



ISSN : 2548 - 4613
Vol. 4. Desember 2019

Proceedings

The 4th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership

Theme : Education Innovation in Indonesia Context Focused
on Disruptive Technology of Industrial Revolution 4.0.

23 - 24 September 2019
Garuda Plaza Hotel - Jln. Sisingamangaraja No. 18
Medan, North Sumatra - Indonesia



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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

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Uswatun Hasanah

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

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Abstract—This study aims (1) to find out the results of learning to read comprehension in English students with Genius learning strategies higher than those taught by Expository learning strategies, (2) To determine reading comprehension skills in English students who have high interpersonal communication and interpersonal communication low, (3) to determine the interaction between learning strategies and interpersonal communication towards reading students understanding of English. The population in this study was 9 (nine) classes in SMP Negeri 1 Selesai. The research samples were taken 2 classes, namely class VIII-1 and VIII-3. The results of this study are: (1) The results of learning to read students understanding of English taught with Genius Learning strategies are higher than students taught by Expository learning strategies. This can be seen from the data analysis that obtained where the value of $F_{count} = 13.08$, while the value of $F_{table} = 3.99$ so that $F_{count} = 13.08 > F_{table} = 3.99$. (2) The ability to read English language comprehension of students who have high interpersonal communication is higher than those who have low interpersonal communication. This can be seen from the data analysis that obtained where the value of $F_{count} = 13.35$ while $F_{table} = 3.99$, so that $F_{count} = 13.35 > F_{table} = 3.99$. (3) There is an interaction between learning strategies and interpersonal communication in influencing the results of learning to read students understanding of English. This can be seen from the analysis of the data obtained where the value of $F_{count} = 28.19$ while $F_{table} = 3.99$ so that $F_{count} = 28.19 > F_{table} = 3.99$. Summary this research found interaction between learning strategy and the interpersonal communication on the students achievement in English language, for teacher must taught instructional strategy find with students characteristic employing the interpersonal communication for students achievement.

Keywords—*Learning Strategy; Interpersonal Communication; and Reading Comprehension of English*

I. INTRODUCTION

Language is a system of symbols communicating with others. Language has an important role in the intellectual,

social and emotional development of students and is a supporter of success in learning all subjects. Language learning is expected to help students get to know themselves, their culture and also the culture of others. In addition, language learning can help students to be able to express ideas and feelings, participate in society and even discover and use the analytical and imaginative abilities that exist in him. This ability or competency of data arises when students master the cognitive aspects of language.

English is a tool to communicate verbally and in writing. Communicating is understanding and expressing information, thoughts, feelings and developing science, technology and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and or produce oral and / or written texts that are realized in four language skills, namely listening, speaking, reading and writing. These four skills are used to respond or create discourse in people lives.

Based on the objectives of learning English, especially in the aspect of reading or reading, it is expected that students reading abilities are able to equip students to communicate English to be competitive in a global society so as to be able to improve the nations achievements in national and international English competitions. For this reason, the importance of good collaboration between the Government and related institutions in this case formal and informal educational institutions in improving students reading abilities or competencies such as reading comprehension, namely finding certain ideas in the text, making conclusions, interpreting and integrating information and ideas in text, and evaluate the nature of reading texts. So that the low learning outcomes of students reading competency in various schools is reduced, especially students of SMP Negeri 1 Selesai grade VIII. This is indicated by the learning outcomes of students of class VIII SMP Negeri 1 Selesai.

One of the low learning outcomes in English is caused by the low reading ability. Students who reach the mastery limit in KD reading this is only 40%, while the rest have not reached the mastery limit. In addition students find it difficult to understand the contents of the reading, this can be known from the reading activities undertaken by students. After reading, students are given questions related to their contents, many of their answers (60%) are below the completeness score. This is because they have not been able to determine or find the main ideas from the contents of the reading.

The cause of the low students reading comprehension skills above can be indicated from several factors. One of them is the learning strategy implemented by the teacher. Reading comprehension learning in SMP Negeri 1 Selesai in general using a classical system that places the average reading speed of students is still low. The factors of students, teachers, and learning preparation in the learning process are components that must not be abandoned.

The ability to read comprehension is one aspect of skills that must be mastered by junior high school students. Language learning is expected to help students get to know themselves, their culture, and the culture of others. Expressing the notion of feeling, and participating in society by using the language, and discovering and using the analytical, imaginative abilities that exist in him.

Besides the student factor, another cause that makes the quality of education still so low is the teacher factor. Teachers are still being targeted by sources of failure, but when success is achieved, the teacher forgets his contribution as an element of education. Admittedly indeed, the teacher factor is at the forefront. As educators, in addition to mastering the knowledge to be taught, teachers are required to be able to manage learning programs, able to manage classroom management, able to manage student management, able to choose appropriate and insightful learning methods for the quality of student learning outcomes.

One learning strategy that tries to accommodate various practical approaches in learning is the Genius Learning strategy. Gunawan (2003: 2) revealed that, In implementing the Genius Learning strategy, departing with a belief and hope that if each student can be motivated appropriately and be taught in the right way that respects their uniqueness then they can achieve maximum learning outcomes . In implementing the Genius Learning strategy, learners do not become educational objects but rather as educational subjects.

In addition to factors outside the students self such as the learning strategy used by the teacher, factors originating from within the student also influence the learning process. One of the factors that influence learning outcomes derived from students is interpersonal communication skills. Good interpersonal communication skills make it easier for someone to be able to communicate with others, express themselves and their feelings, ask and answer each other and various things with others. Mulyana (2007) said that interpersonal communication plays an important role as long as humans still

have emotions because this communication makes humans more familiar with each other and that this communication has the potential to influence or persuade others.

A persons interpersonal communication skills will affect his success in interacting with others. Interpersonal communication that runs effectively allows people to share experiences, thus, the person will have a better chance to adjust to their environment and overcome problems that arise in their lives. It is also commensurate with the writing (Arif, 2012) that interpersonal communication conducted by students in schools can provide support, openness, cooperation, mutual respect and equality between students with teachers and between students and the community.

Based on the above explanation, researchers feel interested in conducting research Experiments about the effect of learning strategies and interpersonal communication on learning outcomes of reading English students understanding of grade VIII SMP Negeri 1 Selesai district set in the academic year 2018 / 2019.

A. *The Identification of The Problem*

Based on the background of the problems described above, the authors formulated the research problem, as follows :

- Are the results of learning English students who are taught with learning strategies *Genius* higher than students who are taught with learning strategies *Expository*?
- Does the English learning outcomes of students with high interpersonal communication get higher English learning outcomes compared to students who have low interpersonal communication?
- Is there an interaction between learning strategies and interpersonal communication ? in influencing student learning outcomes in English?

B. *The Purpose Research*

Objectives the research objectives are the basis for achieving the research objectives, the objectives of this study are as follows:

- Knowing the learning outcomes of English students who are taught by using strategies are taught with *Genius Learning* are higher than students who learning strategies *Expository*
- Knowing the learning outcomes of English students who have interpersonal communication high are higher than students who have low interpersonal communication.
- Knowing the interaction between learning strategies with interpersonal communication in influencing student learning outcomes in English.

II. METHOD OF RESEARCH

This research that will be used in this study is an experimental method (quasi experiment) that is by conducting experiments in the classroom that are available as they are, without changing the classroom situation and learning

schedule. The study population was all eighth grade students of SMP Negeri 1 Selesai consisting of 9 classes with 285 students. The research population is a generalization area consisting of objects or subjects that have certain quantities and characteristics by the researcher to be studied and then drawn conclusions.

The sample is a small group of parts of the target population that represent the population and are actually examined. And to determine the sample the author uses a cluster random sampling technique (random sample group) that is chosen 2 (two) classes as samples that are subject to treatment through random selection. To determine the type of treatment in each class conducted by lottery and the results obtained class VIII-1 (32 students) using the learning strategy *Genius Learning* and class VIII-3 (32 students) using the learning strategy *Expository*, the number of study samples was 64 people.

The study design used is a 2 x 2 factorial design, which compares instructional strategies *Genius Learning* and learning strategies *Expository* against high interpersonal communication and interpersonal communication is low. As seen in table 1 below.

TABLE I. FACTORIAL EXPERIMENTAL DESIGN 2 X 2

Learning Strategy(A)		Genius Learning (A ₁)	Ekspository (A ₂)
		Genius Learning (A ₁)	Ekspository (A ₂)
Interpersonal Communication (B)	Tinggi (B ₁)	A ₁ B ₁	A ₂ B ₁
	Rendah (B ₂)	A ₁ B ₂	A ₂ B ₂

III. RESULT AND DISCUSSION

Overall anava results for hypothesis testing can be seen in Table II.

TABLE II. TABLE ANAVA

Sumber Varians	JK	dk	RJK	F _{hitung}	F _{tab (1,61) (0,5)}	Ket
Strategi Pembelajaran(A)	892.5156	1	892.5156	13.35379	3.998494	Signifikan
Komunikasi Interpersonal(B)	873.9306	1	873.9306	13.07572	3.998494	Signifikan
Interaksi AB	1884.285	1	1884.285	28.19262	3.998494	Signifikan
Dalam	4077.003	61	66.83612			
Total	7727.734	63				

From the results of the calculation of data obtained the average learning outcomes From the results of the calculation of data obtained the average learning outcomes *Genius Learning* standard deviation of 80.87 and 11.08 while the average Learning Strategies *Expository* of 73.41 and a standard deviation of 9.88. Based on the analysis of variance in Table 2, the results of the calculation of learning strategy data are obtained, where F_{hitung} = 13.08, while the value of F_{Table} with dk = (1.61) and a = 0.05 is 3.99. These results indicate that F_{hitung} = 13.08 > F_{table} = 3.99 so that the (H₀)

is rejected and the (H_a) is accepted, thus the research hypothesis which states that the results of learning to read comprehension of English students who are taught with Learning Strategies *Genius Learning* is higher than students who are taught with a proven and expository Learning Strategy.

From the results of the calculation of the data obtained the average learning outcomes Reading English understanding of students who have high learning Interpersonal Communication is 80.53 and standard deviation is 11.84 while the average student who has low Learning Interpersonal Communication is 72.91 and standard deviation is 8, 33. Based on the results of testing the hypotheses in Table 2 above, the results of calculation of Interpersonal Communication ability data are obtained, where F_{hitung} = 13.35, while the value of F_{table} with dk = (1.61) and a = 0.05 is 3.99. These results indicate that F_{hitung} = 13.35 > F_{table} = 3.99, so the (H₀) is rejected and the (H_a) is accepted, thus the research hypothesis which states that the learning outcomes of Reading English understanding of students who have Communication Interpersonal high learning is higher than students who have low learning Interpersonal communication is tested.

From the results of the calculation of the data obtained the average learning outcomes Reading comprehension of English students who are taught with the Strategy *Genius Learning* and Interpersonal Communication is high at 88.94 and the standard deviation is 4.49 while the average learning outcomes Reading comprehension of English students who are taught with Learning Strategy *Genius Learning* and Interpersonal Communication is low by 70.5 and standard deviation is 7.78 while the average learning outcomes Reading students' understanding of English is taught with Learning Strategy is *Expository* and Interpersonal Communication high at 72.10 and standard deviation is 10.76 while average learning outcomes Reading students' understanding of English taught with Expository Learning Strategy and Interpersonal Communication is low at 75.31 and the standard deviation is 8.47.

Based on the results of testing the hypotheses in Table 2 above, the calculation results obtained from the interaction of learning strategies and Interpersonal Communication skills, where F_{hitung} = 28.19 and the value of F_{table} with dk = (1.61) and a = 0.05 is equal to 3, 99 These results indicate that F_{hitung} > F_{table} (28.19 > 3.99), so that the (H_a) is accepted and the (H₀) is rejected, meaning that there is an interaction between learning strategies and Interpersonal Communication abilities in influencing learning outcomes Reading comprehension English Thus the hypothesis which states that there is an interaction between learning strategies and the ability of Interpersonal Communication in influencing learning outcomes Reading understanding of English is tested for truth.

Based on the results of testing the third hypothesis which states that there is an interaction between learning strategies and interpersonal communication in influencing the learning outcomes of students reading comprehension in English, it is

necessary to test the average difference between the two propositions, for that Scheffe further tests are used. The test results using the Scheffe test can be seen in table III.

TABLE 3 SUMMARY OF CALCULATION OF SCHEFFE TEST

No	Hasil Uji Lanjut		F _{hitung}	F _{tabel (0,05)}
1	$\mu_{A_1B_1}$	$\mu_{A_2B_1}$	17,37	8,26
2	$\mu_{A_1B_1}$	$\mu_{A_1B_2}$	39,06	8,26
3	$\mu_{A_1B_1}$	$\mu_{A_2B_2}$	42,93	8,26
4	$\mu_{A_2B_1}$	$\mu_{A_1B_2}$	12,09	8,26
5	$\mu_{A_2B_1}$	$\mu_{A_2B_2}$	10,68	8,26
6	$\mu_{A_1B_2}$	$\mu_{A_2B_2}$	2,33	8,26

Effect of learning outcomes in reading English understanding students who are taught with learning strategies *Genius Learning* and have high interpersonal communication skills with learning outcomes of reading English understanding that are taught with learning strategies *Expository* and have high Interpersonal communication skills Based on Scheffe test calculation results obtained $F_h = 17.37$ higher than $F_t = 8.26$ at a significant level of 5%. Thus, to further test of H_0 is rejected and H_a accepted. Means the learning outcomes of reading the understanding of English students who are taught with learning strategies *Genius Learning* and have high interpersonal communication skills are higher than those taught with learning strategies *Expository* and have high interpersonal communication.

The effect of learning strategies *Genius* outcomes on reading English students understanding having high interpersonal communication with the results of learning to read English understanding of students who are taught with the strategy *Genius Learning* and having low interpersonal communication. Based on the results of the calculation test *Scheffe* obtained $F_h = 39,06$ higher than $F_t = 8.26$ at significance level of 5% thus to a further test of H_0 is rejected and H_a accepted. It means that the results of learning to read English comprehension of students who are taught with learning strategies *Genius* and have high interpersonal communication are higher than those learned with *Genius* and have low interpersonal communication.

The effect of reading results on students understanding of English taught with learning strategies *Genius* and having high interpersonal communication with English learning outcomes of students who are taught with learning strategies *Expository* and having low interpersonal communication Based on the results of the calculation scheffe test obtained $F_h = 42.93$ higher of $F_t = 8.26$ at a significant level of 5%. Thus, to further test of H_0 is rejected and H_a accepted. It means that the results of learning to read English comprehension of

students who are taught with learning strategies *Genius* and have high interpersonal communication are higher than those taught with learning strategies *Expository* and have low interpersonal communication.

The effect of learning outcomes on reading English understanding of students who are taught with Expository learning strategies and having high interpersonal communication with the results of learning to read English understanding of students who are taught with learning strategies *Genius* and having low interpersonal communication Based on the results of the calculation scheffe test obtained $F_h = 12, 09$ is higher than $F_t = 8.26$ at a significant level of 5%. Thus, to further test of H_0 is rejected and H_a accepted. Means the learning outcomes of English students who are taught with learning strategies *Expository* and have high interpersonal communication higher than those taught with learning strategies *Genius* and have low interpersonal communication.

The effect of learning outcomes on reading English understanding of students who were taught with learning strategies *Expository* and having high interpersonal communication with the results of learning to read English comprehension of students who were taught with Expository learning strategies and having low interpersonal communication Based on the results of the calculation scheffe test obtained $F_h = 10.68$ lower than $F_t = 8.26$ at a significant level of 5%. Thus, to further test of H_0 is rejected and H_a accepted. It means that the results of learning to read English comprehension of students who are taught with learning strategies *Expository* and have high interpersonal communication are higher than those taught with learning strategies *Expository* and have low interpersonal communication.

The effect of learning outcomes on reading English understanding of students who are taught with learning strategies *Genius* and have low interpersonal communication with learning outcomes of reading English understanding of students who are taught with learning strategies *Expository* and have low interpersonal communication Based on the results of the calculation scheffe test obtained $F_h = 2, 33$ is lower than $F_t = 8.26$ at a significant level of 5%. Thus, to further test of H_0 is rejected and H_a accepted. It means that the results of learning to read English comprehension of students who are taught with learning strategies *Genius* and have low interpersonal communication are lower than those taught with learning strategies *Expository* and have low interpersonal communication.

From the research of $F > F$ table so that the learning outcomes of English reading comprehension of students that learned with the learning strategy *Genius* higher compared with students that learned with learning strategy *the Expository* verified. According to Siagian and Susanto (2012: 43-48) which states that the learning strategy *Genius Learning* in its application and results are expected to help students to be able to understand the strengths and potential advantages they have that can be developed. In addition, according to

Gunawan (2007) said, the level the expectations that we give to students will have a value that is directly proportional to the achievement of learning outcomes, if the level of student expectations is high towards the lesson it will be in line with the increase in achievement and vice versa. For this reason, a learning strategy is needed with a series of practical approaches to learning with the Genius Learning strategy. Gunawan (2007) said, the goal of learning with Genius Learning strategy learning is basically how to make the learning process effective, efficient, and fun.

Interpersonal communication is a form of throwing a message or symbol that inevitably will have an effect on the feedback process, because with the feedback, it has proven the existence of a guarantee that the message has reached the listener. The importance of the ability of Interpersonal Communication as a learning outcome, is contained in one of the competencies across the curriculum that is part of a competency-based curriculum (Ratumanan, 2003), where students use language to understand, develop and communicate Interpersonal Communication of ideas and information, and to interact with others.

The application of learning strategies *Genius Learning* to students who have high Interpersonal Communication skills can explore the potential that exists in him. With high ability learners Interpersonal Communication will be easier to understand and resolve this matter illustrates that learners who have a high degree of interpersonal communication skills fit taught by using Genius learning strategy. The interaction between learning strategies and Interpersonal Communication ability is one indication that shows that in addition to the learning strategy the *Genius Learning* characteristics of students in this case Interpersonal Communication ability is a factor that affects learning outcomes in reading comprehension in English.

The above is reinforced by the findings made by Simbolon (2014) in the results of his research. There is an influence of interaction between students who are given a contextual and conventional learning approach to the ability to speak English. Because there are interactions between students who are given a contextual and conventional learning approach to the ability to speak language, it is continued to test the simple effect with the Tukey test. In addition, students learn to interact and work together on their environment, both between students, teachers and students, and students with the surrounding environment in an effort explore knowledge or concepts from practical material.

IV. CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the results of the research and discussion previously stated, in this study it can be concluded that :

- Learning Outcomes of Reading English Language students taught by strategies *Genius* are higher than students taught by learning strategies *Expository*.

- Learning outcomes Reading English comprehension of students who have high interpersonal communication is higher than students who have low interpersonal communication.
- There is an interaction between learning strategies *Genius* and Interpersonal Communication towards learning outcomes in Reading English Comprehension. Students who have Interpersonal Communication height gain results English learning higher if using learning strategies *Genius* the learning strategy *Expository*, while students who have communication Interpersonal lower higher learning results if with learning strategies *Expository* than learning strategy *Genius*

B. Suggestions

To Teachers Learning to read English comprehension with learning strategies can be expanded to use, not only on the material but also on other English reading comprehension learning material. It is suggested to the teacher to create a learning atmosphere that gives students the opportunity to express the idea of reading English comprehension in their own language and ways, so students become bold in their arguments, confident and creative. To Institutions Related to *Genius* Strategies and Strategies *Expository* by emphasizing students' interpersonal communication skills are still very foreign to teachers and students, therefore it is necessary to be socialized by schools or related institutions with the hope of improving communication skills. Researchers at Advanced For further research, should conduct research on learning strategies *Genius Learning* and Learning Strategies *Expository* on different subjects.

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