The Effectiveness of Discovery-Inquiry Learning Strategy for Understanding Poetry Message

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A R T I C L E   I N F O

A B S T R A K

Dalam lomba baca puisi, ditemukan bahwa para kontestan belum mampu menampilkan ekspresi yang benar sesuai dengan pesan puisi tersebut. Fakta ini menyebabkan pesan puisi tidak dapat dipahami. Pemilihan strategi pembelajaran yang tepat dapat mengantarkan siswa menemukan pesan yang tepat sesuai teks puisi. Pemahaman makna puisi dalam pembelajaran sangat penting dalam penyesuaian strategi pembelajaran. Strategi pembelajaran yang tepat untuk menggali pesan dalam puisi adalah strategi Discovery-Inquiry Learning. Penelitian ini bertujuan untuk menganalisis penerapan strategi Discovery-Inquiry Learning dalam memahami pesan puisi. Subyek penelitian ini adalah mahasiswa semester III Pendidikan Bahasa dan Sastra Indonesia. Metode penelitian yang digunakan adalah kualitatif, dengan langkah-langkah pembelajaran sebagai berikut. Hasil penelitian menunjukkan bahwa dengan menerapkan strategi pembelajaran find-investigation, (1) siswa mampu menemukan unsur fisik yang berhubungan dengan unsur mental. (2) siswa termotivasi untuk mempelajari puisi, (3) siswa mampu memahami pesan puisi dengan menyelidiki makna konotatif dari kata atau baris yang diulang.

A B S T R A C T

In poetry reading contests, it was found that the contestants had not been able to show the correct expression in accordance with the message of the poem. This fact causes the message of poetry to not be understood. Choosing the right learning strategy can lead students to find the right message according to the text of the poem. Understanding the meaning of poetry in learning is very important in adapting to learning strategies. The right learning strategy for exploring the message in poetry is the Discovery-Inquiry Learning strategy. This study aimed to analyze the application of Discovery-Inquiry Learning strategies to understand the message of poetry. The subjects of this study were third semester students of Indonesian Language and Literature Education. The research method used was qualitative, with the following learning steps. The results of the study showed that by applying the find-investigation learning strategy, (1) students were able to find physical elements associated with mental elements. (2) students were motivated to study poetry, (3) students were able to understand the message of poetry by investigating the connotative meaning of repeated words or lines.

1. INTRODUCTION

Poetry is a form of literature that briefly expresses the poet's thoughts and feelings about human life. Poems are written by poets to convey messages to their readers. The message that the poet conveys in his poetry is conveyed connotatively. As a human creation, feeling, and intention, poetry is the result of thoughts that the poet wants to convey to his readers (Nurendra & Nur, 2021; Salsabila et al., 2022). Such statements of human intention are based on the poet's psychological experience in life as well as in his life, whether it is imagination, emotion, intellectualization, empirical or other experiences (Herlistianti et al., 2018; Koeswanti, 2021). Its meaning is hidden behind the words it chooses. Not the denotative meaning, or not the actual meaning. Poets are very selective in using words to convey messages in their poetry. Therefore, to understand the message of the poem, it is necessary to explore the word through its connotative meaning (Bobkina & Stefanova, 2016; Gloriani, 2017). Etymologically, poetry can be explained that it comes from the Greek word *poesis* which means creation means that poetry is a literary work in the form of writing which contains rhythm, rhyme, and lyrics in each verse (Febrina, 2017; Septiani, E., Sari, 2021). Previous study argues that poetry as a work of art is poetic (Kusumaningsih et al., 2019). The word poetic has a unique aesthetic value for a poem. So, in general everything that can cause feelings of emotion is called poetic.

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However, in reality students of Indonesian Language and Literature find it very difficult to understand many poems, even though the creation process requires high creativity from a poet. As a result, many poems created by poets become wasted works because students do not understand how to understand poetry. As a result, when someone reads poetry, the expression is not quite right because appreciation is not achieved. In poetry reading contests, it was found that the contestants had not been able to show the correct expression in accordance with the message of the poem. Not yet able to give the right improvisation. This fact causes the message of the poem to be incomprehensible. One way to understand poetry is through classroom learning. Choosing the right learning strategy can lead students to find the right message according to the text of the poem.

There are many learning strategies that can be used for learning literature. One strategy that can be used is the Discovery–Inquiry Learning strategy. For this reason, this research wants to find out how effective the Discovery–Inquiry Learning strategy is in Poetry Studies lectures. The Discovery-Inquiry Learning strategy was chosen for the reason that the 'Discovery-Inquiry Learning' strategy was in accordance with the characteristics of the Poetry Study learning material (Dharma & Siregar, 2015; Sutiani et al., 2021). Understanding the meaning of poetry in learning is very important according to learning strategies. The right learning strategy for exploring the message in poetry is the Discovery-Inquiry Learning strategy. Appropriate learning strategies and in accordance with the characteristics of learning materials are very effective for conveying learning objectives. Learning strategy Discovery-Inquiry Learning is a learning method that invites students to find the meaning of the learning material provided (Cattaneo, 2017; Wulandari & Mustadi, 2019).

The art of using a plan to achieve goals in learning is referred to as a strategy. If viewed from the origin of the word, it can be seen that the word strategy comes from the Latin *strategia*, which means learning strategy. According to previous study learning strategies can be used to achieve various objectives of providing subject matter at various levels, for different students, in different contexts (Fatimah, Sari, 2018). Furthermore, according to other study said that learning strategies are the methods chosen to convey subject matter in a particular learning environment, including the nature, scope, and sequence of activities that can provide learning experiences to students (Salmi, 2019). Learning strategies according to previous study are not only limited to activity procedures, but also include learning materials or packages (Mayangsari et al., 2022). Thus, it can be said that the learning strategy consists of all components of the subject matter and procedures that will be used to help students achieve certain learning goals.

In addition, learning strategies are learning activities used by teachers contextually. Contextual here means according to the characteristics of students, school conditions, the surrounding environment and the specific learning objectives that are formulated (Darmawati et al., 2020; Ghaith, 2018; Gultom & Saun, 2016). Learning strategies need to be adapted to learning objectives in order to obtain effective and efficient steps for learning activities. Inquiry, is an extension of discovery (discovery that is used more deeply). That is, inquiry contains a higher level of mental processes. For example, formulating problems, designing experiments, carrying out experiments, collecting data, analyzing data, and making conclusions (Hasriadi, 2022; Irwanto et al., 2018). Discovery-Inquiry Learning, can be concluded that the concept of discovery-inquiry learning is a series of learning activities that emphasize critical and analytical thinking processes to seek and find answers to a questionable problem (Fajri, 2019; Rahman, 2021) . This thinking process is usually carried out with question-and-answer activities or two-way dialogue between the teacher and students. Explicitly learning material is not given directly, but students seek and find learning material themselves, while students act as facilitators and mentors in learning activities (Rosdiana, 2020; Salmi, 2019).

Thus, this study applies the discovery-inquiry learning strategy to Poetry Studies lectures. In carrying out learning based on the characteristics of the course material with the strategies used. It is hoped that by implementing the Discovery-Inquiry Learning strategy in Poetry Studies lectures, the predetermined learning objectives will be achieved, so that students are able to apply poetry readings in order to be able to find the message of poetry. Based on what has been described previously, the purpose of this research is to develop Discovery-Inquiry Learning strategies in Poetry Studies Lectures in order to achieve predetermined learning outcomes, so as to create complete and holistic learning for semester III students of the 2022/2023 academic year of UKI Toraja.

2. METHODS

The research design is qualitative with the following learning steps: (1) the lecturer gave poetry texts to students in groups, (2) students read poetry silently, (3) the lecturer gave questions or assignments to find physical elements including, typography, diction, rhyme, rhythm, repetition (repetition), and concrete words, (4) chose one of the physical elements to find or interpret the message. To develop learning products in Poetry Studies lectures, the Discovery-Inquiry Learning strategy is used, through three components, i.e., Planning, Implementation, and Evaluation. The subjects of this study were third semester students of Indonesian Language and Literature Education of the 2022/2023 academic year of UKI Toraja.

The data in this study was in the form of a learning process, which originated from the implementation of Poetry Study lectures by applying the discovery-inquiry learning strategy. To find out the legitimacy, interviews were conducted with students and distributed questionnaires, which related to the characteristics of the Discovery-Inquiry Learning strategy. Source of data in this study obtained through the learning process in class. In this section, evaluation of the implementation process over the Discovery-Inquiry Learning Strategy which was linked to students' learning outcomes was interpreted.

3. RESULT AND DISCUSSION

Results
Learning Process Data
The learning process was carried out following a predetermined learning scenario. This learning scenario was adapted to the characteristics of the Discovery–Inquiry Learning strategy. The following describes the learning steps.

At each meeting, it began with presenting the text of the poem to students. From the text of the poem, questions were then given to understand the physical and inner elements of the poem. One of the poems studied was "*Hujan Bulan Juni*" by Sapardi Joko Damono.

Hujan Bulan Juni

Tak ada yang lebih tabah
Dari hujan bulan Juni
Dirahasiakannya rintik rindunya
Kepada pohon yang berbunga itu

Tak ada yang lebih bijak
Dari hujan bulan Juni
Dihapusnya jejak-jejak kakinya
Yang ragu-ragu di jalan itu

Tak ada yang lebih arif
Dari hujan bulan Juni
Dibiarkannya yang tak terucapkan
Diserap akar pohon bunga itu
(*Hujan Bulan Juni*, 1994)

Furthermore, students were divided into groups and discussed the tasks or questions given. The atmosphere of the discussion explores the message of the poem "*Hujan Bulan Juni*" is show in Figure 1.

Figure 1. The Atmosphere of the Discussion Explores the Message of the Poem "*Hujan Bulan Juni*"

Base on the analysis of students it is found that the theme of the poem is unfulfilled love. Second and third lines of the 3rd stanza "*Dari hujan bulan Juni/dibiarkannya yang tak terucapkan/diserap akar pohon itu*". How important is patience, self-confidence (inner - mandate). The first line of each stanza /*tak*

ada yang lebih tabah/ …/tak ada yang lebih bijak/…/tak ada yang lebih arif/ …. (Yustin). A waiting for someone who relies on prayer and patience. Based on the first line of the first stanza /*dirahasiakannya rindunya kepada pohon yang berbunga itu*/ (Berlin)

Students' Questionnaire Data

To complete the research data regarding Discovery-Inquiry Learning strategies, a questionnaire was distributed to students participating in the Poetry Studies course. The questionnaire contained 4 aspects that were in accordance with the nature of the Discovery-Inquiry Learning strategy. The results of the student questionnaire is show in Table 1.

Table 1. Students' Questionnaire Data

No.	Question	Answer
1	Are you really involved in finding the message of the poetry you are studying in groups? Write down the reasons for your involvement	R1: In the involvement of the poetry study that I did with my group friends, I was serious about trying to do a poetry study on "*Senja di Pelabuhan Kecil*". Apart from being the task of the lecturer in charge of the course, this study has certain challenges that I think are interesting to solve. R2: In a Poetry study with the theme "*Senja di Pelabuhan Kecil*", I was seriously involved in discovering the message of the poem. The reason for my involvement was because: The task of studying poetry was the assignment of the lecturer in charge of the course, and the poem with the theme "*Senja di Pelabuhan Kecil*" was very interesting to discuss in groups, and apart from that, good cooperation was needed in group discussions. R3: I was really involved in finding the message of the poem. Since this was a group work, of course it had to be done together, not individually. Second, I had to be really involved because the score depended on the activity and work of the group. R4: I was really involved in finding the message of poetry so that it can be completed properly. Second, working together would build harmony. Lastly, I wanted to know more about how to study poetry .R5: Yes, I did mean it. The reason was because as a group we must be involved in finding the message of the poetry being studied, so that it could be carried out properly.
2	In searching for and investigating the message of poetry, do you actively participate in giving opinions? Write down the forms of your activity	R1: As a group member, of course there was teamwork. In this teamwork, I tried to provide input to my team mates regarding the message in the poem to remain calm in adversity. My team mates accepted and tried to add the right words to the message. R2: In this poetry study, we hadn't really come up with creative ideas because we were still limited in finding creative ideas. However, as a form of our activeness in group work, we divided up the tasks. R3: In investigating the message of poetry, I actively participated in giving opinions. My activities were: a. I was looking for the title of the poem that we would study, b. me as a group work clerk, c. I gave my opinion about the message in the poem we studied. R4: a. expressed opinions according to my ability, b. created ideas that come out of my mind, c. shared ideas in groups R5: Yes, my activities were giving opinions to group mates, reading sources from books, collaborating.
3	Are there creative ways that you show in the group when you have discussions? Write down these creative ways	R1: In this group assignment we did not really come up with creative ways because in this study we were still limited in coming up with creative ideas. R2: In this group assignment we did not really come up with creative ways because in this study we were still limited in coming up with creative ideas. R3: The creative ways that I showed in group discussions were that I tried to arrange the words in our analysis into one sentence which I then collaborated with the opinions of my group mates. R4: 1. Learned discipline in groups, 2. Did good learning activities, 3. Used the ability to try to ask questions, give ideas and think. R5: Giving opinions, reading book sources.

No.	Question	Answer
4	Can giving your opinion in the poetry review discussion increase your self-confidence? Write down your reasons	R1: By providing opinions or input in group discussions, it really helped me in developing my self-confidence, because I felt there were progress. Besides, my opinion makes sense to my group mates. R2: In this Poetry Study, I could grow my self-confidence because when I tried to submit my opinion, my friends responded well to my input and this input could also be accepted by my friends. R3: By giving my personal opinion in the study of poetry, of course there was a sense of confidence because expressing opinions meant we believe that we were also able to share opinions with our group mates. R4: Poetry review discussions could foster self-confidence because at that time we were taught to speak and express opinions in front of friends and that was one of the exercises for practicing self-confidence. R5: Yes, the reason was because we could train ourselves to be confident in front of many people.

Discussion

The learning process carried out using the Discovery-Inquiry Learning strategy in Poetry Studies lectures succeeded in getting students excited about reading poetry and giving opinions about the message of poetry by showing evidence in the text of the poem. For example, in the poem "*Hujan Bulan Juni*", students could find repeated words in the poem. Some were found in repetition of words, but there were also those that were repeated as a whole line. Likewise with the process of interpreting the message of poetry, they found it by exploring the meaning behind the lines that were repeated (repetition). The most exciting thing was that they could interpret the message of poetry by linking denotative meaning and connotative meaning (meaning according to context and culture). They could interpret the message by linking the text of the poem, both words and lines. When associated with the Discovery-Inquiry Learning strategy, the implementation of this strategy was very effective in learning poetry (Dharma & Siregar, 2015; Tompo et al., 2016). Students were very enthusiastic about expressing opinions, both in class discussions together, and in group discussions. The results of their discussions did not differ much. If there was an opinion that did not fit the poem, the group would gladly accept corrections from other groups after they had been given an explanation.

In implementing the Discovery-Inquiry Learning strategy, students were more enthusiastic and more responsive in lectures. They enjoyed the lecture process, marked by arriving earlier than the lecture process. In addition, they asked more questions and were responsive in reviewing the poems given. Moreover, they wanted to read other poems, which were not the task of being studied. The Discovery-Inquiry Learning strategy leads students to achieve the specified competencies. From the two classes, there were characteristics of the Discovery-Inquiry Learning strategy in a series of learning activities that emphasized critical and analytical thinking processes to seek and find answers to a questionable problem (Ilhan & Ekber Gülersoy, 2019; Murtiyasa & Al Karomah, 2020; Widiadnyana et al., 2014). This thinking process is usually carried out by question-and-answer activities or two-way dialogue between lecturers and students. Explicitly, learning materials are not given directly, but students seek and find learning materials themselves, while the lecturer acts as a facilitator and mentor in learning activities.

During the process of studying Poetry Studies by applying the Discovery-Inquiry Learning strategy, students were really invited to think critically and analytically. They tried to think of the meaning behind words that have a 'connotative' meaning. If they had discussed the message of the poem, they still asked each other whether the message they had concluded was correct. Thus, the function of the Discovery-Inquiry learning strategy was achieved, i.e.: (1) Built commitment among students to learn, which was manifested by involvement, seriousness and loyalty towards seeking and finding something in the learning process. (2) Built an active, creative, and innovative attitude in the learning process in order to achieve learning objectives. (3) Built confidence and be open to the findings (Jupriyanto, 2018; Putri et al., 2019; Rosdiana et al., 2017). In Poetry Studies lectures, the Discovery-inquiry Learning Principles emphasized the mental development of students. This principle could be seen in students who were mentally confident in expressing their opinions.

On the basis of these factors, discovery and inquiry learning strategies had a number of principles that were applied in lectures. 1.) *Oriented to Intellectual Experience*, that was, besides being oriented to the ability to find messages as a result of learning, it was also oriented to the learning process. Therefore, efforts were made to make the learning process became a process for students to find messages that were believed to be true (Putra et al., 2017; Setiyowati, 2019). 2.) *Interaction*, lecturer tried to become facilitator or environmental regulator, resulting in interaction between students and lecturer as well as between

students and fellow students. Lecturer directed students to be able to develop their thinking skills through their interactions (Dewi et al., 2017; Nirmala & Darmawati, 2021). 3.) *Asking questions*, was the lecturer's effort to make students critical, then asked sharp questions. In Poetry Studies lectures, Lecturer tried to make students be good answerers. 4.) *Learning to Think*, lecturer helped students in the process of studying Poetry Studies to develop the potential of the whole brain, from the left brain, right brain, reptile brain, limbic brain, and neocortical brain. Discovery and inquiry learning is the maximum utilization and use of the brain. 5.) *Openness*, lecturer gave freedom to develop students' logical and reasoning abilities. Lecturer developed hypotheses and students proved the truth of the hypotheses proposed.

The implications of this study provide an overview and explore the effectiveness of a specific teaching approach, namely, the discovery-inquiry learning strategy, in helping students understand the message in poetry. The limitations of this research are the research subjects which only involve third semester students of Indonesian Language and Literature Education. This study suggests a future study to examine the potential benefits of an innovative teaching approach to help students develop a deeper understanding of poetry and its message.

4. CONCLUSION

Based on the data and discussion that has been described, it can be concluded that the discovery-inquiry learning strategy is effectively applied to Poetry Studies lectures. Therefore, it is suggested that teachers of the Poetry Studies course can apply this strategy in Poetry Studies lectures by following steps that can be adapted to the class context.

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