

Improving Pantun Writing Skills Using the Discovery Learning Model

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Abstract

The aim of this research is to improve abilities writing rhymes using the Discoveri Learning model for class VII-I students at SMP Kristen 1 Leihitu Barat. This research design uses Classroom Action Research (CAR). Classroom action research is an examination of activities that are deliberately created and occur in a class. The learning model used in this research uses the Discovery Learning model. This research data was carried out in two cycles. Each cycle consists of four stages, namely the planning stage, action implementation, observation stage, and reflection stage. Form the results of data analysis carried out on students in class VII-I of SMP Kristen 1 Leihitu Barat, using the discovery learning model can improve their ability to write rhymes. This can be seen from the increase in test results each cycle. The average score for the ability to write rhymes in the cycle is 65, after implementing the discovery learning model. It turned out that the implementation of the cycle II showed an increase in students ability to write pantun with an average score of 78, because the learning outcomes had met the criteria, namely 85.5%, so the research took place in two cycles.

Keywords: *Discovery Learning; Improving; Pantun; Writing Ability*



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INTRODUCTION

Writing is a skill utilized to convey ideas, opinions, thoughts, wishes, or emotions from the mind to others via written language or composed works. Before writing, we must ascertain the subject matter of our composition. Furthermore, the capacity to transcribe words into writing is essential for articulating those concepts. Concepts that emerge and are articulated in writing can evoke feelings of pride and joy in an individual. This sentiment will lead us to understand that our views will be scrutinized by others. The purpose of writing is to ensure our work is accessible to others. One form of traditional poetry in Indonesia is the pantun. Pantun is a literary form coming from the Malay language, representing an ancient genre that continues to be utilized and evolved today, but with restricted application.

Pantun is among the earliest literary forms still examined today, from primary to high school levels. Pantuns are utilized extensively in daily life, both deliberately and intuitively, in formal and informal contexts (Andriyani & Yuliana, 2022). Pantuns are frequently employed in formal contexts to alleviate tension and enhance enjoyment. The pantun typically offered is either an introductory or funny one. In informal contexts, pantun is utilized more frequently across diverse activities (Suprpto, Suharto, & Irawati, 2020). Nonetheless, the reality is that pantun has significant challenges inside the educational sector. The pantun's status as an ancient poetic form that warrants preservation (Rosnawati, 2022). This does not imply that students should refrain from studying other literary works; rather, it indicates that this condition jeopardizes the prominence of classical poetry, which is likely to become further marginalized within the literary domain, particularly in educational contexts. The educational environment demonstrates the marginalization of pantun inside academia. These challenges require greater attention to ensure that ancient and new poetry, or more broadly, old and new literary works, are afforded equal status in the educational framework. Many individuals believe that composing pantuns is unnecessary in actual life. This is apparent from the limited number of pantun creators in reality relative to contemporary poetry writers.

Acquiring the skill to compose pantuns is essential for pupils. Pantuns not only introduce pupils to ancient literature but also facilitate the development of critical thinking skills, regardless of any constraints. Given the significance of pantun in education, it is imperative for students to thoroughly comprehend the subject matter pertaining to pantun. Nonetheless, the actuality fell short of expectations. According to the actual experiences of seventh-grade students at SMP Kristen 1 Leihitu Barat, numerous pupils lacked comprehension in determining syllable count, identifying rhyme and rhythm, or discerning the opening and substance of a pantun. Interviews with the Indonesian language instructor at SMP Kristen 1 Laihitu Barat revealed that students in class VII-1, on April 25th and 26th, 2022, did not meet the Minimal Competency Criteria (MCC) during the pantun writing segment of the Indonesian language curriculum. The MCC attained was 65, since these pupils exhibited a deficiency in vocabulary and only replicated content from the internet, leading to inadequate vocabulary acquisition. Of the 20 pupils that attained the MCC, 6 succeeded, while 14 failed, based on the results of the preliminary assessment.

Initial evaluations of the educational setting indicated that pupils exhibited reduced engagement during the learning process. When the teacher posed questions, the pupils were unable to respond due to insufficient attention to the learning process in the classroom, especially with the content on writing pantuns (traditional Indonesian poems). The instructor employed a lecture-based teaching methodology, hindering pupils' ability to compose pantuns. The issues faced by the students were insufficiently resolved by the Indonesian language teacher, who frequently employed conventional pedagogical methods in the classroom, including lectures, question-and-answer sessions, and the distribution of notes or the assignment of copying theories from textbooks. The educators additionally offered instruction upon their return from school, enabling them to conduct online research and seek assistance from their parents or siblings.

Researchers selected the Discovery Learning model to address the issues present in Class VII-1 of SMP Kristen 1 Leihitu Barat. The discovery learning paradigm is a student-centered educational approach. This paradigm positions learners as the focal point of the educational process. The implementation of the discovery learning paradigm in pantun writing education can involve facilitating active student engagement, emphasizing a process-oriented approach, promoting independent knowledge acquisition, and encouraging reflective practices. This study anticipates that the discovery learning methodology will enhance pantun writing skills among the seventh-grade students of SMP Kristen 1 Leihitu Barat. The research problem is

formulated as follows: to enhance the pantun writing proficiency of seventh-grade students in class VII-1 at SMP Kristen 1 Leihitu Barat through the implementation of the Discovery Learning paradigm.

According to Tarigan (2008), writing skills constitute a creative and expressive language ability employed for indirect and non-facetime communication with people. This indicates that writing is a technique of transmitting symbols to others for the purpose of conveying their meanings. This process must encompass initial stages, continuation phases, revision stages, and reinforcing stages to guarantee the work evolves into a valuable and informative resource for readers. Writing serves the objective of delivering information or news, enabling readers to comprehend its content.

Writing is the paramount language skill for pupils to acquire in studying Indonesian, surpassing speaking, reading, and listening in significance. Writing is inherently challenging to perfect, even for specialists, as thoughts conceived in the mind cannot always be articulated in the same manner when transcribed. According to Iskandarwassid & Sunendar (2008), writing skills pose the greatest challenge for students in comparison to the other three skills. Nababan (1993) posited that writing is seen as the most challenging skill in comparison to others. In writing, whether it be a pantun or another form, one must understand the intended meaning to be communicated. Sabarti (1998) asserts that writing can be undertaken as a solitary endeavor when the content is concise and the material is prepared for presentation.

As stated by Hosnan (2014), the Discovery Learning model facilitates the development of students' active learning techniques by enabling them to independently uncover knowledge, leading to more significant and enduring outcomes that students are unlikely to forget. Hanafiah (2012) defines the Discovery Learning model as a sequence of educational activities that fully engage students' capabilities to systematically, critically, and logically explore and investigate, enabling them to independently acquire knowledge, attitudes, and skills, thereby effecting a behavioral transformation. Every learning model possesses objectives it seeks to accomplish. According to Bell in Hosan, the Discovery Learning model encompasses several specific educational objectives: (1) Students are afforded the opportunity to actively participate in the learning process; (2) Through discovery-based learning, students discern patterns in both tangible and abstract contexts; (3) Students acquire the ability to devise question-and-answer strategies; (4) Discovery learning fosters the development of collaborative skills and information sharing among students.

METHODS

This study constitutes Classroom Action Research (CAR). school action research is the systematic observation of activities that are deliberately implemented within a school setting. According to Arikunto (2006). This classroom action research was carried out in class VII-1 of SMP Kristen 1 Leihitu Barat, with an Indonesian language teacher serving as a collaborator. Colleagues who function as collaborators, acting as conversation partners for researchers to formulate problems, identify suitable action hypotheses, monitor the implementation of classroom strategies, and evaluate student work. The evaluation of pantun works is essentially subjective, rendering it impossible for the researcher to conduct it independently. Collaboration yields insights and feedback regarding the research data analysis procedure.

The cycle in CAR cannot be predetermined or executed several times. Following the identification of developing issues and an evaluation of the outcomes from the initial cycle of intervention, the researcher will ascertain whether the implemented activities as a problem-solving strategy have reached the objectives or should be discontinued due to the resolution of the problem. Revelation This study employs a learning model with the following steps: (1) Planning encompasses the researcher and educator devising the implementation design; creating instructional materials or visual aids to enhance student engagement (lesson plan for VII grade 1 at SMP Kristen 1 Leihitu Barat; formulating practice questions and final assessments, and establishing evaluation criteria. (2) Implementation encompasses the teacher conducting an apperception, executing the teaching and learning process in accordance with the prepared lesson plan; articulating the learning objectives to be attained; elucidating the instructional material to the students; prompting students to comprehend the presented content; and distributing student worksheets containing questions that students are required to complete, along with accompanying instructions. Observation involves monitoring student behaviors during the learning process, evaluating the outcomes of their actions, and comparing these findings against established criteria for reading short tales that have been implemented.

Reflection: At this juncture, an appraisal is performed, conclusions are formulated, and an assessment is undertaken to identify areas for enhancement in the subsequent cycle. Data gathering methods include observational techniques, interview techniques, questionnaire techniques, and assignment procedures (Moleong, 2013).

RESULTS AND DISCUSSION

Cycle I. This research process was carried out in two cycles. Each cycle consisted of four stages: planning, action implementation, observation, and reflection.

Action Plan I. At this juncture, the researcher and the partnering educator organize the necessary materials for implementing the intervention in the classroom. The preparations encompass the following: (a) Developing a learning design utilizing the discovery learning model to enhance the capacity of seventh-grade students at SMP Kristen 1 Leihitu Barat to assess the alignment of the sampiran and content, final rhyme, and the appropriate number of lines in a stanza for composing pantun; (b) Creating educational media comprising lesson materials that include discussions on pantun and the procedures for writing pantun; (c) Formulating assessment instruments in both test and non-test formats. Assessment instruments are utilized to evaluate students' performance in composing pantun. The researcher has developed test instruments comprising worksheets for students to compose pantun and criteria for evaluating pantun writing. Non-test tools are employed to evaluate students' attitudes during the pantun writing learning process and to assess their attitudes during the whole learning experience. The researcher developed observation sheets and field notes as instruments. The preparations were subsequently reviewed with the partnering instructor. The objective is to establish a mutual comprehension between the researcher and the collaborating educators. The planned activity occurred on Thursday, February 23, 2023.

Implementation of Action I. In alignment with the learning scenario detailed in the Lesson Plan (LP), the researcher, with the assistance of the Indonesian language course instructor, conducted research-oriented learning with students from class VII-1 of SMP Kristen 1 Leihitu Barat. During this initial action cycle, the researcher concentrated on enhancing attachment, content suitability evaluation, end rhyme, and stanza line count among the students. The procedures to attain this objective are as follows: (a) The educator offers recognition or critique by examining students' encounters with pantun; (b) The educator communicates the educational goals; (c) The educator participates in a question-and-answer dialogue with students regarding their understanding of assessing the appropriateness of the sampiran and content, concluding rhyme, line count, and conclusion; (d) The instructor presents instances of various lexical selections that convey connotative significance; (e) The instructor elucidates methods or procedures for collecting ideas and resources for composing pantun and elaborating on concepts; (f) Students are encouraged to attempt writing pantun on a theme of their own preference; The teacher assists students in the process of composing pantun following the prescribed stages. Students may pose inquiries to the teacher or their peers; (h) Following the procedure for composing pantuns, students are requested to recite their creations; (i) The teacher and students engage in reflection on the learning experience that has occurred.

Observation of Action I. Researchers examined the learning process utilizing the currently applied discovery learning model. The objective is to determine whether the learning goals have been met. Teachers must focus on how they cultivate and motivate pupils to persist in learning to write pantuns, as indicated by observations obtained with research instruments. Research suggests that the teacher's impact on knowledge transmission to students during Cycle 1 was minimal due to a deficiency of instances of word choice beyond those collaboratively developed by the researcher and the cooperating teacher. The subsequent aspect involves teachers igniting students' enthusiasm for writing pantuns by having select students present their pantuns before the class and demonstrating appreciation through applause or cheers for their peers' performances. Nonetheless, this has not yet motivated other pupils to cultivate a competitive ethos. The students' reaction upon discovering that one of the poems they read elicited feelings of fear and embarrassment. Alongside the observation sheet, the researcher utilized a field note sheet. This facilitated

the documentation of elements not yet incorporated in each facet of the observation sheet. Field notes from February 23, 2023, indicate that educators continue to struggle with student motivation. The objectives or advantages derived from composing pantuns can serve as motivation for pupils to engage in pantun writing, which the teacher did not articulate during the execution of Cycle I.

During this initial cycle, pupils were seen to struggle in articulating the outcomes of their inner experiences through their imagination, hindering their ability to select suitable vocabulary for their pantun expressions. Certain pupils continue to struggle with selecting appropriate vocabulary for the pantuns they compose. The mean score has remained unchanged. The outcomes achieved by the pupils of class VII-1 at SMP Kristen 1 Leihitu Barat in composing pantuns during cycle I are illustrated in the assessment sheet table. This is a table of outcomes from composing pantuns with the Discovery Learning approach.

Table 1. Results of Students' Pantun Writing in Cycle I

No.	Students	Relevance of sampiran and content	End rhyme	Number of Lines in a Stanza	Total score	Value	Description
1.	Almensya Huwae	3	1	2	6	67	MCC
2.	Anjas Huwae	2	2	2	6	67	MCC
3.	Delviano Huwae	2	1	1	4	44	No MCC
4.	Dewanty Suarubun	1	1	1	3	33	No MCC
5.	First Manuhua	2	3	3	8	89	MCC
6.	Forlan Manuhua	3	2	3	8	89	MCC
7.	Goldan Sohila	3	2	1	6	67	MCC
8.	Izette Pelapory	3	2	3	8	89	MCC
9.	Irene Patty	1	1	2	4	44	No MCC
10.	Irene Manuhua	3	2	3	8	89	MCC
11.	Juanita Mustamu	3	2	2	7	78	MCC
12.	Julius Patty	2	3	2	7	78	MCC
13.	Jehuda Patty	3	1	1	4	55	No MCC
14.	Lucky Patty	3	2	3	8	89	MCC
15.	Miytha Titahena	3	2	1	6	67	MCC
16.	Marcella	1	1	1	3	33	No MCC
17.	Noel Sapakoly	2	1	2	5	55	No MCC
18.	Nikolas Sohila	2	2	3	7	78	MCC
19.	Vito Halawan	3	2	1	6	67	MCC
20.	Seraya Huwae	2	1	1	4	44	MCC

Note: The Minimal Competency Criteria (MCC) in Cycle I, based on the assessment results of pantun writing ability for students in class VII-1 of SMP Kristen 1 Leihitu Barat, show that 7 (35.5%) students have not met the MCC, while 13 (65.5%) students have met the MCC. The total value of the average score is 66.

The execution of Cycle I did not demonstrate any enhancement in the composition of pantuns. Several pupils shown progress; nevertheless, others remained below the standard in composing pantuns. The implementation of writing pantuns through the discovery learning model in the initial cycle indicates that the average proficiency of seventh-grade students at SMP Kristen 1 Leihitu Barat has not improved. The challenges faced by students throughout cycle I included feelings of drowsiness or fatigue, which hindered their ability to compose pantuns, resulting in creations that deviated from the established guidelines for pantun construction. Among the pantuns gathered by the teacher, only a limited number of individuals succeeded in composing pantuns that met the criteria.

Reflection. Following the researcher's observations throughout the execution of Cycle I, the subsequent reflections might be articulated: (a) Teachers and students had not yet demonstrated effective interaction during the learning process; (b) Some students exhibited a lack of courage or shyness in articulating their opinions and posing questions to the teacher; (c) Students remained constrained in their application of colloquial language while composing a pantun; (d) The researcher and teacher evaluated the outcomes of Cycle I, concluding that modeling should incorporate practical elements that are more comprehensible for students. In addition to a pantun composition assessment. Researchers administered questionnaires to

students in class VII-1 at SMP Kristen 1 Leihitu Barat. The questionnaire was distributed to gather information on students' interests, abilities, and opinions concerning their experiences with pantun writing instruction. This is a presentation of the questionnaire responses completed by the pupils.

Table 2. Results of the Student Interest Questionnaire Cycle I

No.	Questions	Number of Students Who Provided Answers	
		Yes	No
1.	Do you like Indonesian language lessons?	20	-
2.	Is the Indonesian language learning material about pantun interesting?	3	17
3.	Have you ever heard of the discovery learning model?	4	16
4.	Are you happy with the Indonesian language learning materials, especially pantun?	3	17
5.	Do you think the steps in writing the given pantun are not well understood?	5	15
6.	Did you benefit from learning Indonesian, particularly the pantun material, using the discovery learning model?	3	17
7.	Does the teacher teach Indonesian, specifically pantun, using the discovery learning model?	4	16
8.	Do you feel bored when writing pantuns?	14	6

According to the questionnaire results, in cycle 1, 17 out of 20 seventh-grade students at SMP Kristen 1 Leihitu Barat expressed dissatisfaction with the pantun content, while 3 students reported satisfaction. Additionally, 15 pupils encountered challenges in composing pantuns according to the prescribed processes, while 5 students did not face such difficulties. Furthermore, 4 students were familiar with the discovery learning approach, while 16 students were not acquainted with it.

Cycle II, Action Plan II. Cycle II is scheduled for March 2, 2023, in a single meeting. Prior to executing Cycle II, the researcher and educator convened on February 27, 2023, to deliberate on the preparations for the Cycle II meeting. The discussion encompassed the outcomes of Cycle I implementation and the content to be delivered in Cycle II. The objective of this conference was to establish the learning structure for Cycle II to ensure superior outcomes compared to Cycle I. Following the conversations, the researcher and educator devised the learning design. The objective accomplished was an enhancement in students' proficiency in composing pantun, focusing on the alignment between the sampiran and content, the terminal rhyme, and the stanza's line count. The preparatory phase for executing the second cycle of action was delineated as follows: The researcher and educator developed a learning scenario employing the discovery learning methodology. The objective was to enhance students' pantun composition; (b) The researcher and educator developed a Learning Implementation Plan (RPP) to facilitate the pantun writing instructional process; (c) The researcher and educator created educational materials in the form of books; (d) The researcher devised research instruments comprising both test and non-test formats. Test instruments were evaluated according to students' performance in writing pantun, whereas non-test instruments were assessed based on occurrences during the learning process.

Implementation of Action II. The objective of this meeting is to enhance students' proficiency in composing pantuns through the selection of vocabulary and stylistic language. The procedures for executing Action II to attain the specified objectives are as follows: (a) The educator positions the students comfortably and engages them with undivided attention; (b) The educator facilitates a perception by linking the forthcoming material to the students' experiences and recalling previously learned content; (c) The educator presents the material to the students. Examples are offered to illustrate concepts for pupils. Instances of lexical selection and stylistic language employed to succinctly convey meaning in a pantun; (d) The educator elucidates the significance of pantun and the procedural steps for composing it to inspire students in their writing endeavors; (e) The educator further explicates the process of idea development in pantun composition; (f) The educator facilitates a forum for students to pose inquiries regarding the provided explanations; (g) The educator distributes a worksheet for students to craft pantun in accordance with the established writing procedures and a specified theme; (h) The educator and students collaboratively engage in a discussion of the completed works; (i) The educator and students collectively reflect on their accomplishments.

Observation of Action II. The study examined the implementation of learning in the second cycle and subsequently detailed the findings, encompassing both deficiencies and advantages. The observation was performed to assess the attainment of the specified objectives from the initial cycle. This second cycle is a continuation of the preceding cycle that was conducted earlier. The actions conducted in this second cycle encompass the analysis and assessment of the first cycle, together with the content delivered during the first cycle. In the second cycle meeting, the teacher and students commended those who composed a pantun and acknowledged the efforts of each student. The instructor also offered criticism to the pupils to further enhance their skills. The outcomes of the second cycle of pantun composition by seventh-grade students from SMP Kristen 1 Leihitu Barat are presented in the subsequent table.

Table 3. Results of Students' Pantun Writing in Cycle II

No.	Students	Relevance of sampiran and content	End rhyme	Number of Lines in a Stanza	Total score	Value	Description
1.	Almensya Huwae	2	3	3	8	89	MCC
2.	Anjas Huwae	2	2	2	6	67	MCC
3.	Delviano Huwae	3	2	3	8	89	MCC
4.	Dewanty Suarubun	3	3	2	6	89	MCC
5.	First Manuhuwa	2	3	3	8	89	MCC
6.	Forlan Manuhua	3	2	3	8	89	MCC
7.	Goldan Sohilit	3	2	3	7	78	MCC
8.	Izette Pelapory	3	2	3	8	89	MCC
9.	Irene Patty	1	1	2	5	55	No MCC
10.	Irene Manuhua	2	3	2	7	78	MCC
11.	Juanita Mustamu	3	2	2	7	78	MCC
12.	Julius Patty	3	2	3	8	89	MCC
13.	Jehuda Patty	2	1	1	4	44	No MCC
14.	Lucky Patty	2	3	3	8	89	MCC
15.	Miytha Titahena	2	3	2	7	78	MCC
16.	Marcella	1	2	1	4	44	No MCC
17.	Noel Sapakoly	3	3	2	8	89	MCC
18.	Nikolas Sohilit	2	2	2	6	67	MCC
19.	Vito Halawan	3	2	3	8	89	MCC
20.	Seraya Huwae	1	2	3	6	67	MCC

In Cycle II, the evaluation of the writing proficiency of 7th-grade students at SMP Kristen Leihitu Barat revealed that 17 (85.5%) students achieved the MCC, whereas 3 (15.5%) students did not. The cumulative score was 1,546, with the average score for Cycle II being 77. The three students who have not attained the minimal passing score will receive remedial classes or retakes to enable them to earn the same minimum passing score as their peers. During the second cycle of learning, pupils may find greater inspiration in composing pantuns. Students can compose pantuns in a pleasant and relaxing environment, facilitating the development of their ideas, thoughts, and concepts, while deepening their understanding of the learning process.

Reflection. The implementation of the discovery learning paradigm for teaching pantun writing at SMP Kristen 1 Leihitu Barat proceeded seamlessly, with no impediments to the educational process. Students are actively engaging in the learning process, and the material presented by the teacher is positively received by them. The deficiencies of cycles I and II have already been acknowledged. The caliber of pantun poetry composed by seventh-grade students at Christian Junior High School 1 Leihitu Barat has likewise enhanced. The implementation of the discovery learning model in the pantun writing process for seventh-grade students at Christian Junior High School 1 Leihitu Barat resulted in an interactive and advantageous learning experience.

The implementation of the discovery learning paradigm in teaching pantun composition in class VII-1 at SMP Kristen 1 Leihitu Barat results in a participatory and advantageous learning process for students. The results of the student interest questionnaire administered post-intervention to the students in class VII-1 of SMP Kristen 1 Leihitu Barat clearly demonstrate this.

No.	Questions	Number of Students Who Provided Answers	
		Yes	No
1.	Do you like Indonesian language lessons?	20	
2.	Is the Indonesian language learning material about pantun interesting?	20	
3.	Have you ever heard of the discovery learning model?	16	4
4.	Are you happy with the Indonesian language learning materials, especially pantun?	20	2
5.	Do you think the steps in writing the given pantun are not well understood?	18	
6.	Did you benefit from learning Indonesian, particularly the pantun material, using the discovery learning model?	20	
7.	Does the teacher teach Indonesian, specifically pantun, using the discovery learning model?	20	
8.	Do you feel bored when writing pantuns?	20	

The findings from the questionnaire regarding the application of poetry writing skills through the discovery learning model for 7th-grade students at SMP Kristen 1 Leihitu Barat in the second cycle indicated that 18 students expressed enjoyment in writing poetry using this model, whereas 2 students continued to experience difficulties in poetry composition.

Upon assessing the pantun compositions of seventh-grade students at SMP Kristen 1 Leihitu Barat, it was determined that the class average score attained 66 in the initial cycle. Nevertheless, numerous aspects warrant attention in the initial cycle. The construction of a pantun proved challenging for certain students. The selected vocabulary remains oriented towards quotidian activities and is inadequately aligned with the author's objective of composing pantuns for junior high school students, which necessitates terminology that elicits aesthetic appreciation. The enhancement in the initial cycle was not yet perfect; nonetheless, the researcher and the collaborating teacher asserted that the application of the discovery learning model was a commendable approach, given the kids' constrained abilities and understanding in composing pantun. Consequently, the researcher and the collaborating teacher concurred to execute subsequent measures to enhance the prior activities. The execution of Cycle II represents a continuance and consensus between the researcher and the collaborating teacher to enhance the outcomes of Cycle I. It is anticipated that the measures implemented will enhance the underutilized elements from Cycle I in Cycle II. Drawing from the experience in Cycle I, the teacher prepared the pupils by offering instructions, clarifications, and agreements prior to the commencement of learning. The material delivery in Cycle II replicated the meeting from Cycle I. According to the teacher's perception, the educator elucidated the process of linguistic data collecting, highlighting word choice or diction. The delivery is conducted interactively, fostering enthusiasm among students for participation in the learning process.

The outcomes of students' pantun writing proficiency in Cycle II shown enhancement relative to Cycle I. In Cycle II, the average score of 17 students rose to 77, indicating an 85.5% improvement. The findings demonstrate that the pupils' performance in Cycle II was commendable. This accomplishment is inextricably linked to the contributions of educators and learners in the educational process. The implementation of the discovery learning methodology in instructing pantun composition positively influences students' academic performance. The enhancement of students' proficiency in composing pantun and their attentiveness to the teacher's instruction is evident, as the completion rate improved from 13 students (65.5%) in Cycle I to 17 students (85.5%) in Cycle II. Student mastery has been attained in the second cycle.

In executing the discovery learning paradigm, educators must prepare feedback in the form of assignments that students complete or submit. The aforementioned description illustrates that the discovery learning model serves as an effective method for educators to enhance students' sense of responsibility and deepen their comprehension during the learning process, specifically in the context of writing pantun in Indonesian language instruction. The use of the discovery learning model demonstrates that educational activities are effective and that the capacity to compose pantun can be enhanced, particularly for students in class VII-1 of SMP Kristen 1 Leihitu Barat. Consequently, it is anticipated that Indonesian language educators will implement the discovery learning methodology. Consequently, it can be inferred that the

discovery learning paradigm enhances the pantun writing skills of class VII-1 students at SMP Kristen 1 Leihitu Barat.

CONCLUSION

The implementation of the discovery learning paradigm is a crucial factor in language acquisition. Consequently, various aspects require concentration to enhance engagement in learning and reduce monotony. The discovery learning paradigm can be employed in language acquisition as it motivates pupils to enhance their own skills. Research conducted on seventh-grade students at SMP Kristen 1 Leihitu Barat indicates that the discovery learning paradigm enhances their proficiency in writing pantun. This is evidenced by the enhancement in test outcomes with each cycle. The mean score for pantun writing proficiency in Cycle I is 66. Following the implementation of the discovery learning methodology, Cycle II demonstrated an enhancement in students' proficiency in writing pantun, achieving an average score of 77. The research was conducted over two cycles due to the learning outcomes meeting the threshold of 85.5%.

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