

# 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.

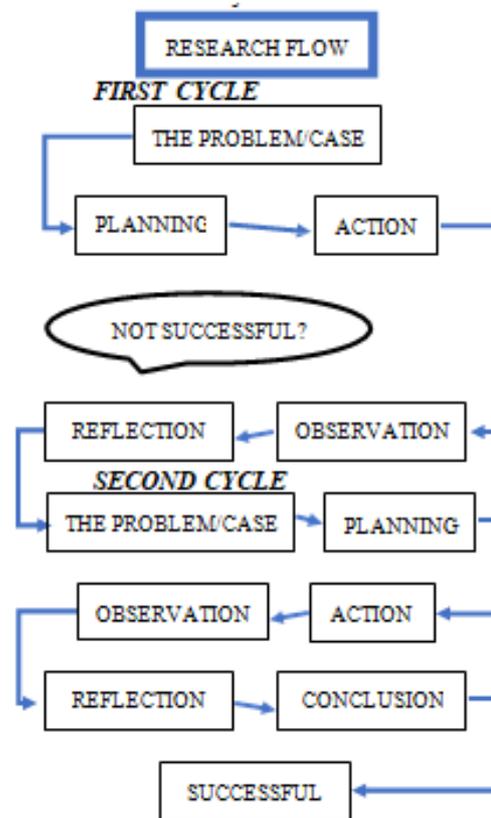
Based on the formulation of the problem in this study is how is the application of direct learning models in improving Bahasa Learning Outcomes, especially reading poetry in fifth grade elementary school students?

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	
<b>Tota l</b>	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	
<b>Total</b>		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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