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Rundown of The 4th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2019
Garuda Plaza Hotel, Medan, 23 – 24 September 2019

1st day (Monday, September 23, 2019)

Time	Activities	PIC
15.00 – 20.00	Registration in Garuda Plaza Hotel	committee

2nd day (Tuesday, September 24, 2019)

Time	Activities	PIC/Moderator
07.00 – 08.30	Poster Sessions 1	Section Poster 1
08.30 - 09.00	Opening Ceremony 1. MC Speech 2. Traditional Welcome Dance 3. Indonesian National Anthem 4. Pray 5. Chairperson Report 6. MoU signing between Unimed and PSU - Thailand 7. Welcoming speech of Director of Postgraduate School 8. Welcoming speech and official opening of Rector of State University of Medan	MC
09.00 – 09.40	Plenary Lecture 1: Prof. Dr. Syawal Gultom, M.Pd (State University of Medan– Indonesia)	Moderator Section
09.40 – 10.25	Plenari Lecture 2 Prof. W. L. Quint Oga-Baldwin (Department of Education, Faculty of education and Integrated Art and Sciences, Waseda University - Japan)	Prof. Amrin Saragih, PhD (Panel)
10.30 – 11.15	Plenari Lecture 3 Prof. Dr. Wu-Yuin Hwang (Graduate Institute of Network Learning Technology National Central University, NCU - Taiwan)	
11.15 – 12.00	Plenari Lecture 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD (Panel)
12.00 – 12.45	Plenari Lecture 5 Asst. Prof. Patcharin Panjaburee, Ph.D. (Mahidol University – Thailand)	
12.45 – 13.30	Lunch Break/ Poster Sessions 2	Section Poster 2
13.30 – 15.30	Parallel Session 1	
15.30 – 16.00	Break/ Poster Sessions 3	Section Poster 3

15.50 – 18.00	Parallel Session 2	Moderator/Operator
18.00 – 19.00	Break/ Prayer	
19.00 – End	Banquet (Gala Dinner) - Announce of Best Presenter - Announce of Best Poster	Consumption Section

Proceedings of the 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019)

Preface

The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) was held in Garuda Plaza Hotel, Medan City-Indonesia on 23-24 September 2019. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Education, Learning and Leadership Innovation.”

The plenary speakers coming from various provinces in Indonesia have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

The fourth AISTEEL presents a keynote speaker and 4 distinguished invited speakers from Indonesia, Japan, Taiwan, and Thailand. In addition, presenters come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination.

There are 310 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 172 of them were accepted for published by Atlantis Press indexed by International Indexation and 96 papers are published by digital library indexed by google scholar.

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019) for their outstanding contributions. Thanks also given to publisher for producing this volume.

The Editors

Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk

Table of Content

Title And Authors	Page
Learning Media Development of Foklore Text Which is Based on Digital in the 10th Grade of Vocational High School PAB 1 Helvetia <i>Yogi Andriyan Zunaeidy</i>	1-3
Translation Shift in the English Version of Musabaqah Tafsir Quran <i>Muhajirah Binti Jamaluddin</i>	4-8
Types of Lexical Creation in Iis Dahlia's Slang Words in Mamaku Hits <i>Filzah Farhana Hasibuan</i>	9-12
The Effect of Learning Strategies and Achievement Motivation on Entrepreneurship Learning Outcomes of Scout Special Unit Education and Culture Program BP-PAUD and DIKMAS Sumatera Utara <i>Johanes Pasaribu</i>	13-16
Analysis of Student's Science Process Skill on Respiration System Topic in Langsa City- Aceh <i>Ajeng Lola Prianti</i>	17-20
Meaning Equivalence in Abdullah Yusuf Ali's Translation of Surah al waqiah from English into Indonesian <i>Wirdatul Mardhiah</i>	21-22
Developing an Authentic Assessment Instrument of Exposition Text Based on Higher Order Thinking Skills (HOTS) in Class X Students of Senior High School <i>Yuli Novita Sari</i>	23-26
Sentence Acquired by Children of 2 – 2.6 Years Old in Bilingual Environment <i>Laura Agustina Simamora</i>	27-29
Development of Study Peripheral Base on the Realistic Approaches to Increase Ability of Mathematical Reasoning of Student Junior High School State 6 Medan <i>Melisa</i>	30-35
Effectiveness of Ecology and Environment Textbook Based on Science Literacy and North Sumatra's Local Potency to Improve High School Student Science Literacy <i>Ivandi Sitompul</i>	36-39
Deposit Determinant Analysis in Bank Sumut <i>Mangaradot Saur A Sinaga</i>	40-47
Development of Teaching Materials Based on Guided Discovery Learning Methods to Increase Mathematical Problem Solving Ability <i>Rianta Ananta Sitepu</i>	48-55
Development of Mathematical Learning Devices Based on Model Problem Based Learning (PBL) to Improve Mathematical Communication Skills of School IT Jabal Noor Students Class VII	56-65

Rizka Putri Rahayu

Development of Thematic Teaching Materials Based on Local Culture at The Fourth Grade of Primary Schools in North Padang Lawas District 66-69

Rahimul Harahap

The Maintenance of Mandailing Language Kecamatan in Torgamba

Putri Nurul Rahmadani Siregar 70-76

Enhancing Students Mathematical Conceptual Understanding by Applying Guided Discovery Learning and Direct Learning Model 77-82

Sri Rahwany Marbun

Development of Learning Devices Based on Realistic Mathematic Education to Improve Mathematical Communication of Students at Senior High School 83-86

Karina Hajar Hutasuhut

The Developing of Interactive Learning Media in Improving The Learning Creativity of 4-6 Year-Old Playgroup Students in PAUD Kenanga Raya Medan 87-89

Romi

The Influence of Learning Approaches and Interest in Learning Against the Results of Learning English in Class VIII Medan SPK Middle School T.A 2018/2019

Juni Triana Sitompul 90-94

Determinant Analysis of Sharia Banking Efficiency in Indonesia

Rahmat Putra Ahmad Hasibuan 95-99

The Development of Interactive Instructional Media Based on Behavioral Perspective to Improve the German Skills of Senior High School Students Grade X 100-102

Hadijah Handayani Sibuea

Development of Guided Inquiry Green Chemistry Practicum Guides 103-106

Ekin Dwi Arif Kurniawan

The Development of Adobe Flash Media Integrated Problem Based Learning on Salt Hydrolysis 107-110

Indriati Aulia

The Effect of Learning Strategy and Interpersonal Communication on the Students Achievement Reading Comprehension English Language at SMP Negeri 1 Selesai Kabupaten Langkat Tahun Ajaran 2018 / 2019 111-115

Husna Lubis

Cognitive Consideration in Persuading Readers in Argumentative Writing 116-119

Betharia br. Sembiring Pandia

The Role of the Single Mother of Parenting in Informal Education in Javanese Ethnic Families in Kualuh Hulu District Labuhanbatu Utara Regency 120-122

Suriyanti Siagian

Understanding of Female Prisoners Character Education Through Formal 123-125

Socialization at Labuhan Ruku Penitentiary

Dian Puspita Sari Sirait

Local Wisdom-Based Education Marsialapari Salak Farmers Sibangkua Angkola Barat Tapanuli Selatan 126-128

Desy Andarini

Rituals at the Tomb of Datuk Darah Putih as a Media for Nonformal Education to Respect Ancestors (Case Study Chinese Ethnic in Aur Village Medan Maimun District Medan City) 129-131

Gadis Anastasia

Interactive Multimedia-Based Learning Materials Innovation for Teaching Basic Techniques in Analysis 132-134

Yuni Chairani

The Effect Model of Learning and Learning Interest Against the Results of Learning the Knowledge of Nature Primary School (SD) in Medan T.A 2019/2020 135-139

Mida Lishanata

Development of Interactive Media in Arabic on the Material Read Class VIII of MTs Darul Hikmah T.A 2019/2020 140-143

Nurul Amri

The Influence of Leadership Behavior, Work Motivation, Job Stress, and Job Satisfaction on Lecturers' Performance 144-146

Hanafiah

Developing Big Book as Reading Materials Based on Thematic Approach for Fourth Grade Students at SD Negeri 028068 Binjai East Binjai Regency Langkat 147-149

Utari

The Development of Textbook Based on Research About the Insect Pollinator on Chili Paper (*Capsicum annum L.*) 150-154

Fitriatul Aspahani

Gratitude Expressions and Responses used by the Characters in the Vow Movie 155-158

Sabrina Octavia Pandingan

Subtitling Strategies Used in The Meg Movie Texts 159-164

Devi Sucina Nirwana

Lexical Metaphor in Novel and Film Critical Eleven 165-167

Indah Christiani Silitonga

The Types of Modality in Teaching Learning Process 168-169

Harnida Tanjung

The Effect of Teaching Strategies and Students Motivation on Reading Comprehension Achievement 170-173

Zulkarnain Batu Bara

The Types of Flouting Maxim by Governor Candidates of North Sumatera in Election Debate 2018	174-176
<i>Tri Wita Indah Sari</i>	
The Effect of Teaching Strategies and Students' Interest on Reading Comprehension of Recount Text of Eighth Grade Students of MTs Qur'an Kisaran	177-179
<i>Ahmad Fauzi</i>	
Flouting Maxims in the Courtroom of Administrative Court	180-182
<i>Aminah Ari Fadhila</i>	
Development of Adobe Flash Learning Media Based on Cooperative Learning to Improve Student's Spatial Ability at Chandra Kumala Secondary School	183-188
<i>Fajar Sukma Harsa</i>	
Improving Results in Learning Bahasa for Poetry Readings with the Implementation of a Direct Learning Model for Fifth Grade Elementary School	189-192
<i>Dr. Mayske Rinny Liando, S.Pd., M.Pd</i>	
Development of Learning Materials Based on Problem Based Learning to Improve Students Problem Solving Ability	193-197
<i>Poppy Amalia</i>	
Analysis Of The Economic Bilateral Relationship Indonesia – China On Balance Of Payments In Indonesia	198-201
<i>Sri Wulandari</i>	
Community Participation in Preservation of City Park The Case of Binjai City, Indonesia	202-204
<i>Widya Afriani Wiliskar</i>	
The Types of Gender Arguments in Instagram (A Case Study of Donald Trump's Political Status)	205-207
<i>Putri Permata Sari Samosir</i>	
The Analysis of Monetary Policy Transmission Mechanism by Exchange Rate Channel in Influencing The Inflation in Indonesia	
<i>Putry Sari Rahmadyah Pulungan</i>	208-214
Translation Technique Applied in Translating the First Call from Heaven Novel	215-222
<i>Sudariyani</i>	
Education Cultural in Bona Pasogit (Ethnographic Study of Education Cultural Inheritance in the Toba Batak Society Marga Panjaitan in Pematangsiantar)	223-225
<i>Tripresar Jhon Tuan Panjaitan</i>	
Evaluation Of Tiered In Order To Increase PAUD Teacher Competence In Medan City	226-230
<i>Rehmenda Christy</i>	
Women Politeness Strategies of Bargaining "Media Credit Store" in Tanjung	231-233

Morawa

Nahdyah Sari Daulay

Toba Batak Language Shift in Rantau Selatan

Helfi Vinawari S

234-236

Development of Interactive Multimedia Digital Storytelling in English Subjects

237-239

Juanda

The Effect of PLAN (Plan, Locate, Add and Note) Strategies on Students' Achievement in Reading Comprehension

240-244

Neneng Nurhamidah

Unggah-Ungguh Code Switching in Kartini Movie

Yutika Sari

245-247

Metaphors in Umpasa of the Toba Batak Wedding Ceremony

248-250

Sactica Oktavyani Sagala

The Effect of Model learning and Gender Against Piano playing Skills for class V SMK Negeri 11 Medan T.A 2019/2020

251-255

Gufran Nurman

The Effect of Cooperative Learning Model Based on Aceh Culture to Improve the Generic Science Skills of Student

256-260

Safitri Raufa

Gender Conversation in Workplace Context

Aisyah Fitriani Dasopang

261-265

Management and Development Quality of Teacher Performance Through Teacher Competence in the First Middle School in Banda Aceh

266-268

Faisal Anwar

Modality used in Beauty Product Advertisements on Instagram Caption

269-272

Indah Eka Sari

Attitudinal Appraisal in Ahok's Speech

Firdha Sabrina

273-276

Appraisal Attitudes by the Judges on Indonesian Idol "Grand Final" Session

Mieta Setieya

277-280

The Development of Virtual Laboratory-Based Learning Media of Biology on The Topic of Bacterial for High School Students

281-284

Lailatussyifa

Analysis of Economic Opening on Rupiah Exchange Rate on United States Dollars (2008-2018)

285-289

Sri Wahyuni

The Manners of Cognitive Process in Translating English Phrasal Verbs Into

290-293

Indonesian

Fitri Ervina Tarigan

Javanese Addressing Terms Maintenance by the Teenager Speakers in Bukit Malintang 294-298

Sudarti Rahayu Ningsih

Appraisal in Students' Argumentative Writing 299-302

Ika Vanesia Siagian

Speech Pauses Used by Male and Female Students in English Oral Examination 303-305

Lamia Deareni

The Development of Guidance and Integrated Science Practicum Kit Integrated Guided Inquiry Model bases Science Process Skills for Class VII Semester I 306-309

Fretty Nafartilova Hutahaeen

Analysis of Biomolecular Practicum Guides According to KKNi Curriculum 310-313

Nurul Indah Pratiwi

The Cognitive Process of Different Gender in Writing Argumentative Text 314-318

Surya Teriadi Tarigan

The Development of Chemistry Lab Guide Book for High School Based on Guided Inquiry to Measure Scientific Attitudes and Science Process Skill 319-325

Gorat Victor Sibuea

The Unnaturalness of the Translatio of Indonesian Tourist Resorts Signs Into English in Parapat and Bukit Lawang 326-328

Iis Aprianti

Grammatical Error of Speech by Students in Bilingual Program of Ma'had Al Jami'ah UIN North Sumatra 329-332

Riyah Shibha Nasution

Speech Functions Used by Male and Female Tour Guides in Their Touring Interaction with Tourists in Bukit Lawang 333-336

Widya Ningsih

Analysis of the Influence of Economic Openness to Indonesia Growth 337-340

Zando Silaban

Design Development and Standard Operational Procedure for Training Model Management of 3 Diploma Mechanical Engineering University of Medan 341-345

Mindo Judica Pangaribuan

The Euphemism in "Sambah Manyambah" Tradition of Minangnese Wedding Ceremony 346-348

Muhammad Fauzi

Analysis of Factors That Influence the Interdiction of District/City in the Province 349-354

North Sumatra

Muhammad Yulhelmy Isra

Development of Interactive Learning Media Based on Adobe Flash CS 6 in Geographic Lessons 355-360

Mardimpu Sihombing

The Comparison between Predict Observe Explain (POE) and Think Pair Share (TPS) Learning Model on Students Learning Achievement, Activity, and Critical Thinking Skill on Human Circulatory System 361-367

Remli Nelmian Simarmata

Metaphor Translation in English and Indonesian Version of Surah Ali Imran 368-371

Uswatun Hasanah

Improving Results in Learning Bahasa for Poetry Readings with the Implementation of a Direct Learning Model for Fifth Grade Elementary School

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Abstract— Based on the results of research conducted in fifth grade elementary school. In learning Bahasa about poetry reading there are problems such as students not yet able to understand how to read poetry because the teacher's role is still lacking during the learning process so that students look bored and less interested, even most students are not serious about learning. Therefore, it is necessary to have the right model to improve the learning outcomes. The purpose of this study was to improve the outcomes of learning Bahasa especially in how to read poetry. The method used in this research is class Action Research which refers to the method developed by Kemmis and McTaggart (Aqib Zainal, 2006:31). This research model consists of four main components, namely: a) planning, b) implementation of action, c) observation, d) reflection. The results of the study were carried out by applying the learning model, the results achieved in the first cycle were 57.14% and the second cycle reached 88%. The research results achieved by applying the learning model are, in the first cycle is 57.14% and the second cycle is 88%. Based on these results, the researcher draws the conclusion that: The application of Direct Learning models can improve the learning outcomes of Bahasa.

Keywords— *Learning Model; Learning Outcomes; Bahasa.*

I. INTRODUCTION

Language is essentially a tool for communication that contains symbols or symbols of sound that are speech. As a tool for communication, language has several properties, namely systematic, arbitrary or whichever likes, flexible, complex and humane. There are four kinds of linguistic aspects, namely listening, reading, writing and speaking [1]

Reading is one of the 4 aspects of language, in it is reading poetry. Poetry reading learning is an activity that involves the accuracy of aspects, namely pronunciation, intonation, meaningfulness, expression, and ideas. In reading poetry, stops and pauses are indications of linkage between word meanings and arrays. Linkage between the meaning of the temple and the temple also determines. Signs that are used for stops or pauses include a period (.), indicating an array has been completed. The sign must be read in a descending voice. Comma (,), indicating array is complete. The sign must be read in an ascending or horizontal voice and then followed by a pause. A slash (/), indicates a pause. A double slash (//), denotes a break. A three slash (///), denotes a final stop. According to I. A. Richard [2], poetry can be interpreted as a written work that contains elements of art, because poetry is the result of human thought (artwork) in written form. (not in other forms, such as sculpture or painting) that is full of elements of beauty (theme, taste, tone, purpose), if one of these elements is lost, then it is no longer called poetry, but ordinary writing such as announcements, reports or news.

Based on observations in GMIM Elementary School I Pakuure, regarding Bahasa subjects in the fifth grade, especially in applying learning to read poetry, there are problems found such as: students have not been able to understand about how to read poetry (read poetry well) because of the lack of the role of the teacher and the teacher's negligence in facilitating students, for example, to read poetry well. So that students look bored and less active in the learning process, even most students are not serious in learning, so of the 21 students who reach the minimum completeness criteria that is 70% only 7 people (33%) while those who have not

reached the minimum completeness criteria there are 14 people (67 %).

One of the innovative learning models in Bahasa subjects especially poetry reading is the Direct Teaching Model. According to [3], the Direct Learning model is a model that refers to a teaching style in which the teacher is actively involved in carrying out the contents of the lesson to students and teach it directly to all fifth grade in GMIM Elementary School I Pakuure. For example, reading poetry well must understand the pauses or fragments of the words. The important role in this activity is the teacher themselves, where the teacher must be actively involved in carrying the contents of material about reading poetry to students and teaching it directly or practicing how to read poetry in front of students.

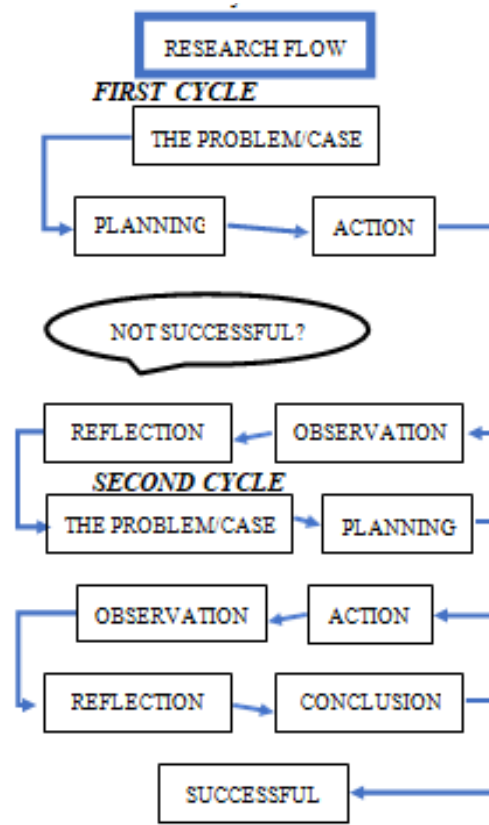
Based on the formulation of the problem in this study is how is the application of direct learning models in improving Bahasa Learning Outcomes, especially reading poetry in fifth grade elementary school students?

The purpose of this study is to apply a direct learning model in improving Indonesian learning outcomes, especially reading poetry in fifth grade elementary school students.

II. RESEARCH METHODS

The method used in this study is a classroom action research method that refers to the research method developed by Kemmis and McTaggart [4]. This research model uses a spiral path consisting of four main components, namely: a) planning, b) implementation of action, c) observation, d) reflection.

The research cycle is described below:



Modification of the research cycle according to Kemmis & McTaggart.

The subject of the research was the fifth grade GMIM Elementary School I Pakuure students numbered 21 people. The data collected in this study was obtained with several techniques, which are as follows: Observation, namely by observing directly the teaching and learning activities of students in each cycle; Interview, which is to obtain information from the teacher about the learning process of students before, while, and after the action, doing a written test, question and answer, using items to measure student learning success [5].

In this action research, data were analyzed by calculating the percentage and average learning ability achieved by students. Increasing the ability and skills in implementing learning and learning outcomes is done by comparing the ability to achieve learning in each cycle by using a formula:

$$KB = \frac{T}{Tt} \times 100\%$$

KB : Mastery Learning
(*Ketuntasan Belajar*)

T : Number of scores obtained by Students

Tt : Total Score

After calculating the percentage of mastery learning outcomes achieved by students, then it is seen if the mastery learning reaches $\geq 76\%$, then the class can be said to be complete learning from the Ministry of National Education [6].

The planning stage carries out activities in the form of, Applying for a research permit on GMIM Elementary School I Pakuure, Conduct cooperation with school principals and fifth grade teachers in the implementation of learning in class, Delivering material and doing the same perception with class teachers about learning to be planned, Arranging learning tools to be used which consists of preparing lesson plans, preparing learning media, preparing Worksheets Students, Assessment Sheet and observation sheet in accordance with the action in lear Steps in the Direct Learning Model According to[7]:

1. Communicating goals and preparing students
2. Demonstrating knowledge or skills
3. Providing guided practice
4. Analyzing understanding and providing feedback
5. Provides independent training opportunities.

At this Observation stage, researchers conducted observations assisted by class teachers by observing teaching and learning activities and the effects that occur in the application of the Direct Learning model to improve Indonesian language learning outcomes in reading poetry [8].

Reflection Phase, at this stage the researcher reflects the results of observations that have been made, in this study the reflection is carried out by discussing the learning process that has been carried out with the class teacher [9]. The things discussed are the suitability between the plan and the implementation of learning, the shortcomings that occur during the learning process and the progress achieved by students[10]. This is done to find out the extent to which the improvement in Indonesian language learning outcomes of students who have followed the teaching and learning process by using the Direct Learning model. If it has not been successful in this case it has not reached the predetermined standard of success, then the activity continues to the next cycle.

III. RESEARCH RESULTS AND DISCUSSION

Results of the first Cycle Research Held on March 5th, 2017 at GMIM Elementary School I Pakuure and the learning material is Bahasa on reading poetry.

This can be seen from the Research Test Profile Table below:

First Cycle Learning Outcomes Table

No.	Student's Name	Case/ Value weight		Score 100	i
		1	2		
1.	Student 1	20	10	30	
2.	Student 2	40	0	40	
3.	Student 3	20	40	60	
4.	Student 4	50	40	90	
5.	Student 5	30	20	50	

6.	Student 6	50	30	80	
7.	Student 7	10	30	40	
8.	Student 8	10	10	20	
9.	Student 9	20	20	40	
10.	Student 10	40	50	90	
11.	Student 11	30	30	60	
12.	Student 12	40	50	90	
13.	Student 13	30	20	50	
14.	Student 14	40	10	50	
15.	Student 15	50	40	90	
16.	Student 16	30	50	80	
17.	Student 17	20	20	40	
18.	Student 18	30	0	30	
19.	Student 19	40	40	80	
20.	Student 20	10	30	40	
21.	Student 21	20	30	50	
Tota l	630	570	1200		

Evaluation of the first cycle, the success rate is only 57.14%, so the learning outcomes in cycle 1 have not been successful

Research Results of the second CYCLE. Performed on March 12th, 2017 at GMIM Elementary School I Pakuure and learning material is Bahasa on reading poetry.

This can be seen from the Research Test Profile Table below:

Second Cycle Learning Outcomes Table

No.	Student's Name	Case/ Value weight		Score 100	i
		1	2		
1.	Student 1	50	40	90	
2.	Student 2	40	40	80	
3.	Student 3	30	50	80	
4.	Student 4	50	50	100	
5.	Student 5	50	30	80	
6.	Student 6	40	50	90	
7.	Student 7	40	50	90	
8.	Student 8	40	40	80	
9.	Student 9	40	50	90	
10.	Student 10	50	50	100	
11.	Student 11	50	40	90	
12.	Student 12	50	50	100	
13.	Student 13	40	40	80	

14.	Student 14	40	50	90	
15.	Student 15	50	50	100	
16.	Student 16	40	50	90	
17.	Student 17	40	40	80	
18.	Student 18	50	40	90	
19.	Student 19	40	50	90	
20.	Student 20	30	50	80	
21.	Student 21	40	40	80	
Total		900	950	1850	

The evaluation showed that the application of the Direct Learning model in Bahasa learning about writing poetry was more increased by 88% and was declared successful.

IV. DISCUSSION.

Based on the results of data analysis obtained in the first cycle there are some students whose grades have not been satisfactory, this is influenced by the application of the model used by researchers that has not been done well and is less motivating for students to learn. Students pay less attention to the lesson when the teacher gives an explanation of the material provided and there are still many students playing, so the learning process does not go well, and the learning objectives have not been achieved. The role of researchers in this problem is to seek action to improve by applying the Direct Learning model in which the teacher's role plays an active role when the learning process is ongoing. By looking at the situation, the researcher collaborates with the tutor to plan and arrange the things that will be carried out during the action until the learning objectives can be achieved optimally. From the results of the implementation of the actions carried out showed a good improvement. This can be seen from the results achieved during the implementation of the action. As well as observations through the research team between researchers, tutors and supervisors, although they still found

weaknesses, the researchers tried to improve it by means of researchers, supervisors and tutors in an effort to repeat material that was difficult for students to understand and provide evaluations at the end of learning as well. student activeness in the teaching and learning process until students find their abilities and improve good results.

In the second cycle, the value obtained by students achieved an increase in the meaning of the learning process implemented by applying the Direct Learning model, getting a good response from students.

The success of learning carried out during the two cycles shows that through the implementation of classroom actions with the application of the Direct Learning model shows very satisfying progress and improvement. Based on the results obtained by students through tests, it can be concluded that by applying the Direct Learning model can improve the learning outcomes of Bahasa in fifth grade students of GMIM Elementary School I Pakuure.

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