Impact of the Modeldiscovery Learningon the Outcomes of Learning Indonesian Language on Poetry Writing Materials for Grade Iv Students State Elementary School 104185 Sei Semayang District Sunggal District of Deli Serdang

Ayu Rengganis[1*), Rahmat Kartolo[2]

[1,2]Universitas Muslim Nusantara Al Washliyah, Medan, Indonesia
e-mail: ayurengganis2002@gmail.com[1], rahmatkartolo@umnaw.ac.id[2]
Correspondence Authors: ayurengganis2002@gmail.com

ABSTRACT

The problem in this study is the ability to write poetry in Grade IV of SD Negeri 104185 Sei Semayang without using the Discovery Learning learning model. What are the results of learning to write poetry in grade IV of SD Negeri 104185 Sei Semayang using the Discovery Learning learning model? This study aims to develop the results of learning to write poetry using the Discovery Learning learning model in Grade IV students of SD Negeri 104185 Sei Semayang. This is an experimental study (pre-experimental design) with a one-group pretest-posttest design using descriptive analysis and inferential statistical analysis, which was carried out in four meetings. The sample in the study was grade IV of SD Negeri 104185 Sei Semayang, comprising as many as 40 people. The results of the study revealed two important findings. First, the level of ability to write poetry without using the Discovery Learning learning model of Grade IV students of SD Negeri 104185 Sei Semayang obtained an average score of 65.26 with a mastery level of 55-65% with sufficient qualifications. Second, the level of poetry writing ability using the Discovery Learning learning model of fourth grade students of SD Negeri 104185 Sei Semayang obtained a score of 80.27 with a mastery level of 76% -85% with a good (B) qualification. It is concluded that the poetry-writing ability of fourth-grade students of SD Negeri 104185 Sei Semayang using the Discovery Learning learning model is better than not using the Discovery Learning learning model.

Keywords: Skills, Writing, Discovery Learning Model, Indonesian Language Learning Outcomes

I.   INTRODUCTION

Education is an effort conducted through learning activities. Learning through education has a specific purpose. The purpose of education stated in the Preamble to the 1945 Constitution was to educate the nation. Meanwhile, the purpose of national education in Article 3 of the Republic of Indonesia Law Number 20 Chapter II Article 3 of 2003 concerning the National Education System is to develop abilities and form the character and civilization of a dignified nation in order to educate the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Education in Indonesia is divided into formal and informal education. In Law No. 20, Chapter IV, formal education includes basic, secondary, and higher education. Informal education refers to education from the family and environment. Non-formal education is education outside formal education organized by the community, such as tutoring and courses.

Many subjects are taught in formal education. One of these subjects was Indonesians. Indonesian is an important discipline that must be mastered by students. Indonesian is a means of communication used by the Indonesian people to interact with. Indonesian is the official and national language in Indonesia. In relation to national and state life, Indonesians have various functions, including as a national language, the official

language of instruction in education, and the language of mass media. There are many uses of Indonesian in life, especially for the Indonesian people. Therefore, it is necessarya to improve the quality of Indonesian language teaching, particularly in schools. Awareness and improvement of the importance of Indonesians can begin in the world of education because from the world of education, the Indonesian generation is born, who is the hope of the nation. Teaching Indonesians about the world of education can be used to develop students'skills. This is in accordance with Tarigan's opinion (2021:2) that four skills can be developed through the Indonesian language learning process: listening, speaking, reading, and writing. Language skills are directed toward improving students' ability to communicate using good and correct Indonesians. These four aspects are interrelated. Therefore, these four skills must be mastered by students. Writing skills are the most complex skills in leaning Indonesia compared to the other three skills. Writing skills result from these three skills.

other language skills. To achieve good writing skills, students must first master all three skills.

According to Tarigan (2021:2), writing requires a long journey and intensive practices. Writing is not just about stringing together words, but is related to conveying ideas, feelings, meanings, and security.

Writing skills play a significant role in students' self-development, particularly in relation to education and work. A good mastery of writing skills by students enables them to find a topic and develop it into writing that can be useful for their lives. Writing activities can hone students' creativity in processing various ideas that can be accepted by a wider community. This enables writing activities to produce a tool that can be used by students to convey their ideas and thoughts indirectly.

An opinion that is in line with the statement above was expressed by Tarigan (2021:22) that the main function of writing is to interact with others indirectly through language. Writing is not an easy activity for most students because writing is not limited to writing words and ideas that can be read but also requires extensive knowledge of the problems to be written, adequate vocabulary, and mastery of writing techniques to be able to arrange them well. Writing learning in schools is currently considered suboptimal.

Often, when asked to write poetry, students are reluctant to do so because they do not know how to come up with ideas for poetry. Students also have difficulty composing words because of their limited vocabulary and lack of imagination or creativity to think about when writing. These things are inseparable from the influence of the environment, family, and society as well as the experience of learning to write or compose, which is less motivating and stimulates interest in writing a poem.

Poetry is a form of literary work that contains the expression of the poet's heart, mind, and feelings poured out by utilizing the power of language, creativity, and imagination of the author with a series of beautiful languages that contain rhythm and meaning. According to the Big Indonesian Dictionary (KBBI), poetry is a literary variety whose language is bound by rhythm, meter, rhyme, and the arrangement of lines and stanzas. Thus, it can be concluded that poetry is an expression of the poet's thoughts and feelings, poured out using beautiful language and containing deep meanings.

This shows that it is important to teach poetry writing to Indonesia children. In addition to factors within the students themselves, it is undeniable that the teacher factor plays a major role in the success of learning. Learning with the help of a teacher is an appropriate method if there is teacher intervention to help students understand knowledge and skills quickly and accurately. Therefore, teachers remaina the main pillars of implementing learning. Teachers must be able to foster the motivation, understanding, and abilities of students to the maximum extent.

The ability of teachers to manage classes and choose the right method in the learning process is crucial. Teachers play a significant role in helping develop the potential of students. A fun way of learning is one of the best ways to increase students' motivation to learn, especially in the aspect of writing poetry. Teachers currently face various paradigms of thinking. This is related to the preparation of superior students to catch up with Indonesia's lag in education compared with other countries. This is a challenge for teachers in creating a fun learning environment. Presenting a new, fun learning model for writing poetry aims to improve students' competence in the aspect of writing.

Based on the results of observations in class IV in the first semester of the 2024-2025 academic year at SD Negeri 104185 Sei Semayang, students' Indonesian language scores are not yet optimal. Students' Indonesian language learning outcomes tended to be below the minimum completion criteria (KKM) determined by the school, which is 70.

Many factors influence students' poor learning outcomes. One of the factors that influence students' low learning outcomes is the lack of interest and motivation to learn Indonesian.

Teachers must be able to deliver the material being taught. Teachers need to recognize their students' interests, because this is important for teachers to choose learning materials, plan learning experiences, guide them towards knowledge, and encourage their learning motivation.

Based on the above description, it can be concluded that the success of student learning is greatly influenced by interest. If students' interest was low, their learning achievement was also low. Conversely, if students' interest is high, their learning achievement is also high. In addition, teachers play a role in fostering a learning situation, so that student learning outcomes also increase. However, after seeing reality in the field, there are still many teachers who teach monotonously and use traditional approaches, such as using conventional methods. In conventional methods, the active method is the teacher, and students only listen to the material explained by the teacher. In learning using conventional methods, communication is one-way from teacher to student, and learning is only centered on the teacher. This causes students not to understand what is taught by the teacher and eventually become lazy to learn. Currently, there are many strategies and learning models that can be used. One of the learning models that can be used to learn Indonesian is the discovery-learning model. This is a learning model of attitude or discovery that understands concepts, meanings, and relationships through the process. The use of the Discovery Learning learning model by providing materials and tests that they will discuss is expected to improve students' Indonesian language learning outcomes and increase the activity of Indonesian language learning activities. This learning model requires students to think about and understand the concept of problem solving given by teachers. Research using the Discovery Learning Model has been conducted by Riyanti, M.Pd, entitled "The Effect of the Discovery Learning Model on Increasing Motivation and the Ability to Write Poetry (Experiment on Grade VI Students of Karangrau Elementary School, Banyumas District Education Unit). The results of this study indicate that using the Discovery Learning model can improve student learning outcomes.

II.   METHODS

This type of research is experimental research, which is a research method used to determine the effect of certain treatments on others in controlled conditions (Sugiyono, 2006:72). According to Gay (in Emzir 2007: 63) experimental research is the only research method that can properly test hypotheses concerning causal relationships (cause-and-effect).

The research used a One-Group Pretest-Posttest Design. If in design no.a, there is no pretest, then in this design there is a pretest before being given treatment. Thus, the results of the treatment can be known more accurately because they can be compared with the conditions before treatment.

Variables involved in this research operational defined as follows:

1.   The learning learning model is a learning approach in which students are actively involved in the process of discovering knowledge through exploration, investigation, and problem-solving, rather than receiving information directly from the teacher.

2.   The results of students' Indonesian language learning referred to in this study are the scores obtained by students in the initial test (pre-test) and the scores obtained by students in the final test (post-test).

3.   Based on these opinions, it can be concluded that writing poetry is an activity of expressing feelings, thoughts, or experiences through beautiful, dense, and meaningful language, usually by paying attention to rhythm, rhyme, and style of language. The depiction, depiction, or expression of feelings, thoughts, or experiences in the form of systematically arranged words is done with the five senses so that the reader can see, feel, hear, and smell something directly. The writing process requires several stages and various problems; therefore, a special model is required to produce high- quality poetry. In writing this poem, a discovery-learning model is used. The Discovery Learning model is expected to be effective for learning to write poetry.

Nonprobability sampling was used in this study. According to Sugiyono (2017:125), nonprobability sampling is a sampling technique that does not provide equal opportunities for each element (member) of the population to be selected as a sample member.

Saturated samples were used in this study. Sugiyono (2017:126) stated that saturated samples are all populations involved in becoming research samples. This is usually done if the population is considered to be small or less than 100 people.

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and conclusions drawn (Sugiyono, 2017:80). Thus, the population comprises not only people, but also objects and other natural objects. The population in this study was fourth-grade students of SD Negeri 104185 Sei Semayang.

Observation sheets were used to systematically observe and record teacher and student activities during the learning process. Observation is a research instrument used to discover some student activities in asking questions, the courage to answer teacher questions, the ability to work on questions, enthusiasm for listening to teachers, and being diligent in going to school.

Documentation is a data-collection technique that collects and analyzes documents, written documents, images, and electronics (Sukmadinata, 2013:221). Documents are records of past events that can be in the form of writing, images, or monumental works from someone (Sugiyono, 2017:240). The documents collected were selected based on the focus and purpose of the problem.

Several tests were carried out, namely, the initial and final tests.

a. Pretest

An initial test was conducted before treatment. The initial test was conducted to determine the abilities of students before the Discovery Learning Model was implemented in grade IV students.

b. Final test (posttest)

The next action is a post-test to determine the learning outcomes of descriptive writing in grade IV students by applying the Discovery Learning Model.

.

III.   RESULTS AND DISCUSSION

A. *Research Result*

In this case, the results of the study on the effectiveness of the use of the Discovery Learning model on the poetry writing skills of grade IV SD Negeri 104185 Sei Semayang students will be discussed. The results of the study are described in terms of three aspects: data description, data analysis, and discussion. Data description refers to the description of the collected data. Data analysis was carried out based on the analysis of the data described in Chapter III. Furthermore, the discussion is based on the analysis of the results of the data and its relevance to the theoretical references used.

This research was conducted at SD Negeri 104185 Sei Semayang in January 2024, the research data was obtained by giving a performance test without using the Discovery Learning learning model and by using the Discovery Learning learning model for grade IV students of SD Negeri 104185 Sei Semayang.

Students' poetry-writing ability was corrected according to the indicators studied, namely based on theme and meaning, diction (word choice), language style (figures of speech), poetry structure, originality of work, creativity, and integration of content. Each aspect of the study was score between 1-4 with a maximum score of 4.

The test data of students' writing ability without using the Discovery Learning model were obtained through a performance test. In the test, students were asked to write a poem with the theme "My Village," without using the Discovery Learning learning model. After the data were collected, they were assessed based on the indicators of writing poetry consisting of theme and meaning, diction (word choice), language style (figures of speech), poetry structure, originality of work, creativity, and integration of content.

For all aspects of the study, a score of 1-4 was given. After the data were analyzed, the highest score was 22 and the lowest score was 12. The maximum scores obtained by the students were as follows: First, a score of 22 was obtained for the three students. Second, a score of 21 was obtained for 3 students. Third, a score of 20 was obtained for 3 students. Fourth, a score of 19 was obtained for 10 students. Fifth, a score of 18 was obtained by 9 students; Sixth, a score of 17 was obtained by 5 students; Seventh, 16 was obtained by 3 students; Eighth, 15 by 3 students; And Ninth, 12 was obtained by 1 student.

Based on the results of the poetry writing ability test of Grade IV students of SD Negeri 104185 Sei Semayang without using the Discovery Learning learning model for indicator 1 Theme and Meaning, the data scores ranged from 1 to 4. The scores for the Theme and Meaning indicators were as follows: First, a score of 1 was obtained by three students; second, a score of 2 was obtained by 17 students; third, a score of 3 was obtained by nine students; and fourth, a score of 4 was obtained by 11 students.

Based on the results of the poetry writing ability test of Grade IV students of SD Negeri 104185 Sei Semayang without using the Discovery Learning learning model for indicator 2 Diction (Word Choice), the data scores ranged from 1 to 4. The scores for indicator 2 Diction (Word Choice) were as follows: First, a score of 1 was obtained by five students; second, a score of 2 was obtained by 16 students; third, a score of 3 was obtained by 12 students; and fourth, a score of 4 was obtained by seven students.

Based on the results of the poetry writing ability test of Grade IV students of SD Negeri 104185 Sei Semayang without using the Discovery Learning learning model for indicator 3 Language Styles (figures of speech), the data scores ranged from 1 to 4. The scores for indicator 3, Language Styles (figures of speech), are as follows:

First, a score of 1 was obtained by 6 students; second, a score of 2 was obtained by 19 students; third, a score of 3 was obtained by 8 students; and fourth, a score of 4 was obtained by 7 students.

Based on the results of the poetry writing ability test of Grade IV students of SD Negeri 104185 Sei Semayang without using the Discovery Learning learning model for indicator 4 Poetry Structure, the data scores obtained ranged from 1 to 4. The score obtained for indicator 4, Poetry Structure, is as follows: First, score 1 was obtained by 6 students, score 2 by 14 students, score 3 by 12 students, and score 4 by 8 students.

Based on the results of the poetry writing ability test of Grade IV students of SD Negeri 104185 Sei Semayang without using the Discovery Learning learning model for indicator 5 Originality of Works, the data scores obtained ranged from 1 to 4. The score obtained for indicator 5, Originality of Work, is as follows: First, a score of 1 was obtained by 2 students, 2 by 18 students, 3 by 10 students, and 4 by 10 students.

Based on the results of the poetry writing ability test of Grade IV students of SD Negeri 104185 Sei Semayang without using the Discovery Learning learning model for indicator 6 Creativity, the data scores ranged from 1 to 4. The scores for indicator 6 creativity were as follows: First, a score of 1 was obtained by three students; second, a score of 2 was obtained by 14 students; third, a score of 3 was obtained by 16 students; fourth, a score of 4 was obtained by seven students.

Based on the results of the poetry writing ability test of Grade IV students of SD Negeri 104185 Sei Semayang without using the Discovery Learning learning model for indicator 7 Content Integration, the data scores ranged from 1 to 4. The scores for indicator 7 Content Integration were as follows: First, a score of 1 was obtained by five students; second, a score of 2 was obtained by 11 students; third, a score of 3 was obtained by 14 students; and fourth, a score of 4 was obtained by 10 students.

B. *Poetry Writing Ability Score Using Discovery Learning Model of Grade IV Students of SD Negeri 104185 Sei Semayang*

Data from the students' writing ability test using the Discovery Learning learning model were obtained through a performance test. In the test, students were asked to write a poem with the theme "My Village" using the Discovery Learning learning model. After the data were collected, they were assessed based on poetry writing indicators consisting of theme and meaning, diction (word choice), language style (figures of speech), poetry structure, originality of work, creativity, and integration of content.

For all aspects of the study, a score of 1-4 was given. After the data were analyzed, the highest score was 26 and the lowest score was 21. The maximum scores obtained by the students were as follows: First, a score of 26 was obtained for 1 student. Second, a score of 24 was obtained for the six students. Third, a score of 23 was obtained for 8 students. Fourth, a score of 22 was obtained for the six students. Fifteen students obtained a score of 21 was obtained by 15 students. Sixth, a score of 20 was obtained for the four students.

Based on the results of the poetry writing ability test of Grade IV students of SD Negeri 104185 Sei Semayang using the Discovery Learning learning model for indicator 1 Theme and Meaning, the data scores obtained ranged from 1 to 4. The scores obtained for the Theme and Meaning indicators were as follows: First, a score of 1 was obtained by 0 students, 2 by 4 students, 3 by 18 students, and 4 by 18 students.

Based on the results of the poetry writing ability test of Grade IV students of SD Negeri 104185 Sei Semayang using the Discovery Learning learning model for indicator 2 Diction (Word Choice), the data scores ranged from 1 to 4. The scores for indicator 2 Diction (Word Choice) were as follows: First, a score of 1 was obtained by 0 students; second, a score of 2 was obtained by 8 students; third, a score of 3 was obtained by 15 students; fourth, a score of 4 was obtained by 15 students. 4 was obtained from 17 students.

Based on the results of the poetry writing ability test of Grade IV students of SD Negeri 104185 Sei Semayang using the Discovery Learning learning model for indicator 3 Language Styles (figures of speech), the data scores ranged from 1 to 4. The scores obtained for indicator 3, Language Styles (figures of speech), are as follows: First, a score of 1 was obtained by 0 students; second, a score of 2 was obtained by 8 students; third, a score of 3 was obtained by 16 students; fourth, a score of 4 was obtained by 16 students.

Based on the results of the poetry writing ability test of Grade IV students of SD Negeri 104185 Sei Semayang using the Discovery Learning learning model for indicator 4 Poetry Structure, the data scores ranged from 1 to 4. The scores for indicator 4 of the Poetry Structure are as follows: First, a score of 1 was obtained by 0 students; second, a score of 2 was obtained by 3 students; third, a score of 3 was obtained by 17 students; and fourth, a score of 4 was obtained by 20 students.

Based on the results of the poetry writing ability test of Grade IV students of SD Negeri 104185 Sei Semayang using the Discovery Learning learning model for indicator 5 Originality of Works, the data scores obtained ranged from 1 to

4. The score obtained for indicator 5 of the Originality of Work is as follows: First, a score of 1 was obtained by 0 students, 2 by 4 students, 3 by 16 students, and 4 by 30 students.

Based on the results of the poetry writing ability test of Grade IV students of SD Negeri 104185 Sei Semayang using the Discovery Learning learning model for indicator 6 Creativity, the data scores ranged from 1 to 4. The scores for indicator 6 creativity were as follows: First, a score of 1 was obtained by 0 students; second, a score of 2 was obtained by 16 students; third, a score of 3 was obtained by 11 students; fourth, a score of 4 was obtained by 13 students.

Based on the results of the poetry writing ability test of Grade IV students of SD Negeri 104185 Sei Semayang using the Discovery Learning learning model for indicator 7 Content Integration, the data scores obtained ranged from 1 to
4. The score acquisition for indicator 7 Content Integration is as follows: First, a score of 1 was obtained by 0 students, 2 by 11 students, 3 by 19 students, and 4 by 10 students.

C. *Cycle II*

The ability of fourth-grade students of SD Negeri 104185 Sei Semayang to write poetry without using the Discovery Learning learning model was known after the scores were processed into values using the percentage formula. The value obtained for the ability to write poetry without using the Discovery Learning learning model for fourth-grade SD Negeri 104185 Sei Semayang ranged from to 25-100. In full, there were 3 students who obtained a value of 78.57 with a percentage of 7.5%, 3 students who obtained a value of 75 with a percentage of 7.5%, students who obtained a score of 71.42 were 3 students with a percentage of 7.5%, students who obtained a score of 67.85 were 10 students with a percentage of 25%, students who obtained a score of 64.28 were 9 students with a percentage of 22.5%, students who obtained a score of 60.71 were 5 students with a percentage of 12.5%, students who obtained a score of 57.14 were 3 students with a percentage of 7.5%, students who obtained a score of 53.57 were 3 students with a percentage of 7.5%, students who obtained a score of 42.85 were 1 student with a percentage of 2.5%.

In accordance with the data analysis technique, the next step is to determine the ability to write poetry without using the Discovery Learning learning model of fourth grade students of SD Negeri 104185 Sei Semayang based on the arithmetic mean.

Based on the table, the value of the ability to write poetry without using the Discovery Learning learning model for fourth-grade students of SD Negeri 104185 Sei Semayang was 2814.07. Furthermore, the average value for students was calculated using the following formula:

The ability to write poetry without using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang is seen from the theme and meaning aspects that the ability to write poetry is known after being processed into a value with a percentage formula. The value obtained for the ability to write poetry in the theme and meaning aspects ranges from to 25-100, students who get a score of 25 are obtained by three students with a percentage of 7.5%, students who get a score of 50 are obtained by 17 students with a percentage of 42.5%, students who get a score of 75 are obtained by nine students with a percentage of 22.5%, and students who get a score of 100 are obtained by 11 students with a percentage of 27.5%.

In accordance with data analysis techniques, the next step is to determine the ability to write poetry without using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang from the aspects of theme and meaning based on the arithmetic mean.

The ability to write poetry without using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang is seen from the aspect of Diction (Word Choice), in that the ability to write poetry is known after the score is processed into a value with a percentage formula. The value obtained from the ability to write poetry in the dictionary (Word Choice) aspect ranges from to 25-100. In total, five students obtained a score of 25 are obtained by 5 students with a percentage of 12.5%), 16 students obtained a score of 50 (40%), and 12 students obtained a score of 75 (30%). Students who get a score of 100 are obtained by 7 students with a percentage of 17.5%.

In accordance with the data analysis technique, the next step was to determine the ability to write poetry without using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang seen from the aspect of dictionary (Word Choice) based on the arithmetic average.

The ability to write poetry without using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang, seen from the aspect of Language Style (Majas), that the ability to write poetry is known after the score is processed into a value with a percentage formula. The value obtained from the ability to write poetry in terms of Language Style (Majas) ranges from to 25-100. In total, six students obtained a score of 25 are obtained by 6 students with a percentage of 15%), 19 students obtained a score of

50 (47.5%), and eight students obtained a score of 75 are obtained by 8 students with a percentage of 20%). Students who get a score of 100 are obtained by 7 students with a percentage of 17.5%.

In accordance with the data analysis technique, the next step is to determine the ability to write poetry without using the Language Style (Majas) learning model of Grade IV students of SD Negeri 104185 Sei Semayang seen from the Language Style (Majas) aspect based on the arithmetic mean.

The ability to write poetry without using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang seen from the aspect of Poetry Structure that the ability to write poetry is known after the score is processed into a value with a percentage formula. The value obtained from the ability to write poetry in the Poetry Structure aspect ranges from to 25-100. In total, six students obtained a score of 25 are obtained by 6 students with a percentage of 15%), 14 students obtained a score of 50 (35%), 12 students obtained a score of 75 (30%), and eight students obtained a score of 100 (20%).

In accordance with data analysis techniques, the next step is to determine the ability to write poetry without using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Semayang, seen from the aspect of Poetry Structure based on the arithmetic mean.

The ability to write poetry without using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang seen from the aspect of Originality of Works that the ability to write poetry is known after the score is processed into a value with a percentage formula. The value obtained from the ability to write poetry in the Poetry Structure aspect ranges from to 25-100. In total, two students obtained a score of 25 are obtained by 2 students with a percentage of 5%), 18 students obtained a score of 50 (45%), 10 students obtained a score of 75 (25%), students who get a score of 100 (25%).

In accordance with data analysis techniques, the next step is to determine the ability to write poetry without using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Semayang, seen from the aspect of Originality of Works based on the arithmetic average.

The ability to write poetry without using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang seen from the creativity aspect that the ability to write poetry is known after the score is processed into a value with a percentage formula. The value obtained from the ability to write poetry in the creativity aspect ranges from to 25-100. In total, three students obtained a score of 25 are obtained by 3 students with a percentage of 7.5%), 14 students obtained a score of 50 (35%), 16 students obtained a score of 75 (40%), and 7 students obtained a score of 100 (17.5%).

In accordance with the data analysis technique, the next step was to determine the ability to write poetry without using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Semayang seen from the creativity aspect based on the arithmetic mean.

The ability to write poetry without using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang is seen from the aspect of Content Integration, in that the ability to write poetry is known after the score is processed into a value with a percentage formula. The value obtained from the ability to write poetry in the Content Integration aspect ranges from to 25-100. In total, five students obtained a score of 25 are obtained by 5 students with a percentage of 12.5%), 11 students obtained a score of 50 (27.5%), 14 students obtained a score of 75 (35%), and 10 students obtained a score of 100 (25%).

In accordance with the data analysis technique, the next step is to determine the ability to write poetry without using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Semayang from the aspect of Content Integration based on the arithmetic mean.

The values obtained for poetry writing ability using the Discovery Learning learning model for Grade IV students of SD Negeri 104185 Sei Semayang ranged from 25 to-00. In total, those who obtained a score of 75 obtained as many as 12 students with a percentage of 30%, students who obtained a score of 78.57 as many as 10 students with a percentage of 25%, students who obtained a score of 82.14 as many as 11 students with a percentage of 27.5%, students who obtained a score of 85.71 as many as 6 students with a percentage of 15%, and students who obtained a score of 92.85 as many as one student with a percentage of 2.5%.

In accordance with the data analysis technique, the next step was to determine the ability to write poetry using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang based on the arithmetic mean.

The ability to write poetry using the Theme and Meaning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang is seen from the Theme and Meaning aspects that the ability to write poetry is known after the score is processed into a value with a percentage formula. The value obtained for the ability to write poetry in the Theme and Meaning aspects ranges from to 25-100, students who obtained a score of 25 are obtained by 0 students with a percentage of 0%, students who get a score of 50 are obtained by 4 students with

a percentage of 0% percentage of 10%, students who obtained a score of 75 are 18 students with a percentage of 45%, and students who obtained a score of 100 are 18 students with a percentage of 45%.

In accordance with the data analysis technique, the next step is to determine the ability to write poetry using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang, seen from the aspects of Theme and Meaning based on the arithmetic average.

The ability to write poetry using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Semayang is seen from the aspect of Diction (Word Choice), in that the ability to write poetry is known after the score is processed into a value with a percentage formula. The value obtained from the ability to write poetry in the dictionary (Word Choice) aspect ranges from to 25-100. In total, 0 students obtained a score of 25 (0%), 8 students obtained a score of 50 (20%), 15 students obtained a score of 75 (37.5%), and 17 students obtained a score of 100 (42.5%).

Based on the data analysis technique, the next step was to determine the ability to write poetry using a learning model.

Discovery learning students of grade IV of SD Negeri 104185 Sei Semayang viewed the aspect of dictionary (Word Choice) based on the arithmetic average.

The ability of fourth-grade students of SD Negeri 104185 Sei Semayang to write poetry using the Discovery Learning learning model is seen from the aspect of Language Style (Majas), and the ability to write poetry is known after the score is processed into a value with a percentage formula. The value obtained from the ability to write poetry in terms of Language Style (Majas) ranges from to 25-100. In total, 0 students obtained a score of 25 (0%), 9 students obtained a score of 50 (22.5%), 17 students obtained a score of 75 (42.5%), and 14 students obtained a score of 100 (35%).

In accordance with the data analysis technique, the next step was to determine the ability to write poetry using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang seen from the aspect of Language Style (Majas) based on the arithmetic average.

The ability to write poetry using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Semayang seen from the aspect of Poetry Structure that the ability to write poetry is known after the score is processed into a value with a percentage formula. The value obtained from the ability to write poetry in the Poetry Structure aspect ranges from to 25-100. In total, 0 students obtained a score of 25 (0%), 6 students obtained a score of 50 (15%), 12 students obtained a score of 75 (30%), and 22 students obtained a score of 100 (55%).

In accordance with data analysis techniques, the next step is to determine the ability to write poetry using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Semayang, seen from the aspect of Poetry Structure based on the arithmetic mean.

The ability to write poetry without using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang seen from the aspect of Originality of Works that the ability to write poetry is known after the score is processed into a value with a percentage formula. The value obtained from the ability to write poetry in the Poetry Structure aspect ranges from to 25-100. In total, students who got a score of 25 were obtained by 0 students with a percentage of 0%, students who got a score of 50 were obtained by 18 students with a percentage of 45%, students who got a score of 75 were obtained by 16 students with a percentage of 40%, and students who got a score of 100 were obtained by six students with a percentage of 15%.

In accordance with data analysis techniques, the next step is to determine the ability to write poetry using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Semayang, seen from the aspect of Originality of Works based on the arithmetic average.

The ability to write poetry using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang is seen from the creativity aspect; the ability to write poetry is known after the score is processed into a value with a percentage formula. The value obtained from the ability to write poetry in the creativity aspect ranges from to 25-100. In total, 0 students obtained a score of 25 (0%), 16 students obtained a score of 50 (40%), 11 students obtained a score of 75 (27.5%), and 13 students obtained a score of 100 (32.5%).

In accordance with data analysis techniques, the next step was to determine the ability to write poetry using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Semayang seen from the creativity aspect based on the arithmetic average.

The ability to write poetry using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Sei Semayang is seen from the aspect of Content Integration, in that the ability to write poetry is known after the score is processed into a value with a percentage formula. The value obtained from the ability to write

poetry in the Content Integration aspect ranges from to 25-100. In total, 0 students obtained a score of 25 (0%), 11 students obtained a score of 50 (27.5%), 19 students obtained a score of 75 (47.5%), and 10 students obtained a score of 100 (25%).

In accordance with the data analysis technique, the next step is to determine the ability to write poetry using the Discovery Learning learning model of fourth-grade students of SD Negeri 104185 Semayang from the aspect of Content Integration based on the arithmetic mean.

D. *Discussion*

Based on the data description and analysis, the following issues are discussed. The first is the ability to write poetry without using a Discovery Learning model. The second is the ability to write poetry using the Discovery Learning model. Third, the effectiveness of using the Discovery Learning learning model on the ability to write poetry of Grade IV students of SD Negeri 104185 Sei Semayang.

Based on the results of the data analysis, it is known that the level of mastery of the ability to write poetry without using the Discovery Learning learning model of Grade IV students of SD Negeri 104185 Sei Semayang is classified as Sufficient (C). According to Dalman (2014:3), writing is an activity of communication in the form of delivering messages (information) in writing to other parties using written language as a tool or medium. The ability to write poetry of Grade IV students of SD Negeri 104185 Sei Semayang is grouped into five qualifications:

a.   There are 3 students were classified as having good qualifications, with sample codes 17, 22, and 38.
b.   Students who were classified as more than qualified were 18 with sample codes 01, 05, 06, 15, 16, 19, 23, 24, 25, 26, 27, 29, 32, 34, 36, and 39.
c.   StudentThose who were considered long-term qualified were only 1-8 people with sample codes 03, 04, 07, 08, 09, 10, 11, 12, 13, 14, 18, 20, 21, 28, 30, 31, 33, and 37.
d.   Students who were classified as lacking qualifications were two people with sample codes 02 and 40.
e.   Only one student was classified as lacking qualifications with a sample code of 35.

The writing ability of students in the control class was in the Sufficient (C) qualification because it did not apply the Discovery Learning learning model. According to Huda (2014:218), Discovery Learning is a learning model that emphasizes the process of discovering new knowledge by students themselves through exploration and problem-solving. This model was used to develop writing fluently and train the language before writing.

Based on the performance test of students writing poetry, which received a score of 1-4, seen based on the theory according to Priyatni (2014), poetry is a form of literary work that uses language creatively and beautifully to express thoughts and feelings, andgive an emotional impact on the reader. The following describes the ability to write poetry using the Discovery Learning model per indicator:

In indicator 1, there are four criteria for relevant and meaningful themes and meanings: focused and consistent, original, and in accordance with the student's language style, only get a score of 1-4. Students who scored 1 on indicator 1 without using the Discovery Learning model in student writing.

Based on the measurement indicators of poetry writing ability for indicator 1 theme and meaning, a score of 1 was given because the student wrote a poem theme with the theme and meaning of "My Beautiful Village" only meeting one of the four theme criteria, namely the original. Priyatni's (2014) themes and meanings are usually relevant and meaningful, focused and consistent, original, and in accordance with language style.

It can be seen that students' ability to write poetry on indicator 1 's theme and meaning is obtained by obtaining a score of 2. Based on the measurement indicator of poetry writing ability for indicator 1 theme and meaning, a score of 2 was given because students wrote the theme and meaning of poetry with the theme and meaning of "My Beautiful Village" only fulfilling two of the four criteria for themes and meanings, namely, relevant and original. Priyatni (2014) found that the theme and meaning of poetry are usually relevant and meaningful, focused and consistent, original, and in accordance with language style.

It can be seen that students' ability to write poetry on indicator 1 theme and meaning was obtained by obtaining a score of 4. Based on the measurement indicator of poetry writing ability for indicator 1 theme and meaning, a score of 4 is given because students write themes and meanings with the theme and meaning of "My Beautiful Village" fulfilling four criteria for themes and meanings, namely relevant and meaningful, focused and consistent, original, and in accordance with the language style. Priyatni (2014:72) states that the theme and meaning of poetry are usually relevant and meaningful, focused and consistent, original, and in accordance with language style.

In indicator 1, it can be concluded that the average ability to write the theme and meaning of poetry indicator 1 is perfect. Thus, it can be said that the students were able to write. According to Priyatni (2014), poetry has a theme structure and meaning, and poetry is usually relevant and meaningful, focused and consistent, original,

and in accordance with language style. Based on the theme and meaning scores obtained by students with the highest indicator, namely 4, it means that students have also understood the purpose of writing poetry so that they gain knowledge, direction, and confidence about the structure of poetry in the indicator 1 theme and meaning.

Priyatni (2014) revealed that every sentence of poetry that begins with beautiful diction (word choice) can attract the reader's interest in reading the complete poem. The results of the study showed that the ability to write poetry without using the Discovery Learning model indicator 2 diction (word choice) received a score of 1-4. For more detail, the following section explains the score for indicator 2.

It can be seen that students' ability to write poetry on indicator 2 diction (word choice) was obtained by obtaining a score of 1. Based on the measurement indicator of poetry writing ability for indicator 2 diction (word choice), a score of 1 is given because students write poetry in sentences that do not contain beautiful diction (word choice) and are unable to attract readers' interest in reading poetry with the diction (word choice) "My Loved Village.'' In Priyatni's (2014) diction (word choice), each sentence in the poem begins with beautiful diction (word choice) that is able to attract readers' interest in reading the complete poem.

According to Priyatni (2014), language style (figurative language) is the way in wich poets use language creatively and figuratively to convey ideas, feelings, and imaginations more deeply and expressively. The results of the study showed that the ability to write poetry without using the Discovery Learning learning model for indicator 3 of language style (figurative language) students scored 1-4. For clarity, we explain the score for indicator 3.

It can be seen that students' ability to write poetry on indicator 3 of language style (figures of speech) was obtained by obtaining a score of 1. Based on the measurement indicator of poetry writing ability for indicator 3 of language style (figures of speech), a score of 1 is given because students write poetry that does not describe things/objects/conditions specifically and in detail about poetry according to the theme "My Cool Village.'' Priyatni's (2014) Language style (figures of speech) is a further detail of diction (word choice). Language style (figures of speech) describes things/objects/conditions specifically in detail, as they are, as if the reader hears, sees, and feels the thing being poemed.

The results of the study showed that the ability to write poetry without using the Discovery Learning learning model for indicator 4 included the use of nouns; students got a score1-4. For clarity, the following will be explained the scores obtained for the indicator4. Students received only a score of 1-4. Students who scored 1 on indicator 4 without using the Discovery Learning model in student writing.

It can be seen that students' ability to write poetry is reflected in indicator 4 Poetry Structure by obtaining a score of 1. Based on the measurement indicator for-poetry writing ability for the indicator 4 poetry structure, a score of 1 is given because students write poetry containing the structure of the poem "My Beloved Village.'' Priyatni (2014) uses the structure of poetry related to a written object.

Based on the linguistic rules of the poetry structure obtained by students with the highest indicator, namely, a score of 3, it means that students also understand the purpose of writing so that they gain knowledge, direction, and confidence about the linguistic rules of poetry.

The results of the study showed that the ability to write poetry without using the Discovery Learning learning model for indicator 5 indicates the originality of students' work, obtaining a score of 1-4. For more detail, the following section explains the score for indicator 5. Students received only a score of 1-4. Students who received a score of 2 on indicator 5 without using the Discovery Learning learning model for student writing.

It can be seen that the students' ability to write poetry on indicator 5 of the originality of the work obtained a score of 2. Based on the measurement indicator of the ability to write poetry for indicator 5 of the originality of the work, a score of 2 was given because the students wrote poetry containing the originality of the work "Under the Sky of My Village.'' Priyatni (2014) uses the authenticity of the work related to the object written. Based on the linguistic rules of the Originality of Works obtained by students with the highest indicator, namely a score of 4, students also understood the purpose of writing so that they gained knowledge, direction, and confidence about the linguistic rules of poetry.

The results of the study showed that the ability to write poetry without using the Discovery Learning learning model for indicator 4 showed student creativity with a score of 1-4. For more detail, the following section explains the score for indicator 6. Students received only a score of 1-4. Students who received a score of 1 on indicator 6 without using the Discovery Learning learning model for student writing.

The students' ability to write poetry can be seen in the 6th indicator of creativity, with a score of 2. Based on the ability measurement indicator writing poetry for indicator 6 creativity, a score of 2 was given because the student wrote a poem containing creativity "My Village in Colors.'' Priyatni (2014) used creativity related to written objects.

Based on the language rules of creativity obtained by students with the highest indicator, namely a score of 4, students also understood the purpose of writing so that they gained knowledge, direction, and confidence about the language rules of poetry.

The results of the study showed that the ability to write poetry without using the Discovery Learning learning model for indicator 7 contained Content Integration students got score 1-4. For more detail, the following section explains the score for indicator 7. Students received a score of 1-4. Students who scored 1 on indicator 7 without using the Discovery Learning model for student writing.

It can be seen that the students' ability to write poetry on indicator 7 of content integration was obtained with a score of 1. Based on the measurement indicator of poetry writing ability for indicator 7 Content Integration, a score of 1 was given because the students wrote a poem containing content integration "My Village That I Cool.'' Priyatni (2014) used content integration related to an object written.

Based on the language rules of Content Integration obtained by students with the highest indicator, namely a score of 4, students also understood the purpose of writing so that they gained knowledge, direction, and confidence about the language rules of poetry.

Based on the results of the data analysis, it is known that the level of mastery of the ability to write poetry using the discovery learning model

Learning students of grade IV of SD Negeri 104185 Sei Semayang were classified as Good (B). According to Dalman (2014), writing is a communication activity in the form of delivering messages (information) to other parties using written language as a tool or media. The ability to write poetry of students in grade IV of SD Negeri 104185 Sei Semayang is grouped into five qualifications:

(a) Six students were classified as having perfect qualifications, with sample codes 01, 08, 17, 24, 26, and 32.

(b) There are 23 students who are classified as having good qualifications with sample codes 03, 05, 06, 07, 09, 11, 12, 15, 19, 20, 21, 22, 23, 27, 28, 29, 31, 33, 35, 36, 37, 38, 39, and 40.

(c) Twenty people were classified as having more than sufficient qualifications are 20 people with sample codes 02, 04, 10, 13, 14, 16, 18, 25, 30, and 34.

The writing ability of students in the experimental class is in good (B) qualification because it applies the Discovery Learning learning model. According to Huda (2018), Discovery Learning is a learning model that emphasizes the process of discovering new knowledge by students themselves through exploration and problem-solving. This model was used to develop writing fluently and train the language before writing.

Based on the performance test of students writing poetry, which received a score of 1-4 seen based on the theory of Priyatni (2014), poetry is a form of literary work that uses language creatively and beautifully to express thoughts and feelings, and has an emotional impact on the reader. The following describes the ability to write poetry using the learning model.

In indicator 1 theme and meaning, there are four criteria for theme and meaning: relevant and meaningful, focused and consistent, original, and in accordance with the language style that students want to write. Students received only a score of 1-4. Students who scored 1 on indicator 1 used the Discovery Learning model in student writing.

It can be seen that students' ability to write poetry on indicator 1 's theme and meaning is obtained by obtaining a score of 1. Based on the measurement indicator for poetry-writing ability for indicator 1 theme and meaning, a score of 1 was given because the student wrote the theme and meaning of the poem with the theme and meaning "My Village, Morning Comes Bringing Light" fulfilling four of the four criteria for theme and meaning, namely relevant and meaningful, focused and consistent, original, and in accordance with the writing style. Priyatni (2014:72) states that the theme and meaning of poetry are usually relevant and meaningful, focused and consistent, original, and in accordance with the writing style.

In indicator 1, it can be concluded that the average ability to write the theme and meaning of poetry indicator 1 is perfect. Thus, it can be said that the students were able to write. Priyatni (2014:72) states that poetry has a theme structure, and the meaning of poetry is usually relevant and meaningful, focused and consistent, original, and in accordance with the style of written language. Based on the theme and meaning scores obtained by students with the highest indicator, namely 4, it means that students also understand the purpose of writing so that they gain knowledge, direction, and confidence about the structure of poetry in the indicator 1 theme and meaning.

Priyatni (2014) revealed that every sentence of poetry that begins with beautiful diction (word choice) can attract the reader's interest in reading the complete poem. The results of the study showed that students with the ability to write poetry using the Discovery Learning model indicator 2 diction (word choice) received a score of 1-4. For more detail, the following section explains the score acquisition for indicator 2.

The students' ability to write poetry is seen in Indicator 2 diction (word choice) by obtaining a score of 2. Based on the measurement indicator for the ability to write poetry for indicator 2 diction (word choice), a score of 2 is given because the students write poetry at the beginning of the sentence there is no beautiful diction (word choice) and it is less interesting for readers to read poetry with the diction (word choice) "My Village, a Colorful Village". Priyatni (2014:72) Diction (Word Choice), each sentence in the poem begins with beautiful diction (word choice) that can attract readers to read the complete poem.

Based on the diction indicator (word choice), the score obtained by students with the highest score of 4 means that students also understood the purpose of writing so that they gained knowledge, direction, and confidence about the structure of poetry in indicator 2 diction (word choice).

According to Priyatni (2014), language style (figurative language) is the way in wich poets use language creatively and figuratively to convey ideas, feelings, and imaginations more deeply and expressively. The results of the study showed that the ability to write poetry using the Discovery Learning learning model for indicator 3 language style (figurative language) students scored 1-4. For clarity, we explain the score for indicator 3.

It can be seen that the students' ability to write poetry is seen in indicator 3, Language Style (Majas), by obtaining a score of 4. Based on the measurement indicator for the ability to write poetry for indicator 3, Language Style (Majas), a score of 4 was given because the students wrote poetry describing things/objects/conditions as they are with the poem "My Peaceful Village.'' Priyatni (2014) Language style (majas) is the way poets use language creativity and figuratives to convey ideas, feelings, and imaginations more deeply and expressively. The figure of speech (Majas) describes things/objects/conditions as if they are, as if the reader hears, sees, and feels what is written.

From indicator 3, it can be concluded that the average ability to write poetry was perfect. It can be said that students are capable of writing poetry and have achieved their writing goals.

The results of the study showed that the ability to write poetry using the Discovery Learning learning model for indicator 4 shows that the use of Poetry Structure students received a score of 1-4. For more detail, the following section explains the score for indicator 4. Students only received a score of 1-4. Students who scored 1 on indicator 4 without using the Discovery Learning model in student writing.

It can be seen that students' ability to write poetry is seen in the indicator 4 Poetry Structure by obtaining a score of 4. Based on the measurement indicator for poetry writing ability for indicator 4, a score of 4 was given because students wrote poetry with more than two uses of the Poetry Structure "Keindahan Desaku.'' Priyatni (2014) used the poetry structure related to the written poem.

Based on the language rules in the form of the use of poetry structures obtained by students with the highest indicator, namely a score of 4, students also understood the purpose of writing so that they gained knowledge, direction, and confidence about the language rules of poetry.

The results of the study showed that the ability to write poetry using the Discovery Learning learning model for indicator 5 was the originality of students'' work, obtaining a score of 1-4. For more details, we explain the score obtained for the indicator5. Students receive only a score of 1-4. Students who scored 1 on indicator 5 used the Discovery Learning model in student writing.

The students' ability to write poetry is shown in indicator 5: Originality of Works by obtaining a score of 1. Based on the measurement indicator of the ability to write poetry for indicator 5 Originality of Works, a score of 3 was given because the students wrote poetry containing the originality of the work "My Village This Morning is So Bright.''Priyatni (2014) uses the authenticity of works related to the poem written.

Based on the linguistic rules of the originality of the work obtained by students with the highest indicator, namely, a score of 3, it means that students also understand the purpose of writing so that they gain knowledge, direction, and confidence about the linguistic rules of poetry.

The results of the study showed that the ability to write poetry using the Discovery Learning learning model for indicator 4 was student creativity with a score of 1-4. For more detail, the following section explains the score for indicator 6. Students received a score of 1-4. Students who scored 4 on indicator 6 using the Discovery Learning learning model for student writing.

The students' ability to write poetry was visible on indicator 6, Creativity, by obtaining a score of 4. Based on the measurement indicator of poetry writing ability for indicator 6 Creativity, a score of 4 was given because the student wrote a poem containing creativity "My Shining Village.'' Priyatni (2014) used creativity related to written poems.

Based on the language rules of creativity obtained by students with the highest indicator, namely a score of 4, students also understood the purpose of writing so that they gained knowledge, direction, and confidence about the language rules of poetry.

The results of the study showed that the ability to write poetry using the Discovery Learning learning model for indicator 7 contained Content Integration students who got a score of 1-4. For more detail, the following section explains the score for indicator 7. Students received a score of 1-4. Students who scored 4 on indicator 7 using the Discovery Learning learning model for student writing.

The students' ability to write poetry can be seen in indicator 7, Content Integration, by obtaining a score of 4. Based on the measurement indicator poetry-writing ability for indicator 7 Content Integration, score 4 is given because the student wrote a poem containing integrated content "My Quiet Village.'' Priyatni (2014) used content integration related to written poems.

Based on the language rules of content integration obtained by students with the highest indicator, namely a score of 4, students also understood the purpose of writing so that they gained knowledge, direction, and confidence about the language rules of poetry.

Based on the value of the ability to write poetry using the Discovery Learning learning model is better than the value of the ability to write poetry using the Discovery Learning learning model. This is evident from the results of the ability to write poetry using the Discovery Learning learning model because it can improve teamwork and help students help each other in the learning process to train their writing skills and emphasize the need for students to communicate the results of their thoughts. This is in contrast to when students do not use the Discovery Learning learning model, students only listen to explanations from the teacher, so they are not active in the learning process.

The results of the data analysis in this study generally show that the average poetry-writing ability of fourth-grade students of SD Negeri 104185 Sei Semayang without using the Discovery Learning learning model is in sufficient qualification (C), with an average value of 65.263. The poetry writing ability of fourth-grade students of SD Negeri 104185 Sei Semayang using the Discovery Learning learning model is in good qualification (B), with an average value of 80.27.

The results of this study indicate that the Discovery Learning learning model is suitable for use in learning writing skills, especially the ability to write poetry. The learning model can provide opportunities for students to practice cooperation and appreciate the abilities of each student in learning because this learning model contains training students' writing skills and emphasizes the need for students to communicate their thoughts. The Discovery Learning Model was used to develop fluent writing and practice language before writing. This is in line with Huda (2014:218).

IV. CONCLUSIONS

Based on data analysis and discussion in chapter IV, the following conclusions can be drawn, the level of ability to write poetry without using learning modelsDiscovery LearningGrade IV students of SD Negeri 104185 Sei Semayang obtained an average score of 65.26 with a mastery level of 55-65% with sufficient qualifications. The level of ability to write poetry using learning modelsDiscovery LearningGrade IV students of SD Negeri 104185 Sei Semayang obtained a score of 80.27 with a mastery level of 76%-85% with a good (B) qualification. It is concluded that the poetry-writing ability of fourth-grade students of SD Negeri 104185 Sei Semayang using the Discovery Learning model is better than not using the Discovery Learning model.

ACKNOWLEDGEMENTS

REFERENCES

Akhadiah, S. (2018). *Bahasa Indonesia 1. Jakarta: Departemen Pendidikan dan Kebudayaan.*
Arifin, Z. (2011). *Penelitian Pendidikan. Bandung: PT. Remaja Rosdakarya.*
Badudu, J. . & Z. S. M. (1996). *Kamus Umum Bahasa Indonesia. Jakarta : Pustaka Sinar Harapan.*
Cahyani, I. (2017). *Kemampuan Berbahasa Indonesia di Sekolah Dasar, Upi Press. Bandung: UPI PRESS.*
Emzir. (2014). *Metodologi Penelitian Pendidikan. Jakarta: PT.Rajagrafindo Persada.*
Fathurrohman, M. (2015). *Model-Model Pembelajaran Inovatif. Yogyakarta : Ar- ruz Media.*
Fauji, D. A. (2024). *Menghidupkan ruh puisi: Seluk-beluk dan petunjuk menulis puisi untuk pemula (Cet. ke-5). SituSeni.*
Hamdayana, J. (2014). *Model dan Metode Pembelajaran Kreatif dan Berkarakter. Bogor : Ghalia Indonesia.*
Hasani, A. (2005). *Ihwal Menulis. Banten: Untirta Press.*

Huda, M. (2013). *Model-model pengajaran dan pembelajaran, Teaching and Educations. Yogyakarta :Pustaka Pelajar.*

Komara, E. (2014). *Belajar dan Pemebelajaran Interaktif. Bandung: Refika Aditama*.

Munirah. (2015). *Pengembangan Menulis Paragraf. Kabupaten Gowa: Universitas Muhammadiyah Makassar.*

Nurgiyantoro, B. (2009). *Penilaian dalam Pengajaran Bahasa dan Sastra. Yogyakarta: BPFE.*

Persada. Semi, M. A. (2013). *Menulis Efektif. Padang: Angkasa Raya*.

Pitaloka, A., & Sundari, A. (2020). *Seni mengenal puisi. GUEPEDIA. ISBN 978- 623-7933-56-4.*

Pradopo, R. D. (2020). *Beberapa teori sastra, metode kritik, dan penerapannya (Cet. ke-16). Pustaka Pelajar*.

Rofiudin, A. dan D. Z. (1996). *Pendidikan Bahasadan Sastra Indonesia di Kelas Tinggi. Jakarta: Depdikbud*.

Rusman. (2012). *Model-Model Pembelajaran. Jakarta: PT Raja Grafindo*.

Sugiyono. (2017). *Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta*.

Suhendar, D. (2011). *Strategi Pembelajaran Bahasa. Bandung: PT. Remaja Rosdakarya*.

Suprijono, A. (2014). *Cooperative Learning Teori dan Aplikasi Paikem Belajar. Yogyakarta: Pustaka*.

Suprijono, A. (2016). *Cooprative Learning Teori Dan Aplikasi PAIKEM. Yogyakarta : Pustaka Pelajar*.

Supriyadi. (2018). *Keterampilan Dasar Menulis. Jakarta: Universitas Terbuka*.

Susanto, A. (2012). *Teori belajar dan pembelajaran di sekolah dasar. kencana, Jakarta: Prenada Media Group. Jakarta: Kencana Prenada Media Group.*

Suyatno. (2009). *Menjelajah Pembelajaran Inovatif. Sidoarjo: Masmedia Buana Pustaka*.

Tarigan, H. G. (n.d.). *Menulis (Sebagai Suatu Keterampilan Berbahasa). Bandung:Angkasa*.

Tarigan, H. G. (n.d.). *Menulis Sebagai Sesuatu Keterampilan Bahasa. Bandung: Angkasa Bandung*.

Trianto. (2019). *Mendesain Model Pembelajaran Invatif-Progresif. Jakarta: Kencana Prenada Group.*

Wardarita. (2010). *Pembelajaran Konvensional.http// jendelainformasi15. Blogspot.co.id/2015/10/model-pembelajaran-konvensional.html (15 Mei 2018)*.

Wardoyo, S. (2013). *Teknik menulis puisi. Jakarta: Graha Ilmu*.

Yunus, S. dan M. (2007). *Keterampilan Menulis. Jakarta: Universitas Terbuka*.
.