Implementation of Learning Methods Directly in An Effort to Improve the Ability to Writing Poetry of Grade XI Students' High School 1 Padang

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Abstract

The problems in this research are: 1) How is the process of implementing direct learning methods to improve poetry writing skills among Class XI students at State Senior High School 1 Padang Bolak Julu in the 2024-2025 academic year? 2) How is the improvement in students' poetry writing skills in the same class and academic year through the use of direct learning methods? This study aims to: 1) Identify the process of applying direct learning methods to enhance students' poetry writing skills; 2) Determine the improvement in students' poetry writing skills through the use of direct learning methods. The research method used is Classroom Action Research (CAR), involving 40 students of Class XI at State Senior High School 1 Padang Bolak Julu in the 2024-2025 academic year. The object of this study is the students' poetry writing results, and the data collection instrument is an essay test. The findings show that using the direct learning method improves students' poetry writing skills from cycle I to cycle III. The average score increased from 64 in cycle I to 72.5 in cycle II and 83.16 in cycle III. Learning completeness also improved, with 47.5% of students completing learning in cycle I, increasing to 72.5% in cycle II, and reaching 87.5% in cycle III, categorized as good. These results confirm the research hypothesis that the direct learning method effectively enhances students' poetry writing skills.

Keywords: *direct learning method, ability, writing poetry*

I. INTRODUCTION

Writing is a process. Therefore, writing must go through the initiation stage, continuation stage, revision stage, and ending stage. In the initiation stage, before the writer writes, he must look for an idea to be written, then continue with the continuation stage, namely the writer begins to develop his idea. After finishing developing, the idea must be revised because as a human being, he is not free from mistakes. After the writing is revised, then there is a termination stage, or completion stage, namely the finished stage that is ready to be published. If these stages are carried out systematically, then a person's writing results will be better.

Learning to write, both creative and non-creative, has existed since elementary school. Therefore, students should be good at writing. In addition, the curriculum also teaches creative writing and non-creative writing. However, in reality, students still find it difficult to write, especially in creative writing, namely writing poetry.

Writing lessons are not only about learning language but also learning about literature. Teaching literature is planned to involve students in the learning process. The literary experience is realized from what is known and felt by students in the form of sensations, emotions, and ideas. When teaching takes place, students must be involved in problem solving so that students become more active and creative, so that students can achieve the expected competencies.

Literature learning in school trains students to instill a love of literature, so that later when the students are adults, they will also be adults in their ability to capture (appreciate) and assess literary results. Thus, literature teaching does not only have aspects of theoretical and practical training, but also has the value of character and attitude formation, in addition to the elements of artistic pleasure and enjoyment (Situmorang, 2009)

One way to develop literary appreciation in students is through poetry learning. Poetry learning is a literary activity that contains an outpouring of expression of thoughts, ideas, and life experiences in the form of words that have meaning and aesthetic elements of poetry. Poetry learning in schools aims to instill a sense of sensitivity to the results of literary art, so that students get a sense of emotion obtained from poetry appreciation. In addition, poetry learning in schools is very important and useful for students because it can help students become sympathetic and thoughtful people.

Writing poetry means expressing a life in a language medium that must meet certain requirements in accordance with the aesthetic norms of poetry. To achieve this aesthetic, skills and abilities are needed to use its elements to produce a harmonious blend. These skills and abilities can be obtained by diligently practicing writing a poem intensively (Situmorang, 2009).

With intensive practice, a person will gain experience in how to use the power of thought effectively, mastering language structure and vocabulary convincingly. These exercises will gradually and routinely convince a person to give birth to ideas, knowledge, and feelings in the form of good and logical language in accordance with the aesthetic norms they want to achieve.

Process pLearning to write poetry really requires the role of teachers as facilitators, teachers should be able to teach knowledge about literature, especially poetry, in detail to students as one of their bases in writing poetry activities. Learning to write poetry will also be able to be carried out well if there is good cooperation between teachers and students. In addition, the teacher's way of teaching also has an effect. The teacher's way of teaching poetry still uses traditional methods such as lectures and assignments. Most teachers teach poetry only from literature books in the form of collections of poetry or examples of poetry. Teachers also rarely use innovative techniques in learning literature, including learning to write poetry.

Learning techniques are one of the important things in learning activities. Learning techniques function to help teachers in delivering learning materials to students. Techniques are one of the learning resources that are able to channel messages or information needed by students. The delivery of information can be through spoken and written language supported by the use of appropriate techniques or tools. In the process of learning poetry, the delivery of appropriate information is needed so that students are able to absorb the knowledge contained therein accurately.

This kind of learning method sometimes has an impact on laziness and lack of student activity in following poetry writing lessons. It can be said that this learning is considered less varied so that it has an impact on student activity in writing being low and indirectly will result in their writing skills being low. This is proven when students are given the task of writing poetry, the results are less than optimal, few are able to achieve the minimum completion criteria, namely a score of 75. The less than optimal results are also caused by several obstacles that arise from the students themselves. These obstacles include students having difficulty in determining and finding ideas, students having difficulty determining the first word in their poems, difficulty in developing ideas that have been obtained in the form of poetry due to minimal vocabulary mastery, and students being unaccustomed to expressing their thoughts or imaginations in the form of poetry. These obstacles result in students' poetry writing scores being low, so changes are needed in the learning process.

One of the learning methods that can improve students' poetry writing skills is by applying the direct learning method.This learning method supports the learning and teaching process of students related to well-structured declarative knowledge and procedural knowledge that can be taught with a gradual, step-by-step activity pattern.

The direct instruction method is a teacher-centered teaching model, meaning that the teacher's role or task is more dominant. The application of this direct instruction method has advantages in the learning process, namely that students acquire procedural knowledge and students are able to understand declarative knowledge. In the direct instruction method, there are five phases implemented in the learning process, namely the first phase conveys objectives and prepares students, the second phase demonstrates knowledge or skills, the third phase guides training, the fourth phase checks understanding and provides feedback, and the fifth phase provides conclusions for further training and application (Education., 2006)

Research using direct methods was conducted by Ike Sulistiyati Septiyani (2013) with the title: "Effectiveness of Direct Methods with MediaPicture Power Pointin Sentence Pattern Learning". From the research resultsThe average value of the experimental class was 87, while the average value of the control class was 74.70. The test analysis was based on the t-table.test with a 5% confidence level for N-2 (63-2) is 2.00, and the t value is obtainedcount = 4.80. It is known that tcount greater than ttable. Thus it can be concluded that the use of direct methods with picture power point media is effective in improving the mastery of Japanese sentence patterns of class X students of SMA N 1 Singorojo (Septiyani, 2013).

Similar research was also conducted by Asiyah Nur Hidayati (2012) with the title: "Effectiveness of Learning ModelsDirect Instruction (Direct Method) on Mathematics Learning Outcomes". The results of this study tcount = 3.216, while ttable =1.671 Because tcount > ttable then it means that the average mathematics learning outcomes of students taught with Direct Instruction learning are higher than the average learning outcomes of students taught with conventional learning. Based on the data obtained, the average value of the experimental class = 77.774 and the average value of the control class = 70.194, so it can be concluded that the Direct Instruction learning model is effective for the mathematics learning outcomes of the main material of the set of grade VII students, semester II of SMP Islam Miftahul Huda, Jepara Regency, academic year 2011-2012. With this research, it is expected that educators can apply the Direct Instruction learning model to improve student learning outcomes in other appropriate main materials. Educators are also expected to be able to develop creativity in their learning variations in class so that students are enthusiastic in participating in teaching and learning activities (Hidayati., 2012).

Based on the description above, the researcher believes that the direct method is very appropriate for use in learning to write poetry, because through the direct method,teachers help students acquire procedural knowledge, namely knowledge about how to do something, for example how to write a good poem, and how to understand a poem that is appropriate. Teachers also help students to understand declarative knowledge, namely knowledge about something (can be expressed in words), for example parts of a poem (Education., 2006). So, by implementing direct teaching methods, students are given knowledge about the meaning of something and how to do something, so that it can improve students' learning outcomes.

Based on the description above, the author is interested in conducting research with the title: "Implementation of the Use of Direct Learning Methods in an Effort to Improve the Poetry Writing Ability of Grade XI Students of SMA Negeri 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 Academic Year".

II. METHODS

This research is a PTK (Classroom Action Research) research by providing treatment to students using probing learning techniques. In this case, according to the research plan, the author will carry out a cycle of activities until improvement occurs, the researcher plans three cycles, which can be seen in the research design below, namely:
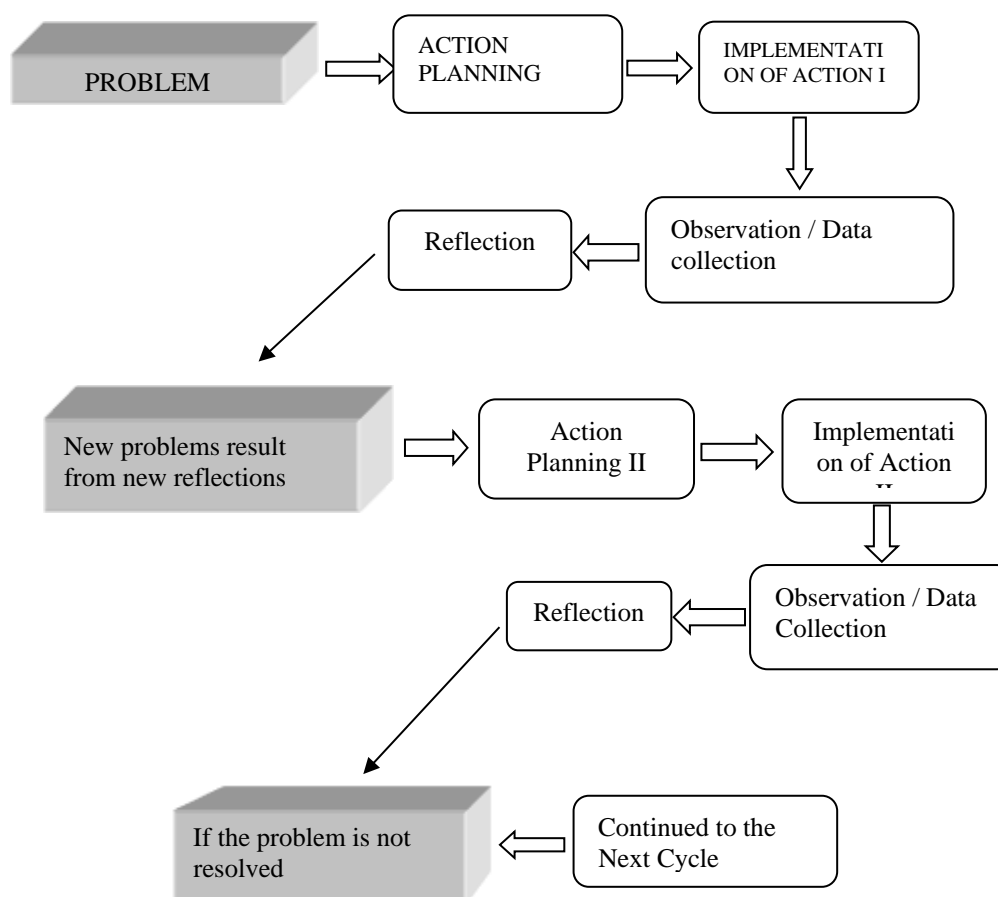

Figure 1. Classroom Action Research Design

Subjects and Objects of Research
In accordance with the school that is the source of the research problem, the location of this research isState Senior High School 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 academic year. The subjects of this research were all students in classXI of State Senior High School 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 academic yeartotaling 40 people. The object of this study is the ability to write poetry by applying direct learning methods.

Data Collection
Data collection is a very decisive stage in a research. Mistakes in collecting data will cause inaccurate research data which will cause the conclusions made to be wrong. For that, data collection requires careful and thorough planning. The steps taken by the author in collecting this data are:
1.   Direct observation in the field where the researcher is conducting research.
2.   Then the researcher asked permission from the principal to conduct research at the school he led.
3.   After obtaining permission, the researcher then entered the class and explained the variables to be studied.
4.   After finishing explaining, students were asked to do the test.
5.   After completing the test, students' answer sheets were collected for analysis.

Data Technique
The data in this study were analyzed to determine the level of student activity and the improvement of learning outcomes in writing poetry using direct learning methods. Data collected in each observation activity from the implementation of the research

cycle were analyzed descriptively using percentage techniques to see the tendencies that occur in learning activities and then processed using analysis techniques.

III. RESULTS AND DISCUSSION

A. *Cycle I*

This research was conducted on studentsclassXI of State Senior High School 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 academic yearon the material of writing poetry consisting of three cycles. The implementation of this research was carried out collaboratively with an observer (class VIII Indonesian language teacher) who assisted during the research. Implementation of action I by implementing learning according to the scenario that has been prepared, where the researcher acts as a teacher. The researcher carries out learning as has been prepared in the RPP. The steps for learning to write poetry using the direct learning method are as follows:

a. Demonstrating problem solving steps that write poetry. (Demonstrating)
b. Provide examples and steps to solve them. (Guided Practice)
c. The teacher gives students the opportunity to ask questions.
d. The teacher gives practice questions. (Feed Back)
e. Students work on practice questions.
f. Facilitate students to compete healthily to improve learning achievement;
g. Facilitate students in making exploration reports, both verbally and in writing, individually and in groups;
h. Facilitate students to present individual and group work results;
i. Facilitate students to hold exhibitions, tournaments, festivals, and produce products;
j. Facilitate students to carry out activities that foster student pride and self-confidence.
k. Students are guided by the teacher to summarize the material that has been studied.
l. The teacher gives a competency test. (Extended Practice)
m. Providing positive feedback and reinforcement in the form of verbal, written, gestures, or rewards for student success,
n. Provide confirmation of the results of student exploration and elaboration through various sources.

After implementing learning actions in cycle I, carrying out observations and tests, the following student activities and learning outcomes were obtained in sequence. This observation of student activities was carried out at each meeting. From the two meetings conducted in cycle I. It appears that the percentage of student activity in the first cycle was 56.78% or around 22 students out of 40 students carried out the activity.This average is the average of student activity scores obtained from two meetings that took place in cycle I.

It can be seen that the average number of students who carried out activities in cycle I was 56.,78% (around 22 students). When compared with the criteria for the level of success of the action, the average is in the sufficient criteria.

To find out students' poetry writing ability using direct learning methods, a test was given at the end of cycle I. This test was conducted for 30 minutes in the last hour. During the implementation of the cycle I test, 40 students attended the test.XI of State Senior High School 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 academic yearand no students were absent. It is known that the total score obtained by students as a whole is 2560 with an average of 64, and the highest score is 86.67 while the lowest score is 40. Students' poetry writing ability in cycle I and classical learning completion can be seen in general in the table below:

Table 1. Students' Classical Completion in Cycle I

Mark	Number of Students	Percentage Score
≥ 65	19	47.5%
< 65	21	52.5%

Based on the table above, it is known that learning completion reached 47.5%, namely there were 19 students who had achieved a score of more than 65, while those who had not achieved a score of 65 were 21 students or 52.5%.The average learning outcomes I and student learning completeness are still low, so it can be concluded that students' poetry writing ability in cycle I is still low and has not reached the expected criteria.

Judging from the students' answer sheets on the results of the cycle I learning test, it seems that students find it difficult to write poetry where students are required to do imagination that they have not done before. This may be due to the lack of participation of these students when carrying out the direct learning method which causes students to find it difficult to write poetry in cycle I. At the beginning of the implementation of cycle I, the class conditions were not conducive to learning, because of the habit of students talking even though the teacher was already in the class. In general, students do not understand how to learn well. After the teacher gave directions, the class conditions began to be ready for learning. Then the teacher explained how the learning method would be carried out, socialized the tasks and activities carried out by students through direct learning methods, and then the lesson began using direct learning methods.

Learning using this direct learning method is not as easy as imagined. In addition to requiring a long time and good thinking power, researchers are also exhausted in controlling students to do good imagination. When using the direct learning method,

researchers are very exhausted in organizing the class, because students compete to ask how to do good imagination, thus provoking a commotion in the class. This is realized by the researcher's teacher due to the lack of ability to control the class. This also causes learning to be unconducive. Researchers realize that there are many shortcomings of researchers, such as not being fully able to provide reinforcement to students, control the class, and understand student characteristics.

Considering that student activity is still in the less criteria and the percentage of classical completion achievement is still 47.5%, it was decided to continue the action in the second cycle. In cycle II learning, teachers need to provide reinforcement in terms of:

1) Provide more approaches and motivation to students who are less active and who are experiencing difficulties.
2) Give recognition or awards to students who have succeeded.
3) More intensive guidance for students who have difficulty in implementing direct learning methods.
4) Helping students to more easily imagine things, for example imagining an object and its benefits in human life.

B. *Cycle II*

After re-planning the action thatwill be implemented in cycle II, then the next step is to apply it to the learning process in the classroom. The steps for learning to write poetry using the direct learning method are as follows:

a. Demonstrating problem solving steps that write poetry. (Demonstrating)
b. Provide examples and steps to solve them. (Guided Practice)
c. The teacher gives students the opportunity to ask questions.
d. The teacher gives practice questions. (Feed Back)
e. Students work on practice questions.
f. Facilitate students to compete healthily to improve learning achievement;
g. Facilitate students in making exploration reports, both verbally and in writing, individually and in groups;
h. Facilitate students to present individual and group work results;
i. Facilitate students to hold exhibitions, tournaments, festivals, and produce products;
j. Facilitate students to carry out activities that foster student pride and self-confidence.
k. Students are guided by the teacher to summarize the material that has been studied.
l. The teacher gives a competency test. (Extended Practice)
m. Providing positive feedback and reinforcement in the form of verbal, written, gestures, or rewards for student success,
n. Provide confirmation of the results of student exploration and elaboration through various sources.

After implementing learning actions in cycle II including considering reflections and decisions in cycle I,implementation of observations and tests

This observation of student activities was carried out at each meeting. From the two meetings conducted in cycle II. It appears that the percentage of student activity in cycle II was 75.71% or around 30 students out of 40 students carried out the activity.This average is the average of student activity scores obtained from two meetings that took place in cycle II. It can be seen that the average number of students who carried out activities in cycle II was 75.,71% (around 30 students). When compared with the criteria for the level of success of the action, the average is in the good criteria.

To find out the students' poetry writing ability using direct learning methods, a test was given at the end of cycle II. This test was conducted for 30 minutes in the last hour. During the implementation of the cycle I test, 40 students from classXI of State Senior High School 1 Padang Bolak Juluand no students were absent.

It is known that the total score obtained by students as a whole is 2900 with an average of 72.5, when compared to the total score of students in cycle I, then in cycle II there is an increase. Likewise, the highest score is 93.33 while the lowest score is 46.67, when compared to the previous results in cycle I, then in cycle II there is also an increase. Students' poetry writing ability in cycle II and classical learning completeness can be seen in general in the table below:

Table 2. Students' Classical Completion in Cycle II

Mark	Number of Students	Percentage Score
≥ 65	30	75%
< 65	10	25%

When viewed from the results of students' poetry writing skills in cycle II, the number of students was 40 people with a score of 2900, so the average was 72.5. Meanwhile, student learning completion reached 75%, namely 30 people who had achieved a score of equal to or more than 65, and 10 students who had not completed it with a score percentage of 25%.

In cycle II, the lowest score obtained by students was 46.67. This may be because students consider writing poetry trivial and other limitations that make students feel that the scores they will get later do not affect their scores.

In this cycle, the condition of the students in the class is conducive to learning, so that the teacher/researcher has been helped in carrying out the learning. Many students have also begun to respond when the researcher asks them to imagine. Then they are willing to express what they do not know, although what they say may not be entirely correct, but the teacher researcher always tries to help students direct their answers in the right direction. From these results, it can be seen that the teacher always guides students during the teaching and learning process to direct students to open their thinking paradigms.

In cycle II, the average number of students who carried out the activity was 75.,71 (around 30 students). This can be seen in every aspect of the observed activity. Likewise, to see the level of success of learning by using direct learning methods in improving students' poetry writing skills can be seen from the score answers in cycle II, the students' answer scores have increased because 75% of students have been active in following the teaching and learning process using direct learning methods.

When viewed from the student learning outcome test for cycle II, the number of students is 40 students with a score of 2900, so the average is 72.5. Meanwhile, student learning completion reaches 75%, namely 30 students who have achieved a score of equal to or more than 65, and 10 students who have not completed it with a score percentage of 25%.

In implementing the cycle II action, difficulties were also found in its implications, including that student activities were still dominated by only a few people.The short time so that when scoring the time has run out. As a result, the researcher is increasingly busy correcting 40 students in one meeting.

After conducting analysis and evaluation in cycle II, it can be recommended that it be implemented in the next cycle in order to obtain more optimal results, namely:

1) To further increase student activity and student involvement, students are invited to go outside the classroom to imagine objects around the school environment.
2) To further improve learning outcomes, it is necessary to pay attention to student assignments such as correcting homework and returning it to them.
3) During the teaching and learning activities, students must be more active, where students as models are not only students who are the fastest to grasp the lesson material, but also spur achievements or motivate students who are slow to grasp. In fact, all students must play a role in teaching and learning activities.
4) During cycle II, some students still asked questions when writing poetry, but had not yet achieved classical completion, but in cycle III the teacher clarified the material that students did not know and hoped that students would understand and be able to complete the cycle III test that the teacher gave well.

Considering that student activities in cycle II, especially in the last few meetings, had not reached good criteria, and the percentage of classical completion achievement was still 75%, it was decided to continue to cycle III.

C. *Cycle III*

After re-planning the action thatwill be implemented in cycle II, then the next step is to apply it to the learning process in the classroom. The steps for learning to write poetry using the direct learning method are as follows:

a. Demonstrating problem solving steps that write poetry. (Demonstrating)
b. Provide examples and steps to solve them. (Guided Practice)
c. The teacher gives students the opportunity to ask questions.
d. The teacher gives practice questions. (Feed Back)
e. Students work on practice questions.
f. Facilitate students to compete healthily to improve learning achievement;
g. Facilitate students in making exploration reports, both verbally and in writing, individually and in groups;
h. Facilitate students to present individual and group work results;
i. Facilitate students to hold exhibitions, tournaments, festivals, and produce products;
j. Facilitate students to carry out activities that foster student pride and self-confidence.
k. Students are guided by the teacher to summarize the material that has been studied.
l. The teacher gives a competency test. (Extended Practice)
m. Providing positive feedback and reinforcement in the form of verbal, written, gestures, or rewards for student success,
n. Provide confirmation of the results of student exploration and elaboration through various sources.

After implementing learning actions in cycle III including considering reflections in cycle II, carrying out observations and tests, the following results were obtained for teacher activities.

It appears that the percentage of student activity in cycle III was 87.85% or around 35 students out of 40 students carried out the activity.This average is the average of student activity scores obtained from two meetings that took place in cycle III. It can be seen that the average number of students who carried out activities in cycle III was 87.,85% (around 35 students). When compared with the criteria for the level of success of the action, the average is in the good criteria.

To find out students' poetry writing ability using direct learning methods, a test was given at the end of cycle III. This test was conducted for 30 minutes in the last hour. During the implementation of the cycle I test, 40 students from classXI of State Senior High School 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 academic year, and no students were absent.

It is known that the total score obtained by students as a whole is 3326.66 with an average of 83.6, when compared to the total score of students in cycle II, then in cycle III there is an increase. Likewise, the highest score is 100.00 while the lowest score is 60.00, when compared to the previous results in cycle II, then in cycle III there is also an increase. Students' poetry writing ability inCycle III and classical learning completion can be seen in general in the table below:

Table 3. Students' Classical Completion in Cycle III

Mark	Number of Students	Percentage Score
≥ 65	35	87.5%
< 65	5	12.5%

Based on the table above, it can be concluded that the number of students who completed cycle III was 35 people or 87.,5%. The average score of students in cycle III is 83.16. In cycle III, the score of students' poetry writing ability that has been completed has increased to 35 students. This shows that more than 87% of students are active and involved in the learning process. This is also followed by the score of students' poetry writing ability for cycle III, the total number of students' scores is 3326.66, so that the average score is 83.16. Meanwhile, students' learning completion has reached 87.5%, namely there are 35 students who have achieved a score of more than 65. Both the average value of students' learning outcomes and students' learning completion in cycle III have achieved the expected results according to the specified criteria.

In this third cycle, students are accustomed to using direct learning methods, but there are some students who do not care and are not actively involved in the learning process using direct learning methods, so there are some students who do not complete this study.Student activity has increased significantly, they are very responsive to the actions taken by the teacher. When the teacher explains the direct learning method, they are very quick to respond spontaneously. Students are no longer hesitant to ask for an explanation from the teacher if they do not understand.

Considering that the teacher's activities and students' activities in cycle III, especially in the last few meetings, have reached good criteria, and the percentage of classical completeness achievement has reached 87.5%, it can be concluded that students' poetry writing abilities have increased through direct learning methods and it was decided not to continue to the next cycle.

D. *Discussion*

Through contextual learning, there is an increase in students' learning motivation in reading comprehension text material.XI of State Senior High School 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 academic year seen based on the poetry writing ability test consisting of three tests, namely learning outcome tests I, II and III. Then regarding the results of poetry writing ability and the percentage of student learning completion can be seen in the following table and graph:

Table 4. Student Writing Ability Results and Student Learning Completeness
from I - Cycle III

Information	Cycle I	Cycle II	Cycle III
Average	64	72.5	83.16
Completeness	47.5%	75%	87.5%

From the table above, it can be explained the increase in students' poetry writing ability and learning completeness from cycle I to cycle III, through the average of students' poetry writing ability, namely learning outcome tests I, II and III. From cycle I to cycle II, students' poetry writing ability increased from 64 to 72.5, up by 8.5, likewise from cycle II to cycle III it increased from 72.5 to 83.16, up again by 10.66. Logically, from cycle I to cycle III it increased by 19.6.

Likewise, with the completion of student learning in cycle I, 47.5% of students completed their learning, when compared with the completion level criteria.

learning is in the less criteria. Then it increased to 72.5% in cycle II. In cycle III, learning completion has reached 87.5%, when compared to the learning completion level criteria, it is in the good criteria. This condition has become the target in this study.

It is concluded thatdirect learning methods can improve students' poetry writing skillsXI of State Senior High School 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 academic year, in other words, the hypothesis proposed can be accepted as true.

Increasing student activity in poetry writing material through direct learning methods inXI of State Senior High School 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 academic yearseen based on the observation results. In cycle 1 the percentage of students who carried out activities was 56.78% (equivalent to 22 people) when compared with the criteria for the level of success of the action, it turns out that the average number of students who carried out activities was in the sufficient criteria. In cycle II it increased to 75.71% (equivalent to 30 people), when compared with the criteria for the level of success of the action, the average number of students who carried out activities was in the sufficient criteria, while in cycle III, the average score of student activities increased to 87.85% (equivalent to 32 people) which when compared with the criteria for the level of success of the action, it turns out that the average number of students who carried out activities was 87.85% in the good criteria.

It can be seen that there is an increase in student activity for each indicator. In the first indicator, there was an increase in the second meeting in cycle I by 14 people. In cycle II, the second meeting increased to 20 students. In other student activity indicators, the increase continued to occur at each meeting.

In general, student activity continues to increase at the end of each cycle. It can be seen from the percentage of student activity in each cycle in the table and graph below:

Table 5. Results of Student Activity Observations from Cycle I
Up to Cycle III

Information	Cycle I	Cycle II	Cycle III
Student activities	159	212	246
Ideal	280	280	280
Percentage	56.78%	75.71%	87.85%

From the table above, it can be seen the increase in student activity towards Indonesian language lessons, especially in the material of writing poetry. With the details of the table above, it illustrates the seriousness of the teacher in managing learning, with an increase in student activity from low in cycle I to high in cycle III.

Based on the state of student activity which actually increased from cycle I to cycle III, it can be concluded that student activity in presenting poetry writing material through direct learning methods inXI of State Senior High School 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 academic yearcan be improved. This shows the success of teachers who influence student activities in using direct learning methods on poetry writing material.

IV. CONCLUSIONS

From the results of research and discussions that have been carried out onFrom the previous chapter, The results of students' poetry writing skills in classXI of State Senior High School 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 academic yearby using direct learning methods experienced an increase from cycle I to cycle III, through the average ability to write poetry of students, namely learning outcome tests I, II and III. From cycle I to cycle II, students' poetry writing ability increased from 64 to 72.5, up by 8.5, likewise from cycle II to cycle III increased from 72.5 to 83.16, up again by 10.66. Logically from cycle I to cycle III increased by 19.6. Likewise, the completeness of student learning in cycle I, students who completed learning were 47.5%, when compared to the criteria for the level of learning completeness were in the criteria of less. Then it increased to 72.5% in cycle II. In cycle III, learning completeness had reached 87.5%, when compared to the criteria for the level of learning completeness were in the criteria of good. The process of applying direct learning methods in improving students' poetry writing skillsXI of State Senior High School 1 Padang Bolak Julu, North Padang Lawas Regency, 2024-2025 academic yeargoing well, this can be seen from the results of observations of student activities, wherein cycle 1 the percentage of students who carried out activities was 56.78% (equivalent to 22 people) when compared with the criteria for the level of success of the action, it turns out that the average number of students who carried out activities was in the sufficient criteria. In cycle II it increased to 75.71% (equivalent to 30 people), when compared with the criteria for the level of success of the action, the average number of students who carried out activities was in the sufficient criteria, while in cycle III, the average score of student activities increased to 87.85% (equivalent to 32 people) which when compared with the criteria for the level of success of the action, it turns out that the average number of students who carried out activities was 87.85% in the good criteria.

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