

## ABSTRACT

### THE LEARNING *MELINTING* DANCE BY USING PAILKEM STRATEGY AT SMAN 9 BANDARLAMPUNG

By

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The problem of this research is how the learning process and barriers that occur during the learning process of *Melinting* dance by using PAILKEM strategy at SMAN 9 Bandarlampung. This research was aimed to describe the learning process and barriers that occur during the learning process of *Melinting* dance by using PAILKEM strategy at SMAN 9 Bandarlampung. This research used descriptive qualitative method. The theories used in this research were the learning theory, PAILKEM strategy, and *Melinting* dance. The data resource in this research was 14 students of XI MIA 7. The data collecting technique used in this research are observation, interview, documentation and nontest, as the guidance instrument were the observation of students learning process and the observation of teacher activities. The learning process of *Melinting* dance by using PAILKEM strategy showed that students are able to demonstrate variety of *Melinting* dance movements well. Criteria for the students is based on aspects, active learning, innovative, environment, creative, effective, and attractive. Active learning, students are active in asking, answering, and independent practice. Innovative learning, innovative students in packaging material and make a percentage of the floor pattern. Environmental learning, students use classrooms and halls as a place of learning. Creative learning, creative students in the creation of range of motion, and presenting the material. Effective learning, students are on time, discipline on taking score, and always pay attention to the material which delivered by the teacher. Attractive learning results of flooring patterns, movements, and the materials that presented are interesting. Barriers that occur during the learning process that is less conducive classroom atmosphere, less master the material, saturation learning, readiness to learn, discuss and debate, repetition, the emergence of factors forget, RPP discrepancy with the learning process, and self-efficacy.