

THE INFLUENCE OF THE DISCOVERY LEARNING MODEL ON IMPROVING POETRY WRITING SKILLS IN ELEMENTARY SCHOOL STUDENTS

Riyanti¹, Sunhaji², Tutuk Ningsih³

hjriyanti2017@gmail.com, a.sunhaji@uinsaizu.ac.id, tutuk@iainpurwokerto.ac.id

State Islamic University Prof. K.H. Saifuddin Zuhri Purowkerto, Indonesia^{1,2,3}

Abstract. One of the skills in Indonesian subject is the skill of writing poetry. The learning model used by teachers is one of the determining factors for success in doing learning, including the ability to write poetry. The purpose of this study is to examine and analyze the influence of the use of discovery learning models on improving the ability to write poetry in elementary school students. This type of research is quantitative research of quasi experimental design models. Data collection uses test techniques and likert scale questionnaires. The results of this study show that the use of discovery learning models affects the ability to write poetry in students. This is indicated by the value t result of learning to write poetry shows a number of 10,737 while the table t value at the significance level of 0.05 indicates a number of 2.021. So t count greater than t table, then the discovery learning model has an influence on the improvement of learning to write poetry. This is indicated by the value t result of learning to write poetry shows a number of 10,737 while the table t value at the significance level of 0.05 indicates a number of 2.021. So t count greater than t table, then the discovery learning model has an influence on the improvement of learning to write poetry.

Keywords: discovery learning model, poetry writing ability, elementary school students

INTRODUCTION

Writing skills have a very important role in students' lives. These skills can support a person's life success. With writing skills, one can engage oneself in the global competition that is now taking place. In this sophisticated era, all information is presented quickly in a variety of media, including print media, all of which are in the form of writing. Because, after all, the need to communicate becomes an important thing, one of which is through writing. The ability to communicate well, correctly, effectively, and efficiently is an absolute demand. Therefore, language skills (especially writing skills) are absolute things that must be mastered so that we are also part of the progress of the times (Sukirno, 2013).

Sufanti stated that Indonesian learning is aimed at improving the ability of students to communicate in Indonesian properly and correctly, both orally and in writing, as well as fostering appreciation of the literary work of Indonesian people. The statement shows that Indonesian lesson is aimed at improving students' social skills by using various means of communication, both oral and written. (Akhadiah, Sabarti, 1988; Yunus, 2005).

One of the abilities/competencies in language skills is writing poetry. This ability can increase the competence of students in expressing their feelings through language. It also increases the ability of students to choose words that are beautiful in tone, contain special meanings and also there is a beauty of sounds displayed through language. In addition to these skills, it also hones the sharpness of students' feelings in response to the surrounding nature, an event, the presence of natural symptoms that occur and others (Tarigan, 1983).

To realize this, a teacher must be good at determining the right methods and strategies or learning models so that learning can achieve maximum results. The criteria are a learning model that involves students being active, creative, effective, fun and also students feel challenged to express

themselves to the fullest. In the 2013 curriculum, elementary schools implement integrated thematic-based learning and the process with a scientific approach. The application of integrated thematic-based learning with a scientific approach has implications for changes in learning in elementary schools. The changes resulted in changes in student books, teacher books, grading systems, implementation of remedial and enrichment programs, and so on. The form of scientific learning models includes (1) Project Based Learning, (2) Problem Based Learning, and (3) Discovery Learning (Tarigan, 1992; Zuchdi, 2009).

The discovery learning model is a learning model developed based on the view of constructivism. This model emphasizes the importance of understanding important structures or ideas to a discipline, through the active involvement of students in the learning process (Prawiradilaga, 2007). According to the author this model is presumably suitable for learning to write poetry.

Based on the facts in the field that the learning model used today is still widely conventional. Namely the model that is lecture and the teacher is still dominating in teaching and learning activities. If the model continues to be used, the competencies that will be achieved by students will be even more difficult. One of the learning models in the 2013 curriculum is the discovery learning model. Discovery is defined as discovery. According to Sund discovery is a mental process in which students are able to assimilate a concept or principle". The mental process is to observe, digest, understand, classify, make conjectures, explain, measure, make conclusions and so on (Ratumanan, 2004).

From previous research, it can be seen that learning activities for writing poetry can be carried out with various models and techniques, such as those carried out by Iis Aprinawati, whose synectical learning model, where it is known that the results of using the model are related to students' poetry writing ability. Another method was used by Munirul Hadi, where in improving students' ability to compose poetry, researchers used a problem-based learning model. The Synectic Learning Model and vocabulary mastery are also used by Sri Ramadhani, where the results of using this model greatly affect student learning outcomes. From previous research that has been carried out, researchers are interested in examining the effect of using the discovery learning model on the writing skills of elementary school students. (Aprinawati, 2017; Hadi, 2009; Ramadhani, 2017).

RESEARCH METHOD

The research method used in this study is an experimental method. The experiment carried out was in the form of Quasi Experimental Design (Sugiyono, 2010). While the type of quasi-experiment used is Nonequivalent Control Group Design. This research took place at Karangrau Banyumas State Elementary School, Banyumas Regency and focused on the influence of the discovery learning model on improving poetry writing skills. The subject of this study was group A, namely class VI students of Karangrau State Elementary School 5 as an experimental group (who received treatment). Group B is class VI students at Karangrau State Primary School 4 as a control group (who do not receive treatment).

E	T ₁	X	T ₂
K	T ₁	-	T ₂

Information:

E = experimental group

K = control group

T₁ = pre test

T₂ = post test

X = treatment

The data collected in this research plan is derived from primary sources, that is, direct sources that provide data to researchers. The data collection method uses Likert scale tests and questionnaires. The collection techniques that will be carried out in this study are; test and questionnaire techniques.

RESULT AND ANALYSIS

The Influence of the Discovery Learning Model on Improving the Ability to Write Poetry.

Results of Writing Poetry

1) Pretest Results of Writing Poetry

In November 2014 researchers conducted a pretest. This pretest was carried out in the control group as well as the experimental group with poetry writing material. The places used as research are Karangrau State Elementary School 5 and Karangrau State Elementary School 4 located in Banyumas District. The class that became the control group was the class VI students of Karangrau State Elementary School 4 which totaled 21 students and the experimental group was students of Karangrau State Elementary School 5 which totaled 21 students.

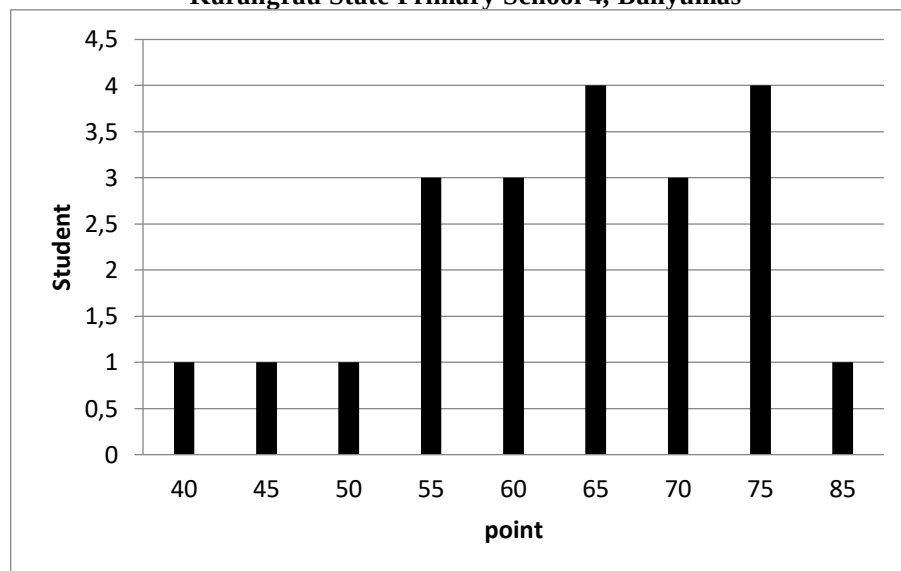
The data on the results of writing poems pretested the control group as presented in the following table.

Table 4.1
Pretest results of writing poems in the control group of
Karangrau State Primary School 4

No.	Pretest	Frequency	Percentage
1	85	1	4,8
2	75	4	19,0
3	70	3	14,3
4	65	4	19,0
5	60	3	14,3
6	55	3	14,3
7	50	1	4,8
8	45	1	4,8
9	40	1	4,8
	Sum	21	

The results of the pretest are illustrated through the following diagram.

Figure 4.1
Pretest diagram of writing a poem in the control group of
Karangrau State Primary School 4, Banyumas



Based on the above data that the scores obtained by the students of the control group were as follows, for the value of 40 obtained 1 student (4.8%), 45 obtained 1 student (4.8%), 50 obtained 1 student (4.8%), 55 obtained 3 students (14.3%), 60 obtained 3 students (14.3%), 65 obtained 4 students (19.0%), value 70 obtained 3 students (14.3%), value 75 obtained 4 students (19.0%), and 85 obtained 1 student (4.8%). The highest value is 85 and the lowest value is 64, the average or mean is 63.57.

Based on the data above, for the pretest of the control class as many as 9 students (42.8%) have not reached KKM, because for KKM writing poetry at The State Elementary School 4 Karangrau is 65.

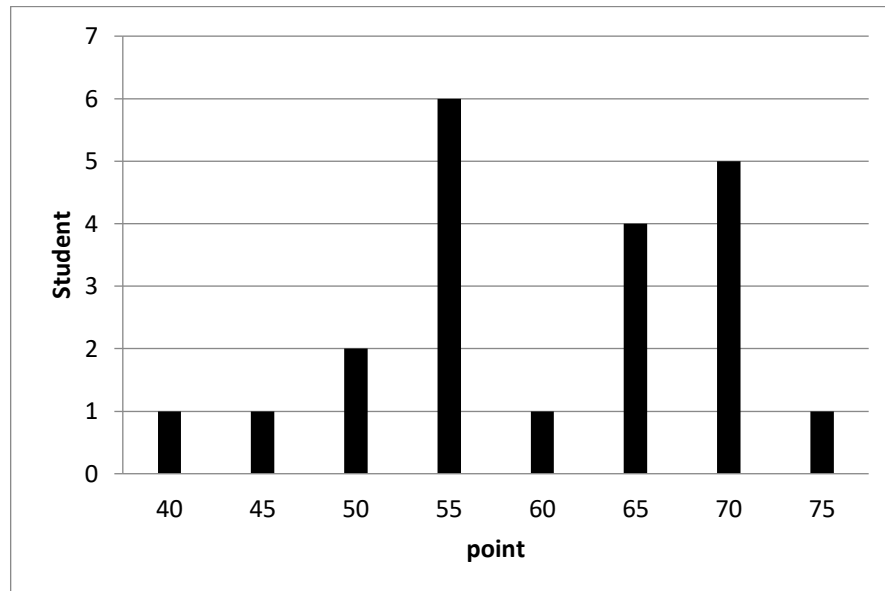
Furthermore, the pretest results wrote the poems of the experimental group. Under these conditions the experimental group has not received treatment. These results can be seen in the following table:

Table 4.2
Pretest results of writing poems in the experimental group of
Karangrau State Elementary School 5, Banyumas

No.	Pretest	Frequency	Percentage
1	75	1	4,8
2	70	5	23,8
3	65	4	19,0
4	60	1	4,8
5	55	6	28,6
6	50	2	9,5
7	45	1	4,8
8	40	1	4,8
Sum		21	

The table can be reduced to the following 4.2 diagram:

Figure 4.2
Pretest Diagram of Writing Poetry in the
Karangrau State Elementary School Experiment Group 5



The table above shows that the number of students who scored 40 was 1 student (4.8%), 45 as many as 1 student (4.8%), 50 as many as 2 students (9.5%), 55 as many as 6 students (28.6%), 60 as many as 1 student (4.8%), 65 as many as 4 students (19.0%), 70 as many as 5 students (23.8%), and 75 as many as 1 student (4.8%). The highest value is 75 and the lowest value is 40. The mean or average is 60.00. From this data, there are also students who have not reached KKM, namely 11 students (52.3%) because the MPA is 65. Based on this exposure, it can be concluded that the experimental group is still lower in obtaining learning outcomes in writing poetry than the control group. For the average difference for pretests in the control and experimental groups, the difference was 3.57 greater control classes.

The data can be seen in the following table:

Table 4. 3
Control Group Pretest Average and Experimental Group Pretest

Group	Average	Difference in Numbers
Control	63,57	3,57
Experiment	60,00	

2) Posttest Results of Writing Poetry

The implementation of the posttest is carried out after giving treatment. The posttest results for the control group in their learning without using the "discovery learning" model. Here are the results:

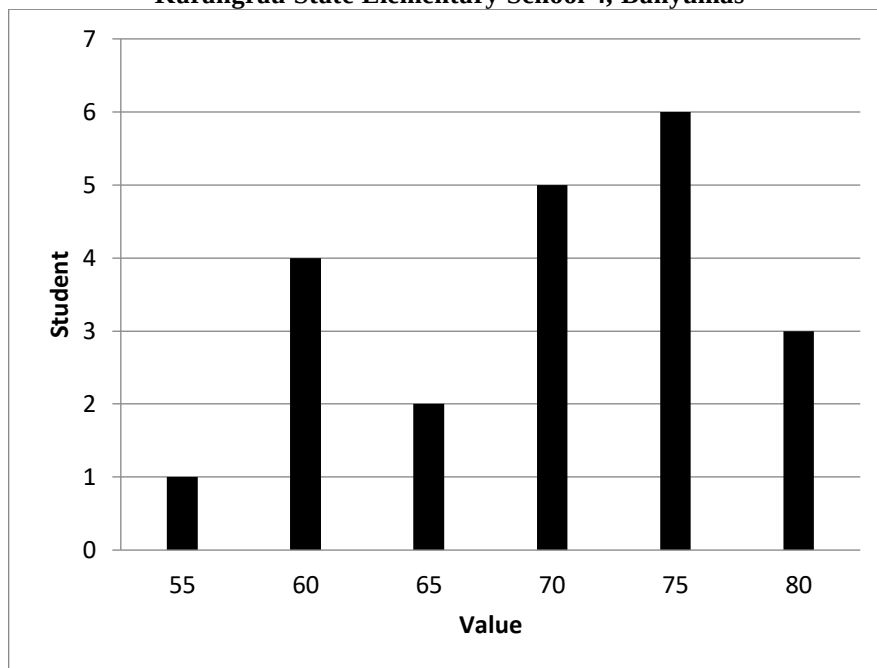
Table 4.4
Posttest Results of Writing Poetry in the Control Group of
State Elementary School 4 Karangrau, Banyumas

No	Posttest	Frequency	Percentage
1	80	3	14,3

2	75	6	28,6
3	70	5	23,8
4	65	2	9,5
5	60	4	19,0
6	55	1	4,8
Sum		21	

The table above can be changed in the form of a graph or diagram as presented in the following figure:

Figure 4.3
Posttest Diagram of Writing Poetry in the Control Group of
Karangrau State Elementary School 4, Banyumas



Based on the data above, the number of students who obtained a score of 80 was 3 students (14.3%), 75 a total of 6 students (28.6%), 70 as many as 5 students (23.8%), 65 scores as many as 2 students (9.5%), 60 scores as many as 4 students (19.0%), and 55 scores as many as 1 student (4.8%) with the highest score of 80 and the lowest score of 55. The average posttest value was 69.76 and increased from the time of the pretest which was 63.57. The increase was 6.19. This increase is accompanied by the beginning of the seriousness of students in learning, even though there are students whose grades are fixed.

Table 4.5
Comparative Data on The Value of Pretest and Posttest Learning Outcomes writing Poetry
Control Group of State Elementary School 4 Karangrau, Banyumas

Code Name	Pretest	Range	Posttest
S1	70	5	75
S2	60	5	65
S3	45	20	65
S4	85	5	80

S5	65	5	70
S6	55	5	60
S7	60	0	60
S8	75	0	75
S9	60	15	75
S10	40	20	60
S11	65	5	70
S12	55	25	80
S13	75	0	75
S14	65	5	70
S15	65	5	70
S16	50	5	55
S17	55	5	60
S18	75	5	80
S19	70	5	75
S20	75	0	75
S21	70	0	70

Through the data above, we can see the development of student learning outcomes in writing poetry. Of the 21 students who obtained a fixed score, 5 students (23.8%) and the remaining 16 students (76.2%) experienced an increase.

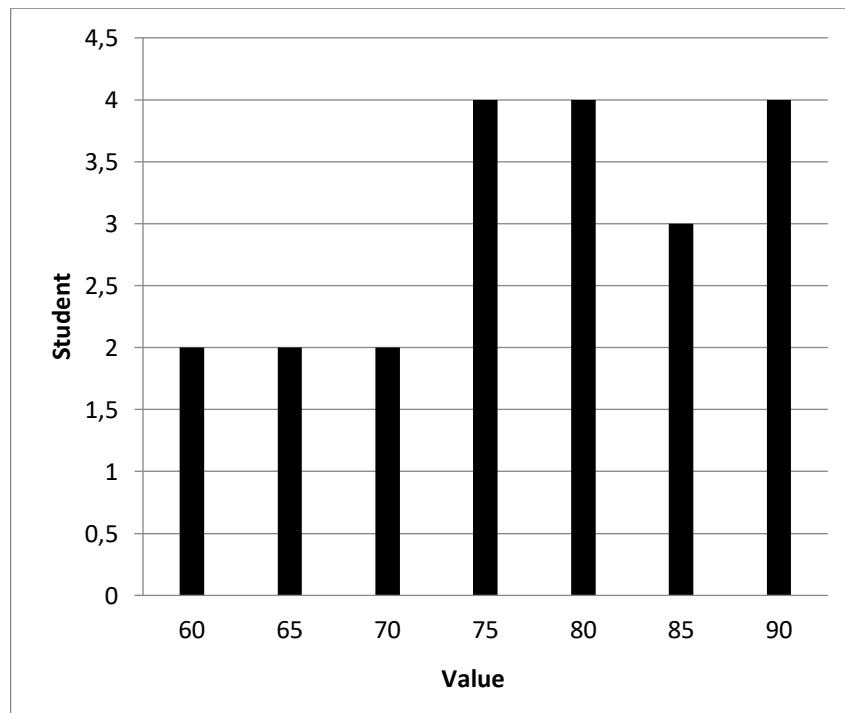
The posttest score for the experimental group of Sekolah Dasar Negeri 5 Karangrau, Banyumas in writing poetry can be seen in the following table.

Table 4.6
Posttest Results of Writing Poetry in the Experimental Group of Karangrau State Elementary School 5, Banyumas

No	Posttest	Frequency	Percentage
1	90	4	19,0
2	85	3	14,5
3	80	4	19,0
4	75	4	19,0
5	70	2	9,5
6	65	2	9,5
7	60	2	9,5
Sum		21	

Based on the table of posttest results of writing poems in the experimental class at Karangrau State Elementary School 5, Banyumas can be poured in the form of a graph, which can be seen as follows.

Figure 4.4
Posttest Diagram of Writing Poetry in the Experimental Group of Karangrau State Elementary School 5, Banyumas



The results of the posttest scores of the experimental group of Karangrau State Elementary School 5, Banyumas presented in table 4.5 have been said to be good in the sense of progress. This is because of the treatment in the form of applying the "discovery learning" learning model. The score was 90 as many as 4 students (19.0%), 85 as many as 3 students (14.5%), 80 as many as 4 students (19.0%), 75 as many as 4 students (19.0%), 70 as many as 2 students (9.5%), 65 as many as 2 students (9.5%), and a score of 60 was obtained as many as 2 students (9.5%). The results of the posttest score were obtained for the experimental group with the highest score of 90 and the lowest value of 60. The gain is very good, because it is above KKM. The average gain also rose quite high from 60.00 to 77.62 or an increase of 17.62.

The data can be seen in the table below:

Table 4.7
Comparative Data on The Value of Pretest and Posttest Learning Outcomes writing Poetry In the Experimental Group of State Elementary School 5 Karangrau, Banyumas

Code Name	Pretest	Range	Posttest
S. 1	40	25	65
S. 2	45	15	60
S. 3	70	20	90
S. 4	55	30	85
S. 5	70	20	90
S. 6	50	15	65
S. 7	55	25	80
S. 8	65	5	70
S. 9	70	20	90

S. 10	55	5	60
S. 11	65	10	75
S. 12	70	10	80
S. 13	65	10	75
S. 14	70	10	80
S. 15	55	30	85
S. 16	55	25	80
S. 17	75	25	90
S. 18	50	20	75
S. 19	65	25	85
S. 20	55	15	70
S. 21	60	15	75

Table 4.7 provides evidence of the progress of pretest to posttest scores for the experimental group of Karangrau State Primary School 5, Banyumas. The table shows the change for the better, as all 21 students (100%) of students progressed or improved.

In addition to the discovery learning model affecting the motivation to learn to write poetry, it also has a positive influence on the ability to write poetry in students of Karangrau State Elementary School 5, Banyumas district. This is indicated by the t value of learning to write poetry shows a number of 10.737 while the table t value at a significance level of 0.05 indicates a number of 2.021. So $t_{count} > t_{table}$, then the discovery learning model has an influence on improving the learning outcomes of writing poetry.

So through statistical calculations using the t test processed using SPSS, as a whole, it is stated that the discovery learning model has a positive influence on motivation as well as on the results of learning to write poetry.

Based on the results of these calculations according to the opinion of Uno (2006: 31), one of them is to convey with interesting and challenging activities in learning. This interesting and challenging activity can be through the use of discovery learning models. It turns out that it is true that the discovery learning model for karangrau state elementary school students is very suitable, it is also seen in the description for motivation in the posttest of the experimental group students experienced a significant change in motivation individually students as well as groups, between the control group and the experiment when the results of the poetry writing posttest turned out to be a fairly significant influence.

Slameto mentioned about factors that affect learning outcomes from outside or external, namely (1) family (how parents educate, relationships between family members, home atmosphere, family economic conditions, understanding parents, cultural background), (2) schools, namely teaching methods / models, curriculum, teacher-student relations, student relations with students, school discipline, lesson tools, school time, lesson standards above size, the state of the building, learning methods, and housework, (3) community (student activities in society, friends to get along, life forms of society). From Slameto's opinion, what influences the success rate in learning at school can be from the learning model but also can be from the student's learning motivation, existing infrastructure, conducive learning environment and other factors (Slameto, 2010).

This shows that a learning model, namely the discovery learning model which will be a reference for one of the learning models in the 2013 curriculum, turned out to be right when the model was applied in learning to write poetry at The State Elementary School 5 Karangrau.

However, in learning activities, there must be students who experience an increase in grades or can still even decrease. In this study, especially the experimental class when compared to the control class, the average score of learning outcomes in writing poetry was higher than the control class. This is because in learning there are factors that influence it, one of which is the learning model. This is in line with Slameto's opinion about the factors that affect learning outcomes, namely internal and external. These internal factors include physical factors (health, body defects). Then the

second factor is psychology. These psychological factors are intelligence, attention, interests, talents, motives, maturity, and readiness. Researchers assume that what has a major effect on students for learning outcomes is attention and readiness, because students in the classroom will not be fully focused on this learning model because of the diverse nature and needs of students. Then there are those who are serious about learning by paying attention, some who are not serious about learning so that the results obtained are diverse. So the very dominant factor is the readiness and attention of students to the learning process and model used.

In addition, the success in learning achieved in this study, especially the results of learning to write poetry, proves that the discovery learning model is recommended to be used in learning because it is enough to have an influence on improving student abilities. The changes in the results that have been achieved in addition to being determined by the learning model used by the teacher are also determined by motivation and many other factors as mentioned above.

Quoting Slameto's opinion that (1) this conscious change is in the sense of a change in the learning process. A person who experiences this change will feel about his increased knowledge, as well as proficiency. (2) Changes in learning are continuous and functional, that is to say, that these changes are experienced in a non-static state, which later with the change will cause other changes. Just as a person can learn to write, then after he can write, he will be able to write many things, from literary works as well as non-literary works. (3) Changes in learning are positive and active, which is contained in the intention of meaning changes that occur in a person to an ability to self-effort. So this change is a change from good to even better. (4) A change of a non-temporary nature, that it is a change that does not occur in just a day or two, but a fixed or permanent change that is unlikely to simply disappear. (5) Change in purposeful or directed learning, is a change that occurs because there is a goal to be achieved. This change in terms of learning has already happened a lot. (6) This change covers all aspects of behavior, this change includes a very large change in the learning process, because this change includes knowledge, behavior in attitudes, and skills (Slameto, 2010).

CONCLUSION

Based on the results of experiments using the discovery learning model to positively affect the improvement of student learning outcomes in writing poetry, teachers should use the discovery learning model as one of the learning models for writing poetry so that good learning outcomes can be obtained.

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Aksara.