EFFORT TO IMPROVE POETRY WRITING SKILLS FOR GRADE 5 STUDENTS THROUGH DISCOVERY LEARNING

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ABSTRACT	ARTICLE INFO
Writing is one of the most complex language skills. In the content of Indonesian in the 2013 curriculum, one way to make students think creatively is to make literary products, one of which is writing poetry. The purpose of this research is to improve students' poetry writing skills through discovery learning. The method used is descriptive qualitative method with the research design taken is the Kemmis and Mc Taggart model in the form of a spiral. This model has four components including planning, action, observation, reflection, and re-planning that aims to solve problems. From the implementation of this classroom action research, it can be concluded that using discovery learning learning models can improve students' poetry writing skills, this is evidenced by an increase from pre-cycle to cycle II with a range of completeness starting from 16%, 58%, to 96%. Discovery learning learning model can increase students' writing potential because of an active way of learning and improving student experience. The discovery learning method focuses on the real student experience so as to foster student creativity.	

A. Introduction

Literature is a work of art that is a treasure of a nation's spiritual wealth (Taum, 2017). Therefore, learning literature is very important in providing joy in life and creating a balance for the thoughts, feelings, and inspirations of the community. However, at present, many literary observers assess the condition of learning literature for school-age children is still far from ideal, even getting worse (Taum, 2017). This causes the existence of literary understanding in students to be less. Literature teaching seems to be just entrusted to language learning. Even though many of the students have views about Indonesian language material which only discusses elements of text, structure and linguistic rules.

Indonesian language skills cover 4 areas, namely: writing skills, reading skills, listening skills, and speaking skills (Yanti et al., 2018). Of the four skills, writing is the most difficult (Trismanto, 2017). This is because writing skills are very complex (Ramadhan & Indihadi, 2020). The complexity of writing skills starts from pouring ideas, concepts, desires, and feelings into writing. Of course, students must have creativity to organize the language and words to be written, if they do not have creativity, students will have difficulty. Besides having to have creativity in writing, you also need to pay attention to the rules of the applicable language.

Curriculum 13 encourages students to be able to think creatively (Anggraini et al., 2020). If this is related to literature, then one example of the implication is to create a literary product. One product that is easy to make is poetry. This is because poetry is a literary work that is not bound by rules and is free (Ahyar, 2019). However, for students, making poetry is quite difficult. Therefore, the thing that needs to be raised is the creativity of children. Children should not be forced to write poetry because creativity does not appear because they are forced to because it causes children to be burdened so they are not interested in writing (Pancaningrum, 2015). Based on an interview with the homeroom teacher of 5th grade at SDN Tambak Kemeraan, it was shown that there were difficulties in teaching writing poetry to high grade students as a form of literary learning, this was indicated by the lack of creativity of students in writing poetry.

One way to improve students' skills in writing poetry is to use the right learning model. One of them is the discovery learning learning model. Discovery learning learning model is a learning model that requires students to be more active in finding their own learning concept, so that the process of delivering material by the teacher is not complete (Mawardi et al., 2014). This discovery learning model

can increase the writing potential of students because it is an active way of learning and enhances the experience of students (Sari & Sukartiningsih, 2014). In addition, the discovery learning model focuses on real student experiences so that it fosters student creativity which is an important provision for a child to write or create a literary work (Setyowati et al., 2018). Based on the problems found by the teacher and fifth grade students at SDN Tambak in the matter of writing poetry, this study aims to help solve these problems by improving students' poetry writing skills through the discovery learning model.

B. Method

The research methodology used in this research is the classroom action research method. Classroom action research is research that aims to find out the consequences of an action on the research subject (Meutiana, 2015). The design of this research uses the research model of Kemmis and Mc Taggart which is in the form of a spiral. The model has four components including planning, action, observation, reflection, and re-planning that aims to solve problems (Paizaluddin & Ermalinda, 2016). The data collection technique used the method of observation, interviews, documentation, and product/nontest assessment with descriptive qualitative data analysis techniques. The data analysis technique aims to analyze data in the form of facts that occur during actions in the field (Nugrahani, 2014), namely knowing student learning outcomes on student activities during the process of learning poetry writing skills.

C. Result and Discussion

The problem in this research is the lack of students' creativity in writing skills, especially writing poetry. This research focuses on the discovery learning model to improve the poetry writing skills of the students of SDN Tambak Kemeraan, Krian Sidoarjo, East Java. The schedule and series of results are as follows:

1. Pre-cycle data analysis

From the data taken during the first observation regarding students' writing skills. Students have not finished writing poetry and have not reached the minimum completeness criteria which is 75. Of the 24 students, 16% of students have completed and 84% of students have not. This is evidenced by only 4 students who have completed writing poetry properly and correctly, the rest of the students still find it difficult to write poetry. Students also find it difficult

to distinguish poetry from stories so that many students write poetry in paragraph form. The distribution of pre-cycle learning outcomes is as follows:

Table 1. Completeness of Class V Students at Tambak Kemeraan Elementary School

Range	Categori	Precycle		description
		Frekuensi	Persentase	
86-100	High	0	0	Complete
65-85	Medium	4	16%	
45-64	Low	20	84%	Not Complete
25-44	Very Low	0	0	
Total		24	100%	
Max Score		75		
Min Score		45		

Seeing that student learning completeness is only limited to 16%, it is necessary to conduct classroom action research to improve student learning outcomes. Researchers use discovery learning learning model which will be applied into 2 cycles in class 5 SDN Tambak Kemeraan.

1. The results of the observation cycle I

The first step is planning. At this stage the researchers made preparations, namely by identifying the data from observations and interviews with the homeroom teacher of class V as well as from the principal. Then set the focal point of this research. After the preparation stage was completed, the researchers carried out the implementation in cycle 1 on March 30, 2022 at SDN Tambak Kemeraan. The series of activities are as follows:

a. Initial activity

The activity begins with preparing the class, providing motivation, and praying before learning begins. Furthermore, affirmations are carried out to stimulate students initial abilities and find out students' initial abilities in the field of poetry. The result of the affirmation is that the 5th grade students of SDN Tambak Kemeraan have not been able to distinguish poetry from stories, students assume that poetry and stories are the same.

b. Core activities

The core activity begins when the teacher explains poetry to students and explains the difference between poetry and stories. After students understand what is explained about poetry, the teacher conducts questions and answers to students and develops students creativity through guessing words by giving pictures like flowers, then students are asked to name words that match the picture. Then the teacher divides the students into several

groups to discuss and share examples of pictures and give the task of making poetry.

c. Closing activity

In this activity, the teacher closes the activity by evaluating and providing reinforcement to students regarding today's material.

2. Reflection cycle I

Reflection of Cycle I From the research that the researcher did using the discovery learning model for the 5th graders of SDN Tambak Kemeraan, it showed a significant difference in the pre-cycle. This classroom action research is in accordance with what was written by the researcher in accordance with the learning implementation design that has been made. However, there are still many obstacles, one of which is in the pre-cycle, it is known that as many as 20 students do not understand the difference between stories and poetry, in cycle 1 many students understand the differences between poetry and stories. This is shown from the observations of researchers as teachers when learning begins. The results of the observations can be seen in the following table:

Table 2. Cycle I Observation Results

No	Indicator	Execution		Total Score
		Yes	No	
1.	Readiness of students to start learning.			
	Students arrive on time		V	3
	Students prepare tools for learning	V		
	Students excited to start class	V		
2.	Attention or focus of students in learning			
	Students pay attention to the explanation	V		4
	Siswa merespon ketika diberi pertanyaan Students respond when asked a question	V		
	Students are willing to come forward if appointed	V		
3.	Student activity in the learning process to write poetry			
	Student activity in the learning process to write poetry	V		4
	Students ask about the material	V		
4.	Student steps in writing poetry			
	Get started by looking at the pictures	V		3
	Write down all imaginable ideas		V	
	Choose an interesting idea		V	
5	Developing poetry			
	Choose words that are considered interesting		V	1
	Write interesting words into the notebook		V	
	Developing words into poetry		V	
	Make edits		V	

Total score	15
Average	3
Criteria	Enough

Based on the table, a total score of 15 was obtained with an average of 3 having sufficient criteria. In the first cycle the students felt enthusiastic and happy. However, several things were found in the researcher's notes, namely students could not distinguish poetry from stories, besides that students still had difficulty developing ideas into the form of beautiful words into poetry.

1. Cycle I Completion Results

The following are student learning outcomes in cycle I:

Table 3. Results of Completion of Student Poetry Writing Skills Cycle I

No	Name	Score	Description
1	Achmad wildan	87,5	Complete
2	Aini	68,75	Not Complete
3	Aira	87,5	Complete
4	Ajeng	75	Complete
5	Aurella	75	Complete
6	Ayu	68,75	Not Complete
7	Bella	75	Complete
8	Cinta	68,75	Not Complete
9	Fadil	75	Complete
10	Innaki	87,5	Complete
11	Intan	68,75	Not Complete
12	Ira	75	Complete
13	Karina	68,75	Not Complete
14	Ken	68,75	Not Complete
15	Naisya	75	Complete
16	Namira	75	Complete
17	Niko	62	Not Complete
18	Noval	72,25	Not Complete
19	Radit	72	Not Complete
20	Raka	77,5	Complete
21	Revanata	70	Not Complete
22	Ridho	77,5	Complete
23	Yanuar	75	Complete
24	Zafira Hasya	75	Complete
	Amount	1781, 25	
	Average	74,21	

In the table above, it can be seen that the average student score is 74, 21, with the number of students completing 14 students, which is 58.33% and 10 students incomplete, which is 41.67%.

2. Cycle II observation results

Because several things were found in the researcher's notes, namely students could not distinguish poetry from stories, besides that students still had difficulty developing ideas into the form of beautiful words into poetry, the

researchers did a few additions, namely providing media images to students and giving beautiful words in each picture. to increase student creativity. Then explain through question and answer the difference between poetry and stories. The results of student observations are as follows:

Tabel 4. Cycle II Observation Results

No	Indicator	Execution		Total Score
		Yes	No	
1.	Readiness of students to start learning.			
	Students arrive on time	V		4
	Students prepare tools for learning	V		
	Students excited to start class	V		
2.	Attention or focus of students in learning			
	Students pay attention to the explanation	V		4
	Siswa merespon ketika diberi pertanyaan Students respond when asked a question	V		
	Students are willing to come forward if appointed	V		
3.	Student activity in the learning process to write poetry			
	Student activity in the learning process to write poetry	V		
	Students ask about the material	V		
4.	Student steps in writing poetry			
	Get started by looking at the pictures	V		4
	Write down all imaginable ideas	V		
	Choose an interesting idea	V		
5	Developing poetry			
	Choose words that are considered interesting		V	4
	Write interesting words into the notebook		V	
	Developing words into poetry		V	
	Make edits		V	
Total score				20
Average				4
Criteria				Good

Based on the table above, it can be seen that the learning and student activities took place very well with a score of 20 through an average of 4

3. Reflection cycle II

In the research that the researcher conducted using the discovery learning model, the learning outcomes of the fifth grade students of SDN Tambak Kemeraan showed a significant difference in the second cycle. Researchers succeeded in improving learning outcomes in students' poetry writing skills. This can be seen from the indicators of the results of the second cycle of observations and the results of the second cycle of values. The researcher's notes also found that students tend to be more active in cycle II and understand the material being taught.

4. Completeness of cycle II

The following are the results of students' poetry writing skills:

Table 5. Results of Completion of Student Poetry Writing Skills Cycle II

No	Name	Score	Description
1	Achmad wildan	85	Complete
2	Aini	75	Complete
3	Aira	90	Complete
4	Ajeng	72	Not Complete
5	Aurella	75, 25	Complete
6	Ayu	75	Complete
7	Bella	75	Complete
8	Cinta	75,25	Complete
9	Fadil	75	Complete
10	Innaki	87,5	Complete
11	Intan	80,75	Complete
12	Ira	75	Complete
13	Karina	80,75	Complete
14	Ken	82,75	Complete
15	Naisya	75	Complete
16	Namira	75	Complete
17	Niko	80	Complete
18	Noval	77	Complete
19	Radit	77,25	Complete
20	Raka	77,5	Complete
21	Revanata	75	Complete
22	Ridho	77,5	Complete
23	Yanuar	75	Complete
24	Zafira Hasya	75	Complete
Amount		1795,75	
Average		78,08	

In the table above, it can be seen that the average student score is 78.08 with 23 students completing with a percentage of 95.83% and 1 student not completing with a percentage of 4%.

In class action research conducted at SDN Tambak Kemeraan, Krian District, Sidoarjo Regency. This research is a form of researchers' efforts to increase students' creativity in writing poetry at Tambak Kemeraan Elementary School as a form of increasing literacy. In this study, the researcher used a discovery learning model which was carried out in 2 meetings in two cycles. In this study, researchers also succeeded in improving students' skills in writing poetry. Students are able to get results by achieving minimum completeness criteria above 75.

At each meeting the researchers presented learning with a discovery learning model. At the beginning of learning the researchers gave stimulation to students to stimulate students to the material being taught. Stimulus can be in the form of questions, affirmations, etc. In this study, the discovery learning model has the advantage that it can improve students communication skills in groups. This

has been discussed by (Bunawi et al., 2020), who previously proved that the discovery learning model can improve students' communication skills in the classroom. The next advantage is that it can increase student participation. This is in accordance with what was stated (Mutmainna & Ferawati, 2015) that the discovery learning model is very effective in stimulating students in individual and group learning activities. The third advantage found is that the teacher can stimulate students first so that students know what they are going to learn. This is because in the discovery learning model there is a stimulation procedure that allows the teacher to provide a stimulus to students so that they can then construct their own knowledge (Sartono, 2018).

The increase in learning outcomes is also evidenced by the results of students' mastery scores increasing based on the cycle. The students' completeness can be seen from the following table:

Tabel 6. Completeness of Students' Poetry Writing Skill Results

No	Completeness	Precycle		Cycle I		Cycle II	
		F	%	F	%	F	%
1.	Tuntas	4	16%	14	58,33%	23	95,83%
2.	Tidak Tuntas	20	84%	10	41,67%	1	4,17%

This can also be shown through the bar chart below:
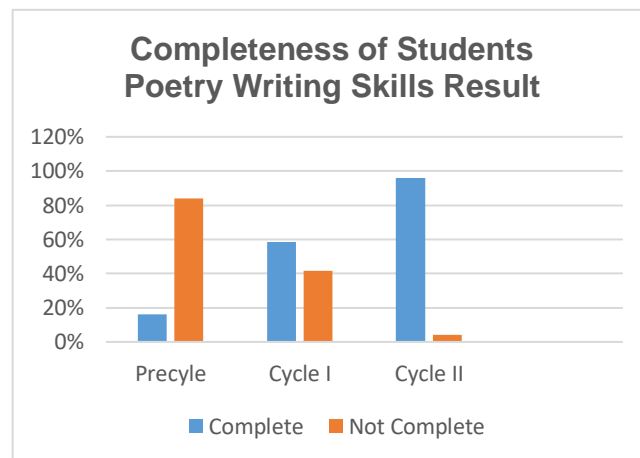
Graph 1. Completeness of Students Poetry Writing Skill Results

The initial condition or pre-cycle of 24 students 4 of them have reached KKM 75 with a percentage of 16%, 20 students have not reached KKM or are still below KKM 75 with a percentage of 84%. After the first action or cycle I of 24 students 14 of them have reached KKM 75 with a percentage of 58%, 10 students are still below the KKM 75 with a percentage of 42%. Then the researcher took the second action from 24 students, 23 of whom had reached the KKM 95.83%, with 1 student not yet reaching the KKM or still below the KKM 75 with a percentage of 4.17%.

The results of observing student activities also improve. Students are more interested in learning. The incompleteness of 1 student was caused by the arrival of students who were late for class. From this research, it can be seen that the use of discovery learning model can improve students' poetry writing skills. This study also has the advantage that students are not only guided in groups but also individually, in addition to adjusting the needs of students in learning.

D. Conclusion

From the implementation of this classroom action research, it can be concluded that using discovery learning learning models can improve students' poetry writing skills, this is evidenced by an increase from pre-cycle to cycle II with a range of completeness starting from 16%, 58%, to 96%. Discovery learning learning model can increase students' writing potential because of an active way of learning and improving student experience. The discovery learning method focuses on the real student experience so as to foster student creativity.

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