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The Implementation of Discovery Learning Model to Poetry Writing Ability

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Abstract

This research was conducted on grade X students at SMAN 1 Pangkalan Kerinci in 2022/2023. The purpose of the research is the influence of the Discovery Learning model on the ability to write poetry at SMAN 1 Pangkalan Kerinci. This study used a quantitative approach. This research is included in experimental research with a form of Quasi Experimental Design. The experiment was conducted on 32 students. Data collection techniques carried out are observation, tests and documentation. The data analysis used is descriptive statistics. From the research conducted, it was found that the ability to write poetry is high category. So, if there is an increasing score in discovery learning it will lead to an increasing ability of writing poetry. The value of Pearson Correlation for discovery learning and the ability to write poetry, if it multiplies (x) by 100 it will get a value of 61.0%, then subtract (-) 100, then it will get a value of 39%. This means that the relationship between independent variables (Total discovery learning is 61%, the remaining 39% is influenced by other variables outside the model. Based on the significant value of Sig (2-tailed) between discovery learning and the ability to write poetry is 0.000 < 0.05 which means there is significant correlation of discovery learning and the ability in writing poetry. The discovery learning indicator that dominates students' higher-order thinking skills is in the aspect of analyzing with the ability category of 84.37%. Then by the aspect of creating with the ability category of 76.27% and evaluating in the category of 70.58%.

Keywords: *content, formatting, article.*

INTRODUCTION

Students actually possess higher order thinking skills because they utilise them to solve learning related challenges and effectively communicate their arguments. Higher order thinking abilities involve the capacity to use, alter, and convert prior information and experience in order to think critically and creatively in order to make decisions and solve issues in novel circumstances (Adriani et al., 2019). Higher order

thinking skills are defined as skills that students must own and master in order to develop critical and creative thinking, because high-order thinking skills can enhance and stimulate the process of thinking skills, train logical abilities, critical thinking patterns, and students' creativity in learning (Purnamawati, Ertikanto, dan Suyatna, 2017). Students' ability to distinguish concepts or ideas clearly, express opinions boldly, complete projects given to them by teachers with success, organise their thoughts and ideas, form hypotheses, and comprehend difficult learning concepts more clearly are all benefits of higher order thinking skills (Hidayati, 2017).

Higher order thinking abilities are required for the capacity to analyse, evaluate, and create. This improves pupils' mastery of the content. According to Krathwohl (2010), students' higher order thinking skills may be grouped into six categories: remembering, comprehending, applying, analysing, evaluating, and creating. With the help of low level to high level thinking, educational objectives may be accomplished, according to Anderson and Krathwohl's hypothesis. Knowledge, comprehension, and application are examples of low-level thinking abilities, whereas analysis, assessment, and creativity are examples of high-level thinking skills. According to the notion of Anderson and Krathwohl, students' thinking abilities are assessed based on their thought processes, not only the outputs. As a result, this theory is employed in the analysis, evaluation, and creation processes. Based on Arif (2019) shows that students' lack of ability to think critically is caused by the tendency of students to memorize material rather than understand concepts, making students face difficulties in solving problems that require analysis, manipulation and strategy.

The research from Amalia & Pujiastuti (2020) shows that from a maximum score of 100%, the average student's analytical ability level reaches 33.3%, the evaluation ability level reaches 44.44%, and the ability level to create reaches 0%. This higher-order thinking skill must be cultivated during the learning process. Furthermore, according to Prasetyani (2016), the capacity to think at a high level in the element of pupils' critical thinking abilities is still regarded low. As a result, more effective teaching approaches are required since students are expected to be creative and innovative. Zulrahmiati Yuda (2022) did study on Improving Science Learning Outcomes of Sdn 11 Mandau Class VI Students Using the Discovery Learning Method. The study discovered that after using the Discovery Learning learning approach, there was an increase. In cycle I, the criteria for the students' activity were 76.19% and in cycle II students' activity was 95.23% active in following the learning process. While the students' learning outcomes in the pre-cycle obtained 42.85% with an average score 65.25. In cycle I, students' completeness was 71.42%, the average was 75.50. In cycle II, learning completeness by the students increased to 90.47% with an average of 84.25. It can be stated that the implementation of the discovery learning method for science subject might rise students' activities and learning outcomes in the teaching-learning.

Made Padmarani Sudewiputri (2022) conducted research on literature review analysis of the Implementation of the discovery learning model in science learning in elementary schools. According to the research, using the discovery learning model in science learning in elementary schools had a positive impact on learning outcomes (54%), learning activeness (13%), critical thinking (20%), and science knowledge competence (13%).

Indah Lestari (2022) conducted research on applying the discovery learning model for improving HOTS and learning outcomes for social studies for class VIII

Students of SMPN 3 Pulung. Research findings showed: 1) The quality of learning utilising Discovery Learning from cycles 1 and 2 is 76.19 and 90.48, respectively; 2) In contrast, the HOTS ability in the pre-cycle was 16%, and in cycles 1 and 2, it was 28% and 72%, respectively. This is higher than the research aim of 50% and 3) Completeness of social studies learning outcomes in pre-cycle 20%, compared to 52% and 80% in cycle 1 and cycle 2. The learning outcomes for mastery learning were above the indication of success, namely 75%, indicating that this research might last up to two cycles.

There is a theory that reinforces that higher-order thinking is important for students, namely Bloom's Taxonomy theory revised by Anderson & Krathwol explaining that higher-order thinking skills are part of cognitive processes. Six levels divided into two parts by outline. Levels C1 (knowin 19 C2 (understanding), and C3 (applying) are included in the category of low-level thinking skills. Meanwhile, C4 (analyzing), C5 (evaluating) and C6 (creating) levels are included to the category of high order thinking skills (Anderson, Lorin, 2010).

One of the factors that causes students' low higher order thinking skills is that students cannot analyze and evaluate properly. High order thinking skills which cannot be developed by students during learning, will result in students only being able to remember and repeat the material they have learned. Then students cannot analyze and make conclusions from the material being studied during learning.

There are several research problems that examine higher-order thinking skills. The research from (Nurrohmi et al., 2017) concluded that students tend to be passi 55 during the learning and discussion process and have difficulty d 33 wing conclusions at the end of learning which shows that students hav 27 ow critical thinking skills. In line with research (Sari et al., 2019) thi 7 reveals that higher-order thinking skills are still low, this is evidenced by the results of the test questions obtained in the form of a class average value of 48.17. The low cognitive level of the assessment instrument made by the teacher for students is one of the reasons for students' low higher order thinking skills. In addition, research (Saraswati & Agustika, 2020) reveals that as many as 45 students (53%) have sufficient high-level thinking skills and are still low in answering questions with the C6 cognitive domain, while students' constraints are in the process of making or forming sentences.

The purpose in writing poetry is to assist students in developing insight into vocabulary development. Through learning to write poetry students will learn how to convey their thoughts well and can be understood by others with full appreciation. In the 2013 Curriculum, it is explicitly stated that poetry writing activities have the aim of exploring and developing students' basic competencies, namely the competence of creative writing poetry. The achievement of creative writing competence (writing poetry) can be measured through learning indicators, namely by students writing poetry containing their own ideas by displaying the right choice of words and interesting rhymes to convey intentions/ideas (Depdiknas, 2013). Learning to write 3 oetry is applied so that students are able to be educated to become students who have polite and civilized personalities, have refined character, have a sense of humanity, are socially concerned, have cultural appreciation and channel ideas, imagine, express creatively both orally and in writing and are able to improve students' abilities in enjoying, appreciating, and understanding poetry.

These objectives are expected to be achieved optimally. However, until now this goal has not been achieved as expected. This is proven, among other things, by the fact

that students' interest is low, students still do not have the ability to find and express ideas or ideas for writing poetry. One of the obstacles related to the low interest of students in writing poetry is a difficult subject to learn. When learning to write poetry, students feel faced with a hard job which often creates feelings of anxiety, indecision, and doubt because they feel they are not talented. This situation is characterized by the fact that students often take a long time when assigned to write a poem. This happens because the ability of students in higher order thinking to explore imagination is still very limited.

To overcome students' limitations in higher-order thinking, implementing an appropriate learning model is a very appropriate solution. Discovery learning is one learning approach that may be used. Discovery is a learning methodology based on the constructivist viewpoint. Through active student participation in the learning process, this approach emphasises the need of knowing fundamental ideas for a field. "In discovery learning, students are encouraged to learn in large part through their own active engagement with concepts and principles, and teachers also encourage students to have experiences and conduct experiments that allow them to find principles for themselves," writes Wilcox (Slavin, 19[illegible]35).

According to Jerome Bruner, discovery learning is a learning approach that encourages students to ask questions and derive conclusions from broad practical principles, such as experience. J. Bruner's concept is based on Piaget's belief that children must participate actively in classroom learning. As a [illegible]8sult, Bruner employs what he refers to as Discovery Learning organise the content being studied in a final form.

The aim of Discovery Learning is to understand the concept of relationships, meaning, and finally arrive at a conclusion through an intuitive process. Discovery Learning makes an effort to establish the basis for the learning model [illegible]48d develops scientific ways of thinking. Students are defined as learning subjects, and the role of the teacher is important in this learning model. Discovery Learning learning that will be given direct experience to students through experiments and practice but students will find more information themselves while being taught and can draw a conclusion from that information.

Cahyo (2013), "discovery-based learning method or discovery learning is a teaching method that regulates teaching in such a way that children acquire knowledge that they did not previously know not through notification, but found it themse[illegible]31s". Activities or learning are planned in Discovery learning so that students can make observations, classify, make conjectures, explain, draw inferences, and so on in order to discover ideas or principles.

Meanwhile, according to Buldiningsih (2015), "understanding concepts, meanings, and re[illegible]8tionships through an intuitive process to finally arrive at a conclusion" in the Discovery Learning approach. Individuals are involved in discovery when they use their mental processes to uncover some notions and principles. Mental activities such as observation, categorization, measurement, prediction, determination, and inference are required for discovery.

The difference in using Discovery Learning is that in Discovery the problem to be faced by students is a kind of problem engineered by the teacher, while in Inquiry the problem is not the result of engineering, so that students direct all their thoughts and skills to get findings in that problem through the research process. While Problem Solving itself for this stage has a positioned as an pressure giver on the ability to solve problems.

Changing Teacher Oriented learning where only the teacher is the center of information to become Student Oriented, students become active subjects in teaching and learning activities. Additionally, this approach switches from the expository mode, in which students simply get general knowledge from the teacher, to the discovery mode, in which students must actively seek out information on their own Writing. according to Tarigan (2013), writing is a language skill used to communicate indirectly, not face-to-face with others. Writing is a productive and and expressive activity that requires the writer to be adept in the use of graphology, linguistic structure and vocabulary. Tarigan (2013) also claims that writing is the derivation or depiction of graphic symbols that define a language that someone understands, such that other individuals who understand the language and visual pictures may read these graphic symbols. In fostering poetry writing skills, it can be through the use of models that are suitable and easy to imitate. Even though in lessons students may have studied complex poetry both in rhyme, rhythm and linguistic elements, for writing practice, poetry is usually free and simple, containing observations in the form of appeals or statements (Rahmanto 2018).

According to Rahmanto (2018), poetry is the dominant form of expression in literature, this domination is not only because the forms of poetry are easy to memorize, but also because they are meaningful and highly favored by those who think deeply. The importance of writing practice is not only to sharpen observation and improve language skills, but with poetry writing practice it is hoped that students can gain fresh interest that arises from the depth of the poem itself.

Through the observation stage, it was found that there was a gap in the phenomenon of low students' high-level thinking skills also occurring at SMAN 1 Pangkalan Kerinci. Researchers conducted interviews with Mrs. Herna Damanik S.Pd. as a class X teacher of Indonesian subjects who stated that students tend to be passive during the learning process and students have the ability to think high and low in the material of writing poetry.

Based on the problems raised against this background, The researcher expects that implementing the Discovery Learning model may assist students at SMA Negeri 1 Pangkalan Kerinci improve their lower order thinking skills. Students' higher order thinking skills are aided by the Discovery Learning methodology. Discovery Learning, according to Hosnan (Prasetyo & Abduh, 2021), is a methodology for building an active manner of learning by getting and researching it yourself, so that the findings acquired may be retained. Students learn to think, analyse, and solve issues by adopting this technique of instruction. Furthermore, Discovery Learning is a paradigm for establishing active student learning strategies by seeking and researching such that the findings acquired are long-lasting in memory and not easily forgotten for the students as cite Hamalik in Prasetyo & Abduh (2021). Based on the background of the problems described, the researcher is interested in conducting research entitled "Implementation

of the Discovery Learning Model on the Ability to Write Poetry in Class X at SMAN 1 Pangkalan Kerinci.

METHOD

A quantitative technique was applied in this study. The concept of quantitative research is a type of research activity whose specifications are systematic, planned, and clearly structured from the beginning to the creation of a research design, in terms of research objectives, research subjects, research objects, sample data, data sources, and methodology (beginning with data collection and ending with data analysis). Suharso, Puguh (2019). The data for the study were gathered via test activities offered to students by the teacher in the form of poetry writing tests. The experimental research technique was chosen because the researcher want to implement an activity or therapy but cannot control the external conditions that may impact the research outcomes. Furthermore, if the study subjects could not be randomly separated into groups, this research design was adopted.

This study employs an experimental research approach known as Quasi Experimental Design. Experimental study is a research idea that seeks to determine if "something" put on the researched topic has an impact. In other words, experimental research seeks to determine if a causal link exists (Arikunto, 2013).

The population in this study were 62 class X students of SMA Negeri 1 Pangkalan Kerinci consisting of 2 classes. The sample used in the research was all class X students of SMA Negeri 1 Pangkalan Kerinci for the 2022/2023 academic year, a total of 62 students. So, the sample used in this research was 32 students. The consideration used for sampling is that the two classes have the same number of students, taught by the same teacher. This test technique is used to determine the initial ability (pretest) and final ability (posttest) in the ability to write poetry essays in class X SMA Negeri 1 Pangkalan Kerinci. The data analysis technique used is descriptive statistics.

In the experimental class, discovery learning is applied as a treatment, while the control class still uses conventional methods. After the treatment is carried out, both classes will undergo a post test. In this study, the test of learning outcomes on students' cognitive aspects will be carried out twice. The first test aims to evaluate cognitive ability in both groups. This initial cognitive ability will be used in the experimental and control classes. The second test aims to measure student achievement in cognitive aspects. Data analysis was carried out using quantitative descriptive analysis. Quantitative data are test results which are then processed using statistics and become the initial reading ability assessment value. The value of the assessment of higher order thinking skills in writing poetry is calculated in the following way:

$$x = \frac{\text{Obtained Score}}{\text{maximal Score}}\ x\ 100\%$$

After knowing the value of higher order thinking skills in writing poetry, the next step is to determine the average value of one class and distribute the scores into the criteria for ability to calculate currency values. To get the average, it can be done with the formula below:

$$\text{Mean} = \frac{\sum X}{N}$$

Note:

Mean = average score

Σx = total of students' score

N = total of students

FINDINGS AND DISCUSSION

FINDINGS

1. Higher Order Thinking Ability at SMAN 1 Pangkalan Kerinci

The students' ability in writing poetry is measured by the accuracy in creating poetry based on (1) the coherence of meaning between lines and stanzas, (2) the suitability of the contents of the theme and title, (3) diction, (4) style of language, (5) imagination, (6) rhyme and (7) mandate. The average student has limitations in applying the ability to write poetry from the aspects of (3) diction, (4) style of language, (5) imagination, (6) and rhyme. This is evidenced in aspects (3) diction, (4) style of language, (5) imagination, (6) and rhyme, many students get a score of 20 or very less.

At the stage of the research conducted, the highest score on the pretest was 80 and the lowest score was 50. Referring to the student's test scores above, it is known that there are two categories of scores. That is the lowest value and the highest value. The lowest score category in the posttest is 65 which has a completeness percentage of 43.3%. Then, the highest score category in the posttest is 95 with a percentage of student completeness of 86,7%. To more clearly see the development of students' ability scores in each cycle, see the following table:

Table 1. The Comparison of Test Score of the Students of Pre-test and Post-test

No	Learning Outcome	Pre-test	Post-test
1	The Highest Score	82	95
2	The Lowest Score	20	65
3	Mastery Learning	43,3%	86,7 %

Based on the above data it is known that the learning completeness in the pretest is 43.3%. During the pretest, the researcher did not apply the discovery learning model to the experimental class. The pre-test showed that the ability of students to produce poetry is still in the low level. Then a post-test was carried out to see differences in students' abilities in writing poetry using the discovery learning model and those who did not use

the discovery learning model. To see the difference between the two stages, see the following diagram:

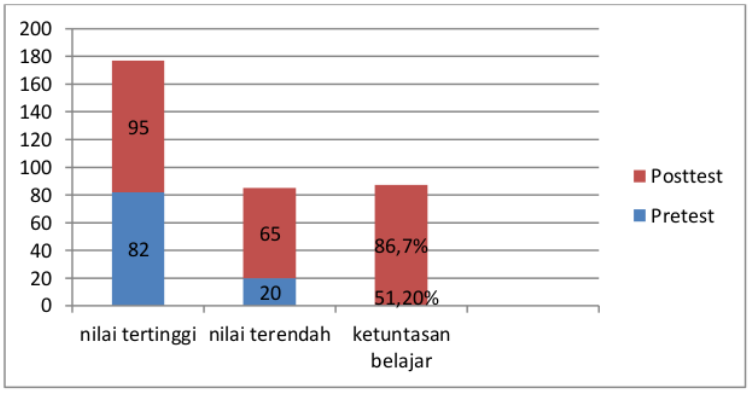

Figure 1. Histogram of the Comparison of pretest dan posttes

From the diagram above, can be seen that there a very significant difference learning outcomes between pretest and posttest. In the pretest, the student's highest score was 65 and in the posttest the student's highest score was 95. These results show a very significant improvement because the score of 65 has not yet reached the KKM score or no student has completed it. From the aspect of student learning completeness also showed more improvement in the posttest. Learning completeness in the pretest was 51.20% and increased in the posttest to 86.7%.

2. The Implemetation of Discovery Learning Model

The result of normality test of pre-test and post-tets as follows.

Table 2. The Result of Normality Test

Group		Shapiro-Wilk		
		Statistic	**Df**	**Sig.**
Students Score	Control	.867	32	.061
	Eksperiment	.882	32	0.72

Based on the normality test data above, the control class data in the Shapiro Wilk column is 0.061, then in the experymental clas data it is know the significance is 0.072, indicated that the data is normaly distribut.

Higher-order thinking skills are described based on a review of the results of high-order thinking skills tests which consist of 3 aspects, namely analyzing, evaluating and creating. Data on the results of students' higher-order thinking as a whole will be presented in the following table:

Table 3. The average high level thinking of students in writing poetry

Aspect	Criteria		
	H (%)	**M (%)**	**L (%)**

Analyze	88	91,96	73,15
Evaluate	91,5	59,82	60,42
Create	94,17	69,05	65,59

Note:

H = High

M = medium

L = low

Based on the table above, it is known that students' high-level thinking skills in writing poetry are on average high. See this the following table.

Table 4. Outline of higher order thinking skills in writing poetry

Aspect	**Overall Total (%)**
Analyze	84,37
Evaluate	70,58
Create	76,27

Based on the table above, it found that the discovery learning indicator that dominated students' high-level thinking skills was in the aspect of analyzing with the ability category of 84.37%. Then by the aspect of creating with the ability category of 76.27% and evaluating the category of 70.58%.

To find out the effect of applying the Discovery learning model to the ability to write poetry, a correlation test was carried out and the following results were obtained:

Table 5. Correlation of Discovery learning Learning to students' learning abilities

Correlations	Discovery learning	Students' Writing Ability in Poetry
Pearson Correlation	1	,610**
Sig. (2-tailed)		,000
N	32	32
Pearson Correlation	,610**	1
Sig. (2-tailed)	,000	
N	32	32

The value of the Pearson Correlation for discovery learning and the ability to write poetry is .610**, meaning that for discovery learning and the ability to write poetry is high. So, if there is an increase in discovery learning it will lead to an increase in the ability to write poetry. The value of the Pearson Correlation for discovery learning and the ability to write poetry, if we multiply (x) by 100 it will be assessed as 61.0% Then subtract (-) 100, it will be assessed as 39%. This means that the relationship between the independent variables (total discovery learning is 61%, the remaining 39% is influenced by other variables outside the model. Based on the significant value of Sig (2-tailed) between discovery learning and the ability to write poetry is 0.000 <0.05, which means

it is correlated significant difference between discovery learning and the ability write poetry.Because the r count or Pearson correlation in this analysis is positive, it means that there is a positive influence between discovery learning and the ability to write poetry.

DISCUSSION

Learning Indonesian is directed to sharpen the sensitivity of students' feelings. Teachers are expected to motivate students to increase their reading interest in literary works, because by studying literature, students are expected to draw various benefits from their lives. Therefore, a teacher must direct students to have literary works that are in accordance with the interests and maturity of their souls. Various attempts were made by giving assignments to create literary works, namely writing poetry.

Writing skill is an activity that requires process. These processes include understanding the contents of the text and finding differences between texts. Before being skilled at writing texts, students must understand the text well. One of the texts studied by class X students is poetry text. Poetry text is one of the beautiful works of literature and is created through condensing ideas and ideas. According to Somad (in Sulkifli, 2016: 4) poetry is a medium of expression for poets in expressing ideas or ideas. Even deeper, poetry becomes the deepest expression of the poet's anxiety in responding to an event. What are the events that are experienced or the events of their life. Kosasih (2012: 97), poetry is a gen of literary work that employs beautiful vocabulary and has significant meaning. The diction, figure of speech, rhyme, and rhythm included in the poem are formed by the condensation of all aspects of language.

The students' ability in writing poetry is measured by the accuracy in creating poetry based on (1) the coherence of meaning between lines and stanzas, (2) the suitability of the contents of the theme and title, (3) diction, (4) style of language, (5) imagination, (6) rhyme and (7) mandate. The average student has limitations in applying poetry writing skills from aspects of (3) diction, (4) style of language, (5) imagination, (6) and rhyme. this is evidenced in aspects (3) diction, (4) style of language, (5) imagination, (6) and rhyme many students get a score of 20 or very less.

The highest score on the pretest was 80 and the lowest score was 50. Referring to the student's test scores above, it is known that there are two categories of scores. That is the lowest value and the highest value. The lowest score category in the posttest is 65 which has a completeness percentage of 43.3%. Then, the highest score category in the posttest is 95 with a percentage of student completeness of 86.7%. Learning mpleteness in the pretest was 43.3%. During the pretest, the researcher did not apply the discovery learning model to the experimental class. The pre-test showed that the students' ability to write poetry is still under the siding category. Then a posttest was ried out to see differences in students' abilities in writing poetry using the discovery learning model and those who did not use t discovery learning model. The discovery learning indicator that dominates students' high-level thinking skills is in the aspect of analyzing with the ability category of 84.37%. Then by the aspect of creating with the ability egory of 76.27% and evaluating the category of 70.58%.

The advantages of the Discovery Learning Learning Model are as follows (Abdjul, 2022): Helping students to improve and improve skills and cognitive processes. In the discovery business is the key to this process, and it is up to a person

how to learn. Knowledge that can be obtained through personal and effective methods because it strengthens understanding, memory and methods, to create a feeling of pleasure in students, because of the growing sense of investigating and succeeding, in this learni model allows students to develop quickly and according to their own pace, To cause students to direct their own learning activities involving their minds and self-motivating, More to help students strengthen their self-concept, for that reason gain confidence in working with others. Students and instructors will play an equal role in the communication of ideas. Even the teacher must be able to act as a learner, and as a researcher in a discussion situation, must help eliminate skepticism (doubt) because it leads to a final and certain or definite truth.

CONCLUSION

Based on the research conducted, it was found that the ability to write poetry is in "high" category. In other words, if there is an increasing level in discovery learning it will lead to an increase in the ability to write poetry. The value of the Pearson Correlation for discovery learning and the ability to write poetry, if it multiply (x) by 100 it will be assessed as 61.0% Then subtract (-) 100, it will be assessed as 39%. This means that the relationship between the independent variables (total discovery learning is 61%, the remaining 39% is influenced by other variables outside the model. Based on the significant value of Sig (2-tailed) between discovery learning and the ability to write poetry is 0.000 <0.05, which means it is correlated the significant difference between discovery learning and the ability to write poetry by implementing discovery learning showed that most of students' high order thinking abilities are in the aspect of analyzing with the ability category of 84.37%, then by the aspect of creating with the ability category of 76.27% and evaluating in the 70.58% category.

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