



ISSN: 2548 - 4613
Vol. 2, December 2017

PROCEEDINGS AISTEEL 2017

THE 2nd ANNUAL INTERNATIONAL SEMINAR ON TRANSFORMATIVE EDUCATION AND EDUCATIONAL LEADERSHIP

Educational Research to Endorse Productive and Innovative Generation in the 21st Century

16-17 October 2017

Ball Room Grand Mercure Hotel, Medan - Indonesia

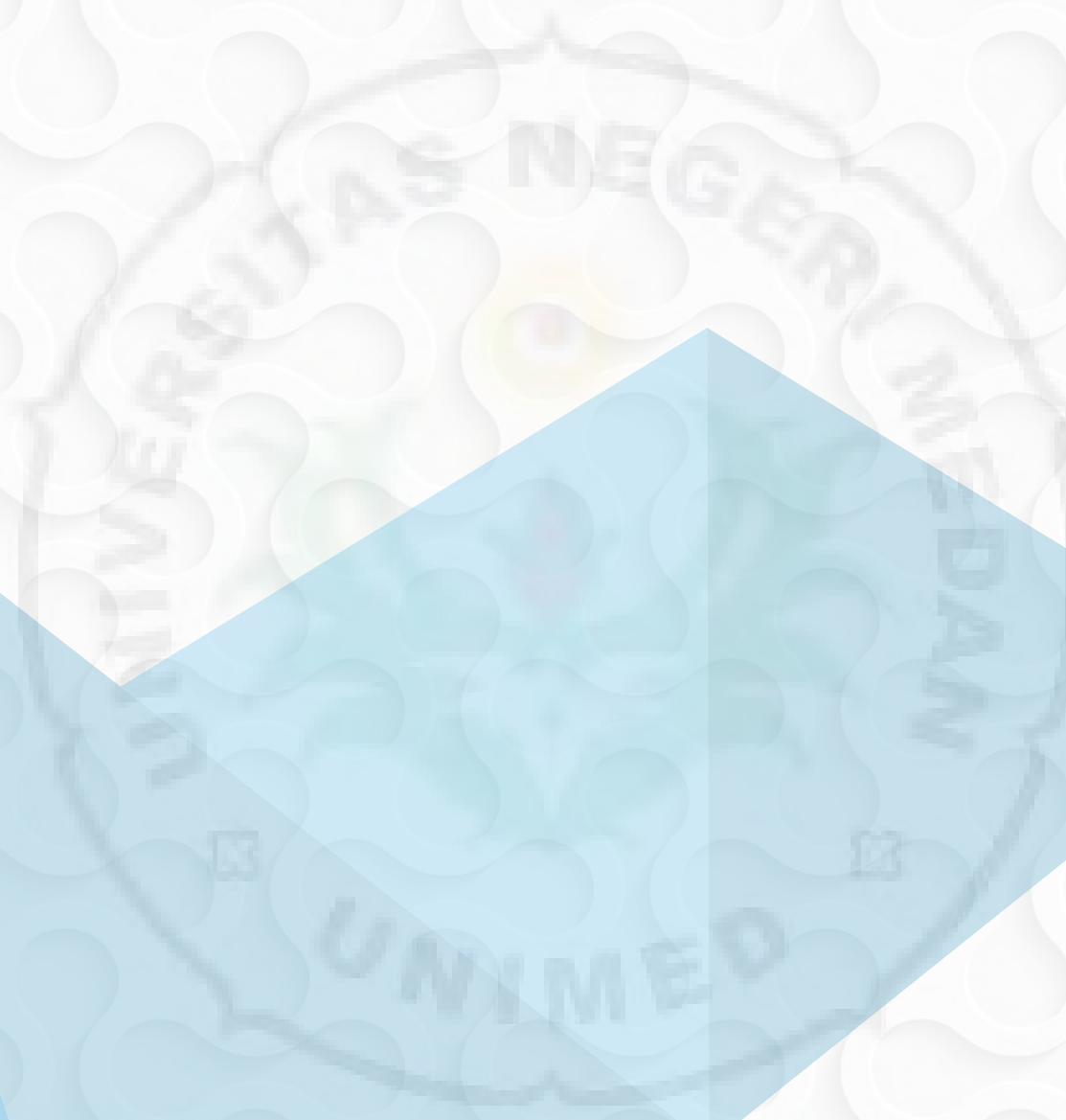
Organized by:
Post Graduate School
State University of Medan
North Sumatera, Indonesia

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Proceedings of The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2017)

“Educational Research to Endorse Productive and Innovation Generation in The 21th Century”

Grand Mercure Hotel, Medan City, North Sumatera, Indonesia
October 16-17, 2017

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Please cite the proceeding as “Proceeding of the First Annual International Seminar on Transformative Education and Educational Leadership Vol. 2” with the following abbreviation: *Proc. Aist.*, **2**

Preface

The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL with web link is <http://aisteel2017.unimed.ac.id/>) was held on October 16 -17, 2017 in Medan City, Indonesia. This conference was organized by Postgraduate School, State University of Medan (Unimed) and is the routine agenda at Unimed now. The Second Annual International Seminar on Transformative Education and Educational Leadership is realized this year with various presenters, researchers, lecturers and students from universities both in and out of North Sumatera participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

2nd AISTEEL is the annual international seminar with main aim is to discuss of recent research special for Transformative Education and Education Leadership. Several topics like: Teachers Education Model, Research Global Issue in Education, Mathematics and Science Education, Social, Language Education, Vocational Education, Curriculum, Economic, History and Management Education have been discussed at the 2nd AISTEEL 2017. 2nd AISTEEL international seminar provided experts’ view on transformative education and educational leadership as well as curriculum article presentation. There were five keynote speakers have been came Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, and Dr. Yulia Rahmawaty. The organizer had been use online submission system to receive all abstract, full paper and also communication with authors. All of information include with comment of reviewer can be cheked real time by author.

Chairperson

Dr. Rahmad Husein, M.Ed

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Welcoming Speech of Director of Postgraduate School State University of Medan

The Second Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL)

The honorable,

- *Rector of State University of Medan, Prof. Dr. Syawal Gultom, M.Pd.*
- *Vice Rectors of UNIMED*
- *Professor Keiichiro Yoshinaga, PhD, Institute of Liberal Arts and Science, Kanazawa University – Japan*
- *Dr. Bambang Sumintono, M.Ed., University Malaya – Malaysia*
- *Dr. Sitti Maesuri Patahuddin, Faculty of Education, Science, Technology and Mathematics, University of Canberra – Australia*
- *Yuli Rahmawati, Chemistry Education Program, Universitas Negeri Jakarta*
- *Deans of Faculties of Education, Languages and Arts, Social Sciences, Natural Sciences and Mathematics, Engineering, Sports Sciences, and Economics*
- *Vice Directors of Postgraduate School of UNIMED*
- *All speakers, lecturers, researchers, students, and participants*

Good Morning

Welcome the honorable guests speakers Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, Assoc. Prof. Emilia Zulmira de FAN, and other speakers, lecturers and students from outside and inside Unimed to this international seminar which is the routine agenda at Postgraduate program of Unimed now. I'm glad that 'The Second Annual International Seminar on Transformative Education and Educational Leadership' is realized this year with various presenters, lecturers and students from universities both in and out of North Sumatera. and participate in the theme of which is "Educational Research to Endorse Productive and Innovative Generation in the 21st Century."

Ladies and Gentlemen,

In this second seminar exels the first one related to the administration by online and the publication index by either Thomson Reuters or Google Scholar. By the new policy on student's publication, postgraduate program really matches the system, particularly for the students who will sit in the oral defence examination. Through the seminar, the postgraduate students improve their article journal writing and it is proved by many articles are submitted by the students.

The plenary speakers coming from 15 provinces in Indonesia will present topics covering multi disciplines. They will contribute a lot of inspiring inputs and new knowledge on current trending educational research topics all over the world. The expectation is that all potential lecturers will share their research findings to educational scientists and researchers as well for improving their teaching process and quality. Thus, this will contribute to the next young generation researchers to produce innovative research findings in education and educational leadership contexts.

This second seminar continues the promotion of the first sequel 'Developing Future Teachers' Education Model. Therefore, the propose of this second seminar on the transformative education and educational leadership research will trigger the young professional lecturers and educators to compete in the invention of inovative educational teaching and learning strategies, techniques and leadership.

I hope that the scientific attitude and skills through research will promote Unimed to be a well-known university which persists to be developed and excelled in the future.

Thank you the Rector of Unimed who always supports us in organizing the seminar. Thank you all guest and plenary speakers. Special thanks to both steering and organizing committee who have well-coordinated and collaborated in actualizing the seminar.

Director of Postgraduate Unimed

Prof. Dr. Bornok Sinaga, M.Pd

TABLE OF CONTENTS

	PP
The Effect of Using Collaborative Learning Strategy on The Student’s Achievement in Writing Descriptive Text	1
<i>Nursyah Handayani</i>	
The Development of Multicultural Based Teaching Materials on the Observation Report Text for Senior High School Student.....	5
<i>Nurhasanah Permata Sari Sembiring, Khairil Ansari, Mutsyuhito Solin</i>	
The Power Behind Advertisement.....	10
<i>Endang Larasati</i>	
The Effect of Using Audio Visual Media on Student’s Vocabulary Mastery	13
<i>Resti Citra Dewi</i>	
Ideational Taxonomic Relation of Hata Pangupa in Tapanuli Selatan Wedding Ceremony.....	17
<i>Mutia Nasution</i>	
Pal’s Leadership Style and Teacher’s Performance of Islamic Junior High State School (MTsN) Hamparan Perak Deliserdang Distric.....	21
<i>Nurmala, Maria Ulfah Handayani, Denny Khairani, Desi Prawita</i>	
The Influence of Work Motivation on Teacher’s Job Performance of Vocational High School in Medan.....	24
<i>Darmawati, Sri Melfayetti, Selamat Triono Ahmad</i>	
Error Analysis by Using Tenses of Senior High School	28
<i>Hariyanto</i>	
The Traditional Custom and Ceremonial Tradition in Suku Anak Dalam Language.....	32
<i>Putri Ayu Lestari</i>	
The Impact of Internet Marketing on Success of Women Micro, Small and Medium Enterprises Innovation as Intervening Variable.....	36
<i>Fivi Rahmatus Sofiyah, Ami Dilham</i>	
The Effect of Cooperative Integrated Reading and Composition (CIRC) Technique on Students Reading Comprehension	40
<i>Linda Efrina Nasution</i>	
Translation Shifts in Translating Didong from Gayonese in to Bahasa Indonesia.....	44
<i>Wike Yurida</i>	
The Effect of Team Assisted Individualization (TAI) Strategy on Student’s Reading Comprehension.....	48
<i>Khairuni Syafitri</i>	
The Effect of Organizational Culture on Working Disciplines of Madrasah Ibtidaiyah Head Master in Deliserdang.....	53
<i>Muhammad Rifa’i, Syafaruddin Siahaan, Siman Nurhadi</i>	
Student’s Achievement on Reading Comprehension in Narrative Text by Using Think Pair Share Technique (TPS) at SMPN 1 Lubuk Pakam.....	58
<i>Eprima Lestari Hutabarat</i>	
Ideational Taxonomic Relations of Hobar on Parpokatan Orja of South Tapanuli.....	63
<i>Novria Grahmayanuri</i>	
The Effect of Using Task Based Learning Method on the Student’s Achievement in Reading Comprehension.....	69
<i>Nilam Ulami Siregar</i>	
Relationship of Initiation Structure and Consideration with Effectiveness Leadership.....	72
<i>Wanti Simanjuntak, Syaiful Sagala</i>	
The Effect of Storytelling Method on Students Writing Narrative Text Ability at the Eleventh Grade Students of MAN Panyabungan.....	77
<i>Armita Novriana Rambe</i>	

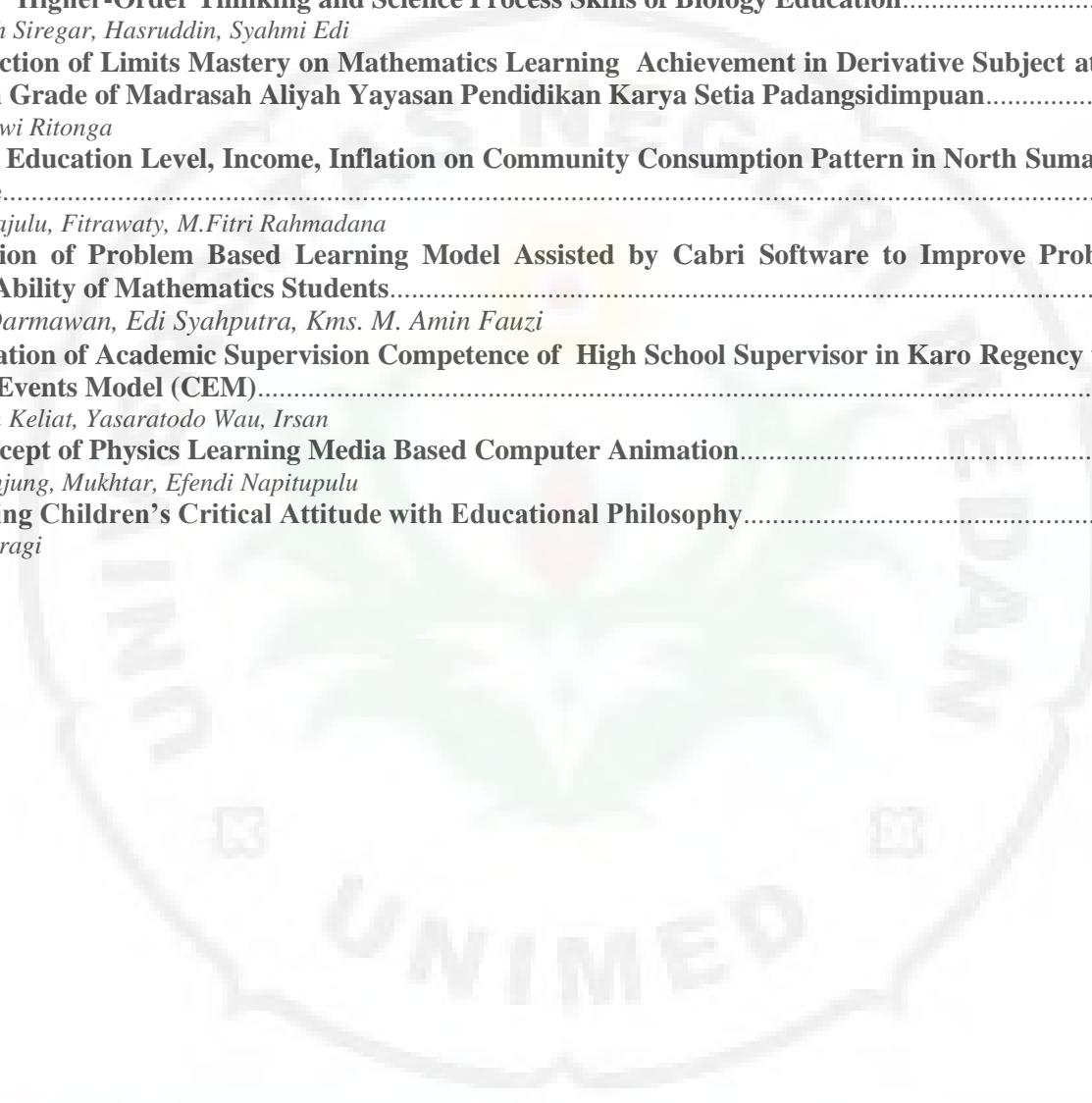
The Implementation of Curriculum 2013 in Vocational High School 4 Takengon.....	80
<i>Zainal Arifin, Herbert C.B. Manalu, Rini Deliana, Fitri Ariyanti</i>	
The Difference of Mathematical Problem Solving Ability by Using Student Teams Achievement Division (STAD) and Direct Instruction on System Linear Equation Two Variable in Grade VIII SMP Negeri 11 Medan.....	84
<i>Faradilla Bafaqih, Cecep Nandar</i>	
The Influence of Problem-Based Learning and Every One is A Teacher Here Models on Higher Order Thingking Skills in Environmental Pollution Topics.....	89
<i>Kurnia Putra, Hasruddin, Ahmad Rafiqi Tantawi</i>	
The Effect of Applying Task Based Learning (TBL) Approach on The Student’s Ability in Writing Descriptive Paragraph.....	94
<i>Vijay Khana</i>	
Teacher’s Language Style in English Course Class.....	98
<i>Dyan Yosephin Hutagalung</i>	
Differences Between Students Mark Taught With Co-Operative Learning Model Type TGT With Guess The Words Media Compared With Students Mark Taught With Co-Operative Learning Models With Words Square Media in Hydrocarbon Subject.....	101
<i>Hariani Siregar, Gulmah Sugiharti</i>	
Language Used by Male and Female of Darul Ilmi Murni.....	107
<i>Syukri Hidayati</i>	
The Use of Journal Writing in Improving Student’s Writing Skill of Recount Text.....	110
<i>Muhammad Ilham Adha</i>	
Teacher and Student Perceptions Toward Practical Implementation Obstacles at Learning Chemistry	114
<i>Septra Pajar, Ramlan Silaban, Zainuddin Muchtar</i>	
The Analysis of of the Implementation and Problems of Lab Work on Chemistry Learning.....	120
<i>Elvira Lastri, Iis Siti Jahro, Marham Sitorus</i>	
The Implementation of Using Library Card and ICT Based Library Service Systemin Increasing Reading Interest of Primary School Students at Tanjung Gading of Batu Bara Regency	125
<i>Suci Amalia, Asih Menanti</i>	
Project Based Learning Tools Development on Alcohol and Ether Materials at Natural Science Faculty State University of Medan.....	132
<i>Nadia Armina Ramud, Jamalum Purba</i>	
The Development of Teaching Material to Write Explanation Text Based on Mind Map.....	138
<i>Pienti Mala Ningsih Manalu, Biner Ambarita, Rosmawaty Harahap</i>	
Improvement of Student Learning Outcome Using Model of Collaborative Based Lesson Study with Student’s Worksheet on Materials Hydrolisis.....	141
<i>Agus Muliaman, Laila Majnun Hutagaol</i>	
The Application of Comic Learning Media to Improve Student’s Achievement on Reduction and Oxidation Reaction Topic.....	146
<i>Anggi Desviana Siregar, Rini, Herdini</i>	
The Application of Cooperative Learning Round Robin to Improves Student Learning Achievement on the Subject of Electrolyte-Nonelectrolyte and Redoxin Class X SMAN 1 Seberida.....	150
<i>Nora Santi, Betty Holiwarni, Johni Azmi</i>	
The Effect of Combination Cooperative Learning Models Toward Learning Result.....	154
<i>Sapnita Idamarna Daulay</i>	
The Maintenance of Hokkien Among Chinese Speakers in Stabat.....	159
<i>Widya Ningsih</i>	
Effect of Blended Learning Model and Learning Style to Civic Education Learning Results in Class VII in Junior High School Panca Budi Medan.....	164
<i>Madina Qudsia Lubis, Reh Bungana Br.Perangin-angin, Mursid</i>	
EFL Student’s Uses of Um as Fillers in Speaking.....	169
<i>Eka Riana</i>	

The Influence of Role Playing Method and Self Concept of Social Skills of 5-6 Years Old Child.....	172
<i>Rabitah Hanum Hasibuan, Anita Yus, Yusnadi</i>	
The Effect of Learning Approach and Personality Type Towards Learning Outcomes.....	178
<i>Dwhy Dinda Sari, Julaga Situmorang, Busmin Gurning</i>	
The Effect of Learning Models and Critical Thinking Skills on Social Science Learning Outcomes.....	183
<i>Juriah Siregar, Julaga Situmorang, Baharuddin</i>	
The Effect of Suggestopedia Method on Student's Achievement in Vocabulary.....	188
<i>Heppy Yersin Digita Purba</i>	
Application of Active Learning Strategy Type <i>Everyone is A Teacher Here (ETH)</i> to Increase Student Activity and Learning Outcomes in Chemistry on Salt Hydrolysis.....	193
<i>Wilta Fajrina, Darra Utari Ningsih, Sri Adelila Sari, Habibati</i>	
The Effect of Learning Strategy and Type of Personality on Student's Achievement in Economic Science.....	198
<i>Dewi Shara Dalimunthe</i>	
Development of Learning Tools Based on Realistic Mathematics Education of Ethnomatematics Nuances to Improve Mathematical Communication Skill Students in Junior High School 2 Percut Seituan.....	202
<i>Rizqi Jamiah, Edi Syahputra, Kms. M. Amin Fauzi</i>	
The Impact of Cooperative Learning Strategy and Learning Interest Toward the Learning Result of Second Year of Senior High School Students in 2016/2017.....	208
<i>Riswan Sianturi, Abdul Muin Sibuea, Edward Purba</i>	
The Development of Flash Program as a Media of Chemistry Learning on Chemical Equilibrium.....	210
<i>Lenni Khotimah Harahap, Albinus Silalahi, Iis Siti Jahro</i>	
The Ethnic Mandailing Tradition of Courtship (<i>Markusip</i>) and Revitalization Efforts in the Formation of the Character Youth.....	214
<i>Riadi Syafutra Siregar, Ratih Baiduri, Robert Sibarani</i>	
The Effect of Education on Unemployment Rate in Indonesia.....	218
<i>Rahmat Putra Ahmad Hasibuan, Dede Ruslan, Fitrawaty</i>	
Development of Explanatory Text Materials Based on Problem Solving in Senior High School Pematangsiantar.....	222
<i>Tiarma Nova Intan Malasari, Biner Ambarita, Malan Lubis</i>	
Learning Model of Strengthening Vocational Life Skills With Entrepreneurship Knowledge to Improve Student Learning Outcomes.....	226
<i>Husni Wardi Tanjung</i>	
A Critical Discourse Analysis Wardah Halal Beauty Advertisements.....	229
<i>Ayu Lestari Siregar, Mei Lastri E.F. Butar-Butar</i>	
Influence of Creative Problem Solving (CPS) Mathematics Learning Model to Mathematical Problem Solving and Self Efficacy Students of SMA Negeri 3 Binjai.....	232
<i>Nurchahaya Hutasoit, Martua Manullang, Ani Minarni</i>	
Differences in Mathematics Problems Solving Students With Implementing Learning Model Think Pair Square and Group Investigation in Junior High Schools.....	236
<i>Abdul Halim, Edy Surya</i>	
The Acquisition of Nouns and Verbs of Mandailingnese by Two-Year-Old Mandailing Children.....	240
<i>Marwah, Amrin Saragih, Sri Minda Murni</i>	
Utilization of ICT Learning in Senior High School Teladan Medan.....	244
<i>Tengku Salwa Miranti</i>	
The Effect of Cooperative Learning Model Based Interactive Media and Interpersonal Communication on Student's Achievement.....	248
<i>Catur Ayu Wulandari, Efendi Napitupulu, Keysar Panjaitan</i>	
Developing of Learning Material Based on Problem Based Learning to Increase Student's Mathematical Reasoning Ability and Self-Efficacy in Grade X SMA Negeri 1 Medan.....	253
<i>Anggi Paramita Daulay, Dian Armanto, Waminton R</i>	

Efforts to in Crease A Motivation to Learning Math Using “Program” Learning Model.....	257
<i>Linda Sari, Edi Syahputra</i>	
The Eford of Improving Mathematics Learning Outcome on Quadrilateral and Triangle Matter by Using Gradually Exercise Strategy with The Assistance of Image Media.....	261
<i>Ady Putra, KMS. Muhammad Amin Fauzi, Yulita Moliq</i>	
The Difference on Students’ Mathematical Creative Thinking Ability Between Realistic Approach with Conventional in The State Madrasah Tsanawiyah 2 of Medan.....	264
<i>Siska Lestari, Zul Amry, Hasratuddin</i>	
Developing Learning Materials Using Realistic Mathematics Education to Increase Junior High School Students’ Mathematical Disposition and Connection Ability.....	269
<i>Syu’aida Hazar Nasution, Izwita Dewi, E.Elvis Napitupulu</i>	
Developing Learning Materials Using Problem Based Learning to Increase Senior High School Student’s Mathematical Disposition and Representation Ability.....	275
<i>Dewi Khairani, Mulyono, Izwita Dewi</i>	
The Effect of Question Students Have Strategy on The Result of Students Learning in Mathematics....	281
<i>Yuliani Aruan, Edi Syahputra</i>	
Analysis of Academic Supervision Competence and Managerial Supervision in Improving the Performance of Vocational High School Supervisors in Langsa City.....	284
<i>Muhammad Hendra, Saut Purba, Mian Siahaan</i>	
The Use in Active Learning Strategy of Learning Starts with a Question Type in the Mathematics Learning.....	289
<i>Jeni Putria Efil, Ani Minami, Pardomuan Sitompul</i>	
Improving the Ability to Learn Math by Using <i>Rubu’ al-Mujayyab</i> Media.....	293
<i>Muhammad Hidayat, Edi Syahputra, E.Elvis Napitupulu</i>	
The Impact of Education Cost and Government Spending the Interest Rate of Bank Indonesia Subtitle.....	297
<i>Julika Rahma Siagian, Dede Ruslan, Arwansyah</i>	
The Implementation of Problem Based Learning Models to Improve Mathematical Problem Solving Ability of Students on Arithmetic Materials in Class VII Junior High School.....	301
<i>Elidar Tanjung, Izwita Dewi, Mulyono</i>	
The Effect of Learning Strategies to Trial By Jury in Participation Mathematics Learning Student of Junior High School.....	305
<i>Rizka Putri Rahayu, Ani Minami, Zul Amry</i>	
The Differences Between The Effect of Realistic Mathematics Learning Approach to Conventional Learning with The Students Mathematics Learning Outcomes in Junior High School of 38 Medan Grade VII.....	309
<i>Diah Ari Saputri, Syafari</i>	
The Effect of Value National Exam Standards at Learning Achievement of Students at Senior High School.....	312
<i>Nurdiana Fahmi, Bornok Sinaga, W. Rajagukguk</i>	
The Effect of Open Unemployment Rate and Level of Vocational High Education to Poverty in North Sumatera Province.....	315
<i>Zulaili, Indra Maipita</i>	
The Application of Cooperative Learning of Think-Pair-Share (TPS) Type to Increase the Students’ Ability of Problem-Solving.....	320
<i>Mudriqah Fadhilah Siregar, Zul Amry, Syafari</i>	
The Relationship Between Metacognitive With the Results of Learning Outcomes on the Fungi Topic..	324
<i>Elizabeth, Herbert Sipahutar, Syahmi Edi</i>	
Comparison of DNA Isolation Methods from Economically Valuable Plants in Indonesia.....	327
<i>Chairiyani Rizka, Fauziyah Harahap, Syahmi Edi</i>	
Development of Learning Device Based on Realistic Approach to Improve Problem Solving Ability Mathematic of Student at Junior High School.....	333
<i>Susanna Romaria Harahap</i>	

Efforts to Improve Understanding and Use Concept of Additive Fractions and Reduction Using Media Comics on Model Cooperative Learning Type Student Team Achievement Division (STAD).....	339
<i>Ratu Natalia Perangin-angin, Sahat Siahaan</i>	
The Effect of Cooperative Learning Type Games Teams Tournament (TGT) of Mathematics Learning Outcomes in the Fractions Matter.....	342
<i>Ansori Hasibuan, Asmin Panjaitan, Asrin Lubis</i>	
Development of Authentic Mathematics Assessment in Application of Problem Based Learning Model to Improve Problem Solving Ability and Understanding of Student Mathematics Concept at Namorambe Secondary Private Middle School Junior High.....	347
<i>Kartika Sari, Asmin, Bornok Sinaga</i>	
The Increasing of Student's Mathematics Problem Solving Ability and Learning Motivation Through Problem Based Learning Model.....	351
<i>Ridha Maulida</i>	
Dialect of Bataknese Language Used by Senior High School Students'.....	358
<i>Rafika Nur Rahman</i>	
The Effectiveness of Tandur Method of Improving Students' Learning Ability in Junior High School..	362
<i>Rahimatul Islam Elmujahidah, Mulyono, H. Banjarnahor</i>	
The Effect of Reciprocal Teaching Approach to Student Achievement on Ecosystem Topic in Junior High School.....	365
<i>Nilawati, Nurtika Dewi</i>	
Improvement of Student Learning Result by Using Cooperative Learning Model of Teams Games Tournament Type on Algebra Fuction Limit.....	367
<i>Rismalyah Manalu, E.Elvis Napitupulu, Martua Manullang</i>	
Noun Phrase of Culture Articles in The Jakarta Post.....	371
<i>Misdiana</i>	
Application of Cooperative Learning Model Type Think Pair Share for Improved Communication.....	374
<i>Nurhasanah</i>	
Implementation Model of School Policy in Constructing Behavior of Troubled Students.....	378
<i>Khairtati Purnama Nasution, H. Syaiful Sagala</i>	
Efforts to Improving Creativity and Mathematics Learning Outcomes of Students With SPLET Strategy.....	382
<i>Antoni</i>	
The Influence of Physical Education in Establishment of Self Esteem.....	386
<i>Yustinus Tarigan, Tarsyat Nugraha</i>	
The Improvement of Dance Art Learning Achievement for Deaf Students Through Total Communication Application (Gesture/Signal) in Sekolah Luar Biasa (SLB) - E Negeri Pembina Tingkat Provinsi Sumatera Utara.....	390
<i>Siti Maryam</i>	
Innovation of Media Video Compact Disc Instructional Pencak Silat for High School.....	393
<i>Marli Perangin-angin, Imran Akhmad, Agung Sunarno</i>	
Achievement Strategy of the Indonesian National Qualification Framework Based Curriculum Generic Description of Sport Education Postgraduate Program Universitas Negeri Medan.....	397
<i>Muhammad Supriadi Siregar, Nurhayati Simatupang, Albadi Sinulingga</i>	
The Effect of Teaching Styles and Motor Ability as The Result of Study Dribbling Football.....	401
<i>Muhammad Fajar Doli Siregar</i>	
Semantic Analysis of English Loan Words in Indonesian Electronic Paper (Analisa).....	404
<i>Putri Nurul Rahmadani Siregar</i>	
Analysis of Empowerment of Competence Sinergy on Optimization of Education System.....	408
<i>Rameyanti Tampubolon</i>	
Inquiry-Based Video Learning Media For Overcoming Student Learning Difficulty (Case Study at State Junior High School 3 Lubuk Pakam Deliserdang District).....	412
<i>Megawati</i>	

The Development of Mathematics learning Tool Oriented on Problem Based Learning to Enhance Mathematics Problem Solving Ability and Self Efficacy.....	416
<i>Solawati Nainggolan, Mulyono, Hasratuddin</i>	
The Effectiveness of Contextual Inquiry-Based Worksheet on the Matter of Fungi on Food Towards Students' Higher-Order Thinking and Science Process Skills of Biology Education.....	422
<i>Nurjamiah Siregar, Hasruddin, Syahmi Edi</i>	
The Function of Limits Mastery on Mathematics Learning Achievement in Derivative Subject at the Eleventh Grade of Madrasah Aliyah Yayasan Pendidikan Karya Setia Padangsidempuan.....	426
<i>Hasna Dewi Ritonga</i>	
Effect of Education Level, Income, Inflation on Community Consumption Pattern in North Sumatera Province.....	431
<i>Nelly Hutajulu, Fitrawaty, M.Fitri Rahmadana</i>	
Application of Problem Based Learning Model Assisted by Cabri Software to Improve Problem Solving Ability of Mathematics Students.....	437
<i>Ahmad Darmawan, Edi Syahputra, Kms. M. Amin Fauzi</i>	
Optimization of Academic Supervision Competence of High School Supervisor in Karo Regency with Critical Events Model (CEM).....	441
<i>Karyawan Keliat, Yasaratodo Wau, Irsan</i>	
The Concept of Physics Learning Media Based Computer Animation.....	446
<i>Ratna Tanjung, Mukhtar, Efendi Napitupulu</i>	
Cultivating Children's Critical Attitude with Educational Philosophy.....	451
<i>Daulat Saragi</i>	



The Effect of Using Collaborative Learning Strategy on The Students' Achievement in Writing Descriptive Text

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Abstract— Collaborative learning is effective strategy to improve the students' achievement in writing descriptive Text. It could be proven by various research about the effectiveness of collaborative learning strategy and the research of the writer . This study deals with the students' ability in writing descriptive text. The objective of this research was to find out the effect of collaborative learning to the students' achievement in writing descriptive text. The population of this research was second grade students of Junior High School (SMP Swasta Asuhan Jaya) in academic year 2014/2015. The number of population was 60 students from 2 parallel classes which consisted of 30 students of each class. The sample was taken by using total random sampling, meaning that all of them were the sample of this research. VIII-1 were taken as the experimental group was taught by using collaborative learning strategy and VIII-2 as control group was taught by using free writing strategy. The data of this study was collected by using written test. The findings indicated that there was a significant effect of collaborative learning on the students' achievement in writing descriptive text. The goal of this research is given the significant effect of using collaborative learning on the students' achievement in writing descriptive text.

Keywords: *descriptive text, writing, collaborative learning*

I. INTRODUCTION

In teaching writing descriptive text, the teacher had to use appropriate method in order that students can be interest in writing. There were some reasons in writing types that could be mastered easily by students. Most of the students were not interested in writing and collaborative learning could be appropriate in teaching writing descriptive text. Based on the researcher's experiences in the practicing, the researcher found so many problems in SMP Asuhan Jaya when the researcher gave writing. The first problem was that the students easy to bored and uninteresting towards writing, and additionally the teacher used the traditional strategy such as free writing intruction, the second problem was that there were so many errors in vocabulary, spelling and grammer because they haven't mastered them very well. So based on the explanation above, the researcher was interested to find the effect of using collaborative learning on the students'

achievement in writing descriptive text collaborative learning strategies is effective to improve the students' achievement in writing descriptive text.

Through collaborative teaching, teacher develop a comman language, a common set of practises, and channels for comunicacion that can increase students' learning. The teacher can support students' practice of this strategy through their thingking. By providing evidence from illustration, students can "set" their own nd their classmates' thought processes on paper. Students can be invited to illustrate a text that use compound word to challenge their classmates' abilities to make predictions based on visual or semantic cues.

So based on that, those problem the researcher gave the solution, teaching writing descriptive text by using collaborative learning. I am sure It will be effective. Because According to [1] in Collaborative writing the ideas was shared and decision could be made quickly and effitiently. Because in collaborative writing they will be in a team work. And the resercher was very interested in this collaborative lerning because, In teching descriptive text by using collaborative learning the student could be more active

Collaborative learning has been used many researchers as instruction strategy with positive andimproved results. A few studies have been carried out in local context also, Anuradha [2] conducted a study the examine collaborative learning enhances critical thingking.it was found that students who participated in collaborative learning had performed significantly better on the critical-thinking test than students who studied individually. It was also found that both groups did equally well on the drill-and-practice test. This result is in agreement with the learning theories proposed by proponents of collaborative learning. Similarly [3] conducted the research the influence of collaborative learning on the students' attitudes Performance in an Introductory Chemistry Laborator. Students seemed to develop a more positive attitude about the laboratory and about chemistry in the collaborative learning sections as judged from their classroom evaluations of the teacher, the course, and the collaborative learning experience. Research carried out by [4] also shows

the relevance of interpersonal competence as a transferable skill, useful in activities other than translation. Taking into consideration the preliminary results obtained in our survey we can state that collaborative learning is considerably beneficial for students.

So for the reason, the researcher conducted the study. the researcher would like to find out the effect of collaborative learning to the students' achievement in writing descriptive text and to describe the difficulties faced to the students in writing.

II. REVIEW OF LITERATURE

A. Descriptive Text

According to [5] "descriptive paragraph is a group of sentences that develops one main idea about describing thing, place, person, and animal". The description must be organized so that the reader can vividly imagine the scene being described. The selection and the description of details depends on the describer's purpose. [6] say that "A good descriptive paragraph let the reader experience sensory details as they read. Further the details of descriptive paragraph also presents some advantages for the readers such as appeal to the readers sense, to create mental picture, and to make the reader feels and expected.

Wiesman [6] say that "A good descriptive paragraph let the reader experience sensory details as they read. Further the details of descriptive paragraph also presents some advantages for the readers such as appeal to the readers sense, to create mental picture, and to make the reader feels and expected". Some types of Descriptive Paragraph, They are :

B. Collaborative Learning Strategy

According to [7] Defined that collegial relationship in school are both "highly prized" and "highly elusive" "preconditions for school reform and in a collaborative strategy teacher would expect to use teachers talking about practice, teacher sharing craft knowledge, teacher observing one other while they are engaged in practice, teacher rooting for one another's success. Through collaborative teaching, teacher develop a common language, a common set of practices, and channels for communication that can increase students' learning. The teacher can support students' practice of this strategy through their thinking. By providing evidence from illustration, students can "set" their own and their classmates' thought processes on paper. Students can be invited to illustrate a text that use compound word to challenge their classmates' abilities to make predictions based on visual or semantic cues. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use.

At the level of a process between acquisition and learning. Acquisition refers to the nature assimilation language rules

though using language for communication. Learning refers to formal study of language rules and is a conscious process. However, learning is available only a "monitor". The monitor is repository of conscious grammatical knowledge about a language that is learned through formal instruction and that is called upon in editing of utterance produced through the acquired system.

At the level of an approach we are hence concerned with theoretical principles. With respect of language theory, we are concerned with an account of the central process of learning and an account of the condition believe to promote successful language learning

In recent years board of strategy known as collaborative strategy been realized methodologically by student teacher achievement ration (STAR)

In STAR, language lessons are based on learning experiences that have nonlinguistic outcomes, and in which there is a clear connection between the things learners do in class and the things learners do outside of the classroom. Students as the participants which must be active which the teachers play his role as a facilitator in collaborative learning.

[1] There are three models of teaching writing by using collaborative learning

1. Face to face : The team meets in person to draft, revise, and edit the document. One person typically dictates while another type . this model is most appropriate in planning stages (brain- storming, assigning tasks , planning revision, etc). Or when discussing highly visual documents.

2. Divided / Horizontal :The team divides the document into sections and assigns each team member a section to write. This model is appropriate when speed is more important than quality (because the quality tends to be very low)

3. Layered Each person is assigned a primary role and all team members have overlapping layers of responsibility .This method is most appropriate when drafting and revising longer documents and most closely work place collaboration.

C. Paragraph Writing

Paragraph is a group of sentence that develop one main idea according to Carol [8] " paragraph is a group of sentence that shares a common topic or purpose". Each paragraph is a logical unit of expression on a single main idea or thought. [5] said that " a paragraph have some elements " such as, topic sentence, supporting sentence, concluding sentence, unity and coherence.

He said that " a paragraph have some elements " such as :

1. Topic sentence

Topic sentence is a sentence that has particular function in introducing the topic paragraph and controlling idea about the topic paragraph. Topic sentence in a paragraph can find in the beginning and in the end of paragraph.

2. Supporting Sentence

Supporting sentences are a number of sentences that use to back up, clarify, illustrate, explain or prove the point about topic sentence.

3. Concluding Sentence.

Concluding sentence is a sentence that conclude, summarize the paragraph. Not all paragraph has concluding sentence, but they are useful for ending the development the support smoothly.

4. Unity

Unity is a paragraph which all sentences are related to the topic paragraph and controlling idea in the topic sentence.

5. Coherence

Coherence is a paragraph which all sentences are arranged logically and flow smoothly

III. METHODOLOGY

A. Research Design

The experimental research used to carry out this research . it dealt with quantitative design. This study had two variables; they were dependant and independent variables. In this case, collaborative learning model was as independent variable and students' achievement in writing ability was as dependent variable.

In this research, experimental group taught by applying collaborative learning model , and the control group taught in order to investigate the effect of collaborative learning model on students' achievement in writing. Table 1 is the scheme of the research.

Table 1. the differences of Experiment Group

Group	Pre - test	Treatment	Post - test
Experimental	√	Collaborative learning strategy (X)	√
Control	√	Free Writing strategy (Y)	√

B. Participant

The population of this research was the 2014/2015 eight year students of SMP Asuhan Jaya, which consisted of two classes, each class consisted of 30 students. The total numbers 60 students and was divided into two classes . this research took all the students as the sample by using total sampling. According to Arikunto (2008 : 116). "If the population of research is less than 100, it is better to include all of them message as the sample "

C. Procedure

The teacher and students prepared collaborative learning and all students brought their things needed to do this program. The teacher divided them into some groups . The groups observed any object based on their need. The groups of students was given 50 minutes for observing the object. The students were given 40 minutes to use the result of the observation to write descriptive text. The resercher scored the right answer which was arranged based on writing indicator. To collect the data, the prosedure applied by using the communicative score, ranging from 1 – 100 to know the students' achievement

in witing, there were some criterias to consider. Jacob states that there are five strong component namely, content, organization, vocabulary, language use and mechanics. The spesific criterias were described in detail in the following stages. The experimental research used to carry out this research . it dealt with quantitative design. This study had two variables; they were dependant and independent variables. In this case, collaborative learning model was as independent variable and students' achievement in writing ability was as dependent variable. In this research, experimental group taught by applying collaborative learning model , and the control group taught in order to investigate the effect of collaborative learning model on students' achievement in writing

D. Instrument Research

A set of tests administered to collect the data and the tests in the form of essay test. In this test, the students did the obsevation to the object and wrote the result of the observation in the form of descriptive text. The instrument for collecting the data in this research used essay test.

IV. FINDING AND DISCUSSION

A. Finding

Table 2. the differences of Experiment Group

Variable	N	Mean	df	t-value	Significant
Pre Test	30	13.13	59	133	000
Post Test	30	21.57			

Table 3. The Differences of Control Group

Variable	N	Mean	Df	t-value	P
Pre Test	30	12.05	59	11.13	0.98
Post Test	30	13.12			

Table 4. The differences of Control Group and Experimental Group

Variable	Mean Differences	SD	T	Sig
Experimental and Control	13.23	1.62	8.24	0.98

The Independent sample t-test was used to measure the mean scores difference between writing Descriptive achievement scores of control and treatment groups on pretest. Table 1 shows that there is no significant difference between the two groups (p=3.00). It means that both groups were on equal level of achievement before intervention.

A paired sample t-test was conducted to compare the effect of intervention on achievement scores of experimental group. The table shows that there was a significant difference in achievement scores of Experimental and Control .

B. Discussion

After accounting the data previously by using t-test formula, it showed that the critical value was 0.98, then after seeking the table of distribution of t-critical as basis of counting t-critical in certain degree of freedom (df), the calculation shows that t-table was 58(Ny+Nx -2=30 -2 = 58). In the line of 58 showed that t-table was 0.98 for 0.11. Based

on the data $t_{\text{observe}} > t_{\text{table}}$ or $0.98 > 0.11$. it means, null hypothesis was rejected and alternative hypothesis was accepted. It means, that there was a significant effect by using mail order catalogue on the students achievement in vocabulary mastery. And The result of validity of the test is 0.99. It means that the test is "complete". The value of the standard reliability of the test was 0.98. It means that the test is "very good".

There is a significant effect of using mail order catalogue on the students achievement in vocabulary mastery. The next reason for supporting results of the study might that students were working in highly collaborative learning, helping each other to perform better during writing descriptive activities. The research studies carried out by Alberto, Amaury, etc, 2002. they needs motivation. Although this is true essence of collaborative learning, however, it can serve as a eternal factor and internal factor that influence the results make a comailing case during experimental study. Another important factor that might have contributed in getting supportive results was that these students were exposed to such treatment for the first time so excitement and joy of doing something different from routine classes might have boosted their passion to perform.

The same results has been presented [10] who conducted research study in his introductory chemistry laboratory and found very supportive results. Both quantitative and qualitative measures were used to evaluate the impact of collaborative learning on student achievement and attitudes. Grades did not differ between the two sections, indicating that collaborative learning did not affect short-term student achievement. Students seemed to develop a more positive attitude about the laboratory and about chemistry in the collaborative learning sections as judged from their classroom evaluations of the teacher, the course, and the collaborative learning strategy. The use of collaborative learning strategy in the laboratory as described in this paper therefore may provide a means of improving student attitudes toward chemistry. As the target to improve writing achievement was accomplished, so these aspects can be ignored as indispensable elements.

ACKNOWLEDGMENT

The writer would like to express respected to Dra. Diani Syahputri, M.Hum., her experienced supervisor, for showing her how to good speaking and for giving her useful knowledge and who have given suggestions ideas.

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