

## Development of Teaching Materials in Writing Text Report of Project Based Observations (Problem Based Learning) for Class X SMK Telkom 2 Medan

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### Abstract

*This study aims to determine the results of the development of teaching materials to write project-based observation report text for class X SMK Telkom 2 Medan. The subjects of this study were students of class X SMK Telkom 2 Medan who were taken as many as 1 class / study group with a total of 30 students. Researchers collected information based on the results of observations of teaching materials in class X SMK Telkom 2 Medan shows that the teaching materials used by teachers so far have only used textbooks without teaching materials in the form of modules as another guide in learning, especially on the text material for the observation report. The results of the effectiveness of teaching materials for writing text c reports on the results of project-based observations (project based learning) on a limited trial, namely 30 students of class X SMK Telkom 2 Medan, namely in the pretest test results obtained an average score of 68.97% with sufficient category . Meanwhile, after using teaching materials to write text modules on the posttest test with an average score of 80.83% with a good category. These results state that the teaching materials for writing project-based observation report text after use have a significant increase in student learning outcomes with a difference of 11.86 which indicates that by using the teaching materials to write project-based observation report text learning) student scores are better than before.*

### Keywords

teaching materials;  
folklore; sociocultural



## I. Introduction

An effort to improve the quality of education through improving the learning process is an educational innovation that continues to be implemented. One of these innovations is changing the learning paradigm from teacher-centered learning to student-centered learning. Teaching-based learning approaches are transformed into the form of learning-based learning. The main characteristic of learning-based learning is the development of students' independence to build knowledge and skills within themselves from a variety of information through an interaction in the learning process, for this purpose, of course the teacher must assist students in building their knowledge and skills by providing effective learning tools.

One of the explanations described is the provision of teaching materials because teaching materials are a determining factor for the success of the learning process, whose existence plays an important role for students and teachers. Whether or not the teaching materials are good or not is determined by the teacher's ability to select and develop teaching materials in accordance with the curriculum and student needs. As emphasized in the Minister of National Education Regulation No. 16 of 2007 regarding the standards of

academic qualifications and teacher competence, that teachers as professional educators are expected to have the ability to develop teaching materials in accordance with existing mechanisms by paying attention to the characteristics and social environment of students. In line with the contents of the National Education System Law no.

## **II. Review of Literatures**

### **2.1 Teaching Materials**

Teaching materials are inseparable from the learning process in the classroom because teaching materials will facilitate the course of learning activities between teachers and students to achieve certain learning objectives. This is confirmed by Seven and Ali (2010) who state "teaching materials are very important instruments to help the learners take part in the learning and teaching processes".

Based on the opinion of Seven and Ali, it can be interpreted that teaching materials are very important tools to help the learning and teaching process. Furthermore, Djuningin (2017: 53) states that, "teaching materials are the resources used to deliver instruction. Each teacher requires a range of tools to draw upon in order to assist and support student learning. "It can be interpreted that teaching materials or materials are the resources used by teachers in delivering teaching. The same opinion is expressed by Sinaga (2014: 189) that teaching materials are materials consisting of various forms that are used by teachers and students to assist teachers in the process of teaching and learning activities in the classroom. Dick and Carey (2009: 230) add that "instructional material contains the content either written, mediated, or facilitated by an instructor that a student can use to achieve the objective also include information that the learners will use to guide the progress. "

### **2.2 Definition of the Observation Report Text**

An observation report text is a type of text that provides general information about something after a systematic investigation / research is carried out. This type of text is used when teaching a topic or writing an article or research such as: objects, plants, animals, certain concepts / ecosystems. A text report usually contains facts about a matter, descriptions and information about the habits and quality of something that can be proven scientifically (Anderson through Wijanarko, 2014: 13).

Kosasih (2012: 75) says the observation report is an essay describing a phenomenon or event based on the results of observations, then explained by Harsiati (2014: 129) that the text of the observation report is a text that functions to provide information about an object or situation after conducting systematic investigations / research.

Wahono et al, (2013: 7) explain that the text of the observation result (report) is a text that presents information about something as it is. Which is the result of systematic observation and analysis which usually contains facts that can be proven scientifically which are general in nature.

### **2.3 Development Methods**

The development method used in this research is research and development (R&D) Borg & Gall, (2003), which is a process used to develop and validate the results of an education. Research and development or R&D methods are research methods used to produce certain products and test the effectiveness of these products (Sugiyono, 2008: 407).

### III. Research Method

The research on the development of teaching materials to write project-based observation report texts was carried out in class X SMK Telkom 2 Medan at the beginning of the odd semester according to the learning schedule to write the observation report text written on the implementation plan of learning for Indonesian language teachers in class X SMK Telkom 2 Medan.

The subjects of this study were students of class X SMK Telkom 2 Medan who were taken as many as 1 class / study group with a total of 30 students.

The analysis of learning outcomes is seen from the cognitive realm learning outcomes derived from the minimum learning completeness (KBM). The steps used to determine the effectiveness of teaching materials are as follows;

a. Determine student learning completeness per individual which is calculated as follows

$$\text{Score} = \frac{\text{the number of scores obtained}}{\text{total ideal score of all items}} \times 100\%$$

b. Classifying students' mastery of the material of writing observation report text based on the 5 scale guidelines according to Sugiyono (2015; 24) as follows;

**Table 1.** Classifying Students' Mastery

Criteria	Assessment score
Very good	85 - 100
Well	70 - 84
Pretty good	55 - 69
Less	40 - 54
Very less	0 - 39

Determine the average value of the LHO text writing ability using the following formula;

$$\bar{x} = \frac{\sum x}{n}$$

information

$\bar{x}$  = mean (mean)

$\sum x$  = total score multiplied by frequency

n = number of subjects

d. Analyze the collected data using a scale 5 analysis convention such as tables

#### IV. Discussion

Researchers collected information based on the results of observations of teaching materials in class X SMK Telkom 2 Medan shows that the teaching materials used by teachers so far have only used textbooks without teaching materials in the form of modules as another guide in learning, especially on the text material for the observation report. This proves that so far learning in schools has only been fixated on textbooks without using / creating modules that can facilitate teachers in the process of teaching and learning activities. The quality of learning becomes less motivating students in learning to write text reports on observation results, especially project-based. Besides the level of student creativity,

The researcher also distributed a questionnaire to 2 Indonesian language teachers and 30 students of class X SMk Telkom 2 Medan to get information about the initial needs of the writing text module for the observation report. The results of the needs questionnaire analysis conducted by researchers can be seen in table 2.

**Table 2.** Student Needs Analysis Data

No.	Question	Answer	Frequency		Percentage
			Students	amount	
1	The teaching materials used by the teacher in learning observation report text are of interest to you	Not	27	27	90%
		Yes	3	3	10%
2	Teaching materials that have been used by the teacher can help you understand the learning of the observation result report text well	Not	27	27	90%
		Yes	3	3	10%
3	Are you familiar with project-based observation report text learning products	Not	30	30	100%
		Yes	-	-	-
4	Do you use a project based observation report text learning module	Not	30	30	100%
		Yes	-	-	-
5	Do you need a project based observation report text learning module	Not	-	-	-
		Yes	30	30	100%

The results of the teacher needs questionnaire analysis conducted by researchers can be seen in the following table.

**Table 3.** Teacher Needs Analysis Data

	Question	Answer	Frequency		Percentage
			Teacher	amount	
1	The teaching materials used by the teacher in learning the observation result report text are attractive to students	Not	2	2	100%
		Yes	-	-	-
	Teaching materials that have been used by the teacher can help students understand the learning of the observation result report text well.	Not	2	2	100%
		-	-	-	-
3	Are you familiar with project-based observation report text learning products	Not	2	2	100%
		Yes	-	-	-
4	Do you use a project based observation report text learning module	Not	2	2	100%
		Yes	-	-	-
5	Do you need a project based observation report text learning module	Not	-	-	-
		Yes	2	2	100%

Based on the results of the needs analysis, the researcher designed a teaching material in the form of a project education-based module which was the need of students in class X SMK Telkom 2 Medan. The design of making teaching materials in the form of modules is carried out based on the analysis of problems that have been previously found. Module design is done by mapping the Core Competencies (KI), basic competencies (KD), and indicators. The results of the mapping obtained material that will be developed in the writing module of project-based observation reports. The module that has been compiled is then validated and declared feasible by a team of experts (validators), this product was tested in small groups and limited groups. Therefore,

Core competencies and basic competencies, and the indicators selected in the development of this product, namely:

#### 4.1 Core Competencies

- KI 1** Appreciate and live up to the teachings of his religion
- KI 2** Respect and live out honest, disciplined, polite, confident, caring and responsible behavior in interacting effectively in accordance with the development of children in the environment, family, school, community and natural environment, nation, country and regional area.
- KI 3** Understand and apply factual, conceptual, procedural, and metacognitive knowledge at a simple technical and specific level based on his curiosity about science, technology, art, culture with insight into humanity, nationality, and statehood related to visible phenomena and events.

- KI 4** Demonstrate the skills of reasoning, processing, and presenting creatively, productively, critically, independently, collaboratively, and communicatively, in the realm of the concrete and the abstract realm as learned in school and other sources of the same theory from a theoretical point of view.

#### 4.2 Basic Competence (KD) and Indicators

**Table 4.** Mapping of KD and Indicators

Knowledge Base Competencies	Indicator
3.1 Understanding the results of observations related to the field of work presented orally and in writing	3.1.1 Explain the meaning of the report 3.1.2 Suggests the types of reports 3.1.3 Explain the meaning of an observation report 3.1.4 Describe the characteristics and purpose of the observation report text
4.1 Presenting the contents of the text (the essence) of the observation report related to the field of work based on interpretations both orally and in writing	3.1.1 Interpret the observation report. 3.1.2 Identify the contents of the observation report text.

**Table 5.** Mapping of KD and Indicators

Knowledge Base Competencies	Indicator
3.2 Analyzing the structure and linguistic aspects of a minimum of two observation report texts relating to both oral and written work fields	3.2.1 identify the structure of the observation report text 3.2.2 identify rulesobservation report text
4.2 Constructing the text of the observation report related to the field of work by paying attention to the content and aspects of language both oral and written	4.2.1 Specifies the text theme 4.2.2 Write the text of the observation report by paying attention to the content, structure and rules of the language of the text 4.2.3 Edit the text of the observation report by paying attention to the content, structure and language rules of the observation report text.

**Table 6.** Grid for Teacher Responses / Responses to the Writing Module Text on Project Based Observation Results (Project Based Learning)

No .	Indicator	Score			
		1	2	3	4
1	The overall appearance of the module is attractive				
2	Guidelines for using the module are clearly conveyed				
3	The language used in the module can be understood				
4	The presentation in the material is arranged automatically				
5	The material in the module is in accordance with the learning objectives				
6	The use of images in the module is clear				
7	Learning activities stimulate critical thinking skills				
8	The types of activities in the modules vary				
9	The language used in the module is easy to understand and in accordance with the level of maturity of students.				
10	Use of symbols in accordance with existing uses				
11	Mpdul helps students understand the text material of the observation report				
12	Modules are different from the usual teaching materials				
13	Modules can be studied independently by students				
14	The module trains students to enrich student knowledge				
15	The module makes it easy for teachers to evaluate students				
16	The module makes it easier for students to express their opinions in oral and written form				
17	The module makes it easier for students to conclude the material in writing the text of the observation report				

The first step is to design a module to write a text report on project-based observation results (project based learning). The module structure developed in this study includes; covers, instructions for use, learning activities, materials, summaries, evaluation sheets.

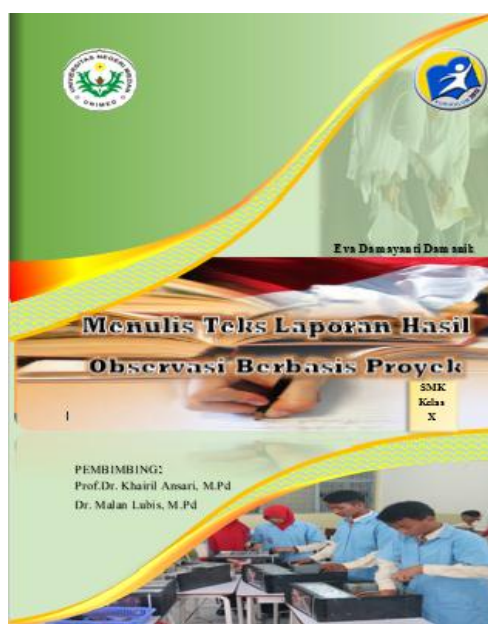
#### 4.3 Product Identity

Physical Materials	: Printing Materials (printed material)
Title	: Writing Module Text Based Observa Results Project (Project Based Learning).
Theory	: Writing Observation Result Report Text
Target	: Class X Student of SMK Telkom 2 Medan
Author Name	: Eva Damayanti Damanik



#### 4.4 Book Cover

The process of developing teaching materials includes activities to find relevant library sources and research results as well as conducting literary studies (Tanwin, 2020). Explains. The providing of examples from both students and the teacher was a key factor for those interested in bringing creative writing into their EFL or ESL courses in order to make the function of creative writing open and understandable to those students under the instruction of the study. And if a teacher decides to incorporate creative writing, he or she should be able to compose and open to sharing the creative work that follows with students (Cogherty in Sari, 2020). The cover of the book with text material writing the text of the Observation Report has a front. Here's the explanation:



**Figure 1.** Cover Module Writing Project-Based Observation Report Text (Project Based Learning)

The front cover of the module consists of, the module title is adjusted to the material developed, the background is adjusted to the material in the book, it can be seen that a picture of vocational students carrying out an activity related to their assignment is intended so that readers are able to know the meaning of the title and illustration before open the contents of the module. In addition, the module is also accompanied by the author's name.

#### 4.5 Prakat

The foreword is placed on the first page of the book to open the author's communication with the reader. The content of the foreword is the author's attempt to communicate with the reader, namely; 1) give thanks to God Almighty, 2) provide an explanation of the teaching material in the form of a module for writing project-based observation reports (project based learning), 3) thank you for those who have helped in compiling the short story writing module based on character education, 4) The author's expectations relating to the prospects for education and the perfection of the developed modules.



## 4.6 Learning Activities



**Figure 2. Learning Activities**

Learning material contains material that has been determined in accordance with KI, KD, indicators, and learning objectives in the hope that teachers and students can find out the results obtained.

## 4.7 References

Bibliography with references to reading material that is relevant to the text material of the observation report in the module.

Validation is an important part of developing teaching materials in the form of modules to correct errors and weaknesses from the design results. Validation is done by submitting a module to write a text report on the results of project-based observations (project based learning) to the validator along with the validation sheet to be checked and assessed for its feasibility level by the validator. The following will describe the results of the validation and revisions made to the module in writing the text of the observation report developed.

**Table 7.** Content / Material Feasibility Validation Results in the Writing Text Module Project Based Observation results report (Project Based Learning)

Content eligibility					
Indikaor	Respon dents		Total Score	Percenta ge Average	Categor y
	1	2			
Suitability of material with SK and KD			14	87.7	Very good
1. Completeness of the material (structure and language rules)	3	4	8	100	Very good
2. The flexibility of the LHO text	4	3	7	87.5	Very

material					good
<b>Material accuracy</b>			<b>49</b>	<b>87.5</b>	
3. The accuracy of the concept and definition of the LHO text	3	4	7	87.5	Very good
4. Conformity of facts and data	4	3	7	87.5	Very good
5. Sample text suitability	3	4	7	87.5	Very good
6. Compatibility of images, diagrams and objects	3	4	7	87.5	Very good
7. Accuracy of terms	3	3	6	75	Well
8. Accuracy of notations, symbols and icons	3	4	7	87.5	Very good
9. Reference accuracy	4	4	8	100	Very good
<b>Material finesse</b>			<b>36</b>	<b>92.5</b>	Very good
10. Suitability of the material with the development of science	4	3	7	87.5	Very good
11. Displays material topics	4	4	8	100	Very good
12. Pictures, diagrams and objects under study	3	3	6	75	Well
13. Using examples can be found in everyday life	4	3	7	87.5	Very good
14. Up-to-date literature	4	4	8	100	Very good
<b>Encourage curiosity</b>			<b>15</b>	<b>93.75</b>	Very good
15. Encourage curiosity	4	4	8	100	Very good
16. Creating critical thinking	3	4	7	87.5	Very good
amount			114		Very good
<b>Validation Results</b>	89.06		Very good		

The results of the assessment in the text writing module of the project-based observation report (project based learning) for class X students of SMK Telkom 2 Medan submitted through a questionnaire method with a questionnaire instrument presented descriptively.

Based on the results of validation by material experts on the appropriateness of the module content in writing the developed project-based learning observation report text, the percentage score was 89.06%. The percentage is obtained from the calculation:

$$\text{Percentage} = \frac{114}{16 \times 8} \times 100\% = 89,06 \%$$

The percentage score of the feasibility of the content of the assessment instrument by material experts is very good in accordance with the validity category of the product adapted from Sugiyono (2015), so that the content contained in the writing module of the report on project-based observation reports (project based learning) being developed is not necessary revised. Feasibility of the content is suitable for use as a learning module to write project-based observation report text (project based learning) in class X SMK Telkom 2 Medan

**Table 8.** Results of Presentation Feasibility Validation in the Writing Module Text on Project Based Observation Results (Project Based Learning)

Serving eligibility					
Indicator	Respondents		Total Score	Percentage Average	Category
	1	2			
<b>Presentation technique</b>			14	87.5	Very good
1. Systematic consistency of presentation in learning activities	3	4	7	87.5	Very good
2. Concept sequence	4	3	7	87.5	Very good
<b>Presentation of learning</b>			22	91.66	Very good
3. The involvement of students	4	4	8	100	Very good
4. Learner centered	3	4	8	100	Very good
5. Stimulate the ability of students to solve problems	4	3	7	87.5	Very good
<b>Completeness of the presentation</b>			58	90.62	Very good
6. Examples of questions in each learning activity	4	3	7	87.5	Very good
7. Exercise questions at the end of each learning activity	3	4	7	87.5	Very good
8. Key answers to practice questions	3	3	6	75	Well
9. Preliminary	4	4	8	100	Very good
10. Table of contents	4	4	8	100	Very good
11. Glossary	4	3	7	87.5	Very good
12. References	4	4	8	100	Very good
13. Summary	3	4	7	87.5	Very good
amount			94		
<b>Validation Results</b>	90.38		<b>Very good</b>		

Based on the results of validation by material experts on the feasibility of presenting a module in writing a project-based learning observation report text developed, it was obtained a score of 90.38%. The percentage is obtained from the calculation:

$$\text{Percentage} = \frac{94}{13 \times 8} \times 100\% = 90,38 \%$$

**Table 9.** Results of Validation of Language Feasibility in the Writing Module Text on Project Based Observation Results (Project Based Learning)

<b>Language Eligibility</b>					
<b>Indicator</b>	<b>Respondents</b>		<b>Total Score</b>	<b>Percentage Average</b>	<b>Category</b>
	<b>1</b>	<b>2</b>			
<b>Straightforward</b>			21	87.5	Very good
1. The accuracy of sentence structure	4	4	8	100	Very good
2. Sentence effectiveness	3	4	7	87.5	Very good
3. Rigor of the term	3	3	6	75	Well
<b>Legibility</b>			14	87.7	Very good
4. Message readability	3	4	7	87.5	Very good
5. The accuracy of using the language	4	3	7	87.5	Very good
<b>Dialogical and interactive</b>			14	87.5	Very good
6. The ability to motivate messages or information	3	4	7	87.5	Very good
7. Ability to encourage students to think critically	4	3	7	87.5	Very good
<b>The suitability of the level of development of students</b>			14	87.5	Very good
8. The suitability of students' intellectual development	4	4	8	100	Very good
9. Conformity with the level of emotional development of students	3	3	6	75	Well
<b>Integration of thought lines</b>			15	93.75	Very good
10. Integrity between learning activities	3	4	7	87.5	Very good
11. Cohesiveness between paragraphs	4	4	8	100	Very good
<b>Use of terms, symbols and icons</b>			14	87.5	Very good
12. Consistent use of terms	3	4	7	87.5	Very good
13. Consistent use of symbols	4	3	7	87.5	Very good
amount			92		
<b>Amount average</b>	88.46%		Very good		

In line with Muslich's (2011: 130) opinion the assessment criteria must be clearly stated, concise, observable, state behavior, and written in language that is easy to understand. So, based on the results of the validation by material experts on the feasibility of the module language in writing the developed project-based learning observation report text, it was obtained a score of 88.46%. The percentage is obtained from the calculation:

$$\text{Percentage} = \frac{92}{13 \times 8} \times 100\% = 88,46 \%$$

In addition to grading, the validator also provides input in the form of comments and suggestions related to the aspects being assessed in the module of writing project-based observation report text. As for the explanation of things that need to be revised or comments on the character education-based short story writing module provided by material experts, namely, there are several texts and at the emotional sub-level of students that need to be improved. All comments and suggestions given by the validator will be taken into consideration in making revisions to the module in writing the project-based learning result report text that was developed.

**Table 10.** Aspect Validation Results Writing Project-Based Observation Report Text (Project Based Learning) in the Module

<b>Project Based Learning Aspects</b>					
<b>Indicator</b>	<b>Respondents</b>		<b>Total Score</b>	<b>Percentage Average</b>	<b>Category</b>
	1	2			
<b>Motivate students</b>			15	93.75	Very good
1. Find new ideas	3	4	7	87.5	Very good
2. Motivate	4	4	8	100	Very good
<b>Work in groups</b>			14	87.5	Very good
3. Cooperate	4	3	7	87.5	Very good
4. Give an opinion	3	4	7	87.5	Very good
<b>Solving problems</b>			13	81.25	Very good
5. Skilled in solving problems	3	4	7	87.5	Very good
6. Interesting	3	3	6	75	Well
amount	20	22	42		
Amount average	87.5		Very good		

Based on the results of validation by material experts on the module aspects of writing project-based learning reports that were developed, the percentage score was 87.5%. (Very good) The percentage is obtained from the calculation:

$$\text{Percentage} = \frac{42}{6 \times 8} \times 100\% = 87,5 \%$$

Product design validation was carried out by Dr. Tappil Rambe, S.Pd, M. Si and Dr. Evi Eviyanti, M.Pd who is a Lecturer at Medan State University. The assessment was carried out to obtain information on the quality of the module in writing project-based observation report text (project based learning) which was developed to improve the quality of learning at SMK Telkom 2 Medan on the material of writing observation report text.

**Table 11.** Design Validation Results on the Aspects of Graphic Feasibility in the Writing Module Project-based Observation Report Text (Project Based Learning)

<b>Appropriateness</b>					
<b>Indicator</b>	<b>Respondents</b>		<b>Total Score</b>	<b>Percentage Average</b>	<b>Category</b>
	1	2			
<b>Module Size</b>			14	87.5	Very good
1. conformance to ISO standards (A4, A5 and B5)	3	4	7	87.5	Very good
2. suitability of size to the material	4	3	7	87.5	Very good
<b>Cover design</b>			63	87.5	Very good
3. The appearance of the layout elements on the front, back and back covers harmoniously has rhythm and unity and is consistent.	3	4	7	87.5	Very good
4. Showing a good center point.	3	3	6	75	Well
5. The color of the layout elements is harmonious and clarifies the function.	3	4	7	87.5	Very good
6. The composition and size of the layout elements (title, author, illustration, logo, etc.) are proportional, balanced, and in tune with the content layout (according to the pattern).	4	3	7	87.5	Very good
7. The font size used is attractive and easy to read.	3	4	7	87.5	Very good
8. The color of the title of the teaching material contrasts with the color of the background.	3	4	7	87.5	Very good
9. Do not use too many font combinations.	4	4	8	100	Very good
10. Cover Illustration	4	3	7	87.5	Very good
11. Describe the content / teaching material and reveal the character of the object.	3	4	7	87.5	Very good
<b>Content Design</b>			140	87.5	Very good
1. The placement of layout elements is consistent based on the pattern	4	4	8	100	Very good
2. The separation between paragraphs is	4	4	8	100	Very good

clear					
3. Proportional printable area and margins	3	4	7	87.5	Very good
4. Adjoining page margins are proportional	4	3	7	87.5	Very good
5. The spaces between the text and the illustrations are appropriate	3	4	8	100	Very good
6. Placement of learning activity titles, learning activity subtitles, and page / folio numbers is correct	4	4	8	100	Very good
7. The placement of illustrations and captions is correct	3	3	6	6	Well
8. Placement of decoration / illustration as background does not interfere with title, text, page numbers	4	3	8	100	Very good
9. Placement of titles, subtitles, illustrations, and captions does not interfere with understanding.	3	4	8	100	Very good
10. Don't use too many fonts	4	3	7	87.5	Very good
11. The use of letter variations (bold, italic, all capital, small capital) is not excessive.	4	3	8	100	Very good
12. Normal text arrangement width.	3	4	7	87.5	Very good
13. Space between lines of normal text arrangement.	3	4	7	87.5	Very good
14. Normal kerning.	3	3	7	87.5	Very good
15. The level / hierarchy of the titles is clear, consistent and proportional.	3	4	6	75	Well
16. Hyphenation.	3	4	7	87.5	Very good
17. Content Illustration	4	4	7	87.5	Very good
18. Be able to reveal the meaning / meaning of objects.	4	4	6	75	Very good
19. Accurate and proportional form according to reality.	3	4	7	87.5	Very good
20. Creative and dynamic	4	3	7	87.5	
			217		
<b>Amount average</b>	87.5		Very good		

The results of the assessment of the module design writing text report on the results of project-based observations (project based learning) in class X SMK Telkom 2 Medan submitted through a questionnaire method with a questionnaire instrument presented descriptively. Based on the results of validation by design experts on the developed project-



based learning observation report text writing module, the score was 87.5%. (Very good) The percentage is obtained from the calculation:

$$\text{Percentage} = \frac{217}{31 \times 8} \times 100\% = 87,5 \%$$

The percentage of the score on the assessment instrument by the design expert is very valid, so the module for writing project-based learning reports that is developed does not need to be revised.

**Table 12.** Assesment of Modules

No.	Assessment of modules	Average percentage value	Criteria
1	Teacher's Response (2 Pax)	89.71	Very good
2	Testing on Students (30 people)	90.63	Very good

**Table 13.** Pretest Results before using the Writing Module Project-Based Observation Results Report Text (Project Based Learning)

No.	Student's Name	Student Assessment
		<i>Pretest</i>
1	Fitra Mulia Lubis Agreement	60
2	Arya Prasetyo Wibowo	67
3	Arzety Bilbina	60
4	Aziel Akbar	55
5	Build Hotdiasi Sitorus	60
6	Rose Love Hasibuan	70
7	Elvy Yolanda Lubis	74
8	Filldavid Raygelliam Siahaan	83
9	Haiqal Syafiq Harahap	75
10	Sukron Day	70
11	Hariaran	75
12	Hariyono By He	65
13	Jeremia Putra Panggabean	76
14	Jordan Haganta Ginting Munthe	70
15	M. Radja Syah	75
16	Michael Gilbert Tardas Sinaga	50
17	Michael Pedrosa Sigalingging	75
18	Mika Athallah Keesa	73
19	Najla Afifah Rangkuti	70
20	Nurhadi Saputra	80
21	Nurhalipa	78
22	Rahmad Nawir Pane	65
23	Rahmat Hardiansyah Siregar	80
24	Refandi Arya Dwitama Lubis	70
25	Risfa Hafizah	53
26	Hisikia Simanungkalit	75
27	Ryan Fahrezi Daulay	80

28	Ade Sahputra Purba	72
29	Akas Rohit	68
30	Ayumi Keisha Putri	50
	<b>Total</b>	2069
	<b>Average</b>	<b>68.97</b>

**Table 14.** Frequency Distribution of Pretest and Post-Test Values Writing Project-Based Observation Report Texts (Project Based Learning)

Criteria	Pretest		Posttest	
	Frequency	Percentage	Frequency	Percentage
85 - 100	-	-	12	40%
70 - 84	19	63.33%	16	53.33%
55 - 69	8	26.67%	2	6.67%
40 - 54	3	10%	-	
0 - 39	-	-	-	
$\Sigma$	30	100%	30	100%

Based on table 4.16 shows that at the time of the pretest students who got a score of 70-84 were 19 students with a percentage of 63.33%, the value of 55-69 was 8 students with a percentage of 26.67% and at a value of 40-54 as many as 3 students with persentsae 10%. The posttest scores experienced an increase in better learning outcomes, namely a value of 85-100 as many as 12 students with a percentage of 40%, a value of 70-84 as many as 16 students with a percentage of 53.33%, and a value of 55-69 as many as 2 students with a percentage of 6.67 %.

## V. Conclusion

The process of developing teaching materials to write project-based observation report text in class X SMK Telkom 2 Medan through several stages, namely; Preliminary study, namely research and preliminary information gathering, namely needs analysis. Analysis of development needs begins by distributing a questionnaire to analyze the needs of students of class X SMK Telkom 2 as many as 30 students and 2 Indonesian language teachers. The results of the needs analysis 100% of the teachers stated that they did not know the teaching materials for writing project-based observation report text (project-based learning) and 100% of the teachers did not use teaching materials to write project-based observation report text (project based learning), so that 100% of teachers requires teaching materials to write short story texts based on character education that are valid, effective and practical.

The process of developing teaching materials to write project-based learning report text has been completed, the next stage is designed, namely the initial product development and validated by validators, namely material experts and design experts. The feasibility of the module in the criteria is very good with an average of 89.3% based on the feasibility of content 89.0%, 90.38% presentation feasibility and 88.46% language feasibility then design feasibility with an average of 87.5% in the very category well. The results of the teacher's questionnaire response to the module with an average of 89.71% and student responses to the module also stated very good with an average of 90.63%. based on trials, namely individual trials, small group trials and limited group trials.

The results of the effectiveness of teaching materials for writing text c reports on the results of project-based observations (project based learning) on a limited trial, namely 30 students of class X SMK Telkom 2 Medan, namely in the pretest test results obtained an average score of 68.97% with sufficient category . Meanwhile, after using teaching materials to write text modules on the posttest test with an average score of 80.83% with a good category. These results state that the teaching materials for writing project-based observation report text after use have a significant increase in student learning outcomes with a difference of 11.86 which indicates that by using the teaching materials to write project-based observation report text learning) student scores are better than before.

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