

The Implementation of PAKEM Learning Method to Improve the Competence of the Students in Using Proverbs in Writing Among the Students of Grade V of Public Elementary School 104189 Datar City

Hendro Poniman¹⁾, Rahmat Kartolo^{1*)}

¹⁾ Muslim Nusantara Al-Washliyah University, Medan, Indonesia

^{*)} Rahmat Kartolo: rahmatkartolo@umnaw.ac.id

Article history: received March 08, 2024; revised April 22, 2024; accepted May 06, 2024

This article is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Abstract. The issues in this study is: How to improve the ability to use proverbs in the essays of fifth grade students of SD Negeri 104189 Kota Datar? The purpose of this study is to describe the improvement of the ability to use proverbs in the essays of the students of the fifth grade of SD Negeri 104189 Kota Datar. The type of research used is Classroom Action Research (PTK) using 3 cycles, namely cycle I, cycle II and cycle III, broadly speaking, there are four stages that are passed in carrying out Classroom Action Research (PTK), namely planning, implementing, observing and reflecting. The subjects in this study were fifth grade students of SD Negeri 104189 Kota Datar, a total of 39 people. The findings showed that the application of PAKEM method with proverbial teaching aids by the teachers of Grade V students of SD Negeri 104189 Kota Datar, as evidenced by the increase in student activity for each index. In the first indicator, the number of very active pupils rose from 4 in the first cycle to 10 in the second, and again to 21 in the third. The other indicators of student activity continued to increase in each cycle. The increase in the ability to use proverbs in the essays of fifth grade students of SD Negeri 104189 Kota Datar occurred significantly, this can be seen from the average value of the ability to use proverbs in cycles I, II and III. From cycle I to cycle II, the average ability to use proverbs increased from 48.84 to 69.23, an increase of 20.39, likewise from cycle II to cycle III increased from 69.23 to 75.46 again increased by 6.23. Logically, from Cycle I to Cycle III it increased by 26.62. Likewise, with the completeness of student learning in cycle I, students who completed learning amounted to 25.64%, when compared to the criteria for the level of learning completeness was in the criteria of very poor. Then it increased to 69.23% in cycle II. In cycle III, learning completeness has reached 89.74%, when compared to the criteria for the level of learning completeness is in the very good criteria. This situation has become the target in this study.

Keywords: Implementation, PAKEM Method, Proverbs, Writing Bouquets

I. INTRODUCTION

Indonesian language education in schools contains language knowledge and language skills. Language knowledge education includes teaching in the fields of phonology, morphology, syntax, and semantics. The language skills education includes speaking, listening, reading, and writing skills. The four language skills have been taught intensively in schools, but the objectives of language education have not been achieved as expected, because there are still language errors made by students in particular and educated people in general (Alwi, 2008: 43).

One of the uses of language in communication that uses ornamental meaning or meaning that is not true is proverbs or proverbs. Proverbs are commonly used in daily life and are closely related to aspects of society and culture. In Indonesian society in expressing something in the form of criticism, praise or advice to others not directly usually by using parables or proverbs, as well as Japanese people who rarely express thoughts, ideas or ideas not directly but by using long words and they feel more represented by using parables or proverbs to convey their intentions.

According to Rizal (2006: 102) proverbs are verses or groups of words that have a fixed arrangement and contain certain meanings such as thimbles, proverbs, and so on. Proverbs play an important role in society in our country. Proverbs are used to convey advice, admonition, or remembrance figuratively or sarcastically. By using proverbs or proverbs, many admonitions, advice, and insinuations can be conveyed without causing anger or discouragement in others.

Generally, proverbs continue to be used in people's lives to this day. Proverbs can be divided into several types such as language inference, comparison, parable, proverb, benediction, and words of wisdom.

Some examples of proverbs are "The scratching of a quill eventually turns into a quill", "Time is gold", "Like a bird, the eye comes off the body is caged", "Like an aur with a cliff", "Like a fire in a chaff", "Like a chick loses its mother", "Gold debt can be paid, debt of honor is carried to death", "Language of the Nation's Soul", "Unrequited will not sound", "Measure clothes on your own body", and "Muafakat Brings Blessings".

But in reality, there are still many students who have not been able to use proverbs or proverbs in the essays written by them. This also happens to fifth grade students of SD Negeri 104189 Kota Datar, where the students are still unable and do not understand what is meant by proverbs or proverbs. Based on the test results obtained, it shows that the ability to use proverbs of grade V students of SD Negeri 104189 Kota Datar is still low. This is shown by the fact that out of 39 students, only 14 students or 35.89% scored above the Minimum Completion Criteria (KKM) set by the school which is 70, while the remaining 25 students (64.11%) scored below the KKM.

This situation is not only seen from the quantitative data of students in the form of grades but also seen from qualitative data in the form of interviews with students and fifth grade teachers of SD Negeri 104189 Kota Datar related to the ability to use proverbs or proverbs. There are several obstacles faced by teachers and students in learning. First, the lack of student participation in learning because most students consider learning proverbs less important. Second, the lack of teacher skills in developing and applying learning methods.

In teaching and learning activities, a very important element is the learning method. The learning atmosphere that is in accordance with the characteristics of elementary school students is an interesting and fun learning atmosphere. Teachers are required to be able to create interesting and fun learning by using interesting methods and media, so that students feel happy and motivated to be active during the learning process. This is supported by Kline's opinion in Pitajeng (2006: 1), which states that learning will be effective if done in a pleasant atmosphere. For this reason, in learning, children are given the opportunity to plan and use the learning methods they enjoy. This opinion also applies when learning Indonesian in elementary school. Indonesian language learning will be more effective if done in a fun atmosphere. Therefore, teachers must strive for pleasant situations and conditions by applying fun learning methods.

Based on these problems, it is necessary to apply learning alternatives that can be a solution to the problem. One of the efforts to improve students' ability to use proverbs is by using the PAKEM method. PAKEM is an abbreviation of active, creative, effective, and fun learning. According to Slameto (2011:1), PAKEM means learning that is designed to activate children, develop creativity so that it is effective but still fun. In addition, seeing the characteristics of the PAKEM method which is multi-model, multi-method and multi-media, so that students are not bored because the teacher is not only fixated on one model, method and media. Thus, it is expected that the PAKEM method can create a conducive and meaningful learning environment that is able to provide students with skills, knowledge and attitudes for life. The application of the PAKEM method is expected to increase student activity, so that through student activeness in the learning process, it will make it easier for students to understand the material taught by the teacher.

II. METHODS

Classroom Action Research Design (PTK) according to Kemmis and mc. Taggart in Arikunto (2010: 16) suggests that there are four stages involved in carrying out Classroom Action Research (PTK), namely planning, implementation, observation and reflection. The design for each stage is as follows:

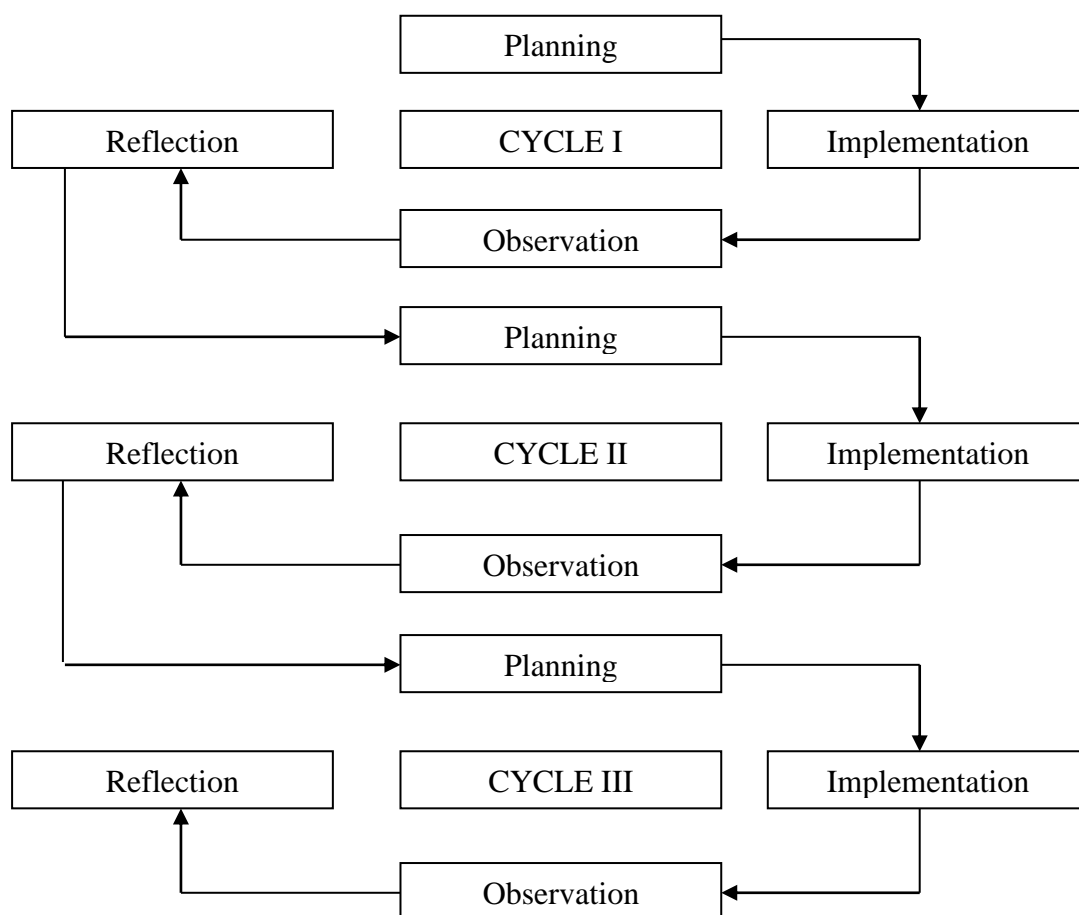


Fig 1. Research Framework

The data collection techniques used in this study are as follows. Researchers made direct observations to the school and asked permission from the principal to conduct research. After the principal gave permission, the researcher began teaching by applying the PAKEM method in improving the ability to use proverbs in students' essays. After the teaching and learning process was completed, the next step was to ask the students to write according to the title determined by the teacher. Then the researcher checked the students' writing based on the assessment aspects that had been determined; Giving scores to the aspects examined in accordance with the predetermined scoring provisions. Then, the score obtained by each student was calculated as the score of the student's ability; Recap the assessment data obtained by students for each aspect studied; and Summing up the scores obtained by students in each aspect studied, then finding the average score and determining the overall student completeness.

Data analysis techniques were carried out qualitative data was obtained from non-test data, namely observation data, journals, questionnaires, interviews, and photo documentation. Data analysis was carried out by reviewing all the data obtained, arranging them in units, and categorizing them. And this quantitative data was used to determine the increase in student learning activities and to determine the increase in students' ability to use proverbs by applying the PAKEM method.

a. Calculating Student Activity Levels

After seeing the increase in student activity at each learning meeting, then look for the average of each student. From this average, it is processed based on percentage. According to Aqib (2010: 221) with the following provisions

- A = Very active: 86% - 100%
- B = Active: 71% - 85%
- C = Quite active: 56% - 70%
- D = Less active: 41% - 55%
- E = Very less active: 40%

After that, it can be seen the increase in student activity, namely the increasing number of students who are active students in participating in the learning process (active), increasing students who show a creative attitude during group work (creative), increasing students who can use their ideas and opinions effectively during group work (effective) and increasing students who are happy and happy and participate in the learning process (fun) during learning.

III. RESULTS AND DISCUSSION

This research was conducted on fifth grade students of SD Negeri 104189 Kota Datar on the material of the ability to use proverbs in student essays consisting of three cycles. The implementation of action I by carrying out learning in accordance with the scenario that has been prepared, where the researcher acts as a teacher. The steps of learning to use proverbs in essays using the PAKEM method are as follows:

- 1) The teacher invited the class leader to lead the prayer.
- 2) The teacher held attendance.
- 3) The teacher prepares all learning tools, such as pictures, props, student worksheets (LKS) and teaching materials.
- 4) Deliver the learning objectives to be achieved, namely writing an essay based on experience by paying attention to word choice and spelling, and being able to use "proverbs" in the essay.
- 5) Ask questions that link previous knowledge with the material to be learned (explore prerequisite knowledge) with a series of questions.
- 6) The teacher writes an example of the proverb "empty barrel sounds loud", then asks the students to state the meaning of the proverb.
- 7) The teacher explains the material about composing and using proverbs in an essay.
- 8) The teacher asks the students to get into groups of 6-7 students each.
- 9) The teacher distributes numbers to each student in each group.
- 10) Then the teacher distributes worksheets containing several proverbs in an essay, and then each group determines the meaning of the proverbs in the worksheet.
- 11) Each group discusses the correct answer and makes sure each group member can do it.
- 12) The teacher goes around providing guidance to groups that need it.
- 13) The teacher draws the number of the group that will come forward first, then draws the number of students who will come forward to present their group results.
- 14) The teacher draws the group number and the other students' numbers again.
- 15) The teacher asks each group to display their work by presenting in front of the class.
- 16) The teacher provides reinforcement by giving awards to the best groups.
- 17) Then, the teacher asks the students to compose an essay and use proverbs in the essay.

Researchers and observers, as well as supervisors discuss the results of teaching pre-action: opening YouTube for examples of PAKEM learning. The core activities of the research team produced lesson plans.

The researcher taught based on the lesson plan observed by the observer assisted by the class teacher and using video facilities. The teacher carried out the teaching of proverbs with the PAKEM method. The assessment indicators of writing proverbs made by students are located in the RRP (attached)

1. Students are unable to write proverbs correctly.
2. Prepare video media to observe the implementation of the action of writing proverbs.
3. The teacher prepares text guidelines that contain proverbs.
4. The teacher labeled the students' scores with the PAKEM method.

The observer observes student activity. Students were waiting for the Indonesian teacher, apparently they saw the arrival of the researcher. The condition of the class did not look ready for students to receive lessons from researchers. This student activity was carried out during teaching and learning. From the observations made, the scores and percentages of each indicator of student activity were obtained as presented in the following table:

1. When implementing the actions, namely (1) the habituation action of using proverbs in writing, (2) the action of writing proverbs in sentences. At this time what is described is the result of the habituation action of using proverbs in the classroom carried out by students based on the teacher's (researcher's) instructions. The observer is a peer who videotaped the proverb writing activity in class (video attached).

2. The researcher acted as a teacher who motivated the students to write the proverbs of the book given by the teacher. According to the results of observations of students who participated in the video playback event without writing, students were not active, only the teacher was active. According to the results of observations of students during the practice of writing proverbs using a microphone, there were still students who played around, and when writing proverbs in front there were still students who felt insecure, so that the writing and content of writing proverbs delivered were not clearly heard by students who heard writing the news. There were 2 students who used the microphone while the others did not want to use the microphone. They said that if they were embarrassed to be heard by others, their writing would sound strong. The teacher replied "That's okay. This is just for training and the people who listen are your friends".
3. According to the observation, students are assumed to be able to give comments or responses to proverbs heard from the Indonesian teacher.

Furthermore, a teacher's observation during the researcher's learning implementation process with the PAKEM method was carried out by Slameto. According to the teacher's observation, the researcher who had carried out the learning process did not control the class well. This can be seen from the video that was played. In addition, this also shows that the teacher does not control the students. That is, students are left to tell stories, there are students who excuse themselves to go out / go to the toilet.

1. Students look so tense during the learning process of writing proverbs in the essay after watching the video. Students were not given the opportunity to relax. The atmosphere in the classroom looks stiff because it is monopolized by the teacher's actions.
2. According to the observations, the researcher's ability to master the material was also not good. When explaining the teacher seemed to look at the book more often, so the words in conveying the material were not organized.
3. According to the results of the research on the researcher at the time of teaching are: the researcher did not decorate the pulpit properly. The pulpit decoration did not look attractive, so the children were less motivated to write proverbs in front of the class.

The conclusion that can be determined during the learning process of writing proverbs takes place when students watch videos. The implementation of learning to write proverbs is not optimal because the activity is monopolized by the teacher so that students feel tense. Therefore, it is necessary for the teacher to provide improvements, among others: (1) a pulpit for writing proverbs, (2) the way the teacher conveys how to write proverbs.

After implementing the learning actions in cycle I, the implementation of observations and tests, student activities and student learning outcomes were obtained respectively as follows:

Tabel 1. Observation results of learning activities (active) On cyclus I

Observation Students	Active			
	VA	A	AE	LA
Total	4	22	5	8
Percentage	10,26	56,41	12,82	20,51

Note :

- VA = Very Active
- A = Active
- AE = Active Enough
- LA = Less Active

From the above table we see that the observation of the activities of the pupils in terms of the active criteria, 4 pupils (10.26 %) were classified as very active, 22 pupils (56.41 %) were classified as active, 5 pupils (12.82 %) were classified as medium active and 8 pupils (20.51 %) were classified as less active.

Tabel 2. Observation results of learning activities (effective) in siklus I

Observation	Effective			
	VE	E	EE	LE
Total	3	11	19	6
Percentage	7,69	28,21	48,72	15,38

Note :

- VE = Very Effective
- E = Effective
- EE = Effective Enough
- LE = Less Effective

From the table above, it can be seen that from the observation of student activities on effective criteria, there are 3 students or 7.69% who are included in the very effective category, 11 students or 28.21% who are included in the effective category, 19 students or 48.72% who are included in the moderately effective category and 6 students or 15.38% who are included in the less effective category.

Furthermore, the results of observations of student activity on fun criteria are presented in the following table:

Tabel 3. Observation results of learning activities (fun) in cycle I

Observation	Fun			
	VF	F	FE	LF
Total	6	6	18	9
Percentage	15,38	15,38	46,15	23,08

Note :

- SK = Very Fun
- K = Fun
- CK = Fun Enough
- KK = Less Fun

From the table above, it can be seen that from the results of observations of student activity in pleasant criteria, there are 6 students or 15.38% who are in the very pleasant category, 6 students or 15.38% who are in the pleasant category, 18 students or 46.15% who are in the quite pleasant category and 9 students or 23.08% who are in the less pleasant category.

Based on the description of the results of the observation of student activity above, the overall results can be summarized in the table below:

Tabel 4. Summary of student activity observation results in siklus I

No	Activity Observed	Category	Total Students	Percentage
1	Active	Very Active	4	10,26
		Active	22	56,41
		Active Enough	5	12,82
		Less Active	8	20,51
2	Creative	Very Creative	5	12,82
		Creative	2	5,13
		Creative Enough	8	20,51
		Less Creative	24	61,54
3	Effective	Very Effective	3	7,69
		Effective	11	28,21
		Effective Enough	19	48,72
		Less Effective	6	15,38
4	Fun	Very Fun	6	15,38
		Fun	6	15,38
		Fun Enough	18	46,15
		Less Fun	9	23,08

To determine the students' ability to use proverbs through the PAKEM method, at the end of cycle I a test was given. This test was conducted for 30 minutes at the last hour. At the time of the implementation of the first cycle test, 39 fifth grade students of SD Negeri 104189 Kota Datar attended, and no students were absent. The ability to use proverbs can be seen in the table below:

Tabel 5. ABILITY TO USE PROVERBS IN CYCLE I

Total Score	1905
Average	48,84
Finished	10
Unfinished	29

From the above table we can see that the total number of points obtained by the students is 1905, with an average of 48.84. The highest score is 80, while the lowest score is 20. In general, the table below shows the ability to use proverbs in Cycle I and the completeness of classical learning:

Tabel 6. STUDENTS' CLASSICAL COMPLETENESS IN CYCLE I

Score	Total Students	Score Percentage
≥ 70	10	25,64%
< 70	29	74,36%

Based on the table above, it is known that learning completeness reached 25.64%, namely there were 10 students who had reached a score of more than 70, while those who had not reached a score of 70 were 29 students or 74.36%. The average of learning outcomes I and student learning completeness is still low, so it can be concluded that the ability to use proverbs in cycle I is still low and has not reached the expected criteria.

Judging from the students' answer sheets in the cycle I learning test results, it seems that students are difficult in using proverbs 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 participating in learning activities using the PAKEM method which caused students to find it difficult to use proverbs in the first cycle.

At the beginning of the implementation of cycle I, the classroom conditions were not conducive to learning, due to students' habit of talking even though the teacher was already in the classroom. In general, students did not understand how to learn well. After the teacher gave directions, the class was ready to learn. Then the teacher explained how the learning would be done, socialized the tasks and activities carried out by students through the PAKEM method, and then began the lesson using the PAKEM method.

Learning by using the PAKEM 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. During the PAKEM method, the researcher was very exhausted in bringing order to the class, because students were competing to ask how to do a good imagination, thus provoking a commotion in the classroom. This was realized by the research teacher due to her lack of ability to control the class. This also caused learning not to be conducive. The researcher realized that there were many shortcomings of the researcher, such as not being able to fully provide reinforcement to students, master the class, and understand the characteristics of students.

After students produce an essay containing proverbs, they get a number of awards;

Praise: it turns out that they are good at using proverbs even if it is 1 proverb.

Summarize the learning that has been done. The teacher taught conventionally or not PAKEM.

Thus the teacher concluded that the researcher had succeeded in implementing PAKEM even though the writing ability score was only low.

Considering that students' activities were still lacking and the percentage of classical achievement was still 25.64%, it was decided to continue the action in the second cycle.

In cycle II learning, the teacher needed to reinforce in terms of:

- 1) More approach and motivation to students who were less active and who were having difficulties.
- 2) Giving recognition or appreciation to students who have succeeded.

- 3) Researchers more intensively guide students who have difficulty in doing the PAKEM method.
- 4) Helping students to make it easier to use proverbs in an essay.

The difficulty from the teacher's side in this case is the researcher, the teacher feels difficulty in preparing a lesson plan (RPP) that reflects the PAKEM model. Teachers must be able to bring up active, creative, effective and fun learning activities in the lesson plan. In addition, teachers also have difficulty in creating learning conditions that are in accordance with the PAKEM model. Another obstacle is related to time allocation, teachers have difficulty in managing time, resulting in teachers being rushed in teaching. This has an impact on student learning outcomes because when the teacher explains the material too quickly and only a few exercises are taught to students. From these teacher obstacles, it can be said that teachers still have difficulties in creating effective learning because the classical learning completeness is still low.

Observers made observations of student activity. This student activity was carried out during teaching and learning. When carrying out the actions, namely (1) the habituation action of using proverbs in writing, (2) the action of writing proverbs in sentences. Currently what is described is the result of the habituation action of using proverbs in the classroom carried out by students based on the teacher's (researcher's) instructions. Observers were peers who videotaped the proverb writing activities in the classroom.

The researcher acted as a teacher who motivated the students to write the proverbs of the book given by the teacher. According to the observation of students who participated in the video playback program without writing, students were not active, only the teacher was active. According to the results of observations of students during the practice of writing proverbs using a microphone, there were still students who played around, and when writing proverbs in front there were still students who felt insecure, so that the writing and content of writing proverbs delivered were not clearly heard by students who heard writing the news. They said that if they were embarrassed to be heard by others their writing, because the writing sounded strong. The teacher replied "That's okay. This is just for training and the people who listen are your friends".

According to the observation, students have not been able to give comments or responses to the writing of proverbs heard. Furthermore, a teacher's observation during the researcher's learning implementation process with the PAKEM method was conducted by Slameto. According to the teacher's observation, the researcher who had carried out the learning process did not control the class well. This can be seen from the video that was played. In addition, this also shows that the teacher does not control the students. That is, students are left to tell stories, there are students who excuse themselves to go out / to the toilet.

The conclusion that can be determined during the learning process of writing proverbs takes place when students watch videos. The implementation of learning to write proverbs is not optimal because the activities are monopolized by the teacher so that students feel tense. Therefore, it is necessary for the teacher to provide improvements, among others: (1) a platform for writing proverbs, (2) the way the teacher conveys how to write proverbs.

From the observations made, the scores and percentages of each indicator of student activity were obtained as presented in the following table:

Tabel 7. OBSERVATION RESULTS OF LEARNING ACTIVITIES (ACTIVE) IN SIKLUS II

Observation	Active			
	VA	A	AE	LA
Total	10	18	8	3
Percentage	25,64	46,15	20,51	7,69

Note :

- VA = Very Active
- A = Active
- AE = Active Enough

LA = Less Active

From the table above, it can be seen that from the results of observations of student activity on active criteria there were 10 students or 25.64% who were in the very active category, 18 students or 46.15% who were in the active category, 8 students or 20.51% who were in the moderately active category and 3 students or 7.69 who were in the less active category. When viewed from the results of student observations in cycle I where students who were very active were 4 students or 10.26%, then in cycle II it increased to 10 students or 25.64%. These results also show that less active students are decreasing.

Furthermore, the results of observations of student activity on creative criteria are presented in the following table:

Tabel 8. OBSERVATION RESULTS OF LEARNING ACTIVITIES (CREATIVE) IN SIKLUS II

Observation	Creative			
	VC	C	CE	LC
Total	8	13	10	8
Percentage	20,51	33,33	25,64	20,51

Note :

- VE = Very Creative
- E = Creative
- EE = Creative Enough
- LE = Less Creative

From the table above, it can be seen that from the observation of student activities on creative criteria, there are 8 students or 20.51% who are included in the very creative category, 13 students or 33.33% who are included in the creative category, 10 students or 25.64% who are included in the moderately creative category and 8 students or 20.51% who are included in the less creative category.

Furthermore, the results of observations of student activity on effective criteria are presented in the following table:

Tabel 9. OBSERVATION RESULTS OF LEARNING ACTIVITIES (EFFECTIVE) IN SIKLUS II

Observation	Effective			
	VE	E	EE	LE
Total	11	16	8	4
Percentage	28,21	41,03	20,51	10,26

Note :

- VE = Very Effective
- E = Effective
- EE = Effective Enough
- LE = Less Effective

From the table above, it can be seen that from the results of observations of student activities on effective criteria, there are 11 students or 28.21% who are included in the very effective category, 16 students or 41.03% who are included in the effective category, 8 students or 20.51% who are included in the moderately effective category and 4 students or 10.26% who are included in the less effective category.

Furthermore, the results of observations of student activity on fun criteria are presented in the following table:

Tabel 10. OBSERVATION RESULTS OF LEARNING ACTIVITIES (FUN) IN CYCLE II

Observation	Aktif			
	VF	F	FE	LF
Total	14	15	8	2
Percentage	35,90	38,46	20,51	5,13

Note :

- SK = Very Fun
- K = Fun

CK = Fun Enough
 KK = Less Fun

From the table above, it can be seen that from the results of observations of student activity in pleasant criteria, there are 14 students or 35.90% who are in the very pleasant category, 15 students or 38.46% who are in the pleasant category, 8 students or 20.51% who are in the quite pleasant category and 2 students or 5.13% who are in the less pleasant category.

Based on the description of the results of the observation of student activity above, the overall results can be summarized in the table below:

Tabel 11. SUMMARY OF STUDENT ACTIVITY OBSERVATION RESULTS IN SIKLUS II

No	Observation	Category	Students	Percentage
1	Active	Very Active	10	25,64
		Active	18	46,15
		Active Enough	8	20,51
		Less Active	3	7,69
2	Creative	Very Creative	8	20,51
		Creative	13	33,33
		Creative Enough	10	25,64
		Less Creative	8	20,51
3	Effective	Very Effective	11	28,21
		Effective	16	41,03
		Effective Enough	8	20,51
		Less Effective	4	10,26
4	Fun	Very Fun	14	35,90
		Fun	15	38,46
		Fun Enough	8	20,51
		Less Fun	2	5,13

To determine the students' ability to use proverbs through the PAKEM method, a test was given at the end of cycle II. This test was conducted for 30 minutes at the last hour. At the time of the implementation of the second cycle test, 39 fifth grade students of SD Negeri 104189 Kota Datar attended, and no students were absent. The ability to use proverbs can be seen in the table below:

Tabel 12. ABILITY TO USE PROVERBS IN CYCLE II

Score	2700
Average	69,23
Finished	27
Unfinished	12

From the table above, it is known that the total score obtained by students is 2700 with an average of 69.23, and the highest score is 90 while the lowest score is 40. The ability to use proverbs in cycle II and classical learning completeness can be seen in general in the table below:

Tabel 13. STUDENTS' CLASSICAL COMPLETENESS IN CYCLE II

Score	Students	Percentage
≥ 70	27	69,23%
< 70	12	30,77%

Based on the table above, it is known that learning completeness reached 69.23%, namely there were 27 students who had reached a score of more than 70, while those who had not reached a score of 70 were 12 students or 30.77%. The average of learning outcomes II and student learning completeness is still low, so it can be concluded that the ability to use proverbs in cycle II is still low and has not yet reached the expected criteria.

In cycle II, the lowest score obtained by students was 40. This may be due to students taking it lightly when using proverbs in essays and other limitations that make students feel that the scores they get later do not affect their grades.

In this cycle, the condition of students in the classroom was conducive to learning, so the teacher/researcher was helped in carrying out learning. Many students have begun to respond when the researcher tells students to do imagination. Then they want to express what they don't know, although maybe what they say is not entirely correct, but the research teacher always tries to help students to 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 paradigm.

In cycle II, it was found that student activities that fell into the very active category were increasing, but not all of them had very good activities, this could be seen in each aspect of the observed activities. Likewise, to see the level of success of learning by using PAKEM methods in improving the ability to use proverbs can be seen from the answer scores in cycle II, the score of students' answers has increased because 69.23% of students have been active in participating in the teaching and learning process by using PAKEM methods.

When viewed the test using proverbs for cycle II, the number of students was 39 students with a total score of 2700, so the average was 69.23. While student learning completeness reached 69.23%, namely 27 people who had reached a score equal to or more than 70, and 12 students who were not complete with a percentage score of 30.77%.

In implementing this cycle II action, difficulties were also found in its implications, including student activity still dominated by certain people. The time is short so that when scoring time is up. As a result of this, researchers are increasingly busy correcting 39 students. Researchers and observers, mentors discuss the results of teaching pre-action. The content of the discussion was to open YouTube for examples of PAKEM learning.

Observers made observations of student activity. This student activity was carried out during the teaching and learning process. When carrying out the actions, namely (1) the habituation action of using proverbs in writing, (2) the action of writing proverbs in sentences. Currently what is described is the result of the habituation action of using proverbs in the classroom carried out by students based on the teacher's (researcher's) instructions. The observer was a peer who videotaped the proverb writing activities in the classroom.

From the observations made, the scores and percentages of each indicator of student activity were obtained as presented in the following table:

Tabel 14. OBSERVATION RESULTS OF LEARNING ACTIVITIES (ACTIVE) IN CYCLE III

Observation	Active			
	VA	A	AE	LA
Total	21	16	2	0
Percentage	53,85	41,03	5,13	0

Note :

VA = Very Active

A = Active

AE = Active Enough

LA = Less Active

From the table above, it can be seen that from the results of observations of student activity on active criteria there were 21 students or 53.85% who were in the very active category, 16 students or 41.03% who were in the active category, 2 students or 5.13% who were in the moderately active category and no students who were in the less active category. When viewed from the results of student observations in cycle II where students who were very active were 10 students or 25.64%, then in cycle III it increased to 21 students or 53.85%. These results also show that there was an increase in student activity from cycle I to cycle III in the very active category.

Furthermore, the results of observations of student activity on creative criteria are presented in the following table:

Tabel 15. OBSERVATION RESULTS OF LEARNING ACTIVITIES (CREATIVE) IN CYCLE III

Observation	Creative			
	VC	C	CE	LC
Total	23	15	1	
Percentage	58,97	38,46	2,56	

Note :

- VE = Very Creative
- E = Creative
- EE = Creative Enough
- LE = Less Creative

From the table above, it can be seen that from the results of observations of student activity on creative criteria, there are 23 students or 58.97% who are in the very creative category, 15 students or 38.46% who are in the creative category, 1 student or 2.56% who are in the moderately creative category and no students who are in the less creative category.

Furthermore, the results of observations of student activity on effective criteria are presented in the following table:

Tabel 16. OBSERVATION RESULTS OF LEARNING ACTIVITIES (EFFECTIVE) IN CYCLE III

Observation	Effective			
	VE	E	EE	LE
Total	25	14		
Percentage	64,10	35,90		

Note :

- VE = Very Effective
- E = Effective
- EE = Effective Enough
- LE = Less Effective

From the table above, it can be seen that from the results of observations of student activities on effective criteria there are 25 students or 64.10% who are included in the very effective category, 14 students or 35.90% who are included in the effective category and no students are included in the moderately effective and less effective categories. Furthermore, the results of observations of student activity on fun criteria are presented in the following table:

Tabel 17. OBSERVATION RESULTS OF LEARNING ACTIVITIES (FUN) IN CYCLE III

Observation	Fun			
	VF	F	FE	LF
Total	27	12	0	0
Percentage	69,23	30,77	0	0

From the table above, it can be seen that from the results of observations of student activity in pleasant criteria, there are 27 students or 69.23% who are in the very pleasant category, 12 students or 30.77% who are in the pleasant category and no students are in the quite pleasant and less pleasant categories.

Based on the description of the results of the observation of student activity above, the overall results can be summarized in the table below:

Tabel 18. SUMMARY OF STUDENT ACTIVITY OBSERVATION RESULTS IN CYCLE III

No	Observation	Category	Student	Percentage
1	Active	Very Active	21	53,85
		Active	16	41,03
		Active Enough	2	5,13
		Less Active	0	0
2	Creative	Very Creative	23	58,97
		Creative	15	38,46
		Creative Enough	1	2,56
		Less Creative	0	0
3	Effective	Very Effective	25	64,10
		Effective	14	35,90
		Effective Enough	0	0
		Less Effective	0	0
4	Fun	Very Fun	27	69,23
		Fun	12	30,77
		Fun Enough	0	0
		Less Fun	0	0

To determine the students' ability to use proverbs through the PAKEM method, a test was given at the end of cycle III. This test was conducted for 30 minutes at the last hour. At the time of the implementation of the third cycle test, 39 fifth grade students of SD Negeri 104189 Kota Datar attended, and no students were absent. The ability to use proverbs can be seen in the table below:

Tabel 19. ABILITY TO USE PROVERBS IN CYCLE III

Score	2950
Average	75,64
Finished	35
Unfinished	4

From the table above, it is known that the total score obtained by students is 2950 with an average of 75.64, and the highest score is 90 while the lowest score is 50. The ability to use proverbs in cycle III and classical learning completeness can be seen in general in the table below:

Tabel 20. STUDENTS' CLASSICAL COMPLETENESS IN CYCLE III

Score	Student	Percentage
≥ 70	35	89,74%
< 70	4	10,26%

Based on the table above, it is known that learning completeness reached 89.74%, namely there were 35 students who had reached a score of more than 70, while those who had not reached a score of 70 were 4 students or 10.26%. In cycle III, the score of the ability to use proverbs that was completed increased to 35 students. This shows that more than 89.74% of students are active and involved in the learning process. This was also followed by the score of the results of the ability to use proverbs for cycle III, the total number of student scores was 2950, so the average score was 75.64. While student learning completeness reached 89.74%, namely there were 35 students who had achieved a score of more than 70. Both the average value of student learning outcomes and student learning completeness in cycle III have achieved the expected results in accordance with the specified criteria.

In this cycle III, students are used to doing the PAKEM method, it's just that there are some students who don't care and are not actively involved in the learning process using the PAKEM method, so there are some students who are not complete in this study. Student activity has greatly improved, they are very responsive to the actions taken by the teacher. When the teacher explained the PAKEM method they were very quick to respond spontaneously. Students no longer hesitate to ask for explanations from the teacher if they do not understand.

Based on the analysis of the results of research conducted in cycle I and cycle III by applying the PAKEM model to the material on the ability to use proverbs in writing, it shows that the research is in accordance with what the researchers expected, so this research is said to be successful. The success is seen from the achievement of all success indicators that have been set by researchers both from learning outcomes, learning activities and teacher performance.

In this study, the teacher was able to apply the PAKEM model to the material on the ability to use proverbs in writing and create the expected learning atmosphere. Teachers have also been able to create an active, creative, effective and fun learning atmosphere. As stated by Slameto (2011:1) that PAKEM implies learning that is designed to activate students, develop innovation and creativity so that it is effective but still fun.

To motivate students to be more effective in teaching and learning activities, educators must be more active in providing lessons to students. In terms of innovation, educators are expected to be able to bring up new innovations in learning, especially in Indonesian language lessons, and it is also hoped that with some new innovations that have been explored by students and educators, they can have a positive effect on learning and provide something that is considered more so that students can also be more effective in learning.

The creative learning in question is how educators teach by providing opportunities for students to choose their own way of learning and asking questions. From the educator himself, usually a sufficient creativity model has been applied and educators also often add to several activities that support learning. Students are usually given the freedom to do classroom learning, but students are still not right in their application, that's where the role of educators is needed so that students do not deviate from learning.

There are also several ways to arouse the enthusiasm of students in learning by providing stimulus to students, encouraging learning, trying to provide understanding and understanding and trying to provide solutions to the problems felt by students. With sufficient learning and material delivered to students in a condition ready to receive lessons and educators are also ready to teach, the perfect learning objectives have been achieved and learning is also conditioned.

Whatever model is applied in learning, the important thing is not to violate school rules, as for educators to give assignments or exercises is a good thing, because it encourages students to learn creatively in solving problems or difficulties of students. The PAKEM model is expected to improve the behavior of good students, as for the results of the applied model is to strive for students to be able to understand the lesson well, learning achievement can be influenced by several factors including students' memory, physical condition, learning situation, mastery and capture of the material provided. The PAKEM model is only limited to providing students' creative power so that from this model students have good grades in learning.

From all the data presented above, it can be concluded that in applying the PAKEM model, it must pay attention to the condition of students both psychologically and in terms of the ability of students and seen from how students think. No matter how small the educator must be able to motivate students to be able to learn and carry out their duties well, because basically educators have a very big task for the realization of students who have scientific insight and have superior Human Resources (HR) in all fields.

Educators have always experimented with several models, one of which is PAKEM, with this model educators still find irregularities in terms of time, and opportunity. The meaning of the teacher in that time is still lacking, considered lacking because in learning only provides 40 minutes while in the PAKEM learning model at least requires more time, so that the objectives in implementing the learning model can be achieved completely. Meanwhile, the opportunities that have been obtained to be able to carry out this PAKEM model are still hampered, because educators still have other duties besides teaching.

The PAKEM model does require a comprehensive way so that the tasks given to students can hit the target exactly. This means that before the task is given, the goal has been determined, regarding Indonesian language lessons, the goal is that students are able to carry out learning well and know the

benefits of Indonesian language and apply it in everyday life. Therefore, the PAKEM model after students are serious about working, the students' memory of what they do will be more durable and easy to recall. Especially in Indonesian language subjects, and the author feels that it has been maximized, although there are those who are less able, just the educators are patient and try to provide the best for their children in further learning.

Through the PAKEM method, there is an increase in the ability to use proverbs of fifth grade students of SD Negeri 104189 Kota Datar seen based on the results of the ability test using proverbs in writing which consists of three tests, namely learning outcomes tests I, II and III. Then regarding the results of the ability to use proverbs in writing and the percentage of student learning completeness can be seen in the following table and graph:

Tabel 21. RESULTS OF THE ABILITY TO USE PROVERBS AND STUDENT LEARNING COMPLETENESS FROM CYCLE I TO CYCLE III

Note	Cycle I	Cycle II	Cycle III
Average	48,84	69,23	75,64
Finished	25,64%	69,23%	89,74%

From the table above, it can be explained the increase in the ability to use proverbs and learning completeness from cycle I to cycle III, through the average ability to use proverbs, namely learning outcomes tests I, II and III. From cycle I to cycle II the average ability to use proverbs increased from 48.84 to 69.23, an increase of 20.39, likewise from cycle II to cycle III increased from 69.23 to 75.46 increased again by 6.23. Logically from cycle I to cycle III it increased by 26.62.

Likewise, with the completeness of student learning in cycle I, students who completed learning amounted to 25.64%, when compared to the criteria for the level of learning completeness was in the criteria of very poor. Then it rose to 69.23% in cycle II. In cycle III, learning completeness has reached 89.74%, when compared to the criteria for the level of learning completeness is in the very good criteria. This situation has become the target in this study.

The increase in student activity on the material of using proverbs in writing through the PAKEM method in class V SD Negeri 104189 Kota Datar is seen based on the results of observations. In cycle I, students who carried out activities on active indicators were 4 students (10.26) then increased in cycle II to 10 (25.64%) and then in cycle III increased again to 21 students (53.85%), this shows that student activity for each indicator has increased from cycle I to cycle III. The results of observations of student activity based on indicators of aspects of student activity observed can be seen in the following table:

Tabel 22. OBSERVATION OF STUDENT ACTIVITY FROM CYCLE I TO TO CYCLE III

No	Observation	Category	Cycle I	Cycle II	Cycle III
1	Active	Very Active	4	10	21
		Active	22	18	16
		Active Enough	5	8	2
		Less Active	8	3	0
2	Creative	Very Creative	5	8	23
		Creative	2	13	15
		Creative Enough	8	10	1
		Less Creative	24	8	0
3	Effective	Very Effective	3	11	25
		Effective	11	16	14
		Effective Enough	19	8	0
		Less Effective	6	4	0
4	Fun	Very Fun	6	14	27
		Fun	6	15	12
		Fun Enough	18	8	0
		Less Fun	9	2	0

From the table above, it can be seen that the increase in student activity for each indicator. In the first indicator, there was an increase in the very active category, where in cycle I there were 4 students then

increased in cycle II to 10 students and then increased again in cycle III to 21 students. In other indicators of student activity, the increase continues to occur in each cycle. The supervisor and the author made improvements to the lesson plan to be used in Cycle I. So, the lesson plan was used for learning to improve the ability of proverbs accompanied by observers. This is useful for correcting mistakes or shortcomings in the implementation of the use of PAKEM methods in learning proverbs. Based on the state of student activity which apparently increased from cycle I to cycle III, it can be concluded that student activity in the presentation of material using proverbs in writing through the PAKEM method in class V SD Negeri 104189 Kota Datar can be improved. This shows the success of the teacher who influences students' activities in using the PAKEM method on the material of using proverbs in writing.

IV. CONCLUSIONS

From the results of the research and discussion that has been carried out in the previous chapter, the following conclusions can be drawn that The application of the PAKEM method with proverbs teaching material can be used by teachers in grade V students of SD Negeri 104189 Kota Datar, this can be seen from the increase in student activity for each indicator. In the first indicator, there was an increase for the very active category, where in cycle I there were 4 students then increased in cycle II to 10 students and then increased again in cycle III to 21 students. In other indicators of student activity, the increase continues to occur in each cycle. This shows the success of the teacher who influences student activity in using the PAKEM method on the material of using proverbs in writing.

The increase in the ability to use proverbs in the essay of fifth grade students of SD Negeri 104189 Kota Datar occurred significantly, this can be seen from the average value of the ability to use proverbs in cycles I, II and III. From cycle I to cycle II the average ability to use proverbs increased from 48.84 to 69.23, an increase of 20.39, likewise from cycle II to cycle III increased from 69.23 to 75.46 increased again by 6.23. Logically from cycle I to cycle III it increased by 26.62. Likewise, with the completeness of student learning in cycle I students who completed learning 25.64%, when compared with the criteria for the level of learning completeness is in the criteria of very less. Then it rose to 69.23% in cycle II. In cycle III, learning completeness has reached 89.74%, when compared to the criteria for the level of learning completeness is in the very good criteria. This situation has become the target in this study.

ACKNOWLEDGEMENTS

The author expresses gratitude to all respondents, institutions, sponsors, and financial supporters who contributed to this research.

REFERENCES

- Alwi, Hasan, 2008. *Tata Bahasa Baku Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Ambarwati, Sri, 2006. *Mata Pelajaran Bahasa Indonesia SMA/MA*. Klaten: Viva Pakarindo.
- Amri, R, K dan Ahmadi, Sri. 2010. *Strategi Pembelajaran di SD*. Jakarta. Universitas Terbuka
- Aqib, Zainal. 2010. *Penelitian Tindakan Kelas untuk Guru SD, SLB, dan TK*. Bandung: Yrama Widya
- Arikunto, Suharsimi, 2010. *Penelitian Tindakan Kelas*. Jakarta: Rineka Cipta.
- Badudu, J.S, 2002. *Kamus Umum Bahasa Indonesia*. Jakarta: Pustaka Sinar Harapan.
- Depdiknas, 2006. *Kurikulum Tingkat Satuan Pendidikan Bahasa dan Sastra Indonesia Sekolah Menengah Atas dan Madrasah Aliyah*. Jakarta: Depdiknas.
- Dimiyati dan Moedjiono. 2006. *Belajar dan Pembelajaran*. Jakarta: PT. Rineka Cipta
- Dirjen Kependidikan. 2010. *Naskah Akademik Kebijakan Kurikulum Mata Pelajaran Bahasa*. Jakarta: Depdiknas
- Dryden, J. M. and Voss, Tony Donk, 2000. *Models of Teaching : Connecting Student Learning With Standards*. London: Sage Publications.
- Finoza, Lamuddin. 2004. *Komposisi Bahasa Indonesia*. Jakarta: Insan Mulia.

- Gani, Erizal. 2007. *Pemberdayaan Pengajaran Menulis; Upaya Menumbuh kembangkan Kemahiran Menulis Sejak Dini*. Denpasar: Balai Bahasa Denpasar.
- Kridalaksana, Harimurti, 2004. *Kamus Linguistik*. Jakarta: PT. Gramedia Pustaka Utama.
- Muhibin, Syah dan Rahayu, Saleh, 2009. *Pembelajaran Bahasa Indonesia yang efektif di Sekolah Dasar*. Jakarta:Departemen Pendidikan Kebudayaan.
- Mulyasa, dkk. 2010. *Pendekatan Pembelajaran Aktif, Kreatif, Efektif dan Menyenangkan*. Jakarta:Rineka Cipta
- Nurgiantoro, Burhan, 2007. *Penilaian dalam Pengajaran Bahasa dan Sastra*. BPFE: Yogyakarta.
- Pitajeng, Ambarjaya Beni S, 2006. *Model-Model Pembelajaran Kreatif*. Bandung: Tinta Emas.
- Rizal. Y, 2006. *3000 Peribahasa Indonesia*. Bandung: Pustaka Setia.
- Rusman. 2010. *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta: Rajawali Pers.
- Semi, M. Atar, 2003. *Menulis Efektif*. Padang: Angkasa Raya.
- Sibarani, Robert, 2004. *Antropolinguistik*. Medan: Poda.
- Sidi, Ardian, 2005. *Kosep PAKEM: Situs Pendidikan Indonesia* ([http :// Edu-articles.com](http://Edu-articles.com) – Situs Pendidikan Indonesia » PAKEM (1) – Edu-articles.com – Situs Pendidikan Indonesia_files)
- Slameto. 2011. *PAKEM Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan*. Bandung: Ganesindo
- Syafie'ie, Imam, 2008. *Retorika dalam Menulis*. Jakarta: P2LPTK Depdikbud.
- Tarigan, Henry Guntur, 2008. *Membina Keterampilan Menulis Paragraf dan Pengembangan*. Bandung : Angkasa