



THE EFFECTIVENESS OF THE DISCOVERY LEARNING MODEL IN APPRECIATING POETRY OF CLASS XI STUDENTS OF SMA NEGERI 16 BONE BONE DISTRICT

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ABSTRACT

This research aims to describe the ability to appreciate poetry of class. The type of research used is an experiment using two classes as research subjects. There is a control class and an experimental class. Class XI IPA 1 is the control class with a total of 30 students and the experimental class is X IPA 2 with a total of 30 students. Data collection techniques are tests and observations. Learning activities begin with initial activities in the form of a pretest and treatment activities and posttests are carried out to find out the final results. The data analysis used to find out in detail is descriptive statistics and inferential statistics. The results of research using the discovery learning model show that the experimental class's understanding is better than the control class in appreciating poetry. This means that the discovery learning model is effectively used in learning to appreciate poetry among students.

Keywords: *Effectiveness, Discovery Learning, Appreciating Poetry*

1. INTRODUCTION

The curriculum is a design used as a guide in the teaching and learning process (Soemadinata, 2018). Considering the importance of the dimensions, functions and roles of the curriculum, every curriculum development at various levels must be carried out based on certain principles. The implementation of the Independent Learning Curriculum is increasingly widespread, with Graduate Competency Standards (SKL) as a guide for the 2013 Curriculum, and the Independent Curriculum. SKL is a reference that determines minimum criteria for the unity of attitudes, skills and knowledge, reflecting the achievements of students' abilities at the end of the education level (Permendikbudristek, 2022). Indonesian language learning is directed at forming students who have social personalities, respect culture, and are able to channel ideas, imagine and express creatively both orally and in writing.

Literary learning aims to enable students to understand, enjoy and utilize literary works in order to develop their personality, broaden their outlook on life, increase their knowledge and language skills (Ministry of National Education, 2001). Literature learning requires optimizing the learning process. If literature learning is optimized, a



closer relationship will be formed between teachers and students. According to Slameto (2013), in the teaching and learning process, teachers have the responsibility to encourage, guide and provide learning facilities for students to achieve goals. Teachers are also responsible for supervising everything that happens in the classroom to support student development. The success of learning at school depends on the roles of teachers and students.

Teaching literature in the teaching and learning process in schools has special importance because it relates to problems in people's daily lives, including ethical issues (Murni, 2021). Attitudes that want to be formed through teaching literature/literary experiences, all ideal attitudes. This is in line with one of the functions of literature, namely value education. Oemarjati (2006) outlines the aim of teaching literature to develop students' affective and not cognitive aspects. According to Oemarjati, the ultimate goal of teaching literature is to enrich students' experiences and make them more responsive to human events, recognizing and respecting values, both in individual and social contexts. Learning poetry appreciation requires special attention from the teacher (Fadhila, 2022). Poetry appreciation learning must achieve the goals and directions of literature (poetry) learning. This is because learning poetry is a lesson that is difficult for teachers to teach. So teachers need to apply appropriate and innovative learning models (Setyowati, 2023). The development of learning methods and models cannot be done easily by teachers. The activities carried out by the teacher from the start of class until the end of the lesson are an integral part of implementing the learning model (Andayani, 2014). The role of the teacher is very significant, as a learning manager (Rohmadi, 2012). Thus, learning development depends on the teacher's skills in implementing the learning process in the classroom (Mulyaningsih, 2016).

Teachers have difficulties in teaching poetry appreciation, including the existence of poetry learning in schools which must be acknowledged as still minimal and not enjoyable for students. Students' ability to appreciate poetry still feels shallow and there is a lack of understanding of the meaning of each line in poetry. On the other hand, poetry learning is weak, because the teacher's role is less than optimal in demonstrating correct poetry appreciation. Apart from that, teachers are not good at demonstrating poetry reading and appreciation (Marlinton in Elfia et.al 2019).



Based on the results of observations with Indonesian language teachers at SMA Negeri 16 Bone, it shows that learning about poetry appreciation does not increase student creativity. There are still some educators who use conventional methods. Apart from that, learning is carried out monotonously. Teachers who carry out learning tend to focus on curriculum targets, focusing more on memorizing concepts than processes and results. This can be observed when learning in the classroom which is always dominated by the teacher. When delivering material, teachers tend to use the lecture method which causes students to only actively listen and take notes, resulting in opportunities for students not to be able to find or appreciate what is contained in the poetry. In this way, the learning atmosphere is not conducive so that students become passive. This phenomenon is known based on the results of interviews with teachers and students. Apart from that, students have a low ability to appreciate poetry. This can be seen in the learning results in the odd semester of the 2021/2022 academic year. Many students get scores below the minimum completion score, namely 75.

These data require teachers to innovate and be creative in learning to appreciate poetry. Teachers are required to use appropriate models in learning. One of the learning models used in learning to appreciate poetry is discovery learning. The application of the discovery learning model to learning is an effort to improve the ability to appreciate poetry. This is in accordance with the opinion of Hosnan (2014) who states that discovery learning is a model for developing active ways of learning for students by discovering for themselves, investigating so that the results obtained will last a long time in memory. The discovery learning model is a learning model that can encourage students to be active in expressing several opinions from which conclusions can be drawn based on general principles from direct experience. The application of the discovery learning model in learning to appreciate poetry can be done by students learning actively, oriented towards the learning process, to seek their own knowledge, be self-directed and reflective. Nichen Irma Cintia, et al (2018) stated that the application of the Discovery Learning model can improve creative thinking abilities and thematic learning outcomes of class V students at SDN Sidorejo Kidul 02 Tingkir. Based on the explanation above, the author raises the title "Effectiveness of the Discovery Learning Model in Appreciating Poetry of Class XI Students of SMA Negeri 16 Bone, Bone Regency"



2. METHOD

This type of research is experimental research. Experimental research is a method used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2018). Condition control or control in question is usually carried out through direct comparison with something that has not been treated. In this way, direct comparisons can be made between subjects who were treated and subjects who were not treated. That way, we can really confirm and look more deeply that the action will only really have an impact or influence if it is carried out on the subject. Likewise, Latipun (2015) believes that experimental research is predictive research, namely predicting the consequences of manipulation of the dependent variable.

The research design used was a quasi-experimental design. According to Sugiyono (2018) quasi-experiments are research that approaches real experiments. This research aims to directly test the influence of a variable on other variables and test the hypothesis of a cause-and-effect relationship. Consists of two, namely discovery learning model learning as a variable (X) and poetry appreciation ability as the dependent variable (Y). A quasi-experimental design has an experimental class and a control class, but the control class cannot function fully to control external variables that influence the implementation of the experiment. The research design was carried out in the following pattern.

Table 1. Research Design

Group	Pretest	Treatment	Posttest
experiment	Y1	X	Y2
control	Y1	-	Y2

information :

Y1 : Pretest

Y2 : Posttest

X : Treatment (Sukardi, 2015)

The population of this study was all students in class XI of SMA Negeri 16 Bone, totaling 200 students. For more details on the population, see table 2 below.



Table 2. Research Population

No.	Class	Gender		amount
		L	P	
1.	XI IPA 1	13	17	30
2.	XI IPA 2	12	18	30
3.	XI IPA 3	15	17	32
4.	XI IPS 1	19	20	39
5.	XI IPS 2	20	18	38
6.	XI IPS 3	21	18	39
	Jumlah	100	100	200

Source: Data from class XI students at SMAN 16 Bone for the 2021/2022 academic year

Based on this population which consists of 6 (six) classes and has a large number of students, it is necessary to conduct a research sample. Sampling in this research was carried out using systematic sampling. Systematic sampling is a sampling technique based on the sequence of population figures that have been given serial numbers (Sugiyono, 2015). This is in accordance with the opinion of Arikunto (2019), according to him the sample is a portion or representative of the population to be studied. Regarding determining the sample size, according to Arikunto (2017), in sampling, if there are less than 100 subjects, all of them are taken so that the research is population research. Furthermore, if the number of subjects is large, between 10% can be taken. 15% or 20%, 25% or more. The population size in this study consisted of 200 people. Based on the information above, the sample was taken from 30% of the population in this study, namely 60 people. To obtain data in research, instruments, observations and tests are used.

The data analysis technique is carried out by: 1) descriptive statistical analysis with the steps, namely tabulating student scores, calculating the percentage of ability for each student, and calculating the average score obtained by students and 2) inferential statistical analysis using the following formula.

$$P = \frac{fg}{n} \times 100$$

Information:

P = student abilities

Fg = number of correct answers

N = number of items (research subjects)

After that, calculate the average score obtained by students using the following formula:



$$X = \frac{\sum x}{N}$$

Information

X = Average value

$\sum x$ = Total number of answers

N = Number of subjects

The data was obtained using inferential statistical techniques, then the data found was analyzed in depth to draw final conclusions from the research.

$$t = \frac{ME - MK}{\sqrt{\frac{\sum b^2}{N(N - 1)}}}$$

MK = Mean of the control group

ME = Mean dari kelompok eksperimen

$\sum b$ = The number of deviations from the mean difference

N = Subject/sample pair

1 = Fixed number

T = Comparison value of the experimental class with the control class

(Sukardi, 2015)

3. RESEARCH RESULTS AND DISCUSSION

Data analysis was carried out using descriptive statistics of the t test type and inferential statistics consisting of: presentation of initial test data for the experimental class and control class, presentation of final test score data for the experimental class and control class and presentation of data on differences in students' abilities in learning poetry appreciation by applying the model discovery learning and students who do not use discovery learning. The data presentation can be seen below.

Table 3. Initial test scores (pretest) for experimental class and control class

Pretest Score	Class Group		Total
	Control Class	Experimental Class	



25	1	1	2
27,5	-	1	1
30	4	2	6
32,5	3	2	5
35	5	4	9
37,5	5	7	12
40	3	3	6
42,5	6	7	13
45	3	3	6
Total	30	30	60

These values were obtained by looking at the results of students' abilities in answering questions regarding poetry appreciation, namely: intrinsic elements of poetry and extrinsic elements of poetry in the control class and experimental class.

Based on the results of the analysis of the physical structure of poetry and the inner structure of poetry in the initial test (pretest) of the experimental class, it can be explained that out of 30 students only got 60 or below with an average score of 37.7.

Display of Final Test Scores (Posttest) for Experimental Class and Control Class

Based on the results of post-test data analysis from 30 students in the experimental class, the average student score was 76.58. This means that students' ability to learn to appreciate poetry using the discovery learning model is categorized as moderate.

The post-test score for the control class obtained an average student score of 55.66, which means the ability to analyze poetry is categorized as low. The average value of experimental class students with sample size (N) = $2297.5/30=76.58$ while the average value of control class is 55.66 obtained from the quotient of all scores with sample number of students (N) = $1670/30 =55.66$. This data can be seen in the table.

Table 4. Posttest scores in both groups

Posttest Value	Class Group		Total
	Control Class	Experimental Class	
50	7	-	7
52,5	6	-	6



55	4	-	4
57,5	6	2	8
60	2	-	2
62,5	4	-	4
65	1	1	2
67,5	-	1	1
70	-	3	3
72,5	-	4	4
75	-	-	-
77,5	-	7	7
80	-	4	4
82,5	-	4	4
85	-	2	2
87,5	-	1	1
90	-	1	1
Total	30	30	60

Based on table 4, it was obtained by looking at the results of students' abilities in learning to write poetry in the experimental class and control class. In the experimental class there were 8 students who got an interval score of 81-90, 15 students got an interval score of 60 -71, and 7 students got an interval score of 61 - 70. Meanwhile in the control class 5 students got a score in the interval 61 - 70 and 25 students who got a score of 60 or below. According to these data, it can be concluded that students' ability to appreciate poetry that does not apply the discovery learning model is categorized as very low.

Analysis of Differences in Ability in Learning Poetry Appreciation with Using the Discovery Learning Model for Class XI Students of SMA Negeri 16 Bone Bone Regency

In this section, the differences in ability to appreciate poetry using the discovery learning model are explained in class Based on the obtained experimental class and control class scores, calculations are carried out in the form of the following work table.

Table 5. Working table of differences in student abilities in appreciation learnin by implementing the Discovery Learning Model for Class XI SMA Negeri 16 Bone

Subject Pair		Nilai		B	b	
KE	KK	KE	KK	KE-KK	-(B+MB)	b ²
1	1	67,5	60	7,5	-28,66	821,39
2	2	72,5	50	22,5	-43,66	1906,19
3	3	57,5	57,5	0	-21,16	447,74



4	4	57,5	52,5	5	-26,16	684,34
5	5	80	55	25	-46,16	2130,74
6	6	82	62,5	20	-41,16	169,14
7	7	65	50	15	-36,16	1307,54
8	8	82,5	50	32,5	-53,66	2879,39
9	9	82,5	55	27,5	-48,66	2367,79
10	10	77,5	57,5	20	-41,16	1694,14
11	11	82,5	52,5	30	-51,16	2617,34
12	12	82,5	55	27,5	-48,66	2367,79
13	13	80	57,5	22,5	-43,66	1906,19
14	14	70	62,5	17,5	-38,66	1494,59
15	15	90	52,5	17,5	-38,66	1494,59
16	16	90	52,5	37,5	-58,66	3440,99
17	17	77,5	55	22,5	-43,66	1906,19
18	18	72,5	60	12,5	-33,66	1132,99
19	19	77,5	50	27,5	-48,66	2367,79
20	20	70	62,5	7,5	-28,66	821,39
21	21	70	57,5	12,5	-33,66	1132,99
22	22	85	57,5	27,5	-48,66	2367,79
23	23	77,5	52,5	25	-46,16	2130,74
24	24	77,5	65	12,5	-33,66	1132,99
25	25	77,5	62,5	15	-36,16	1307,54
26	26	87,5	57,5	30	-51,16	2617,34
27	27	80	50	30	-51,16	2617,34
28	28	72,5	50	22,5	-43,66	1906,19
29	29	77,5	52,5	25	-46,16	2130,74
30	30	85	55	30	-51,16	2617,34
JUMLAH		76,58	55,66	21,16		55444,25
MEAN						

Keterangan:

KE : Subjects in experimental classes

KK : Subjects in the control class

B : Deviation results from KE and KK

ME : Mean of KE

MK : Mean of KK

MB : Mean of B Mean of KE

Based on the work table, the following values are obtained.

$$MK = 55,66$$

$$ME = 76,58$$

$$\sum b^2 = 55444,25$$

$$N = 30$$



The numbers above are then entered into the formula to find out the t coefficient from the t – test calculation

$$t = \frac{ME - MK}{\sqrt{\frac{\sum b^2}{N(N - 1)}}$$

$$t = \frac{76,58 - 55,66}{\sqrt{\frac{55444,25}{30(30 - 1)}}$$

$$t = \frac{20,92}{\sqrt{\frac{55444,25}{30(29)}}$$

$$t = \frac{20,92}{\sqrt{\frac{55444,25}{30 \times 29}}}$$

$$t = \frac{20,92}{\sqrt{\frac{55444,25}{870}}}$$

$$t = \frac{20,92}{\sqrt{63,72}}$$

$$t = \frac{20,92}{7,98}$$

$$t = 2,62$$

Based on the results of the data analysis described above, it can be seen that the difference in students' abilities in learning poetry using the discovery learning model for class XI students at SMA Negeri 16 Bone is 2.62. Based on the t-count value, it can be compared to the t-table value $db = 30 - 1 = 29$ and $t = 0.5$ while $t\text{-count} = 2.62$ and $t\text{-table} = 2.04$ (significant 5%) thus $t\text{-count} > t\text{-table}$.

$$t\text{-tabel} = (1.1/2 \alpha = n-1)$$

$$= 1.1/2.0,5:30-1$$

$$= 0,25 : 29$$

$$= 2,04$$

The hypothesis was tested using the t test statistic, namely the application of the discovery learning model to class After carrying out calculations based on the results of



inferential statistics using the t test type, a t value of 2.62 was obtained. The testing criteria are that H_0 is accepted if $t_{count} > t_{table}$, meaning there is a significant difference and H_0 is rejected if the $t_{count} < t_{table}$, meaning there is no significant difference. $T_{table} \text{ value} = d_b = 1 = 30 - 1 = 29$ (the number 29 is what is seen in the table). At the 5% significance level, 2.04 is obtained, it turns out $t_{count} > t_{table}$ and the working hypothesis is accepted. Thus, it was found that there were differences in students' abilities in poetry appreciation learning that applied the discovery learning model and those that did not use discovery learning.

4. CONCLUSION

The results of the research can be concluded that students' abilities in learning poetry appreciation for class 36,5 and the average value of the experimental class 37,7. Students Class XI of SMA Negeri 16 Bone, after receiving treatment of discovery learning in the experiment group, has very insignificant change in their average score of 76,58 on their capability in poetry appreciation.

Based on the value calculation using the t test, the t-calculated value was $2.62 > t_{table} \text{ value } 2.04$. This shows that the proposed research hypothesis is accepted because the t-count value is greater than the t-table. So the application of the discovery learning model in learning poetry appreciation for experimental class students is more effective than the control class which does not use the discovery learning model.

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