

## The utilization of the TE-LA application to improve report text writing skills for grade viii students of Muhammadiyah Junior High School Malang

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### KEYWORD

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### ABSTRACT

Writing report texts in Indonesian learning is an interesting object of study to be researched. This is due to the lack of students' knowledge about how to write report texts, so they need an application that can help and make it easier for students to write report texts. This study aims to evaluate the effectiveness of the TE-LA application as a learning medium in improving report text writing skills for grade VIII students of Muhammadiyah Malang Junior High School. This study uses a descriptive percentage method. The population and sample in this study are grade VIII students of SMP Muhammadiyah 6 Dau Malang, SMP Muhammadiyah 4 Singosari, SMP Muhammadiyah 10 Turen, and SMP Muhammadiyah 1 Malang. A total of 40 students from the four Junior High Schools (SMP) were used as research samples, which were taken using a simple random sampling technique. The data collection technique uses interviews and questionnaires. The data analysis technique used is descriptive analysis. The results of the study show that the questionnaire that has been distributed has received a good response with a percentage of 70% which is in the good category and the existence of the TE-LA Application (Report Text) can also play a role as a learning medium that can provide benefits for students. The results of this research can make an important contribution to the development of technology-based learning media, especially the TE-LA application as a tool for writing skills.

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## Introduction

Writing report texts in Indonesian subjects has a very crucial role in the development of

literacy skills (Yudianto et al., 2024) and critical thinking of students (Andayani et al., 2023; Kamaruddin et al., 2023; Safi'I et al., 2021). As a form of formal writing, report texts serve to train students in structuring, systematically, and based on valid data or facts (Talitha & Rosdiana, 2020; Antari, 2023). In the context of learning Indonesian, writing report texts not only helps students develop language skills, but also hones higher cognitive skills, such as analyzing, synthesizing, and evaluating information (Andayani et al., 2023). This process builds an important foundation for students to convey ideas clearly and effectively (Dewi et al., 2015; Imawati, 2017), skills that are very relevant for various other subjects as well as in everyday life (Mason et al., 2010; Mushtoza, 2016).

The importance of writing a report also lies in how students are invited to develop a scientific attitude from an early age (Fauziah et al., 2022; Silaban et al., 2018). Writing report texts requires students to be objective, critical, and careful in examining the information they use (Andayani et al., 2023; Kamaruddin et al., 2023; Safi'I et al., 2021). In the academic world, this ability is essential to produce high-quality and trustworthy scientific works. Therefore, Indonesian subjects not only teach language skills, but also form a critical and objective mindset that will support students in the learning process at various levels of education (Somodana et al., 2015). In addition, writing report texts has relevance to aspects of the overall development of students, as writing skills help in shaping good communication and become an important foundation in future social and professional relationships (Suparto et al., 2021). In an increasingly complex modern world and information that is spreading rapidly, the ability to understand, summarize, and report back information has become an invaluable skill. Thus, the practice of writing report texts prepares students to be able to face and manage information effectively, as well as communicate in a way that can be understood by others.

Unfortunately, the skill of writing student report texts at Muhammadiyah Malang Junior High School still encounters various significant obstacles. Based on observations at SMP Muhammadiyah Malang, many students have not been able to compile the text of the report properly and correctly. This difficulty arises both in terms of the writing structure, the completeness of the information conveyed, and the regularity of the logical flow in the text of the report made. In addition, learning facilities or media at school are still not supportive to organize learning to write report texts properly. Based on these conditions, it encourages researchers to develop software as a learning medium in the form of the TE-LA Application (Report Text). It is hoped that through this TE-LA (Report Text) Application, the learning process of writing report texts will no longer be a difficult thing for students, so that the Learning Objectives (TP) in learning Indonesian can be achieved.

Regarding research on learning Indonesian about writing report texts, many studies have been conducted. For example, research on writing exposition texts conducted by (Fitriani, 2021; Maulidita & Sukartiningsih, 2018; Nafi'a et al., 2022; Yulianti, 2022). Other research focusing on writing descriptive texts has also been conducted (Afriani et al., 2023; Afrizal, 2020; Ariyana et al., 2020; Imawati, 2017). Other research on writing the text of observation reports has also been carried out by (Dewi et al., 2015; Pierda et al., 2023). There is also research on writing short story texts (Dewi & Sobari, 2018; Ulfah, 2017). There is also research on writing anecdotal texts (Somodana et al., 2015; Triyani et al., 2018). Other research on writing drama texts (Supini et al., 2021), Research on Writing Review Text (Suryadi et al., 2020), and research on writing procedural texts (Soleh, 2021). On the other hand, research that examines writing report texts in the First Mengah School (SMP) using software applications has not been done much, so this is a research gap that can be carried out by researchers.

This study aims to evaluate the effectiveness of the TE-LA application as a learning medium in improving report writing skills for grade VIII students of Muhammadiyah Malang Junior High School. By using a structured learning technology approach, the TE-LA application is expected to be a solution in overcoming the obstacles experienced by students in writing report texts. The main purpose of this study is to find out the extent to which this application is able to support students in compiling good report texts, developing a collapsed writing structure, and improving their critical thinking skills in the writing process. Thus, the results of this research are expected to contribute to the development of more relevant and targeted learning media in the context of learning in junior high schools.

## Method

This study uses a descriptive percentage method, the method was chosen because it can help researchers to find and determine data, as well as describe the results of the research. The respondents in this study were grade VIII students of SMP Muhammadiyah 6 Dau Malang, SMP Muhammadiyah 4 Singosari, SMP Muhammadiyah 10 Turen, and SMP Muhammadiyah 1 Malang as the research population. The selection of respondents is based on internal data and initial observation results, that schools face challenges in developing students' writing skills. Thus, the four Muhammadiyah Malang Junior High Schools are considered as representative contexts to evaluate the effectiveness of the TE-LA application in overcoming obstacles in report writing skills. In addition, grade VIII students are selected to ensure equality in basic writing skills that have been obtained from learning in the previous class (grade VII). This allowed the study to measure the development of writing skills more accurately after the

intervention with the TE-LA application.

There are a total of 29 students in SMP Muhammadiyah 6 Dau Malang consisting of 18 female students and 11 male students, 30 students at SMP Muhammadiyah 4 Singosari consisting of 18 female students and 12 male students, 25 students at SMP Muhammadiyah 10 Turen consisting of 15 female students and 10 male students, and 28 students at SMP Muhammadiyah 1 Malang consisting of 17 female students and 11 male students, Based on these conditions, *simple random sampling* was used to determine the research sample, so that each Muhammadiyah Junior High School obtained 10 students, with a total of 40 students from the four First Secondary Schools used as a research sample. A total of 40 samples were selected from four Junior High Schools (SMP) because of the Indonesian subject material that discussed the text of the report. The research was conducted in January-April 2024 at SMP Muhammadiyah 6 Dau Malang, SMP Muhammadiyah 4 Singosari, SMP Muhammadiyah 10 Turen, and SMP Muhammadiyah 1 Malang. The data collection instruments in this study used interviews and questionnaires as shown in Tables 1, 2, 3, and 4.

**Table 1.** Interview Instruments for Indonesian Teachers

No	Interview Questions	Responds
1	What is your view on the writing skills of grade VIII students at this school?	
2	What are the obstacles that students often face in writing report texts?	
3	What is your perception of the use of the TE-LA application as a learning medium for writing reports?	
4	Do you notice any changes in students' writing skills after using the TE-LA application? If so, what changes are visible?	
5	Do you think the TE-LA application is able to provide a clear enough guide for students in the writing process?	
6	What are your recommendations for further development of the TE-LA application so that it can be more effective in improving students' writing skills?	

**Table 2.** Interview Instruments for Grade VIII Students

No	Interview Questions	Responds
1	What was your experience in writing report text before using the TE-LA application? Are you finding it difficult?	
2	What do you think of the TE-LA app in helping you write report text?	
3	What are the features of the TE-LA app that you find most helpful in writing?	
4	Do you find it easier to understand how to structure reports after using this app? If so, in what cases?	
5	Do you feel like your writing skills have improved after using the TE-LA app?	
6	Are there any features or parts of the TE-LA app that you think need to be improved or added?	

**Table 3.** Questionnaire before TE-LA Application Applied

No	General Understanding of Report Text	Scale				Highest Percentage Scale	Average	Category
		STS	TS	S	SS			
1	Learning report texts at school in Indonesian subjects							
2	There are 5 types of report texts, namely (1) observation reports, (2) research reports, (3) work reports, (4) informative reports, and (5) analysis reports.							
3	The text of the report explains, elaborates, or provides an explanation of a topic.							
4	The text of the report can help identify or describe an activity.							
5	Understand report text, especially on report text types							
6	Books and the internet can make it easier to understand the text of the report							
7	Never use a report text app							
8	If there is a report text app, the app does not need to be connected to the internet network when using it							
9	The report text app can be used by anyone							
10	Learning report texts is essential for practicing scientific and critical thinking skills							

**Table 4.** Post-Application Questionnaire

No	General Understanding of Report Text	Scale				Highest Percentage Scale	Average	Category
		STS	TS	S	SS			
1	Report text is a text that aims to convey the results of certain observations, research, or activities to the reader							
2	The text of the report is very important for students, especially in Indonesian lessons.							
3	Students only know the text of the report type of the result report							
4	The view/design of the TE-LA (Report Text) App is attractive.							
5	The TE-LA (Report Text) application has complete content such as materials, comics, and games that are not yet available in other report text applications.							

No	General Understanding of Report Text	Scale				Highest Percentage Scale	Average	Category
		STS	TS	S	SS			
6	The content of the TE-LA (Report Text) Application has an exciting game, so that it can enrich your understanding of the report text and its types.							
7	The material on the TE-LA Application (Report Text) is useful, because it displays the definition of the report text along with examples that can help understand the report text.							
8	The TE-LA (Text Report) application is very useful in learning.							
9	The existence of the TE-LA (Report Text) application in learning is very helpful for students in understanding the report text.							

Interviews were conducted on 10 students at SMP Muhammadiyah 6 Dau Malang, SMP Muhammadiyah 4 Singosari, SMP Muhammadiyah 10 Turen, and SMP Muhammadiyah 1 Malang which were semi-formal to obtain information about the TE-LA Application (Report Text). The questionnaire that has been prepared consists of 10 closed question points and 9 open question points. The questions are closed to explore the understanding of the report text before using the TE-LA Application (Report Text), while the questions are open to explore the understanding of the report text in students after using the TE-LA Application (Report Text). The data analysis technique used in this study is descriptive. Descriptive analysis was used to obtain data on the effectiveness of the implementation of the TE-LA Application (Report Text) in Indonesian language learning with CP, TP about being able to write simple words, and sentences (three words) with or without the help of pictures in Junior High School (SMP). Data analysis is carried out by selecting, sorting, grouping existing data, as well as summarizing it and presenting it in narrative form. The presentation of the results of qualitative data analysis is made in the form of a brief description, or a table that is adjusted to the nature of the data being analyzed.

## Results and Discussion

### Questionnaire Results

Based on the questionnaire that has been distributed to grade VIII students of SMP Muhammadiyah 6 Dau Malang, SMP Muhammadiyah 4 Singosari, SMP Muhammadiyah 10 Turen, and SMP Muhammadiyah 1 Malang, there were 40 responses from the four classes, the

number is equal to the number of samples that have been determined. The results of the study show that the application of the TE-LA Application (Report Text) to facilitate the process of writing report text in junior high school students in Malang shows very positive results. Details of the results of the study can be seen in Table 5.

**Table 5.** Questionnaire before TE-LA Application Applied

No	General Understanding of Report Text	Scale				Highest Percentage Scale	Average	Category
		Strongly disagree	Disagree	Agree	Strongly Agree			
1	Learning report texts at school in Indonesian subjects	0	0	32	8	80%		Agree
2	There are 5 types of report texts, namely (1) observation reports, (2) research reports, (3) work reports, (4) informative reports, and (5) analysis reports.	0	1	24	15	60%		Strongly Agree
3	The text of the report explains, elaborates, or provides an explanation of a topic.	2	3	25	10	62,5%		Agree
4	The text of the report can help identify or describe an activity.	0	7	10	23	57,5%	59%	Strongly Agree
5	Understand report text, especially on report text types	2	3	23	12	57,5%		Agree
6	Books and the internet can make it easier to understand the text of the report	2	1	12	25	62,5%		Strongly Agree
7	Never use a report text app	5	5	10	20	50%		Strongly Agree
8	If there is a report text app, the app does not need to be connected to	1	1	15	23	57,5%		Strongly Agree

	the internet network when using it						
9	The report text app can be used by anyone	1	1	14	24	60%	Strongly Agree
10	Learning report texts is essential for practicing scientific and critical thinking skills	1	2	17	20	50%	Strongly Agree

Based on the data in Table 5, preliminary information was obtained about students' understanding of CP and TP Indonesian language learning about being able to write simple words and sentences (three words) with or without the help of pictures in junior high school (SMP). A total of 30 and 8 students responded in agreement and strongly agreed with the question about the text of the report in the Indonesian subject. This indicates that the report text has an important role in Indonesian subjects that have a curriculum at the junior high school level (Atmazaki et al., 2019; Fauziah et al., 2022; Silaban et al., 2018). The process of understanding the text of the report is one of the writing skills that must be mastered by students. Writing allows students to articulate their understanding of complex concepts, engage in critical thinking, and demonstrate their knowledge through various forms of written expression, such as essays, reports, and creative writing (Mason et al., 2010). Writing skills are also very important for fostering students' self-regulation and metacognitive abilities (Faggella-Luby et al., 2020; Tiwari, 2023).

The existence of report texts in Indonesian subjects has been proven by the results of questionnaires number 2 and 3 in Table 5, a total of 60% and 62.5% of students strongly agree that report texts are part of Indonesian subjects. As part of the writing skills contained in the Indonesian subject, the report text has five functions, namely: (1) identifying an activity; (2) documenting or recording a series of activities during the event; (3) describe a situation or an action; (4) meet the requirements in an activity; and (5) be the subject of assessment (Broda et al., 2020; Rohimajaya & Hamer, 2023). Questions in numbers 7 and 8 show that there are expectations for applications that are easy to use, as well as not being connected to the internet when using them (Muhtar, 2017; Parinsi & Ratumbuisang, 2017; Pierda et al., 2023). This is evidenced by the number of responses of 50% and 57.5% who stated that they strongly agree with the presence of an application that facilitates the learning of report text, so that the creation and application of the TE-LA Application (Report Text) needs to be done.



Based on the results of the questionnaire listed in Table 1, an application is needed that can facilitate the learning process of writing report texts. The application that has been created is called TE-LA (Report Text), it is hoped that the presence of this application can support Indonesian learning, especially about how to understand report text. This is evidenced by the results of the student questionnaire as shown in Table 6.

**Table 6.** Post-Application Questionnaire

No	General Understanding of Report Text	Scale				Highest Percentage Scale	Average	Category
		Strongly disagree	Disagree	Agree	Strongly Agree			
1	Report text is a text that aims to convey the results of certain observations, research, or activities to the reader	1	0	14	25	62,5%		Strongly Agree
2	The text of the report is very important for students, especially in Indonesian lessons.	1	1	10	28	70%		Strongly Agree
3	Students only know the text of the report type of the result report	2	3	9	26	45%		Agree
4	The view/design of the TE-LA (Report Text) App is attractive.	0	2	9	29	72,5%	70%	Strongly Agree
5	The TE-LA (Report Text) application has complete content such as materials, comics, and games that are not yet available in other report text applications.	0	1	12	27	67,5%		Strongly Agree
6	The content of the TE-LA (Report Text) Application has	0	0	12	28	70%		Strongly Agree

	an exciting game, so that it can enrich your understanding of the report text and its types.						
7	The material on the TE-LA Application (Report Text) is useful, because it displays the definition of the report text along with examples that can help understand the report text.	0	0	11	29	72,5%	Strongly Agree
8	The TE-LA (Text Report) application is very useful in learning.	0	0	8	32	80%	Strongly Agree
9	The existence of the TE-LA (Report Text) application in learning is very helpful for students in understanding the report text.	0	0	6	34	85%	Strongly Agree

Based on the results of the questionnaire obtained in Table 6, the respondents of Muhammadiyah Junior High School students in Malang can feel the benefits after using the TE-LA Application (Report Text). Students find it easier to understand learning, especially when doing Indonesian assignments related to understanding report texts. This indicates that the existence of technology in learning is very influential (Diana et al., 2024; Muhtar, 2017; Pierda et al., 2023; Putri et al., 2023; Suyetno & Yoto, 2021; Yanda & Ramadhanti, 2022) in creating interesting learning media in the learning process (Diana et al., 2024; Yanda & Ramadhanti, 2022). The initial condition showed that students did not understand the report text, but through the TE-LA (Report Text) Application, students slowly began to understand and know more about how to write report text and its functions (Fauziah et al., 2022; Silaban et al., 2018). In addition, a total of 34 students said that the TE-LA (Report Text) Application can be learned easily and anytime and anywhere.

The existence of the TE-LA (Report Text) Application has been able to make it easier to

learn and understand report texts. This can be seen from users who give positive ratings and comments based on content, material, comics, and games. This is evident from questionnaire number 5 which shows 39 respondents said they agreed and strongly agreed. Based on the assessment and comments on the appearance of the TE-LA Application (Report Text), it indicates that this application has qualified as a learning medium that can provide a meaningful experience to students (Nurizzati et al., 2023; Susilo et al., 2022). In addition, the content, materials, comics, and games contained in the TE-LA (Report Text) Application can also help facilitate the process of writing report text and its types (Nurizzati et al., 2023; Susilo et al., 2022). In the material menu, there are also examples that can strengthen the understanding of application users. The content that is most enjoyed by TE-LA (Report Text) Application users is comics and games. This is because the content of comics and games in the application is in accordance with the level and interests of students who are still in junior high school (Atmazaki et al., 2019; Nazzal et al., 2023; Pamela et al., 2020; Silaban et al., 2018), thus making it one of the advantages of the TE-LA (Report Text) Application compared to previous applications.

### **Interview Results**

After distributing the questionnaire, the research continued using the interview method. The interview sample was selected using *simple random sampling* which selected 10 students from each school. The interview consisted of five questions related to the use of the TE-LA Application (Report Text) as a learning medium. Based on the results of interviews with 40 students who have been selected, it can be concluded that their responses to the implementation of the TE-LA Application (Report Text) are very satisfactory, pleasant or positive. Grade VIII students of SMP Muhammadiyah 6 Dau Malang and SMP Muhammadiyah 4 Singosari stated that the TE-LA Application (Report Text) has a good appearance, useful materials, and interesting games. In addition, grade VIII students of SMP Muhammadiyah 10 Turen and SMP Muhammadiyah 1 Malang stated that the application is very interesting, easy to use, useful, exciting game, and facilitates the process of writing report texts.

The results of this study have provided information that students can know more about the process of writing report texts related to learning achievements about being able to write simple words and sentences (three words) with or without the help of pictures. The learning objective of grade VIII in point 4.3 is to write simple words and sentences (three words) with or without the help of pictures. The learning objectives are closely related to the TE-LA (Report Text) Application, where this application is used as a learning medium that can facilitate learning and writing report texts for students. This is in accordance with the opinion (Pierda et al., 2023; Putri et al., 2023; Susilo et al., 2022; Suetno & Yoto, 2021) that learning media can help speed up the learning process. In addition, learning media is also a means that can make

learning situations more effective (Febrianto et al., 2020; Kustandi et al., 2020; Parinsi & Ratumbuisang, 2017), and able to improve the quality of the teaching and learning process (Silaban et al., 2018; Susilo et al., 2022; Suyetno & Yoto, 2021). The teaching and learning process is required to follow 21st century competencies, in order to face more complex challenges accompanied by various knowledge, skills, media, and technology (Iqbal et al., 2019; Musbhirah et al., 2018).

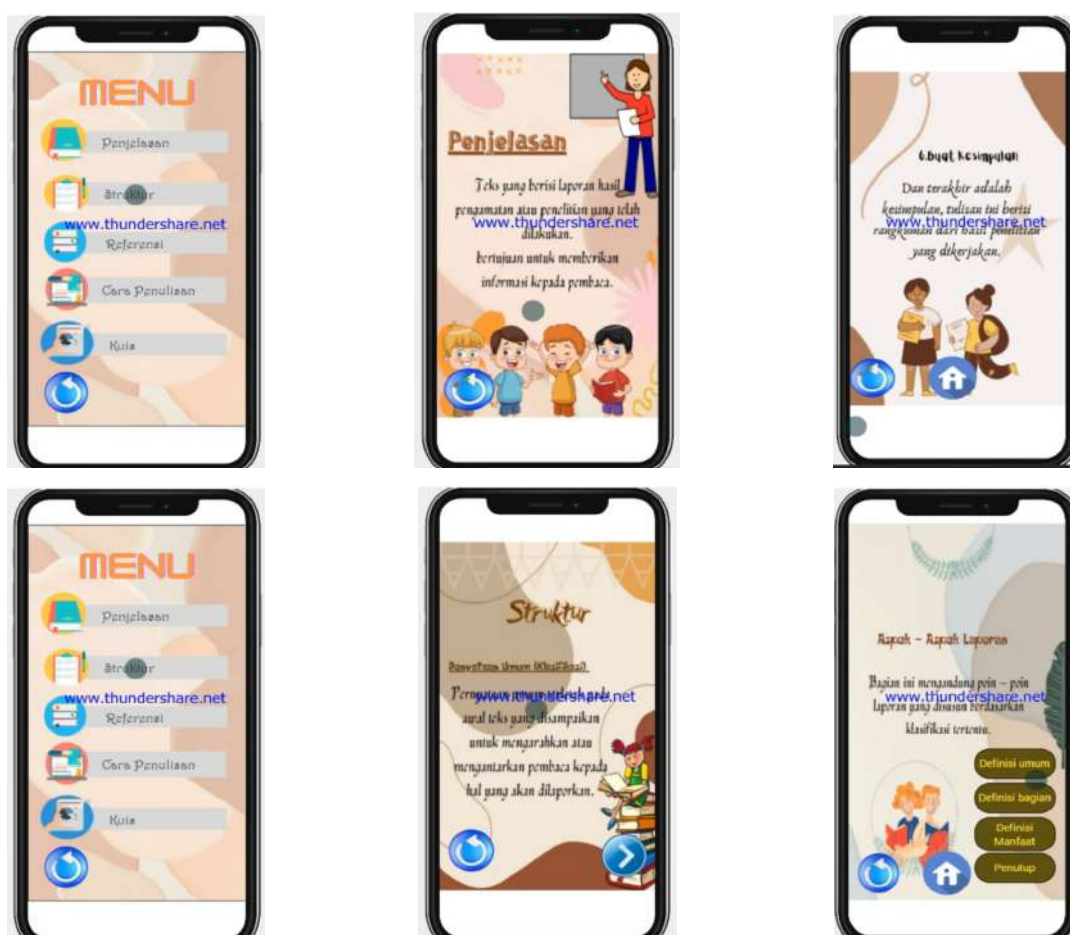
The results of interviews with grade VIII students of Muhammadiyah Junior High School in Malang related to the appearance and content of the TE-LA Application (Report Text) obtained positive and constructive information for the improvement of the application. Starting from the initial display of the application, 72.5% of students said they were interested in seeing the TE-LA Application display image (Report Text) because the icons used used used attractive images. This can be seen from the initial display of the TE-LA Application (Report Text) as seen in Fig. 1. Based on Figure 1, the initial appearance of an application becomes very decisive, because it will be a way to attract the attention of users. This is in line with research (Putri et al., 2023; Widyahening & Rahayu, 2021) that the learning media used by teachers must be packaged as attractive as possible so that students' motivation to learn is higher. In addition, an attractive initial display is also a way to increase students' interest in learning (Fauziah et al., 2022; Silaban et al., 2018). This display can be seen in the Figure 1.



**Fig 1.** TE-LA Application Initial View (Report Text)

The results of the subsequent interviews conducted on grade VIII students of Muhammadiyah Junior High School in Malang related to the appearance and content of the TE-

LA Application (Report Text) obtained constructive information for the improvement of the application. The display of the content received a positive response from students as much as 70%. The information obtained from the interview results is the student's desire to immediately open the next page, because the display presented is interesting and does not make you bored. This can be seen from the display of the content of the TE-LA Application (Report Text) as seen in Figure 2.



**Fig 2.** Display of TE-LA Application Content Parts (Report Text) Packaged in Comic Form

Based on Figure 2, the view of the content section of the TE-LA Application (Report Text) presents the report text consisting of the definition of the report text, the structure of the report text, the aspects of the report text, and how to make a conclusion from the report text. The fourth display of the initial menu of the TE-LA Application (Report Text) is one of the interesting and new sections for students. This further emphasizes that the learning media used by teachers must present material that attracts students' interest and motivation to learn, one of which is through the presentation of material that is new to students (Atmazaki et al., 2019; Silaban et al., 2018). With the display of report text that students have never known, making students more interested in opening all TE-LA Application (Report Text) display,

especially the content part that is packaged in the form of a comic.

The results of the subsequent interviews conducted on grade VIII students of Muhammadiyah Junior High School in Malang related to the display of the evaluation section in the form of games from the TE-LA Application (Report Text), obtained very positive information for the improvement of the application. The display of the evaluation section in the form of games received a lot of positive responses from students as much as 70%. The information obtained from the results of the interview is that students feel happy and not easily bored in answering the questions presented in the TE-LA Application (Report Text). This can be seen from the display of the evaluation section in the form of a game from the TE-LA Application (Report Text) as seen in Figure 3.



**Fig 3.** Display of TE-LA Application Evaluation Section (Report Text) Packaged in Various Forms

Based on Fig 3, the display of the evaluation section in the form of a game from the TE-LA Application (Report Text) presents a varied and non-monotonous form of evaluation. The

display of the evaluation section in the form of a game from the TE-LA Application (Report Text) is one of the interesting and new sections for students, because many variations are presented so that it attracts students' interest in opening and answering questions in it. This further emphasizes that the learning media used by teachers must be varied and not monotonous, one of which is through the presentation of evaluation forms in the form of varied games (Parinsi & Ratumbuisang, 2017; Putri et al., 2023; Susilo et al., 2022).

## Conclusion

In this study, the application of the TE-LA Application (Report Text) to facilitate the process of writing report text for Muhammadiyah Junior High School students in Malang is the main focus. The results of the study show that the application of the TE-LA Application (Report Text) is able to facilitate the process of writing report text in Indonesian learning. In addition, the existence of the TE-LA Application (Report Text) can also act as a learning medium that can provide useful benefits to students. Students can more easily understand the report text through the content contained in the TE-LA (Report Text) Application such as materials, comics, and evaluations in the form of games. This content is not included in other report text apps. Students who want to understand the text of the report can be helped by this application. With this application, students can learn the text of the report anytime and anywhere because it is easily accessible. Therefore, it is recommended that teachers and students use the TE-LA Application (Report Text) in the Indonesian learning process with the learning objectives of grade VIII at point 4.3, namely writing simple words and sentences (three words) with or without the help of pictures.

## Declarations

- Author contribution** : Arif Setiawan is responsible for all writing projects. He also leads screenwriting for data collection, transcription, and analysis. The second author, Ho Ngoc Hiu, the third author, Anindha Nidhomil Hima, and fourth author Fauzan who are lecturers and research collaboration partners approved the final manuscript of this paper.
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- Additional information** : No additional information is available for this paper.

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