

## IMPLEMENTATION OF DISCOVERY LEARNING MODEL ASSISTED BY FLIPBOOK MEDIA ON LEARNING TO WRITE STUDENT POETRY TEXT

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### ABSTRACT

The background of this study is the low ability to write poetry texts of Junior High School students. Students' ability to write poetry texts needs to be improved because students must be trained in pouring words with imagination in the surrounding environment. This study aims to determine the effectiveness of the discovery learning model with the help of flipbook media, the results of writing poetry texts after the implementation of the learning model and the activities of teachers and students during the learning process. This study uses a qualitative approach with descriptive analysis techniques. The data obtained in this study are presented in Tabular Form and analyzed descriptively. The data processing is done by researchers, namely display, reduction and conclusions. The results of descriptive analysis after the first application, the steps of learning to write poetry texts using the discovery learning method assisted by flipbook media, namely the provision of stimuli or stimuli with flipbook media. Second, the value of students in writing poetry obtained an average of 82 with the lowest value of 79 and the highest 86. The Data showed that the results of writing poetry students have reached the minimum criteria of completeness is 75. Then the last activity of teachers and students in the learning process based on the observation of 88% which means it has a good category. These results can be concluded that the learning model of discovery learning assisted by flipbook media is effective for learning to write poetry.

**Keywords:** discovery learning, flipbook, writing skills, poetic texts

### ABSTRAK

Penelitian ini dilatar belakangi oleh rendahnya kemampuan menulis teks puisi siswa SMP. Kemampuan siswa dalam menulis teks puisi perlu ditingkatkan karena siswa harus dilatih menuangkan kata dengan imajinasi di lingkungan sekitar. Penelitian ini bertujuan untuk mengetahui keefektifan model pembelajaran discovery learning dengan bantuan media flipbook, hasil menulis teks puisi setelah penerapan model pembelajaran dan aktivitas guru dan siswa selama proses pembelajaran. Penelitian ini menggunakan pendekatan kualitatif dengan teknik analisis deskriptif. Data diperoleh berdasarkan hasil penerapan model pembelajaran discovery learning berbantuan media flipbook yang dapat meningkatkan keterampilan menulis siswa SMP Al Inayah Kutamukti. Data yang diperoleh dalam penelitian ini disajikan dalam Bentuk Tabel dan dianalisis secara deskriptif. Pengolahan data yang dilakukan oleh peneliti yaitu display, reduksi dan penarikan kesimpulan. Hasil analisis deskriptif setelah penerapan pertama, langkah-langkah pembelajaran menulis teks puisi menggunakan metode discovery learning berbantuan media flipbook yaitu pemberian rangsangan atau rangsangan dengan media flipbook. Kedua, nilai siswa dalam menulis puisi diperoleh rata-rata 82 dengan nilai terendah 79 dan tertinggi 86. Data menunjukkan bahwa hasil menulis puisi siswa telah mencapai kriteria ketuntasan minimal yaitu 75. Kemudian kegiatan terakhir yaitu kegiatan menulis puisi. guru dan siswa dalam proses pembelajaran berdasarkan observasi sebesar 88% yang berarti memiliki kategori baik. Hasil tersebut dapat disimpulkan bahwa model pembelajaran discovery learning berbantuan media flipbook efektif untuk pembelajaran menulis puisi.

**Kata kunci:** pembelajaran penemuan, flipbook, keterampilan menulis, teks puisi

## INTRODUCTION

Indonesian language learning specifically integrates aspects of language skills, critical thinking and creative thinking. The integration of these various aspects indicates that language learning must be creative, innovative, train thinking skills, optimize language skills and responsiveness and response to contextual themes through text lighters. If the ideal is achieved, fostering literacy in the world of education can be achieved that paradigmatically the burden is on Indonesian teachers. The initial challenge is to develop a learning strategy that is able to optimize the various skills of students in the field of language.

Several studies such as Rosadi, M., & Saragih (2022), Puspawati, A. A., & Mugara (2022) and Meirisa (2022) reported that through various innovative learning approaches students were able to achieve better writing skills targets in Indonesian language learning when compared to conventional learning. The implication of the findings of this study is that learning that prioritizes students to learn actively independently supports the achievement of students' ability to understand the ability to write poetry texts. This means that creative teachers by setting innovative learning models the achievement of students' writing skills can be more easily achieved.

Learning to write poetry is one of the learning that is intended to improve students' ability to appreciate literary works. Nurgiyantoro (2001) stated that writing is an activity to express ideas through the medium of language, among others related to the exercise of sharpening feelings, reasoning, imagination, and social sensitivity. Learning to write poetry requires complex knowledge as well as hands-on experience from the author. In this case, the skill of writing poetry is required in students.

The achievement of poetry writing skills is not obtained quickly, but there needs to be a process approach. the poem is an important recording and interpretation of human experience, transformed in its most memorable form (Pradopo, 1997). The problem is that students seem lazy to do writing activities, so the process that should be intertwined becomes difficult to achieve. Sayuti (2000) stated poetry is as a personal figure of the poet or personal expression means poetry is an overflow of feelings or as a product of the poet's imagination that operates on his perceptions.

The common thread that can be drawn from the problem is the alternative solution that the author offers is the discovery learning model. Discovery learning is one of Jerome Brunner's most influential cognitive instructional models. According to Brunner, discovery learning corresponds to the active search for knowledge by humans and gives good results. Trying alone

to find problem solving and accompanying knowledge will produce meaningful knowledge (Trianto 2007) the discovery learning Model is a model that emphasizes student activeness in the teaching and learning process which has been passive turned into active and creative. The application of discovery learning model is very important to do because it can help students more active in finding answers to the problems given, students are directed to seek and find the concept, principle or answer of something that is a problem. Thus, the discovery learning model is oriented towards the involvement of students in the learning process and teachers only as facilitators and motivators.

Through the discovery learning model, teachers can develop a sense of curiosity of students in advance of the creative process of writing poetry. In order for the learning process to be successful, the author adds elements of flipbook media into the discovery learning model setting. With flipbook media, teachers can pour the material taught into an innovative learning media. One of the Learning media that teachers can use is by making a flip book-based learning media. Making flip book-based media is done by using software in the form of Kvisoft Flipbook Marker which is used to make the appearance of books or other teaching materials into a digital electronic book in the form of a flip book. This software can be enabled to convert PDF to flash flip book with digital page folding effect. This page has the function of making the text and images in digital information either in swf, exe, html, email format, or used as a screen saver.

Following a web page <http://flipbook.info> put forward: "a Flip Book is a collection of combined images intended to be inverted to give the illusion of movement and create an animated sequence from a simple little book without a machine". The flip book idea that was originally only used to display animation is now adopted by many vendors for various types of digital applications. The digital book display design that is now much in demand by the public is a digital book with three-dimensional ebook technology known as flip book, where pages can be opened like reading a book on a monitor screen( Hardiansyah, et al, 2018). Flipbook maker is a software that has the function to open each page into a book. So it can be concluded that with this software when we read an ebook it is no longer monotonous and becomes more interesting(Haryanti, F., & Saputro 2016) Through setting the learning model of discovery learning assisted by flipbook media, the author seeks to describe the learning model in learning to write poetry. The results of writing the poem is used as the basis of the author to determine the effectiveness of the learning model

**METHOD**

Research methods are the means used by researchers in collecting research data”. Based on the above opinion, it can be concluded that the research method is a scientific way to obtain data with a specific purpose and usefulness. (Arikunto, 2015). Design and research design used is a qualitative descriptive design. This study is expected to be able to describe the learning Discovery Learning in poetry and the results of writing poetry that students of SMP Al Inayah Kutamukti, the method of data collection in this study is to use the method of documentation. In this study, the documents to be documented and the data to be analyzed are poems issued by students of Al Inayah Kutamukti junior high school by searching directly for sources at Al Inayah Kutamukti junior high school. The use of this documentation method is used to answer questions about the effectiveness of the discovery Learning learning model assisted by flipbook media.

Furthermore, the data analysis technique used in this study is a qualitative descriptive analysis technique that uses Miles and Huberman analysis model procedure (Sugiyono 2015) which consists of data reduction (reduction data) which is done by selecting the main things, focusing on the important things, and discarding the unnecessary. Presentation of data (data display) is done by processing and analyzing the data to obtain the right answer in accordance with the formulation of the problem. In addition, the data obtained will be linked to relevant theories to find feasibility. Thus, the problems posed in this study can be answered. Conclusion drawing or verification (conclusion drawing) the conclusions made must be able to answer all the problems raised in the study.

**RESULT AND DISCUSSION**

**Result**

**1. Learning Syntax**

Effectiveness of discovery learning model based on flipbook media.

Tabel 1 Learning syntax Discovery learning model based on Flipbook Media

<b>Working Steps</b>	<b>Teacher Activity</b>	<b>Student Activities</b>
Convey learning objectives and motivate students	Teachers convey all the learning objectives to be achieved in the learning and motivate students to learn	Students pay attention to the teacher's explanation of the learning goals to be achieved.
Stimulus with Flipbook Media	Teachers present information to students through the media	Students pay attention to the flipbook media

Working Steps	Teacher Activity	Student Activities
	flipbook containing poetry material	facilitated by the teacher.
Identify Problems With How To Write Poetry	The teacher instructed the students to identify problems regarding poetry contained in the flipbook media.	Students identify problems with their classmates based on the material contained in the flipbook media.
Collection of information materials facilitated by the teacher	The teacher guides the study groups as students gather information material facilitated by the teacher.	Students collect information materials from facilities provided by teachers..
Information Material Processing	Teachers facilitate students to process information obtained by students.	Together with his group of students process information materials
Verifikasi dan Penarikan Kesimpulan	The teacher leads the discussion for the students on the answers to the problems sought answers from the information material obtained.	Students can be motivated to learn by the appreciation of teachers, presenting and concluding,

The first core activity is the formation of study groups. After conducting class conditioning students are asked to create study groups. The formation of this study group aims to allow students to work together with their friends and exchange ideas or creativity in solving problems regarding the meaning and purpose of poetic text research. The purpose of this group section is to foster a communicative attitude by discussing.

### (a) Providing Stimulus Text Poetry

After the group is formed to explore the knowledge of students at the beginning of learning, students are given stimuli as a stimulus to the text of the poem. This will encourage students to ask questions and explore their understanding of the text of the poem given. The provision of stimulus at this stage serves to provide conditions for learning interaction that can develop students' ability to explore. The teacher triggers questions that can expose students to internal conditions that encourage exploration of understanding the poetic text of the Stimulus in the form of learning motivation and poetic text. In the study group, Students read poetry texts that are displayed by the teacher as the first step to the core of learning. It is given to stimulate students' knowledge again about the meaning, characteristics, and objectives of poetic text Research. In accordance with what is explained in the learning orientation activity, the next activity is the teacher facilitating the poetry text. Students are directed to be able to find things that are inspiring. These skills are needed to be the basis in answering the problem of how to write poetry.

**(B) Identify Problems in The Text of The Poem**

Each group discussed with the group that had been agreed upon by determining how to write poetry. Students can receive direction from the teacher when they have difficulty identifying the meaning and purpose of the poetic text. This stage the teacher gives students the opportunity to identify as many problems as possible that are relevant to the subject matter of the poetic text, then select one of the problems and formulated in the form of a hypothesis and the hypothesis leads to the discovery of answers to the learning objectives that have been conveyed by the teacher.

**(c) Data Collection to Address Problem Identification**

The next activity is data collection. At this stage it serves to answer questions and prove whether the hypothesis is true or not. The teacher gives students the opportunity to collect various relevant information, read literature, exchange information with a group of friends or conduct their own trials. This stage trains students to learn actively to find something related to the problems faced by the poetic text. Indirectly students relate the problem with the knowledge they already have.

**(d) Processing Data and Information Obtained**

Furthermore, the data that has been collected then in by to return in the analysis. This is so that the answer to the problem can be written in detail. Data sorting is done together and then agreed upon based on the topic of the issue and interpreted at a mutually agreed level of trust. Before recording the final answer to the identification of the question regarding the purpose of the research of the poetic text, students exchange information in identifying it. This activity serves as a concept formation and generalization of the fundamental understanding of the poetic text. Through these generalization activities, students will gain a new understanding of alternative answers or solutions that need to be logically proven, especially in poetic text material.

**(e) Verification: Deliver the Results of Group Discussions**

The next step is verification. In this activity, students submit the results that have been processed based on the data that has been obtained. The teacher gives direction to the students that all the results of processing and interpretation or existing information and hypothesis questions formulated should be checked first, whether they can be answered and proven well so that the results will be satisfactory regarding the identification of the meaning and purpose of the poetic text research.

## (f) Make Conclusions on The Identified Problems

Students and their groups draw conclusions from the problems that have been analyzed together with generalizing the results of simpler discussions. This is so that the results of the discussion are easier to understand in general. The teacher evaluates the course of the discussion. Evaluation in the form of reflection on the ethics of asking, arguing, refuting and initiating the delivery of discussion results.

## 2. The Result of The Skill of Writing Poetic Texts

The test is used to measure and evaluate students' skills in learning to write poetry after being given treatment using learning approaches and media. The test given to students in the form of poetry writing skills test. The following are the results contained in table 1.2

**Tabel 1.2** The Result of The Skill of Writing Poetic Texts

Interval	Frekuensi	Data	Value
88-92	2	Average	86
84-87	21	Maximum	89
80-83	5	Minimum	76
76-79	2	KKM	75

The above data shows significant results from the application of discovery learning model assisted by flipbook media on learning to write poetry. this can be seen from the average value of students is at 86. To prove that the learning outcomes are complete, it is based on the completeness standard, namely the minimum provisions criteria in Junior High School Al Inayah Kutamukti, which is  $> 75$  and the minimum completeness standard set by the Mone, which is  $> 75$ . Based on these results, the use of cooperative methods of discovery learning type assisted media flipbook quite effectively used in learning to write poetry.

## Discussion

The following are the results of observations of the activities of teachers and students learning to write poetry texts contained in Table 1.3

**Tabel 1.3** Observation of Learning Activities to Write Poetry Text

No	Aspects Of Observation	Observation Results	
		Teacher Activity	Student Activities
1.	Learning Orientation	80%	83%
2.	Stimulus	87%	87%
3.	Identify The Problem	85%	87%
4.	Information Material Search	86%	87%

No	Aspects Of Observation	Observation Results	
		Teacher Activity	Student Activities
5.	Processing Of Information Materials	87%	85%
6.	Verifications	90%	88%
<b>5</b>	<b>Conclusions</b>	89%	82%

Orientation activities carried out by teachers from the accumulation of the average result of 80%. The Data shows that teachers in opening learning categories are very good. The introduction conducted by the teacher begins with greeting, reminding to pray, checking the attendance list, appreciating and providing motivation. The result of accumulated average value on stimulus activity as the first stage is 87%. The Data shows that the activity equates the intention between teachers and students with good categories. Teachers provide direction by facilitating flipbook media. In addition to achieving the competency achievement indicators that have been delivered, students have achievements in everyday life regarding poetic texts.

Then, the teacher in response to the student's response in receiving good motivation. The teacher pays attention when the teacher provides motivation in terms of learning the text of the poem. The positive response of students is shown through an attitude that remains focused on teacher motivation. The teacher does not speak in the context of correctly stating the intention. After that, in positioning the teacher's sitting position with the students, when the implementation of problem identification with a score of 84%, it is categorized as good. The teacher explained about the creative process of writing poetry during the implementation of learning. It's not just about writing, it's about how the creative process grows.

Then at the stage of information processing by having an average of 86%. The teacher leads the learning with good categories. Teacher leadership in conditioning the learning atmosphere is an indicator that the learning atmosphere is still conducive. The teacher leads each process of staying awake still in the context of the learning atmosphere. The next core activity is the verification stage which has an average value of 88%. The teacher organizes the verification process well. It is explained by the teacher about the value that can be diamil as a lesson in accordance with the context of learning. The teacher does not explain outside the context of the achievement of the material to be achieved. Then the last activity is the closing of learning which has an average percentage of 89%. This percentage shows that in closing the learning the teacher carries out with sufficient categories. The core stages of closing such as reflection, the opportunity to ask and answer the question are done quite well.



## CONCLUSION

Based on the explanation above, it can be concluded that the cooperative step of discovery learning type assisted by flipbook media in learning to write poetry can be passed through the following stages: first, the provision of stimulus. Students are given a stimulus as a stimultan poetic text. The second identifies problems regarding writing poetry texts. Each group discussed with the agreed group by determining the creative process of writing an interesting poem.

Third, the collection of data to answer the question. Students and their groups look for reliable data sources in answering problems. Fourth, the processing of data that has been obtained. Furthermore, the data that has been collected together is then analyzed and projected into writing the text of the poem. Fifth, data verification. This activity students can convey the results that have been processed based on the data that has been obtained. Finally, draw conclusions about writing poetry. Students and their groups draw conclusions from the problems that have been analyzed with cooperative methods of discovery learning type assisted by flipbook media effectively applied in learning to write poetry. This is evident after the application of discovery learning methods assisted by flipbook media, the ability to write poetry of eighth grade students increased.

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