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# The Influence of Using Gadgets as Learning Media on Writing Skills for Observation Report Texts

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**ABSTRACT**
This study aims to examine the difference in the skills of writing observation report texts between those who donot use gadgets as learning tools and those who use gadgets as a learning medium, as well as to determine the effect of using as a learning medium. The research was conducted at SMAN 1 Mojo during the 2025/2026 learning period. The population consists of 391 students of SMAN 1 Mojo in grade X. A randomization process was carried out to determine the sample that would represent each of the two classes. A control group of 36 students from class X-1 and 35 students from X-7 were obtained as the experimental group. The Pretest-posttest group design is used as a research design. Two writing tests are conducted, including before and after treatment, as a process of data collection. Then the data is processed to test for normality and homogeneity as well as the t-test. The findings revealed a disparity in writing skill achievements between those not using gadgets and those using gadgets. The group not using gadgets scored 65,69 and 71,81 respectively, while the group using gadgets scored 66,00 dan 81,14. The results of hypothesis testing indicate that the use of gadgets has a positive effect on the students writing skills who utilize gadget media in the process of learning to compile observation report results. The finding is proven by result of 4,441 exceeding the t distribution in the table of 1,995 with a 5% significance level.

*Keywords:* *gadgets, learning media, write skills, observation report text*

# Pengaruh Pemanfaatan Gadget sebagai Media Pembelajaran terhadap Keterampilan Menulis Teks Laporan Hasil Observasi

**ABSTRAK**
Penelitian ini bertujuan untuk melihat perbedaan keterampilan menulis teks laporan hasil observasi tanpa memanfaatkan gadget sebagai pembelajaran dan yang memanfaatkan gadget sebagai media pembelajaran, serta mengetahui pengaruh pemanfaatan gadget sebagai media pembelajaran. Penelitian dilakukan di SMAN 1 Mojo selama masa periode pembelajaran 2025/2026. Populasi berjumlah 391 siswa SMAN 1 Mojo kelas X. Dilakukan proses pengacakan untuk menentukan sampel yang akan mewakili, masing-masing sebanyak dua kelas. Diperoleh kelompok kontrol sebanyak 36 siswa dari kelas X-1 dan 35 siswa X-7 menjadi kelompok eksperimen. Pretest-posttest group design digunakan sebagai desain penelitian. Dilakukan dua kali tes menulis yang meliputi sebelum dan sesudah diberikan perlakuan sebagai proses pengumpulan data. Selanjutnya data diolah untuk menguji nornalitas dan homogenitas serta uji-t. Temuan menghasilkan adanya ketidaksamaan capaian keterampilan menulis tanpa gadget dengan yang menggunakan gadget. Kelompok yang tidak menggunakan gadget masing-masing mendapat nilai dengan rata-rata 65,69 dan 71,81 dan yang menggunakan gadget masing-masing yaitu 66 dan 81,14. Hasil pengujian hipotesis mengindikasikan bahwa pemanfaatan gadget memberikan pengaruh positif terhadap keterampilan menulis siswa yang memanfaatkan media gadget dalam proses belajar menyusun laporan hasil observasi. Temuan tersebut dibuktikan dengan hasil hitung t 4,441 melampaui distribusi t pada tabel sebesar 1,995 dengan taraf ketentuan 5%.

*Kata kunci:* *gadget, media pembelajaran, keterampilan menulis, laporan hasil observasi*

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## INTRODUCTION

Technological developments will always experience increasingly rapid development, especially in the field of communication. According to Pitoyo (2017), the development of science and technology can be beneficial if people can utilize it properly. One form of development in science and technology that is truly felt by humans is gadgets. Witarsa et al. (2018) also mentioned one tangible aspect that has emerged today and will continue to develop in the future is gadgets. Gadgets are present as evidence of the development of modern science and technology. People of all ages can also use gadgets to assist in all their activities. This means that gadgets are not just electronic devices that have emerged in the modern era to facilitate communication, but gadgets help in accessing information, exploring the world using the internet and can even assist in all human activities (Suprapto, 2024). In today's technological era, Behind the sophistication offered by gadgets, of course, has its own impact on its users. The use of gadgets that are not according to their needs will have a negative impact on gadget users. This is supported by Fitriana et al. (2020) who stated that almost every teenager can spend time playing with gadgets until they lose track of time. The majority of students use gadgets to play online games and browse various social media platforms. Even at home, most of their activities involve using gadgets.

On the other hand, according to Rahmayantis et al. (2025), language skills such as writing can help individuals adapt to ever-evolving technological developments. However, for some students, writing is a complex skill to learn. In line with Yenti et al. (2022), writing cannot be mastered instantly but must be developed through regular and planned practice. Therefore, innovative learning is needed to optimize student engagement in learning activities, thereby encouraging student activity and increasing interest in participating in learning, particularly in writing skills development activities (Rahmayantis et al., 2024). To create innovative learning and mitigate the negative impacts of gadget use, this study will utilize technology in the form of gadgets as a learning medium.

Based on the description, the first research question is: What are the writing skills of tenth-grade students of SMAN 1 Mojo, without using gadgets as a learning medium, in writing observational report texts? Second, how are the writing skills by utilizing gadgets as learning media for students of SMAN 1 Mojo class X in writing observation report texts? And third, is there an influence between the use of gadgets as learning media on the writing skills of observation report texts for students of SMA Negeri 1 Mojo class X?

Based on the established problem formulation, the first objective is to describe the writing skills of students who do not utilize gadgets as a learning medium in writing observational reports. Second, to describe the writing skills of students who utilize gadgets as a learning medium. The third objective is to determine the influence of gadget use as a learning medium on the writing skills of observational reports of grade 10 students at SMA Negeri 1 Mojo.

Writing skills are the ability to convey ideas, thoughts, or experiences through writing in a coherent and logical manner (Hatmo, 2021). Simply put, according to Anggraini et al. (2021), writing is a language activity carried out by organizing words into sentences for communication. Yenti et al. (2022) also stated that writing requires critical thinking skills in developing ideas and concepts to express feelings through writing. Based on observations at the school where the research was conducted, one of the learning materials that must be developed is writing observational reports. Aulia & Gumilar (2021) state that observational reports are a type of text that contains factual information obtained through direct observation. Thus, overall, it can be understood that writing skills focus on the ability to express ideas based on observations of an object in a planned and sys-

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tematic manner. This aims to report on what has been learned through observation activities.

Based on the description, for the writing learning process to run effectively, the use of gadgets can be achieved. This is because gadgets can provide facilities that facilitate students' absorption of learning materials. Kurniawati (2020) stated that the use of gadgets can provide significant benefits if used wisely and according to learning needs. Furthermore, Harmain et al. (2022) also stated that in addition to entertainment, gadgets can also increase creativity and hone critical thinking skills, as well as serve as a means of seeking information. This finding is also supported by Sonia & Immawati (2025), who also stated that gadgets can be used to access learning resources, search for references, participate in online learning, and view educational learning content. Therefore, gadgets are suitable for facilitating the writing of observational report texts.

Several previous studies have examined the use of technology as a learning medium. First, a study by Putri et al. (2026) showed that the use of TikTok videos was proven to increase students' enthusiasm and focus, resulting in an average score of 85.59 for short story writing skills, which is in the very good category. Second, Samosir et al. (2026) also showed that the use of digital technology in the form of student worksheets developed with the help of Canva was proven to have a positive impact on writing skills. Finally, a study by Kamaruddin et al. (2023) regarding the impact of gadgets. They stated that one strategy to mitigate the negative impacts of gadgets is to maximize their function as interactive learning tools. When students feel engaged in an engaging learning environment, it can increase their enthusiasm and attention during the learning process.

Thus, the appropriate use of gadgets is expected to provide encouragement and improve students' writing skills. This is because the use of gadgets in the learning process for this material is very useful. These uses include seeking additional information about the object of observation, documenting observation results, and assisting in digitally compiling text for a more attractive and organized presentation.

## METHOD

A quantitative approach was used in this research, employing experimental methods. The research data is in numerical form, allowing for statistical analysis (Sugiyono, 2018; Razak, 2017; Balaka, 2012). A pretest-posttest group design was chosen. This design involved a control group receiving instruction using PowerPoint presentations, and an experimental group using gadgets.

SMAN 1 Mojo was the chosen location for the research, with the study period lasting during the even semester of the 2025/2026 academic year. The research subjects included all 10th grade students at the high school, comprising 391 students. A randomization process was used to select a representative sample of the population. Two classes were selected: a control group of 36 students from 10th grade and 35 students from 7th grade, the experimental group. There were three stages in the research. The first was preparation, which included obtaining research permits, research planning, and developing the instruments to be used.

Second, the research implementation involved data collection using a written test, which was divided into two stages. The initial stage, called the pretest, was conducted to determine students' initial skills in writing observational report texts. Then, the final stage, called the posttest, was used to determine students' skills in writing observational report texts after the treatment was given during the learning process. Before administering the posttest, both groups were given treatment. The control group received treatment using PowerPoint media with a lecture method. Meanwhile, the experimental group received treatment using gadgets with a student-centered discussion method.

The final stage is data processing and analysis, followed by drawing conclusions. Descriptive

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and inferential statistics were used to analyze the data. Independent sample tests with a 5% threshold were conducted to test the hypotheses. The data were first tested for normality and homogeneity to ensure the sample had a normal and homogeneous distribution. In drawing conclusions, a predetermined decision norm was used. A mean score below the Minimum Completion Criteria (KKM) (75) indicates low writing ability. Conversely, a mean score exceeding the Minimum Completion Criteria (KKM) (75) indicates high writing ability. A significant effect is determined when the t-count exceeds the t-distribution in the table at the 5% threshold.

## RESULTS

### 1. Group Writing Skills Without Utilizing Gadgets.

The following are the findings from the initial and final tests of the control group. The control group data shows that the mean pretest and posttest scores were still below the Minimum Completion Criteria (75). The mean obtained in the pretest was 65.69, which increased in the posttest to 71.81. Although there was an increase in scores after the treatment, the results still did not reach the expected level. For more details, see the following table.

Table 1
Control Group Test Results

| | Pretest | Post-test |
|---|---|---|
| Mean | 65,69 | 71,81 |
| Median | 65,00 | 75,00 |
| Std. Deviation | 9,347 | 8,956 |
| Minimum | 50 | 55 |
| Maximum | 85 | 90 |

### 2. Group Writing Skills Utilizing Gadgets

The following table presents the findings of the pretest and posttest data from students who used gadgets during the learning process.

Table 2
Experimental Group Test Results

| | Pretest | Post-test |
|---|---|---|
| Mean | 66,00 | 81,14 |
| Median | 65,00 | 80,00 |
| Std. Deviation | 7,456 | 8,752 |
| Minimum | 50 | 60 |
| Maximum | 80 | 95 |

Table 2 shows a significant increase in the mean scores for both the pretest and posttest. The pretest mean was 66.00. However, the posttest results showed an average score of 81.14, reaching the Minimum Competency (KKM). Therefore, the group using gadgets as a learning medium is considered high.

### 3. The Effect of Gadget Media Utilization on Writing Skills

Before conducting the analysis, tests including normality and homogeneity tests were mandatory. If the test results indicate that the data are normally distributed and have homogeneous variance, the analysis proceeds with a t-test.

Table 3
Shapiro-Wilk Normality Test

| | Statistic | df | Sig. |
|---|---|---|---|
| Pretest Control | ,945 | 36 | ,074 |
| Posttest Control | ,942 | 36 | ,061 |
| Pretest Experiment | ,939 | 35 | ,051 |
| Pretest Experiment | ,956 | 35 | ,174 |

Based on the results in Table 3, data processing was performed using the Shapiro-Wilk formula. This was done because the sample size was limited to 50 subjects. The pretest significance value for the control group was 0.74, while the posttest significance value for the control group was 0.061. Meanwhile, the pretest and posttest scores for the experimental group also exceeded the 5%

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threshold. The significance values for both tests were 0.051 and 0.174, respectively. The normality test results indicated that all data had significance values above 0.05, thus confirming a normal distribution.

Table 4
Homogeneity Test Results

| | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|
| Based on Mean | ,528 | 3 | 138 | ,664 |
| Based on Median | ,318 | 3 | 138 | ,812 |
| Based on Median and with adjusted df | ,318 | 3 | 130,071 | ,812 |
| Based on trimmed mean | ,520 | 3 | 138 | ,669 |

As seen in Table 4, the significance value for the homogeneity test based on the mean was 0.664. The test based on the trimmed mean was 0.669. Furthermore, based on the mean and the median with adjusted degrees of freedom, the significance value was 0.812. Because all significance values were above the 0.05 threshold, the pretest and posttest data were declared homogeneous.

Table 5
Independent Sample Test

| | t | df | Sig. (2-tailed) | Mean Difference | Std.Error Differene |
|---|---|---|---|---|---|
| Equal variances assumed | -4,441 | 69 | ,000 | -9,337 | 2,102 |
| Equal variances not assumed | -4,443 | 68,998 | ,000 | -9,337 | 2,102 |

After ensuring the data were normal and had consistent variances, an Independent Sample Test, or t-test, was conducted. Table 5 shows a 2-tailed significance level of 0.000, indicating a threshold of 0.05. The calculated t-test in Table 5 shows a value of 4.441, and the t-distribution in the table is 1.995 with a df of 69 and a 5% level. This value results in the calculated t-value exceeding the t-value in the table distribution. According to established regulations, this leads to

## DISCUSSION

The writing skills of the control group when writing observational reports that did not utilize gadgets were less than optimal, tending to be low. The average scores obtained in the pretest and posttest were 65.69 and 71.81, respectively. This means that these scores are still below the Minimum Competency (KKM) of 75. Although there was improvement, they did not actually reach the KKM.

This situation is suspected to be due to several factors, one of which is that students spend most of their time listening to the teacher's explanations during the learning process. Learning processes that focus solely on the teacher, such as the use of lecture methods with PowerPoint presentations, make students less active and less involved in seeking additional resources for writing. This lack of student engagement can often lead to boredom.

As stated by Rahmayantis et al. (2024), innovative learning is necessary to foster student enthusiasm for learning. This can be achieved by ensuring active student involvement throughout the learning process. Furthermore, Yenti et al. (2022) also stated that writing activities require several gradual and continuous practice processes to achieve optimal results. Learning in the control group that did not utilize gadgets resulted in a less innovative learning process, making learning less engaging. This, in turn, reduced interest and enthusiasm for learning. Furthermore, students were less able to develop ideas optimally due to limited resources.

The writing skills of students using gadgets in the experimental class showed significantly better results. This improvement was evident in the comparison of the two tests, which showed a significant increase. The initial test yielded a mean score of 66.00, and the final test saw student scores rise to 81.14. Therefore, the average score in the experimental class met the minimum completion criteria (KKM) of 75 points.

In fact, research results in the experimental class showed improvement due to the use of gadgets as a learning medium. Gadgets make it easier for students to access materials and seek additional information to understand the objects of observation and develop more comprehensive report content. Utilizing gadgets has been shown to foster active interaction and allow students to independently create their own learning environment. This makes learning more student-centered. The availability of various information sources accessible through digital devices provides significant opportunities for students to broaden their knowledge and can also improve the quality of their writing.

These findings support the theory put forward by Pitoyo (2017), stating that technological developments will provide benefits if utilized properly. This aligns with previous research by Kamaruddin et al. (2023) regarding the impact of gadgets. They stated that a solution to overcome the negative impacts of gadgets is to utilize them to create an engaging and innovative learning process. When students feel engaged in an engaging learning environment, it increases their enthusiasm and attention to learning. Therefore, this study shows positive results in gadget utilization. This is because gadgets have features that can support education when utilized appropriately, such as Google, YouTube, TikTok, or Instagram. Furthermore, there are features like Google Docs and Canva to support student creativity in digital writing through gadgets.

Based on the results of the hypothesis test, the calculated t-value of 4.441 exceeds the t-distribution in the table of 1.995. In other words, this value is greater than the t-value in the distribution table. The presentation of these results shows significant disparities between the group that does not use gadgets and the group that does. In other words, the use of gadgets can have a positive impact on learning to write observational reports.

Selaras Putri et al. (2026) and Samosir et al. (2026) have similar findings to this study, using digital technology. The use of TikTok videos and digital worksheets in these studies both had an impact on writing skills. The difference is that this study focused on gadget technology to improve writing skills. Gadgets are the primary means of supporting learning, such as searching for information and references, and compiling texts digitally. Therefore, the use of digital technology, including gadgets, can have a significant impact if used wisely and with direction, to increase students' interest in learning, especially in practicing writing skills. Consequently, writing skills that are continuously practiced will also improve.

However, this finding is not entirely consistent with the research conducted by Fitriana et al. (2020), which found that gadgets are used by most teenagers to play games and lose track of time. This study found that gadgets have positive benefits that can support learning activities as directed and supervised by teachers. The successful use of gadgets as a medium in the learning process

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depends on the design of structured and objective learning activities. With wiser use, gadgets can function as a medium for critical and creative thinking to process writing ideas.

This research provides something new and refreshing in the field of education, particularly Indonesian language learning. This is because it provides a direct contribution to the use of gadgets in the era of increasingly modern technological developments. The novelty of this research lies in the use of gadgets as a learning medium. This differs from previous research, which primarily examined the influence of gadgets on students' learning interests and motivation. However, this study still has several limitations, one of which is the lack of monitoring of gadget use during the learning process. Some students may potentially open applications other than those assigned for learning purposes. Another limitation is that this study focused solely on one language skill, writing, leaving other language skills unexplored. Considering these limitations, further research is expected to be conducted with a broader scope.

## CONCLUSION

The use of gadgets can have a positive impact on learning. Based on the results and discussion in this study, gadgets can improve students' writing skills in writing observation reports. First, it appears that students who do not use gadgets as a learning medium tend to have low writing skills. This condition is caused by minimal student engagement during the learning process, which also reduces interest in the learning material.

Second, students who utilize gadgets as a learning medium tend to have positive writing skill outcomes. This is because their scores exceed the Minimum Competency (KKM) (75) with an average of 81.14. The use of gadgets as a learning medium, as an effort to create innovative learning, has proven to be fruitful. This is because more engaging learning and focusing the entire learning process on students encourages more active participation in learning activities. The use of gadgets helps students access additional information, such as references regarding observational objects, document objects, and organize them more neatly and systematically digitally. This, in turn, improves students' writing skills.

Third, statistical test results show a positive difference between the group that does not utilize gadgets and the group that does utilize gadgets in learning activities. This finding is supported by the analysis using a t-test, which shows that the calculated t-value of 4.441 is greater than the t-value in the table of 1.995. Thus, these results indicate that the use of gadgets has a positive influence on improving writing skills in learning observational report texts.

Overall, gadgets can help create innovative and engaging learning. The presence of gadgets contributes to improving the quality of learning, especially in developing writing skills. This situation positively impacts students' writing skills, improving their observational report writing skills to become more refined and systematic.

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