

IMPROVING THE ABILITY TO READ POETRY TEXTS THROUGH THE DISCOVERY LEARNING MODEL IN STUDENTS

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Abstract. This study aims to determine the improvement of the results of reading poetry text reading through the application of the discovery learning learning model in grade XI students of SMA Negeri 1 Sebuku and the improvement of the learning process of poetry texts by using the discovery learning model in students of grades XI-B SMA Negeri 1 Sebuku. This research is a class action research (PTK) that has been carried out at SMA Negeri 1 Sebuku Subjects in This class action study is class XI students of SMA Negeri 1 Sebuku, consisting of 27 people. The object of this study is the ability to read poetry texts through the application of the discovery learning model. The research was carried out in two cycles consisting of four stages in each cycle, namely planning, implementation of actions, observation, and reflection. The data collection techniques used in this study include, observation, field notes, tests, and documentation. This study uses qualitative and quantitative data analysis techniques. The ability to read students' poetry texts is seen from the limit of achieving the minimum completeness criteria (KKM) which is 73 and is considered for the implementation of the next cycle. The results of the study show that the application of the discovery learning model can improve the ability to read poetry texts in students in grades XI-B SMA Negeri 1 Sebuku. The improvement is shown by the quality of the learning process which is reflected in students' interest and attention to learning, students' enthusiasm for learning, student activeness, and students' punctuality in collecting assignments. The improvement in product terms can be seen from the average score of reading poetry texts from pre-action to cycle II. In the pre-action, an average score of 54.7% was obtained, then in the first cycle it increased to 67.4% and in the second cycle it increased significantly by 83.8%.

Keywords: reading ability; poetry text; discovery learning model

I. INTRODUCTION

Reading skills are one of the fundamental aspects of Indonesian learning which serves as a basis for mastering other language skills. Reading is not only limited to the activity of recognizing letters and words, but also involves the ability to understand, interpret, and evaluate the content of reading [1]. In the context of literary learning, especially poetry, reading skills become increasingly complex because poetry has linguistic characteristics that are dense in meaning, the use of majas, symbolism, and structures that are not always explicit. Therefore, reading poetry requires high cognitive and affective abilities so that students are able to capture the message, inner atmosphere, and values contained in it [2];[3]. Learning to read poetry texts in school is often not optimal because the approach used is still conventional and emphasizes memorization and literal comprehension alone. This causes students to have difficulty interpreting the meaning of poetry deeply and appreciate the beauty of the language used by poets. In fact, good poetry reading skills can develop students' language sensitivity, imagination, and empathy for human values expressed through literary works [4]. Therefore, a learning strategy is needed that is able to

actively involve students in the process of finding meaning, such as the use of the Discovery Learning model, so that poetry learning becomes more meaningful and encourages the improvement of reading skills holistically.

Understanding poetry is often a challenge for students because poetry has a distinctive language structure, is dense in meaning, and is loaded with stylistic elements such as metaphors, symbols, and majas. Students tend to have difficulty interpreting the implicit meaning of a poem's text, especially if they are not yet familiar with the indirect and connotative style of literary language. According to Tarigan (2008), reading poetry requires a deep understanding of the elements of sound, meaning, and imagination conveyed by poets. Many students read poetry literally without paying attention to the aesthetic elements and implicit meaning, so the message conveyed in the poem cannot be understood in its entirety. In addition, students' lack of experience and emotional involvement in poetry learning also hinders their ability to appreciate literary works. Appreciation of poetry requires not only cognitive understanding, but also affective involvement so that students can feel and animate the atmosphere built by the poet.[5] As explained by Waluyo (2002), poetry appreciation involves a process of empathy and

aesthetic interpretation that requires the reader to understand the setting, atmosphere, and message that wants to be conveyed through poetic language. However, monotonous learning and lack of space for exploration causes students to be less enthusiastic in exploring and interpreting poetry critically and creatively. Therefore, innovative learning in improving the ability to read poetry is crucial considering the characteristics of poetry that are different from other types of texts. Conventional approaches that tend to be teacher-centered and only emphasize the cognitive aspect are less able to arouse students' aesthetic sensitivity and deep understanding of the meaning of poetry [6]. Therefore, learning to read poetry needs to be designed with an active, participatory, and contextual approach so that students can build their own understanding of poetry texts. According to Suherli et al. (2011), innovative approaches that place students as learning subjects have proven to be more effective in improving literary literacy skills because they allow direct interaction between students and texts. This approach not only improves the ability to understand the literal and interpretive meaning of poetry, but also fosters appreciation and a sense of belonging to literary works [7]; [8].

The Discovery Learning model is a learning model that emphasizes the process of actively seeking and discovering knowledge by students. In the context of poetry learning, this model provides opportunities for students to independently explore the meaning, structure, and linguistic elements contained in poetry texts [9]. Through the process of observation, identification, and analysis of the content of the poem, students are encouraged to build their own understanding with the help of the teacher's guidance as a facilitator. Bruner (1961), the originator of this model, stated that learning would be more meaningful if students discovered the information they learned on their own, as the process encourages deeper intellectual engagement and builds critical reasoning power.

The application of the Discovery Learning model in poetry learning not only trains students' cognitive abilities in interpreting and understanding texts, but also develops literary appreciation through reflective and dialogical learning experiences. Students are invited to explore the symbolic meaning and aesthetic values contained in poetry, as well as relate them to personal experiences or the context of social life [10]. This is in line with the opinion of Hosnan (2014) who states that Discovery Learning can improve critical, creative, and analytical thinking skills because students are actively involved in the concept formation process. Thus, this model is very relevant for use in learning poetry texts because it is able to create an exploratory learning atmosphere, challenging, and encourage a deeper understanding of literary works [11]; [12]; [13]; [14].

This model is in line with the theory of constructivism which states that knowledge is actively constructed by students through their own experiences and thought processes (Piaget, 1970). In the context of language learning, Discovery Learning has been proven to improve critical thinking skills, understanding meaning, and overall language skills because students are involved in exploratory, analytical, and reflective

activities. Research conducted by Lestari and Rahmawati (2021) shows that the application of Discovery Learning in learning to read Indonesian is able to significantly increase students' understanding of the structure and content of texts. This is because students do not only passively receive information, but are actively involved in discovering linguistic concepts, compiling meanings, and relating the content of the text to the context of their lives. Thus, Discovery Learning is one of the relevant and effective learning models in developing students' literacy competencies, including in understanding and appreciating literary texts such as poetry [15]; [16]; [17]; [18].

Research conducted by Fitriani (2020) found that students who learned to read poetry through the Discovery Learning model showed a significant increase in the ability to understand the intrinsic elements of poetry, such as themes, mandates, and language styles, compared to students who used conventional methods. This happens because Discovery Learning creates an interactive and reflective learning space, so that students are more emotionally and intellectually involved in the process of interpreting poetry. Other research by Wulandari and Prasetyo (2022) also supports similar findings, where the use of Discovery Learning in poetry learning not only improves students' cognitive abilities in interpreting meaning, but also develops affective aspects such as appreciation and empathy for literary works. In the study, students were given the opportunity to discover the meaning of poetry gradually through group discussions, structural analysis, and reflection on the content of the poem associated with their personal experiences. As a result, there was a significant increase in the understanding and soulfulness of poetry by students [19]. These findings indicate that Discovery Learning is an effective approach in learning poetry texts, as it is able to facilitate meaningful learning and encourage active involvement of students in the literary reading process. Based on this, this study aims to determine the improvement of the ability to read poetry texts through the application of the discovery learning model in grade XI students of SMA Negeri 1 Sebuku and the improvement of the learning process of poetry texts by using the discovery learning model in students of grades XI-B SMA Negeri 1 Sebuku.

II. RESEARCH METHODS

This research is a classroom action research (PTK) carried out at SMA Negeri 1 Sebuku with the aim of improving students' poetry text reading ability through the application of the Discovery Learning learning model. The subjects in this study were 27 students in grade XI. Meanwhile, the object of research is focused on improving the ability to read poetry texts. This research was carried out in two cycles, where each cycle consisted of four systematic stages, namely planning, implementation of actions, observation, and reflection. This approach is designed to enable teachers and researchers to collaboratively identify learning problems, implement solutions, and evaluate the

effectiveness of actions taken in improving students' poetry reading skills.

To obtain comprehensive data, this study uses several data collection techniques, namely observation of student and teacher activities during the learning process, field notes to document important events during the action, tests to measure students' ability to read poetry texts, and documentation in the form of photos and student work results. The collected data was analyzed using qualitative and quantitative data analysis techniques. Qualitative data was analyzed to determine the dynamics of the learning process and students' responses to the model used, while quantitative data was obtained from student test scores analyzed based on the minimum completeness criteria (KKM) set, which was 73. This value is a reference in determining the success of the action in each cycle as well as the consideration of continuing or stopping the next cycle.

III. RESULT AND METHODS

Reading Comprehension Of Poetry Texts In Cycle I

Based on the results of the research, the ability to read poetry texts through the application of the discovery learning model in students in grades XI-B SMA Negeri 1 Sebuk is mostly in the sufficient category, namely 15 people (55.5%), the very good and good category there are 2 people each (74.1%) and the poor category as many as 8 people (29.6%) can be seen in table 1.

Table1. Percentage Score Cycle I

Total Values	Average Score	Maximum Value	Presentase	Category
291	10.78	14	67.4	Enough

Based on table 1. It is known that the number of scores obtained by students in the first cycle is 291 so that an average score of 10.78 or 67.4% of the maximum score of 16 is obtained and is included in the sufficient category. This means that the score from the cycle test of students is quite capable in understanding learning to read poetry texts based on four aspects of assessment, namely determining the theme, diction, image, and message contained in the poetry text. However, it still does not achieve the research goal where students are said to be capable if they have achieved KKM scores and are complete in understanding the poetry text. Furthermore, the Cycle I Completeness Assessment can be seen in Table 2.

Table 2. Completeness Assessment Cycle I

Number of Students	Average Score-	Completeness		Information
		Complete	Incomplete	
27	10.78	12	15	Need to Improve

Based on table 2. It is known that the number of students in this class action research is 27 students with an average score of 10.78 or 67.4%, which is based on completeness as many as 12 people (44.4%) and 15 students (55.5%) are incomplete, so it is concluded that students' skills and abilities in learning to read poetry texts are based on four

aspects of assessment, namely determining themes, diction, images, and the message contained in the text of the poem needs improvement.

The Ability to Read Poetry Texts Through the Application of the Discovery Learning Model in Cycle II

The results of the ability to read poetry texts through the application of the discovery learning learning model in class XI B students of SMA Negeri 1 Sebuk were mostly in the very good category, namely 9 people (33.33%), the good category was 17 people (62.96%) and the sufficient category was 1 person (3.70%) can be seen in Table 3.

Table 3. Percentage of Cycle Score II

Total Values	Average Score	Value Maximum:	Presentase	Category
362	13.4	16	83.8%	Good

Based on table 3. It is known that the number of scores obtained by students in cycle II is 362 so that an average score of 13.4% or 83.8 is obtained with a maximum score of 16 and is included in the good category. This means that the score obtained from the cycle test, students are able to understand the poetry text based on four aspects of assessment, namely determining the theme, diction, image, and message contained in the poetry text. The research objective was achieved where students were said to be able to achieve KKM scores and complete in understanding poetry texts. Furthermore, the Cycle II Completeness Assessment can be seen in Table 4.

Table 4. Cycle II Completeness Assessment

Number of Students	Average Score-	Completeness		Information
		Complete	Incomplete	
27	83.8	26	1	Finish

Based on table 4. It is known that the number of students in this class action research is 27 students with an average score of 83.8, where based on completeness as many as 26 people (96.3%) and incomplete students as many as 1 person (3.70%) so it is concluded that students' skills, abilities and interests in learning to read poetry texts are based on four aspects of assessment, namely determining themes, diction, The image, and the message contained in the poem text have achieved the learning objectives with a complete category.

The application of *the Discovery Learning model* in learning to read poetry has been proven to have a positive impact on improving students' poetry reading skills. The results showed an increase in the average score of poetry reading ability from pre-action to cycle I, and from cycle I to cycle II. The learning process designed in Discovery Learning provides a space for students to be actively involved in understanding the meaning, structure, and linguistic elements of poetry. This is in accordance with Bruner's theory (1961) which emphasizes the importance of active student involvement in the process of finding knowledge so that meaningful learning occurs. In the first cycle, the implementation of Discovery Learning began to show its effectiveness even though it was not fully optimal. Some

students still have difficulty interpreting the meaning of the metaphor and understanding the symbols in the poem [20]; [21]. However, through the stages of learning such as identifying the structure of the poem, discussing the meaning, and reflecting on the content of the poem, students began to show an increase in understanding. In this process, the teacher acts as a facilitator who guides students to find meaning independently, not as the only source of information. This reflects the main principle of Discovery Learning, which is learning through one's own discovery which can build students' independence and curiosity [22]; [23]; [24].

The results in cycle II showed a more significant improvement. Most students have been able to analyze the structure of the poem, understand the meaning of denotative and connotative, and relate the content of the poem to personal experience. Learning strategies that are more tailored to the characteristics of the students in cycle II, such as the formation of small groups and the use of guided questions, contribute to the effectiveness of this model [25]. In addition, students' active involvement in discussions as well as their ability to express opinions showed an increase in appreciation and expression of literary works. This improvement in learning outcomes is also in line with several previous studies that affirm the effectiveness of the Discovery Learning model in language learning [26]. Fitriani (2020) stated that Discovery Learning is able to improve students' critical thinking skills and reading comprehension in the context of literary texts. Research by Wulandari and Prasetyo (2022) also found that Discovery Learning has a positive impact on students' poetry appreciation abilities because it encourages them to be actively involved intellectually and emotionally. These findings reinforce the results of research that show that this approach is suitable for learning poetry that requires deep understanding and creative interpretation [27]; [28]; [29]; [30].

The Discovery Learning *model* has been proven to improve students' poetry text reading ability gradually and continuously. The discovery-based learning process provides a more meaningful learning experience, as students not only memorize the content of the poem but actually understand and appreciate it [31]; [32]. Therefore, this model can be recommended as an alternative to an effective learning strategy in learning literary texts, especially poetry. Teachers need to design learning activities that are contextual and stimulate students' exploration, so that their potential in understanding literature can develop to the maximum [33]; [34]; [35].

IV. CONCLUSIONS

From the results of this study, it can be concluded that the application of the discovery learning model can improve the ability to read poetry texts in students in grades XI-B SMA Negeri 1 Sebuk. The improvement is shown by the quality of the learning process which is reflected in students' interest and attention to learning, students' enthusiasm for learning, student activeness, and students' punctuality in collecting assignments. The improvement in product terms can be seen

from the average score of reading poetry texts from pre-action to cycle II. In the pre-action, an average score of 54.7% was obtained, then in the first cycle it increased to 67.4% and in the second cycle it increased significantly by 83.8%.

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