

APPLICATION OF INFORMATION LITERATION BASED METHODS
IN LEARNING WRITING REPORT OBSERVATION

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Abstract: This research is motivated by the findings of problems that occur in class V SDN BOJONGSALAM 5 Rancaekek Bandung Regency, when the Indonesian language learning process on the aspect of writing skills takes place student learning activities are lacking. This is caused by the inability of students to write reports with the right observation report stages, because there is no guidance and modeling of how to write observational reports made by the teacher. Then, students are not able to write reports with attention to the correct spelling, because the teacher does not provide opportunities for students to cooperate and discuss. To overcome these problems, learning innovations are carried out that are able to actively involve students, namely by applying information literacy-based project methods. The project method is a way of presenting lessons that start from one problem, then discussed from various related aspects so that the solution is overall and meaningful. Information literacy is awareness and skills to identify, search, evaluate, organize, create, use and communicate information to solve or solve problems. This study aims to gain knowledge about learning to write observational reports before studying writing reports. By using the project method, students can gain learning experience in various activities and responsibilities so that students' activities and abilities in writing observational reports increase. The method used in this research is quasi-experimental. Quasi experiment is an experimental activity that aims to find out a symptom or influence that arises, as a result of the existence of certain treatments, by taking steps namely: planning, action, observation and reflection. The data collection techniques are using interviews, observation sheets and observation report test questions.

Keywords: Information literacy, project methods, and writing observational reports.

A. Background

Writing learning has a very strategic position in education and teaching. However, writing is so easily done by children at an early age. The rapid development of science and technology has an effect on changes in language learning (Amalia, 2017, hlm. 21). Language is a tool for communicating, both verbally and nonverbally. Through language, humans can carry out social relations optimally, can keep up with the times with optimal (Saputra, 2016, hlm. 1). Responding to increasingly competitive demands, 21st century learning has been implemented by teachers to reflect critical thinking skills, problem solving, communication, collaboration, creativity and innovation (Wijaya, 2016, hlm. 266). Of the four language skills, writing is considered to be the most difficult skill to master because it is a difficult and complex skill (Slamet, 2008, hlm. 141). According to Walshe in Susanto (2013) asserts that writing is the most reliable form of learning and almost all forms writing activities have learning components for writing and writing for learning. Writing is not just an ink stroke to be conveyed by the writer. However, in reality writing cannot develop if it does not pay attention to the development of writing to students. Student development in writing occurs slowly.

Students need to get guidance in understanding and mastering in transferring thoughts into writing. According to Temple (Ahmad Rofi'uddin and Darmiyati Zuhdi, 1999: hlm. 77), the development of children's writing includes 4 stages as follows. (a) The premonemic stage. At this stage the child is familiar with the shape and size of the letters but has not been able to arrange them to write words. Children can not yet know the phonetic principle that letters represent the sounds that make up words. (b) Initial phonemic stage. At this stage the child already recognizes phonetic principles, knows how to work in writing but cannot yet operate the principle. (c) Stage of letter names. At this stage, child can already use phonetic principles, he can use letters that represent the sounds that make up a word. (d) Transition stage. This stage is marked by the child's mastery of a more complete writing system, he can also use spelling and punctuation in writing. As stated by Cahyani and Hodijah (2007: hlm. 10) that: "Writing skills are the most

complicated skills because writing is not just copying words and sentences, but also developing and expressing thoughts in an organized writing" . Furthermore Burhan Nurgiyantoro (2010: hlm. 422) argues that writing activity is one of the most recent manifestations of language competence mastered by learners after listening, speaking and reading competencies. Burhan Nurgiyantoro continues (2010: hlm. 422) compared to three other language potentials, writing competence in general can be said to be more difficult to master even by native speakers of the language concerned. This is because writing competence requires mastery of various linguistic elements and elements outside the language itself which will become essays. Both the language element or the content of the message must be intertwined in such a way as to produce a coherent, coherent, and contained essay. From the above quote, a conclusion can be drawn that writing is a competence that is generally the most difficult for students to master.

The implication, learning to write should get special attention from class teachers. Indonesian language learning in elementary schools is directed to improve students' ability to communicate in Indonesian well and well, both verbally and in writing. Indonesian language learning in elementary schools is expected to be able to develop students' abilities, insights, knowledge, interests and writing skills. To achieve the objectives of learning Indonesian, appropriate approaches, methods, strategies and learning equipment are needed. For learning to write it needs intensive guidance and supervision from classroom teachers, as well as supporting media that are able to stimulate the imagination of students and express their ideas in the form of essays that are good and right.

Although it has been realized that the mastery of written language is an important competency and difficult for students to master, learning to write especially writing observations at SDN Bojongsalam 5 has not received special attention from class teachers. Pelly (Haryadi & Zamzani, 1997: hlm. 75) states that learning to read and write which used to be a lesson and a basic exercise is now receiving less attention, both from students and teachers. Furthermore, in line with Haryanto (2003: hlm. 30) which states that the use of lecture methods carried out continuously without accompanied by tools or without interspersed with other

methods gives unfavorable results. Learning to write that is not run optimally causes the ability to write students is lacking.

In language learning, writing is one of the skills students must possess. Writing skills will be a provision for students in daily life to convey thoughts, feelings, data, messages, ideas and ideas to others in the form of written language skills, such as in the form of correspondence between the sender and recipient of messages that are hindered by time and space. At school, writing skills are needed by students in every learning activity such as taking notes, copying, compiling observational reports, and so on. One of the language skills that must be learned and mastered by elementary school students is writing. Writing is a series of activities that are non verbal to produce or convey language indirectly. Basically writing skills are a communication tool without face to face which is one of productive language skills. Writing skills taught in primary schools have an important role for students. In everyday life, writing is an activity that is often done.

The writings can be presented in five different types of essays including essays of description, persuasion, narration, argumentation and exposition. One of the writing skills taught in class V is the observation report writing skills included in the various exposition essays. The low skill of writing observational reports in fifth grade students of SDN Bojongsalam 5 is due to several things including the delivery of material that is still monotonous and rarely uses models or methods in learning. In addition, the use of media in learning Indonesian is also still limited. This has caused students to be less serious and easily bored in accepting subject matter so that student learning outcomes in learning Indonesian especially in writing have not been maximized.

In the era of underdeveloped information and communication technology that is increasingly rapidly as it is today, the available information sources are not too many. Information can be obtained for example through libraries, bookstores and newspapers. Besides the format of the information was still limited to print format and not yet in a digital format, so that the dissemination of information was not as easy as it is now. This is because printed

formats require more time in terms of creation and distribution compared to digital formats.

Based on a number of information about the latest conditions it is found that learning to write observational reports is still not applied in learning in schools. National survey results show that formal education in Indonesia in general still lacks opportunities for the development of creativity (Tridjata, 2002). A number of studies that have been conducted also show that student creativity is generally still low. In integrated Indonesian learning activities most teachers use the lecture method and provide notes in delivering the subject matter. This causes students to become bored quickly and less active in learning activities. If no changes are made in the process learning, then students' attitudes remain passive, their level of thinking is only at the stage of remembering, memorizing and if given a problem of thinking and conceptual they are unable to solve it. Finally the value achieved is low. Therefore, to create a more effective learning process, increase interactions that occur in students, improve creative thinking skills and can improve student learning achievement, it is necessary to have appropriate learning methods in the learning process.

Efforts that will be taken to improve the ability to write observational reports of students in Indonesian subjects especially in the matter of Creativity in writing observation reports are by applying learning methods based on information literacy project. In learning with this method students will collaborate with teachers in the field of study, learn in collaborative teams. When students learn in teams, students will find the skills to plan, organize, negotiate, and make consensus about the things that will be done.

The method of learning information literacy projects can be an alternative method in all subjects and provide a new nuance in learning that tends to be conventional. Hardini and Puspitasari (2012: hlm. 127) state that "project-based learning is a learning model that provides an opportunity for teachers to manage learning in the classroom by involving project work". The use of learning methods for information literacy projects can enliven the learning atmosphere and foster student enthusiasm and sensitivity to the environment. Information literacy

based project learning has enormous potential to make learning experiences more interesting and meaningful for students. In information literacy based project learning, students are encouraged to be more active in their learning, instructors are positioned behind and students take the initiative, instructors provide convenience and evaluate projects both in terms of their significance and application to their daily lives.

Products made by students during the project provide results that can be authentically measured by the teacher or instructor in learning. Therefore, in digital literacy project-based learning, the teacher or instructor is not more active and training directly, but the instructor becomes a companion, facilitator, and understands student thoughts. Literacy can be built by habituating the learning process. According to Minister of Education and Culture Regulation No. 49 of 2014 concerning National Standards of Higher Education it is stated that learning is the process of interaction of students with teachers and learning resources of interaction in a learning environment. Therefore, in each learning ideally the positive interaction is developed between the teacher, students and learning resources. The interaction will be built if the teacher is able to choose and apply various models, approaches, strategies or methods that are relevant to the material and characteristics of students. Furthermore Permendikbud No. 49 of 2014 concerning National Standards for Higher Education in the Learning Process Standards section states that the characteristics of the learning process in tertiary institutions consist of problem-based, interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and student-centered nature .

Thus an appropriate learning model is needed to link information literacy research results conducted by Pattah (2014) information literacy can be improved by using appropriate information literacy models, introducing and teaching users with skills related to access and utilization of information sources . Information literacy models are very diverse, one of which is the project method. While Paul G. Zurkowski (1974) suggested that information literacy is the ability to utilize various information tools and primary sources to solve problems. In searching for accurate and quality information, one needs to master information

literacy because of information obtained can determine a decision in order to solve a problem. So, you can know when and why you need information, where to find it, and how to evaluate, use and communicate it ethically including information literacy (Inskip: 2015).

Mastery of information literacy is seen as very important in the learning process so that it becomes an inseparable part of the education program, starting from the level of basic education to higher education. The term information literacy is a person's ability to learn independently and realize lifelong learning (Advisory Committee on Information Literacy, 2011). This mastery not only aims to become students as information literate individuals who are able to complete tasks well, but also to equip them with a deep understanding of information literacy. Considering the importance of writing skills that students must possess, the purpose of learning Indonesian in writing aspects must be formulated to the needs of students in accordance with student development and the development of the times, so that these skills can be applied easily in everyday life.

Therefore, based on the explanation above, the solution can be drawn that writing can be done by observation and interview in learning Indonesian in class V SDN Bojongsalam 5 which is focused on writing observation report material. Based on these problems, appropriate learning methods are needed to improve and improve report writing skills in fifth grade students at SDN Bojongsalam 5. Learning will be more interesting if the teacher applies a method that requires students to be active and not saturated. Therefore, this research was conducted by collaborating with class teachers in an effort to improve and improve Class V writing skills of students through research methods based on information literacy projects. From the explanation above, the writer raised the title: "Application of Information Literacy-Based Project Methods in Learning to Write Observation Reports for Class V Students in Indonesian Subjects at SDN Bojongsalam 5 Rancaekek, Bandung Regency".

B. Problem Formulation

Based on the identification of these problems, the problems in this study were formulated as follows:

1. What is the profile of the ability to write observational reports in SDN Bojongsalam 5, Rancaekek District, Bandung Regency?
2. How do students respond to learning to write observational reports based on information literacy?
3. How is the learning process of writing observational reports by applying the project method in SDN Bojongsalam 5, Rancaekek District, Bandung Regency?
4. Is there a significant difference between the ability to write observational reports before and after using the information literacy based project method using the on going method?

C. Research Objectives

In general, this study aims to obtain objective information about the magnitude of the Effect of the Application of Learning Methods Based on Digital Literacy Projects on Improving the Ability to Write Observation Reports for Class V Students at SDN Bojongsalam 5 Rancaekek, Bandung Regency. Specifically, this research aims:

1. Profile of the ability to write observational reports in class V SDN Bojongsalam.
2. Student responses to learning to write observational reports by applying project methods based on information literacy.
3. The learning process of writing observational reports by applying project methods based on information literacy.
4. Significant differences in learning outcomes of writing observational reports between experimental classes using project information-based literacy methods and controls using ongoing learning models.

D. Research Benefits

This research is beneficial for all parties.

1. Teacher
2. Students
3. Institutions

E. Theoretical Basis

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 questions and answers. This research will use the project method as an alternative, which is thought to be effective in the teaching and learning process. The learning method is a method or effort made by educators (teachers) so that the teaching-learning process for students is achieved in accordance with the objectives. This learning method is very important to do so that the teaching and learning process seems fun and does not make the students are too busy, and also the students can easily capture the knowledge from the teaching staff.

Thus, the use of project methods in the learning process in class V is an alternative method in improving writing of student learning observations when studying material writing observations based on information literacy. In order to be clear about the scope and ease in the research conducted, it is necessary to identify the research problem. In this study, the experiments conducted were limited to the dimension of writing in language, namely learning to write observations through a project approach. Meanwhile, aspects of the project approach were carried out to determine the effectiveness of the project as an approach to learning to write in developing character values. So that in this study there are problems, which are as follows:

a. Writing Observation

Indonesian is an important communication tool to convey our thoughts and feelings towards one another so that we can interact with the environment. The link with character education and Indonesian learning is that both must strive to build awareness of thinking and acting that will lead to humanist well-being. Therefore, the inculcation of character values must always color learning in

school, not least in learning Indonesian as one of learning to convey ideas through oral and written. The problem now is that there are still limited sources of references regarding the implementation of Indonesian language learning with character values, especially those related to writing. Moreover, learning to write is learning that is considered quite difficult and encounters many obstacles in the field. This is due not only to the students' language skills (writing) that need to be continuously improved but also because of the limited willingness and ability of teachers to compile and manage the learning process related to students' writing abilities that foster character values.

b. Understanding Project Methods

In essence the project method was developed in medical schools in Canada, as Barrows (Hosnan, 2014: hlm. 295) explained that young doctors who had recently graduated from medical schools in one of the cities in Canada lacked the skills to utilize the knowledge gained in daily practice days, even though the fact is they are rich aka that knowledge. In response to that fact. The nature of the project method was also stated by Kelly and Finlayson (Warsono & Hariyanto, 2013: hlm. 145) that.

Before being adapted in the world of education the project method was originally developed in medical education, in medical education. According to Kelly and Finlayson the project method was originally introduced in 1969 at the McMaster University medical school in Canada, then three other faculties, namely at the University of Limbung in the Netherlands, the University of Newscaste Australia and the University of Mexico in the United States developed this method. Based on the statements of the experts, the project method was initially known to be introduced in the medical field because of the fact that a number of young doctors who had just graduated from medical schools were not yet skilled in practicing the knowledge they had acquired in their daily lives. Therefore, in an effort to overcome these conditions a number of practitioners or experts form strategies or models, one of them is the project method. Responding to that fact, John Dewey (Abidin, 2014: hlm. 158), one of the thinkers in the field of education which later became the root of the development of a particular

learning model revealed that the main approach that should be used for every subject in school is an approach that is able to stimulate learner's mind to obtain all learning skills that are non-cololatic. Learning should also be related to the daily lives of students because this natural context provides something that students can do, not something that must be learned so that this will naturally require participants to think and get natural learning outcomes as well. Therefore, Dewey believes that educators must teach by appealing to the natural instincts of students to investigate and create. Based on the description above, it can be concluded that the project method was introduced in medical schools and then developed into the world of education as a learning model. This project method is a series of learning activities that provide real and meaningful experiences encourage students to be able to solve problems, improve critical thinking competencies, construct knowledge and unite scientifically the context of learning in school with the context of learning in real life and forming an independent person. This authentic and meaningful experience serves as a foundation for students 'investigations in problematic situations, attracts, and maintains students' interests.

c. Understanding Information Literacy

Information literacy is awareness and skills to identify, search, evaluate, organize, create, use and communicate information to solve or solve problems (Boeriswati: 2012). The activities carried out in searching for information can be translated into several activities namely the activities of identifying, finding, evaluating, organizing, creating, using and communicating information carried out systematically to get a good solution in solving a problem.

According to the Dictionary for Library and Information Science by Reitz (2015), defining information literacy is a skill in finding the information needed, including and understanding of how information is organized, familiarity with the resources they provide (including information formats and automatic search tools), and knowledge about commonly used techniques. This concept also includes the skills needed to critically evaluate information content and use it effectively, as well as understanding critical information and using it effectively,

as well as understanding the technological infrastructure on which information transmission is based, including social, political and cultural contexts and impacts. Information literacy was initially described from a skill-based perspective (Zurkowski: 1974), research and practice over the past 40 years resulted in a description that has taken an awareness, sociocultural, cognitive, and behavioral perspective that adopts variations in experience. (Bruce, 1997; Gross & Latham, 2012; Lloyd, 2003, 2006, 2010; Kuhlthau, 1991; Mackey & Jacobson, 2014). While Paul G. Zurkowski (1974) argues that, information penetration is the ability to utilize a variety of information tools and primary sources to solve problems. In searching for accurate and quality information, a person needs to master information penetration because the information obtained can determine a decision in order to solve information, where to find it and how the event evaluates, uses and communicates it ethically including in information literacy (Inskip: 2015). Information literacy can be defined in various ways, although most definitions describe it as including the skills to find, evaluate, and use the information needed effectively (ALA, 2000; SCONUL 2011). This skill is essential for lifelong learning, through all levels of the school, at work and in everyday life. (Greenwell: 2006).

Information literacy in the perspective of education by Bruce (2003) said that information literacy is an ability to access, evaluate, organize and use information in the learning process, problem solving, making a formal decision and information in the context of learning, work, home and in education. Information literacy is the ability to search, evaluate and use information that is needed effectively. The essence of information literacy is a set of skills needed to search, trace, analyze and utilize information. According to the Work Group on Information Literacy from California State University, defining information literacy is the ability to find, evaluate and use information in various formats. To be able to do this information seekers must be able to demonstrate a number of expertise in an integrated process, namely:

- a. State the question, problem, or research issue.
- b. Determine information needed for statements, problems or research issues.

- c. Know the place / location and find relevant information.
- d. Organizing information.
- e. Analyze and evaluate information.
- f. Communicate using various types of information technology.
- g. Using technological devices to obtain information.
- h. Understanding ethics, law, and socio-political issues related to information and information technology.
- i. Use, evaluate and be critical of information received from the mass media.
- j. Appreciate that the expertise gained from information competence allows for lifelong learning. (California State University, 2001).

Based on the various information literacy defines described above, the definition of information literacy is awareness and skills to identify, search, evaluate, organize, use and communicate information to solve or overcome problems.

F. Hypothesis

The hypothesis proposed in the study both the work hypothesis (H_a), and the null hypothesis or its value (H_o) is as follows.

H_a : There is no significant difference between the results of information literacy before and after the application of learning methods based on information literacy in writing observational reports in the experimental class.

H_o : There is a significant difference between the results of information literacy before and after the application of learning methods based on information literacy in writing observational reports in the experimental class.

G. Theoretical Basis

Indonesian is an important communication tool to convey our thoughts and feelings towards one another so that we can interact with the environment. Writing skills are only possessed by certain people. This is proven through the results of his writing. This means that not all the results of a person's writing are seen as writing activities even though the person is writing.

Writing skills as one of the four language skills have an important role in human life. By writing, one can express thoughts and ideas to achieve their goals and objectives. According to The Liang Gie (2002: hlm. 3), writing skills are skills in making letters, numbers, names, a sign of any language with a stationery on a particular page. According to Sagala (2003: hlm. 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, there are many kinds of methods that can be used. 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 optimally achieved if the selection of the right method. So that the learning process can be carried out well, in the implementation of learning one or more methods can be chosen. Please note that each method has weaknesses and goodness. Therefore, the teacher is able to combine several methods to neutralize the existing weaknesses.

Furthermore, Bransfor and Stein (Warsono, 2012: hlm. 153) describe the project method as a comprehensive learning technique that involves students in cooperative and on going inquiry (Warsono, 2012). More further, Roestiyah (1994: hlm. 81) says the project method means planning a problem or difficulty and a form of teaching where students manage themselves. Thus the project method is a way to organize teaching material that will be delivered to students through direct experience where students are fully involved in learning. From some of the terms of the project method above, it can be concluded that the project method is a way of teaching teachers by providing learning activities for students who come from a problem, by giving students the opportunity to choose, design and lead their thoughts and work. Writing skills can be classified based on different points of view. The corner of the field is an activity or activity in implementing writing skills and the results of the writing product. Writing learning is an activity to convey ideas or ideas in written language based on feelings, thoughts, facts and observations conveyed in the form of reports or essays. While Kosasih (2012: hlm. 61), a report is a way of delivering information

to someone or an institution that is compiled on the basis of the responsibilities they carry. Or a report is a document that conveys information about an issue or fact. The ability to write reports here is defined as the dexterity of a person (student) in relation to how he utilizes all mental / cognitive functions to pour thoughts regularly and organized into a composition in the form of reports. While the observation report is an essay describing a phenomenon or event based on observations. The descriptions he put forward are based on facts and objective data, as a result of the process of observation and analysis carried out (Kosasih, 2012: hlm. 75). Thus it can be concluded that the observation report is written containing 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 assigned to the report maker to be conveyed to other parties both verbally and in writing. In writing an observation report there are several steps that need to be considered, including the following: a. Record the observations in the prepared book; b. Briefly note what is observed; c. Write immediately in the field of questions, comments or problems; d. Write the report after returning from the field, and e. Prepare the report clearly, systematically and logically (Kosasih, 2012: hlm. 77-78). Whereas the assessment used in writing the observation report is as follows. While the assessment instruments used in the ability to write observational report tests are test item descriptions covering aspects that can be seen in the table below:

Table 1

Assessment Model Writing Observation Reports by Weighting Each Aspect

No	Aspects Assessed	Maximum Score
1	Content of Ideas	35
2	Organization Content	25
3	Grammar	20
4	Style	15
5	Spelling	5
Jumah		100

(Hartfied in Nurgiyantoro, 2010: hlm. 307-308)

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

H. Research Methods

The method used in this study is an experimental method to implement project methods based on information literacy in learning to write observational reports. This study aims to explore the effectiveness of writing observational reports on information literacy. The reason the authors chose experimental research because experiments in the field of Education are intended to assess the effect of an action on behavior or test the presence or absence of the effect of that action. The action in experimental research is called treatment, which means the giving of conditions that will be assessed for its effect. After that measured the level of change that occurs in the subject who received treatment supported by other factors that also influence. After that, it can be concluded that the hypothesis that has been previously formulated is accepted or rejected.

Table 2
Data collection technique

No	Data Source	Aspect	Instrument Used	Data Collection Techniques
1	Students	The ability to write observational reports	Test device	<i>Pre Test and Post Test.</i>
2	Teachers and Students	Learning process	Observation sheets, interviews.	Observation, interview.

I. Research Results

Based on the results of research on the ability to write observational reports obtained the results of the calculation of the difference test of two average pretest experimental and control classes with a value of 2,795 with a significant value of 0.007, because the significance obtained from the calculation results is smaller than 0.05 so it was decided that there were differences between students who are in the experimental class and the control class after getting treatment.

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of research and discussion that has been stated in the previous description, it can be concluded as follows:

1. Learning conducted at SDN Bojongsalam 5 Rancaekek is learning that is designed based on the 2013 curriculum. Based on the curriculum, Indonesian language learning aims as a vehicle to express feelings and thoughts aesthetically and logically. Indonesian learning is placed as a vehicle to express feelings and thoughts. Presentation of thoughts and feelings in question is done by text-based, which presents a variety of texts. So that in understanding the types, the rules of context in the text will lead to facilitate students' understanding of the thoughts and feelings contained in the various texts presented. Understanding of the various texts will be able to give birth to a balance of competence in attitudes, knowledge, and skills. The learning profile of writing observational reports based on information literacy revealed is information literacy for fifth grade students at SDN Bojongsalam 5 Rancaekek. Described based on the results of interviews and observations. Interviews were conducted before the study. The author also analyzes learning tools and observes student conditions.
2. After learning using the information literacy-based project method in learning to write observational reports, students respond to the learning very enthusiastically and actively participate in learning using the method.
3. To create a more effective learning process, increase the interaction that occurs with students, enhance the ability to think creatively and can improve student learning achievement, it is necessary to have an appropriate learning method in the learning process. Effort that will taken to improve the ability to write observational reports of students in Indonesian subjects especially in the matter of Creativity in writing observational reports that is by applying learning methods based on information literacy project. In learning with this method students will collaborate with teachers in the field of study,

learn in collaborative teams. When students learn in teams, students will find the skills to plan, organize, negotiate, and make consensus about the things that will be done.

4. Based on the results of research on the ability to write observational reports obtained the results of the calculation of the difference test of two average pretest experimental and control classes with a value of 2,795 with a significant value of 0.007, because the significance obtained from the calculation results is smaller than 0.05 so it was decided that there are differences between students who are in the experimental class and the control class after getting treatment.

B. Suggestions

Based on the results of learning research with the project method, researchers provide the following suggestions:

1. The project method is one of the learning methods that directs students in learning to write observational reports that are fun, active and appreciative. This can be seen from the results of the research the researchers carried out with good scores. With this, the project method in learning to write observational reports needs to be socialized to the teachers.
2. Findings in the field show that learning to write observational reports in SDN Bojongsalam 5 Rancaekek still uses conventional learning, namely in the classical way and using the assignment method and lecture method as a method that dominates the implementation of learning so that the teacher is more active in students, whereas actually in teaching Indonesian, the teacher must act as a facilitator or creator of a conducive atmosphere that allows students to learn optimally. Project methods offer alternative writing learning methods especially writing observational reports that are more fun and appropriate to the child's development, both in terms of cognitive development and linguistic development of the child. Since learning with the project method is more effective in increasing the ability to write observational reports of elementary school students compared to the assignment learning method,

recommendations are made so that learning by the project method can be used as an alternative learning in developing the ability to write observational reports in elementary schools.

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