a way or effort made by educators (teachers) so that the learning process in students is achieved in accordance with the goals. This learning method is very important to do so that the teaching and learning process seems fun and does not make the students all the time, and also the students can easily capture the knowledge of the teaching staff. Thus, the use of project methods in the learning process in class V is an alternative method to improve students' learning observations when studying observation writing material based on digital literacy. So that there is clarity in the scope and ease of research conducted, it is necessary to identify research problems. In this study, experiments conducted were limited to the dimension of writing in language, namely learning to write observations through a project approach. Meanwhile, the aspect of the project approach was carried out to determine the effectiveness of the project as a learning approach to writing in developing character values. So that in this study there are problems, namely as follows:

a. Writing Observations

Indonesian language becomes an important communication tool to convey our thoughts and feelings towards each other so that we can interact with the environment. The connection with character education and Indonesian learning is that both must try to build awareness of thinking and acting that will lead to humanist welfare. Therefore, the planting of character values must always color learning in schools, not least in learning Indonesian as one of the lessons learned through oral and written ideas. The problem now is that there are still limited reference sources regarding the implementation of Indonesian language learning that are of character value, especially those related to writing. Moreover, writing learning is a learning that is quite difficult and encounters many obstacles in the field. This is caused not only because of the language ability (writing) of students who need to be continuously improved but also because of the limited willingness and ability of the teacher in compiling and managing the learning process related to the writing ability of students who develop character values.

b. Definition of Project Methods

The project method is a way of teaching that provides opportunities for students to use the units of daily life as learning material. Aims so that students are interested in learning. According to Syaiful Bahri Djamarah (2000), the project method is a way of teaching that provides opportunities for students to use the units of daily life as material for their learning and aims to attract children's learning interest. Furthermore, Masitoh et al (2005), the project method is one form of learning that exposes children to existing daily problems and must be solved both individually and in groups. Then, Sofa (2008) describes the project method is a type of problem solving activities carried out individually or in small groups and produce products. Based on the various opinions above that the project method is a way that can be done by teachers and students in doing it learning by using their experiences as teaching materials to produce new products. Project-based learning can be described as follows:

a) Centered in one discipline.

b) Learn directly on objects where children design, develop and apply their skills and knowledge.

c) Take various sources of information in solving problems.

d) Material topics and learning processes are determined in advance, but children's learning outcomes cannot be predicted.

e) Children learn naturally by regulating and allocating resources such as time and material (Moursund, 2002; J. W. Thomas et al, 1999).

c. Definition of Literacy

In the Big Indonesian Dictionary, literacy is defined as something related to writing. In the present context, literacy or literary has a very broad definition and meaning. Literacy can mean technological literacy, politics, critical thinking and sensitivity to the surrounding environment. Simple, literacy culture can be defined as the ability to write and read people in a country (Anonimus, 2016). Literacy is inseparable from education. Literacy is a means for students to know, understand, and apply the knowledge they get in school. Literacy is also related to the lives of students, both at home and in the surrounding environment. In addition literacy also includes how someone communicates in society. Literacy also means social practices and relationships related to knowledge, language, and culture (Wiedarti, et al., 2016). In the Unesco Declaration also emphasized the literacy of information, namely the ability to identify,

determine, find, evaluate, create effectively and organize, use and communicate information to overcome various problems. These abilities need to be owned by each individual as a condition for participating in the information society, and that is part of the basic human right regarding lifelong learning. In this global era, information literacy is important. The Alexandria Declaration in 2005 explained that information literacy is the ability to manage knowledge and the ability to learn continuously. Information literacy is the ability to be aware of information needs and when information is needed, identify and find the location of required information, critically evaluate information, organize and integrate information into existing knowledge, use and communicate it effectively, legally and ethically. So far, literacy is interpreted only to the extent that can be expressed in writing, in the form of literary works that are recorded, and can be read by others, whereas literacy also includes spoken words or spoken language. Now literacy has a broad meaning, so literacy is no longer a single meaning, but contains a variety of meanings (multi literacies). There are various literacy or literacy eg computer literacy, virtual literacy, mathematical literacy, science literacy, and so on. So literacy or literacy can be interpreted as technological literacy, information literacy, critical thinking, sensitive to the environment, even sensitive to politics. A person is said to be literate if he can understand something because he reads the right information and does something based on his understanding of the contents of the reading. Literacy is a means to know, understand, and apply the knowledge gained, both in school, home and the surrounding environment. In general, literacy is interpreted as reading activity and write. But in the 2003 Prague Declaration, literacy also includes how a person communicates in society. In the information age, literacy skills are more than just reading and writing, but include thinking skills in using sources of knowledge in print, visual, auditory and digital forms (Sutrianto et al. 2016: 27). Literacy is more than just reading and writing. Literacy also covers how a person communicates in society. Literacy also means social practices and relationships related to knowledge, language, and culture ". (UNESCO, 2003). Based on UNESCO data, the percentage of Indonesian reading interest is 0.01 percent and according to the former Minister of Education and Culture (Mendikbud) Anies Baswedan once said, reading culture in Indonesia is still difficult to implement. He said that the culture of reading books is still low. In 2012, Indonesia was ranked 64th out of 65 countries. In 2016, it was ranked 60th out of 61 countries, one level above Botswana. It is very sad that the ability of Indonesian students in reading speed, listening to reading, reasoning to translate the contents of the reading correctly is very low. Indonesian reading culture occupies the lowest position of 52 countries in the East Asia region based on data reported by the Organization for Economic Cooperation (OECD). The low reading culture spreads evenly across all segments of society. The progress of a nation is determined by the ability of literacy (reading and writing) of its people. In the Qur'an, the first verse revealed by Allah also instructs us to read (Iqra '), both to read the verses written in the Qur'an and the Hadith of the Prophet and the verses implied in the universe. Literacy is a means to know, understand, and apply the knowledge gained, both in school, home and the surrounding environment. In general literacy is interpreted as an activity of reading and writing. But in the 2003 Prague Declaration also mentioned literacy includes how someone communicates in society. In the information age, literacy skills are more than just reading and writing, but include thinking skills in using sources of knowledge in print, visual, auditory and digital forms (Sutrianto et al., 2016: 56). So far literacy has not been entrenched in Indonesian society. Therefore literacy must be used as a necessity for life and culture throughout the archipelago. The behavior of the community, especially in the world of education must be strived to change from culture to not like to read into a reading society (reading society). According to Gleen Doman (1991), reading is one of the most important functions in life. All learning processes are based on reading skills.

d. Definition of Digital Literacy

According to Paul Gilster in his book entitled *Digital Literacy* (1997), digital literacy is defined as the ability to understand and use information in various forms from a wide variety of sources that are accessed through computer devices. Bawden (2001) offers a new understanding of digital literacy rooted in computer literacy and information literacy. Computer literacy developed in the 1980s, when microcomputers were increasingly used, not only in the business

environment, but also in society. However, new information literacy was widespread in the 1990s when information was more easily compiled, accessed, disseminated through network information technology. Thus, referring to Bawden's opinion, digital literacy is more associated with technical skills in accessing, assembling, understanding, and disseminating information. Meanwhile, Douglas A.J. Belshaw in his thesis *What is 'Digital Literacy'?* (2011) said that there are eight essential elements for developing digital literacy, namely as follows:

- Culture, namely understanding the various contexts of the users of the digital world.
- Cognitive, which is the power of thinking in assessing content.
- Constructive, which is something that is expert and actual.
- Communicative, which is understanding network and communication performance in the digital world.
- Responsible confidence.
- Creative, doing new things in new ways.
- Critical in addressing content.
- Socially responsible.

Cultural aspects, according to Belshaw, become the most important element because understanding the context of users will help cognitive aspects in assessing content. From some of the opinions above it can be concluded that digital literacy is the knowledge and ability to use digital media, communication tools, or networks in finding, evaluating, using, making information, and utilizing it in a healthy, wise, intelligent, accurate, precise and obedient law in order to foster communication and interaction in daily life.

a) Basic Principles of Digital Literacy Development

The concept of digital literacy is in line with the terminology developed by UNESCO in 2011, which refers to and cannot be released from literacy activities, such as reading and writing, and mathematics related to education. Therefore, digital literacy is a life skill that not only involves the ability to use technological, information and communication tools, but also the ability to socialize, the ability to learn, and have an attitude, critical thinking, creative, and inspirational as digital competencies. According to the UNESCO the concept of digital literacy overshadows and becomes an important basis for the ability to understand technological, information and communication devices. For example, in ICT Literacy (ICT Literacy) which refers to technical capabilities that enable engagement active from the community component in line with the development of culture and digital-based public services. The basic principles of developing digital literacy include the following:

- 1) Understanding The first principle of digital literacy is a simple understanding that includes the ability to extract ideas implicitly and explicitly from the media.
- 2) Interdependence The second principle of digital literacy is interdependence that is defined as how a form of media relates to others in a potential, metaphorical, ideal, and literal manner. In the past a small amount of media was created with the aim of isolating and publishing to be easier than before. Today with so many media, media forms are expected not only to be side by side, but also to complement each other.
- 3) Social Factors Sharing is not only a means of showing personal identity or distribution of information, but can also create a separate message. Who shares information, to whom the information is given, and through what media the information provides not only can determine the long-term success of the media itself, but also can form an organic ecosystem to search for information, share information, store information, and finally reshape the media itself.
- 4) Curation Talking about information storage, such as storing content on social media through the "save to read later" method is one type of literacy that is linked to the ability to understand the value of an information and store it so that it is more accessible and can be of long-term benefit. Advanced curation must be potential as social curation, such as working together to find, collect, and organize valuable information.

b) Digital Literacy Indicators

- Digital Literacy Indicators in Schools
 - Class Base
 - Number of digital literacy training attended by principals, teachers, and education personnel.
 - Intensity of application and utilization of digital literacy in learning activities.
 - The level of understanding of principals, teachers, education personnel and students in using digital media and the internet.
 - School Culture Base
 - Number and variety of digital reading materials and teaching aids.
 - Frequency of borrowing digital-themed books.
 - Number of activities in schools that utilize technology and information.
 - Total presentation of school information using digital media or website pages.
 - Number of school policies regarding the use and use of information and communication technology in the school environment.
 - The level of utilization and application of information technology and communication and communication in terms of school services (eg report cards, financial management, dapodik, utilization of student data, school profiles, etc.).
 - Masyarakat Community Base
 - Number of facilities and infrastructure that support digital literacy in schools.
 - The level of involvement of parents, communities and institutions in the development of digital literacy.
 - Digital Family Literacy Indicators
 - Increasing the number and variety of digital literacy reading materials owned by families.
 - Increased frequency of reading digital literacy material in families every day.
 - Increasing number of digital literacy readings by family members.
 - Increased frequency of family members' access to internet usage wisely.
 - Increased intensity of the use of digital media in various activities in the family.
 - The number of digital literacy training that is applicable and has an impact on families.
 - Digital Literacy Indicators in the Community
 - Increasing the number and variety of digital literacy reading materials that are owned by every public facility.
 - Increasing frequency of reading digital literacy material every day.
 - Increasing the amount of digital literacy reading material that is read by the public every day.
 - Increase in the number of active participation of communities, institutions, or agencies in the provision of digital literacy materials.
 - Increasing number of public facilities that support digital literacy.
 - Increasing number of digital literacy activities in the community.
 - Increased active participation of the community in digital literacy activities.
 - The increasing number of digital literacy training that is applicable and has an impact on the community.
 - Increased use of digital media and the internet in providing access to information and public services.
 - Increased public understanding of internet usage and ITE Law.
 - Increased number of internet access and (literate) users in an area.
 - The increasing number of digital literacy training that is applicable and has an impact on the community.

Theoretical Foundation

Indonesian language becomes an important communication tool to convey our thoughts and feelings towards each other so that we can interact with the environment. According to Sumayana (2013: 20) explains writing is not a skill inherited from ancestors. It is proven that not everyone has writing skills. Writing skills are only owned by certain people. This is evidenced by the results of his

writing. This means that not all the results of someone's writing are seen as writing activities even though the person is doing writing activities. Writing skills as one of the four language skills has an important role in human life. By writing, one can express thoughts and ideas to achieve their goals and objectives. Tarigan (2008: 22), "writing is lowering or describing graphic symbols to illustrate a language is understood by someone, so that other people can read the graphic symbols".

According to Sagala (2003: 56), the method is "The method used by the teacher / student in processing information in the form of facts, data, and concepts in the learning process that might occur in a strategy". In learning, methods that can be used are very diverse. As a teacher should be able to use or choose the right method and in accordance with the material and conditions of students. Learning objectives can be achieved optimally if the choice of method is right. So that the teaching and learning process can be carried out properly, in the implementation of learning one or more methods can be selected. Please note that each method has weaknesses and goodness. Therefore, the teacher is able to combine several methods to neutralize existing weaknesses. Furthermore, Djamarah (2002: 93) that "The word project comes from Latin, namely *projectum* which means purpose of purpose, design, plan." So, projecting means: designing, planning with specific intent and purpose. In other words, that the project method is "The way of presenting lessons starting from one problem, then discussed from various related aspects so that the solution is overall and meaningful (Djamarah, 2002: 94)." The same thing was stated by the Ministry of National Education (2008: 67) that "the project method is one type of method that involves" the activity of designing, implementing and reporting in writing and verbally in a certain time."

Bransford and Stein (Warsono, 2012: 153) describe the project method as a comprehensive learning technique that involves students in a cooperative and continuous investigation (Warsono, 2012). Furthermore, Roestiyah (1994: 81) says the project method means planning a problem or difficulty and the form of teaching in which students manage themselves. Thus the project method is a way of organizing material to be taught that will be delivered to students through direct experience where students are fully involved in learning. From some understanding of the project method above, it can be concluded that the project method is a way of teaching the teacher by providing learning activities to students that come from a problem, by providing opportunities for students to choose, design and lead their thoughts and work. Writing skills can be classified based on different points of view. The field corner is an activity or activity in carrying out writing skills and product results from writing it. Classification of writing skills based on the second point of view produces products writing on four categories, namely: essay, exposition, description and argumentation (Sari in Sumayana, 2013: 27). Writing learning is an activity of conveying ideas or ideas in written language based on feelings, thoughts, facts and observations submitted in the form of reports or essays. Reports are a form of news, information, notification or accountability, both verbally and in writing from subordinates to superiors in accordance with the authority and authority that exists between them (Puspitasari in Sumayana, 2013: 27).

While Kosasih (2012: 61), the report is a way of conveying information to someone or an agency that is prepared on the basis of the responsibility it carries. Or reports are documents that convey information about a problem or fact. Report writing skills here are defined as someone's dexterity (student) in relation to how he utilizes all his mental / cognitive functions to pour thoughts regularly and organized into an essay in the form of a report. While the observation report is an essay that describes a phenomenon or event based on observations. Descriptions are presented based on objective facts and data, as a result of the process observations and analyzes carried out (Kosasih, 2012: 75). Resmini and Djuanda (in Sumayana, 2013: 28), that observation reports are documents that contain certain information that has been collected and compiled based on facts through observation. Thus it can be concluded that the report of observation is the writing that contains the results of observations of a place or a job. The contents of the report are important matters that are directly related to the responsibility charged to the report maker to be submitted to other parties both verbally and in writing. In writing observation reports there are several steps that need to be considered, including the following:

- a. Record the observations on the book that has been prepared.
- b. Record what was observed briefly.

- c. Write immediately when in the field of questions, comments or problems.
- d. Write the report after returning from the field.
- e. Arrange the report clearly, systematically and logically (Kosasih, 2012: 77-78).

While the assessment used in writing the observation report is as follows. Whereas the assessment instrument used in the test of the ability to write observations reports is a test of a description problem which includes aspects that can be seen in the table below:

Table 1. Model Assessment Writing Observation Reports with Weighting of Each Aspect

No	Aspect	Maximum Score
1	Fill in the idea	35
2	Organization contents	25
3	Grammar	20
4	Styles	15
5	Spelling	5
Score		100

(Hartfied in Nurgiyantoro, 2010: 307-308)

Literacy has a broader meaning. Literacy can be interpreted as the ability to access, understand, and use things intelligently through various activities, including reading, seeing, listening, writing, and / or speaking. Simply put, literacy can be interpreted as a ability to read and write. We know him by speaking or literacy.

Material & Methodology

The method used in this study is a classroom action research method (CAR). CAR is a research that combines research procedures with substantive actions, an action that is carried out in the discipline of inquiry or a person's attempt to understand what is happening while engaging in a process of improvement and change (Hopkinn in Law, 2009: 5).

Meanwhile, Ebutt, 1985 (in Hopkin, 1993) which was cited by Law (2009: 7) suggests action research is a systematic study conducted from efforts to improve the practice of education by a group of teachers by taking actions in learning based on their reflection on the results of these actions. The steps to be taken in this study, the learning activities in the form of cycles in which each cycle consists of planning, action, observation, and reflection. The data collection techniques carried out by researchers will be explained in the table below.

Table 2. Data collection technique

No	Data Source	Aspect	Instrument Used	Data Collection Technique
1	Student	Ability to write observation report	Tes device	<i>Pre Testin</i> cycle I, cycle II, and <i>Post Test</i> (cycle III)
2	Teachers and Students	Learning process	Attitude observation sheets for teachers and students	observation

3. Results and Discussion

This pre-cycle phase aims to find out how far student activity is before using the project method. Observations at this pre-cycle stage use observation instruments to determine student activities during the learning process.

In learning Indonesian language student learning activities are still very lacking. Judging from the observations obtained, the learning activities of students only gained an average of 29.08 with a percentage of 38.77%.

Then, after the implementation of the first cycle of learning by using the project method obtained results that is the average student learning activity is 50.47 with a percentage of 67.20% in sufficient category. Furthermore, the implementation of cycle 2 obtained results that the average student learning activity was 62.16 with a presentation of 82.88% in the good category. Thus, an increase in student learning activities in writing observation reports using the project method is known before using the project method (pre-cycle) the percentage of learning activities was 38.77%, while in cyclical I 62.2% and in the second cycle increased to 82.88%. This can be seen in the graph below:

4. Conclusion

Student learning in Indonesian subjects the subject of writing observation reports before using the project method has not been well implemented as expected, it can be seen in the classroom situation that is not conducive, rowdy, and there are still many students who wiriwiri to and fro, so they only get percentage of 38.77%. The results obtained through the student activity observation sheet were filled by observers. Before using the project method learning activities students only get 38.77%, but after doing the first cycle students' learning activities become 67.2%, and cycle II gets 82.88%. This shows an increase in student learning activities in Indonesian language learning using project methods.

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