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The Effect of Applying the Discovery Learning Method on Learning to Write Poetry Texts in Grade VIII at SMP N 1 Doloksanggul in the 2023/2024 Academic Year

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Abstract

This study is to characterize the impact of using the discovery learning approach on grade VIII students at SMP N 1 Doloksanggul's acquisition of poetry text composition over the 2023–2024 academic year. All 240 pupils in the VIII grade at SMP N 1 Doloksanggul during the 2023–2024 academic year made up the study's population. the sample of this study was 30 people who represented the entire population while to determine the sample from the existing population with random sampling techniques (randomized random class). The research method used is the experimental method. to capture data Used to find the effect of certain treatments on learning to write poetry texts as many as 20 objective questions and assign students to write poetry texts. The data analysis method uses the correlation formula "t" also known as the t-test to ascertain the link between the two variables under study. The data processing results showed that, for the 2023–2024 academic year, the control class of VIII grade students at SMP N 1 Doloksanggul had an average mastery score of 61.5, which is considered to be fairly good, in producing poetic texts. While the acquisition of the average value of the ability to write poetry by students of class VIII SMP N 1 Doloksanggul for the experimental class for the 2023/2024 learning year of 76.83 includes good criteria. The correlation coefficient of the correlation index (txy) is 0.05 with the interpretation that the contribution of the effect of the application of the discovery learning method to the learning of writing poetry text by class VIII students of SMP N 1 Doloksanggul in the 2023/2024 learning year is a high correlation. Hypothesis testing is done by consulting the price of t_{tabel} with to. The table used is one group preetest-posttest with a significant level of 5% at N = 30 which is 2.639. It turns out that the t_{tabel} obtained is greater than to, namely 2.639 < 4.97. Thus the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. This is in learning to write poetry by applying the discovery learning method is more effective on the ability to write poetry text by students of class VIII SMP N 1 Doloksanggul in the 2023/2024 learning year.

Keywords: *Discovery Learning Method; writing skills; Poetry Text; Indonesian Language Learning.*

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Introduction

Writing poetry is an essential skill in language learning, as it requires students to be creative, master language use, and effectively express their emotions. However, many students, especially at the junior high school level, struggle with composing poetry. Research indicates that these challenges include difficulties in generating ideas, structuring lines and stanzas, and using figurative language appropriately (Arnisyah et al., 2023). Writing is not merely the act of transcribing spoken language into written form but also a process of refining and expressing ideas through text. Poetry writing involves the effective use of linguistic patterns to convey ideas or messages (Benu & Koeswanti, 2023). At SMP N 1 Doloksanggul, preliminary observations show that eighth-grade students face difficulties in developing creative expression when writing poetry.

The conventional teacher-centered learning approach is often one of the main causes of this problem. This non-interactive method hinders students' writing skill development and lowers their motivation to write (Cahyanti & Kristiantari, 2020; Purbarani et al., 2019). Research indicates that implementing more participatory and creative methods, such as the synectics model or discovery learning, can enhance poetry writing skills (Sholiha, 2021). Contextual learning models can help improve students' expressive abilities in writing and facilitate their process of structuring words (Fujia et al., 2023; Septiarini et al., 2023).

One approach that can be applied to overcome students' difficulties in writing poetry is the Discovery Learning method. This method focuses on active student participation, inquiry-based learning, and the exploration of new concepts through self-discovery (Prastika et al., 2021). This theory was introduced by Jerome Bruner, who emphasized the importance of discovering new information and understanding subjects firsthand (Rahayuningsih et al., 2023). The implementation of the Discovery Learning method can enhance students' cognitive abilities and creativity (Smith et al., 2023).

However, although many studies support the effectiveness of this method in various educational contexts, there is still a lack of research specifically examining the effectiveness of Discovery Learning in poetry writing instruction at the junior high school level (Iftitah et al., 2023; Juliantine et al., 2022). Several studies have reported that learning models emphasizing exploration and reflection can facilitate the development of students' creative skills. The Discovery Learning model has been proven to enhance student engagement and motivation during the learning process, which is crucial for poetry instruction that focuses on creative expression (Primantiko et al., 2021; Sasmita & Kusuma, 2023). Therefore, this study aims to address this gap by evaluating the effectiveness of Discovery Learning in improving students' ability to compose poetry.

This study intends to: 1) investigate poetry text writing instruction prior to the Discovery Learning model's implementation by eighth-grade students at SMP Negeri 1 Doloksanggul in the 2023–2024 academic year; 2) investigate poetry text writing instruction following the Discovery Learning model's implementation by eighth-grade students at SMP Negeri 1 Doloksanggul in the 2023–2024 academic year; and 3) ascertain the effect of applying the Discovery Learning method on poetry text writing instruction for eighth-grade students at SMP Negeri 1 Doloksanggul in the 2023–2024 academic year.

By offering empirical proof of the advantages of Discovery Learning in teaching poetry writing, this study is anticipated to advance language education. The results of this study can be used as a guide by Indonesian language instructors who want to use creative teaching strategies to improve their students' language proficiency and creativity. Furthermore, curriculum designers can use this research as a guide to include efficient learning techniques into Indonesian language courses.

Methodology

This study employs an experimental method with a One Group Pretest-Posttest Design. This design is used to measure the impact of the Discovery Learning method on poetry writing instruction by comparing the results before and after the treatment was applied to the experimental group. The population in this study consists of all eighth-grade students at SMP N 1 Doloksanggul in the 2023/2024 academic year, totaling 240 students. The research sample consists of 30 students who were randomly selected using a random sampling technique from the population.

A poetry writing test with two phases—a pretest and a posttest—was used to gather data. The purpose of the pretest in this study was to evaluate students' writing skills prior to the Discovery Learning approach being used. As a last assessment to gauge students' development following the implementation of the Discovery Learning approach, the posttest was administered. A poetry writing assessment sheet that covers topics including poetry text structure, diction and figurative language usage, and poetic creativity makes up the research tool.

To ascertain whether there was a significant difference between the pretest and posttest outcomes, the research data were examined using a t-test. To make sure the acquired data were normally distributed, the data analysis started with a normality test using the Liliefors test. The data's homogeneous variance was then confirmed by a homogeneity test employing the F-test.

In order to determine whether the Discovery Learning approach significantly affected students' poetry writing abilities, a hypothesis test employing the t-test was conducted after these first assessments. The null hypothesis (H_0) was rejected or the alternative hypothesis (H_a) was accepted based on the data analysis results. The application of the Discovery Learning approach has been shown to be successful in enhancing the poetry writing abilities of eighth-grade students at SMP N 1 Doloksanggul, if test results showed a significant difference between the pretest and posttest.

Results and Discussion

Results

Students in the eighth grade at SMP N 1 Doloksanggul were given pretest and posttest evaluations, which yielded the study's findings. Before the Discovery Learning approach was put into practice, a pretest was given to gauge the students' starting proficiency in poetry writing. After adopting this strategy, a posttest was done to determine the improvement in students' poetry writing skills.

Before the implementation of the Discovery Learning method, students exhibited various difficulties in writing poetry. Based on the pretest results, most students struggled with systematically structuring their poetry, using appropriate diction and figurative language, and expressing their creativity in writing. Many students did not fully understand how to properly compose stanzas and lines in poetry, often making errors in rhyme patterns and lacking structural consistency in stanza arrangement. Additionally, students tended to use everyday vocabulary that lacked aesthetic value and had difficulty applying figurative language such as metaphors, similes, and personifications in their poetry. Furthermore, they lacked confidence in expressing their creative ideas, as many wrote poetry using simple language without exploring diverse themes or literary styles. The pretest results indicated that the students' average scores were still relatively low, with the following details:

Table 1. Average Pretest Scores of Students

Assessment Aspect	Average Pretest Score	Category
Poetry text structure	60,2	Fair
Use of diction and figurative language	61,7	Fair
Writing creativity	62,5	Fair
Total Average	**61,5**	**Fair**

From the table above, it can be seen that before using the Discovery Learning method, students' poetry writing skills were still in the fair category, indicating that they needed a more innovative learning approach to improve their writing skills.

After the implementation of the Discovery Learning method, there was a significant improvement in students' poetry writing skills. This method provided a more active learning experience, allowing students to explore poetry independently, engage in discussions with peers, and discover patterns and writing techniques under teacher guidance. Several positive changes were observed after implementing Discovery Learning. First, students began to understand how to structure stanzas and lines more systematically. They also demonstrated better application of rhyme patterns and organized their poetry with clearer structures. Second, students showed improvement in selecting more aesthetic and varied words. They also began to apply different types of figurative language, such as metaphors, hyperboles, and personifications, making their poetry more engaging. Third, students became more confident in exploring new ideas in poetry writing. They not only used richer language but also explored a wider range of themes and expressed themselves more strongly in their writing. Here are the posttest results after the implementation of Discovery Learning:

Table 2. Average Posttest Scores of Students

Assessment Aspect	Average Posttest Score	Category
Poetry text structure	75,8	Good
Use of diction and figurative language	77,1	Good
Writing creativity	78,6	Good
Total Average	**76,83**	**Good**

From the table above, it can be seen that after using the Discovery Learning method, students' poetry writing skills improved to the good category. This indicates that the method is effective in enhancing their poetry writing skills. To ensure that the difference between the pretest and posttest results is statistically significant, a t-test was conducted. The following are the analysis results:

Tabel 3. Tabel Analisis Statistik

Test Parameter	Result
Sample Size (N)	30
Average Pretest Score	61,5
Average Posttest Score	76,83
t-value (t_{hitung})	4,97
t-table (t_{tabel}) (α = 0,05)	2,639
Conclusion	**t-value (t_{hitung}) > t-table (t_{tabel}) (H_0 rejected, H_a accepted)**

Based on the t-test results, the t-value (t_{hitung}) = 4.97, while the t-table value (t_{tabel}) = 2,639 at a 5% significance level. Since the t-value (t_{hitung}) is greater than t-table value (t_{tabel}) the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This indicates that the Discovery Learning method has a significant impact on improving students' poetry writing skills.

Thus, it can be concluded that the Discovery Learning method has been proven effective in improving the poetry writing skills of eighth-grade students at SMP N 1 Doloksanggul. This method not only helps students understand the structure of poetry but also enhances their ability to choose diction and figurative language while fostering their creativity in writing poetry. Therefore, this method is recommended for implementation in poetry writing instruction at the junior high school level to improve the quality of Indonesian language learning.

Discussion

This study aims to determine the impact of implementing the Discovery Learning method on the poetry writing skills of eighth-grade students at SMP N 1 Doloksanggul. Data were obtained through pretest and posttest assessments administered to 30 students as the research sample.

Before the implementation of the Discovery Learning method, the pretest results indicated that the average student score in poetry writing was still classified as fair, with a score of 61.5. Students faced difficulties in structuring poems, selecting appropriate diction and figurative language, and expressing their creativity in writing poetry.

After applying the Discovery Learning method, the posttest results showed a significant improvement. The average student score increased to 76.83, which falls into the good category. The greatest improvement was observed in writing creativity, followed by enhancements in poetry structure and the use of diction and figurative language.

Statistical analysis using the t-test showed that the t-value (t_{hitung}) = 4.97 was greater than the t-table (t_{tabel}) = 2,639 at a 5% significance level. This confirms that the Discovery Learning method has a significant effect on improving students' poetry writing skills.

Thus, this study concludes that the Discovery Learning method is effective in enhancing students' poetry writing abilities. This method helps students understand poetry structure, enrich their use of diction and figurative language, and boost their creativity in writing poetry. Therefore, Discovery Learning is recommended for implementation in junior high school poetry writing instruction to improve the quality of Indonesian language learning.

The study conducted by Sholiha (2021), which also applied the Discovery Learning method, is consistent with the findings of this research, demonstrating that the implementation of the same method can enhance poetry writing skills. Other studies discussing the application of contextual learning models have also shown improvements in writing abilities, although the methods and contexts used were different (Parmadi et al., 2022; Yulianti et al., 2021). The differences lie in the focus and context of the research, but the results

support the claim that active learning methods, including Discovery Learning, are valuable in improving students' writing skills.

The implementation of the Discovery Learning method not only supports the initial hypothesis regarding its effectiveness in learning but also provides empirical evidence that this method can enhance poetry writing skills, particularly in terms of creativity and language use (Sholiha, 2021). These findings indicate that active learning methods can have a significant positive impact on students' learning processes.

From a practical perspective, the findings of this study encourage educational institutions to adopt the Discovery Learning method as a strategy for teaching writing skills, with the hope of improving the quality of learning at the junior high school level. Theoretically, this study contributes to the educational literature by demonstrating that discovery-based methodologies can effectively enhance writing abilities, not only in poetry but also in other forms of writing (Cintia et al., 2018).

The researcher acknowledges that this study is limited by a relatively small sample size (30 students) and the potential influence of external factors, such as students' educational backgrounds and learning environments. Additionally, this study focuses solely on one teaching method and one type of writing, highlighting the need for further research incorporating a variety of methods and writing genres to refine and expand upon the findings.

As a suggestion for future research, the researcher recommends exploring other methods that can complement Discovery Learning, as well as involving a larger and more diverse sample to enhance the generalizability of the findings. Additionally, the use of technology in learning could be a focus for future studies to examine how digitalization can further improve students' poetry writing skills and creativity.

Conclusion

The application of the Discovery Learning approach significantly enhances the poetry writing abilities of eighth-grade students at SMP N 1 Doloksanggul, according to the research findings and discussion. It has been demonstrated that this approach improves students' comprehension of poetry form, develops their use of figurative language and diction, and encourages literary creativity.

Through an inquiry-based approach, students become more actively engaged in exploring poetry concepts, discovering more aesthetic language patterns, and developing ideas independently. This indicates that interactive and constructive learning is more effective than conventional teacher-centered methods.

As an implication, the Discovery Learning method can serve as an alternative strategy for poetry writing instruction in junior high schools. Teachers are encouraged to apply this method more widely in Indonesian language learning to enhance students' creative thinking skills and literary expression. Additionally, further research can be conducted by incorporating additional variables, such as students' learning motivation or the effectiveness of this method at different educational levels.

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