

Learning Strategy Development Coeurs De Dieu to Appreciate Poetry to Short Story



Dessy Wardiah, Arif Ardiansyah

Abstract: This research is to find out learning strategy development that can be used for the subject Poetry Appreciation to the short story. Learning strategy means the implementation of guidebook strategy Coeurs De Dieu to explain poetry appreciation subject to short story. This research is a development research to develop learning strategy. The instruments used in this research are student needs questionnaire, observation notes, and teaching process observations sheets. This learning strategy development guidebook is arranged through steps, namely stage checking, theoretical adjustment, analysis, empirical test, analysis, and reflection. The result of analysis, evidently the Coeurs De Dieu strategy is worthy to be used for poetry appreciation subject being short story.

Index Terms: Development, learning strategy, poetry, short story writing.

I. INTRODUCTION

Kinds of supporting aspects in learning process in the class, such as: Curriculum, lecturer, learning methods, etc [3]. That Component affects learners to reach their learning purposes. In Indonesia subject, there are four skills, namely, listening, speaking, reading, and writing [11] [28]. It can be seen on childhood growth, listening skill is the first skill that they do, and then they try to express. When they on school age, they start to reading and writing.

Students process creative to create a literature work certainly through a process, for examples experience, imagination, interpretation, until an idea emerged to make creation. This process surely need lecturer role as a facilitator in the learning process [15]. The role of lecturer also about how they can call their students' imagination to make a creation. One of the ways that can do is how they choose learning strategy in providing the subject on their class and without exception for literature [10] [32].

Lecturer learning is an art and can be enjoyed nor to appreciated through subject, one of them by make analysis to the poetry, read the poetry as well as according to the all of the aspect of poetry, and than make it as a short story [12] [23]. [5] stated that in term of reading poetry at least contain the appreciation activity, namely imagination, reception, expressed more, to reflect various things from that poetry. In reflecting kind of that can be capture from poetry is by appreciated it to the short story form [20].

he writing short story can not immediately by the student easily, so should be done steps by steps and practice more and continuously [18] [19]. To make a good short story need the right strategy and simplify writing. The alternative strategy that can be used are *jumput* strategy and metacognitive strategies [7].

Jumput Strategy is one of the alternative application by quantum teaching model. Quantum Teaching offer the strategy that make teaching process more pleasure [17]. Bobby De Poerter cited by [6] said if Quantum Teaching is concept that offer new ways to make the process of teaching and learning more pleasure, by using integrate art element and targeted achievements, whatever subjects are taught [21] [22].

Metacognitive strategy is one of the strategy that can be used to develop and or increasing written short story skill. According to the result of the research that metacognitive strategy can increase the ability of students of language and literature education program in writing short story [34]. [24] presented the result of their research that metacognitive strategies and increased students ability to short story.

[21] also have the same research about the affectivity of metacognitive strategies to get the hang of short story. The result of his research revealed that metacognitive strategies very effective to increase the students' ability to understand the short story and then, the result of research by [16] that have great effect for technique Tandur quantum for writing skill be observed by student motivation achievement. [8] research revealed that *Jumput* strategy can increased student reading poetry skill.

According to the analysis above, in this research combine *jumput* strategy and metacognitive strategies [1] [29]. For that, the strategy that will be developed call *Coeurs De Dieu* strategy. *Coeurs De Dieu* taken by French which mean "heart of angel" for which purpose can explore the imagination of the student without ignore "teaching from heart" [3]. In *Coeurs De Dieu* strategy there is 7M steps, namely ensnare, review, locked, perform, discussed, sketch, and make a creation [24]. The title of this result is "The Development Strategy *Coeurs De Dieu*".

II. RESEARCH METHOD

This research including to the research and development method. According to [25] research and development is research method that used to a particular product, and it the effectiveness testing. In line the opinion above, [27] said that research and development is process or steps to develop a new product or improvement the existing product which can be answered.

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According to two opinions above, the writer takes the conclusion if research and development is one of the ways or procedures to find out or develop a new product or improve existing products. This research referred to research and development approaches that are said by Borg and Gall. Other than Borg and Gall [13] states the steps of development are; (1) self-evaluation that consists of design analysis, (2) expert review, (3) Field test.

This research and development refers to a cycle that has ten steps or stages according to Borg and Gall [13], that is: research and information collecting, planning, development of the preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, & dissemination and implementation.

1. Research and information collecting

This stage involves literature review that underlies the generative learning model that will be developed, class observation, and preparing a framework plan.

2. Planning

In this step, planned kinds of activities such as: formulated the purpose that will be reached, estimated supporting factors and obstacles within designing learning for feasibility tests.

3. Development of the preliminary form of product

This step is an initial draft planning learning product that will be developed including subject planning, handbooks, and evaluation ways.

4. Preliminary field testing

Next step is field analysis as an example for introduction which is limited to find out the description of the feasibility of the learning model that has been developed. The data collected by walkthrough, observation, and the ability to do a test of mathematical problem-solving ability

and then will be analyzed

5. Main product revision.

The result of trial product which is limited aims to be used as a sample for revision to the generative learning model that has been developed. The implementation of limited trial can be done several times until get a draft that can be done in the broader scale.

6. Main field testing

The main test on a broader scale aims to determine if the generative learning model that has been developed had shown the expected performance that is can improve students' problem-solving skills.

7. Operational Product revision

The result of the main trial on a broader scale aims to be used to revise learning models that are already validated.

8. Operational field testing

This stage is a validated step from the product that has been developed, usually done in experimental form, so that the result can be already used.

9. Final Product Revision.

Final product revision is used based on validation results from the learning model that has been developed.

10. Dissemination and implementation

The purpose of this stage is that the product or learning model that has been developed can be used by the society, by using socialization of the product that has been developed such as meeting tasks and scientific journals that can be accounted professionally.

All of the steps and procedures of research and development *Coeurs De Dieu* (CCD) can be simplified to 3 steps: 1) Preliminary study; 2) Planning and developing through trial learning model; and 3) Learning model validation. Like the figure below [4].

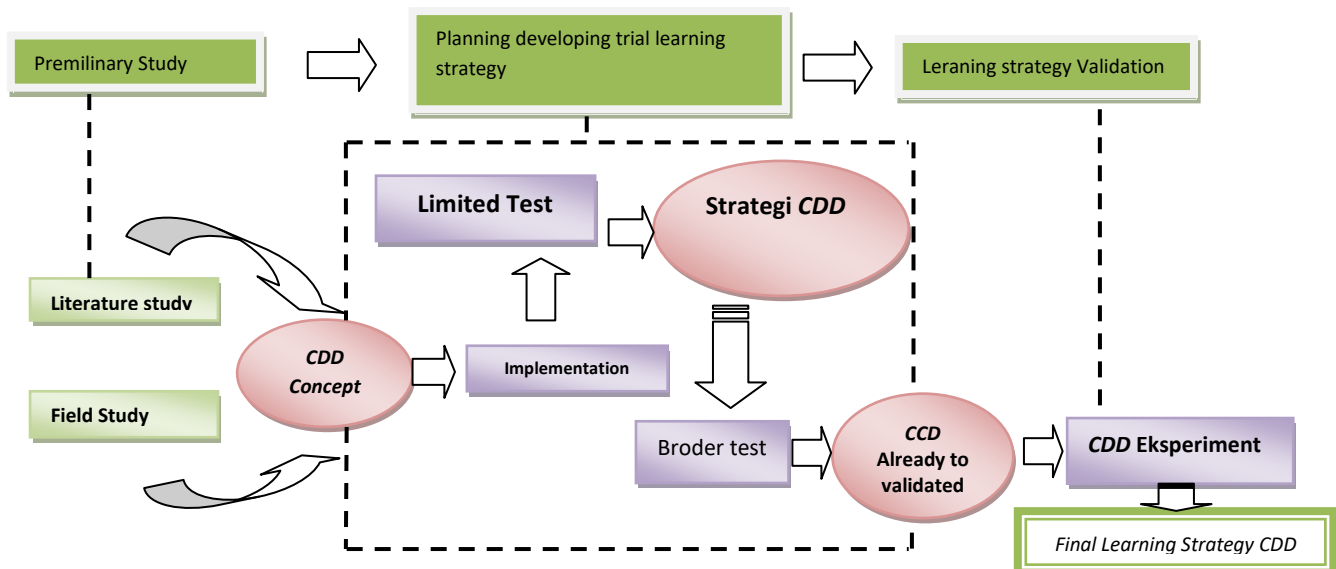


Figure: Research and Development Stages CDD

Subject of Research and Location

This research has been done in the fourth semester of Universitas PGRI Palembang. PGRI University Palembang was chosen because this university is one of the private universities that have consistent Indonesian and literature study program students in

Indonesia. Besides that, their students in this program also have great appreciation for literature

Technique for Collecting Data

The data's that collecting through questioner, observation, and interview.

1. The questioner used for knowing expert learning review and language and literature expert. The questioner that used is structural questioner based to likert scale.
2. Observation, to know about lecturer and students respond when *Coeurs De Dieu* strategy. Observation used when *Coeurs De Dieu* applied.
3. Interview, done to know about the respond, comment, and suggestion from lecturer and students after used *Coeurs De Dieu* when delivering poetry appreciation subject into short story. Interview done to the lecturer that teach poetry study subject and prose subject also the fourth semester students of language and literature study program, PGRI University Palembang.

Data Analysis

Process data product development

Process data product development strategy *Coeurs De Dieu* is descriptive data, namely review and suggestion from subject expert and media expert according with the development procedure that has done. The preliminary development stage done by collecting the poetry appreciation subjects references into short story, the next step is arrange research instrument and development strategy [26].

Final stage is assessment. This strategy is validated by subject expert and strategy expert. After validated by subject expert and strategy expert, it can be revised so obtained first stage revision strategy. And then it tasted which used by the lecturer in learning activity in class. The strategy that has been through trial will be revised. Based to the that stages, so will be produces final product *Coeurs De Dieu* strategy in appreciated poetry to the short story form.

Eligibility data product that resulted

Eligibility data product that resulted, determined through validation result analysis subject, strategy expert, and trial test by lecturer and student. Validation data by subject expert and strategy expert analyzed in descriptive. The steps are as follows:

1. Chance the assessment in qualitative form being quantitative by following provisions [26] [31]:

Qualitative Data	Score
Very Good	5
Good	4
Average	3
Less	2
Very Less	1

2. After the data collected, then account the mean score by using formula.

$$\bar{x} = \frac{\sum x}{N}$$

\bar{x} = mean in every component

$\sum x$ = total scores

N = Indicators that assessed

3. Change mean into quantitative score.

Coeurs De Dieu assessment strategy in this research and development study determined with B for Good category. So, if the mean assessment form subject expert and strategy expert show B score, so the strategy *Coeurs De Dieu* deserves to be tested. And then, when the trial of the lecturer and students also show good result, so the *Coeurs De Dieu* strategy appreciation poetry subject into short story.

Trial result data

Trial result test is in form of observation and interview to the lecturer and student that will be analyzed as qualitative analysis. Miles and Huberman [25] said that the activities in analyzed quantitative data doing through interactive and continuously until the data is already saturated and can't to find the new information. The data in form of words will be process into a meaningful sentence so obtained the needed information. The steps that will be done to analyzed consist of data reduction, data display, and conclusion: drawing/verifying [9] [30] [14] [33].

1. Data reduction

Data reduction cover the make an effort activity the resul of collecting data as complete as and chose into concept unit, category or specific theme [2]. Data reduction in this research is process to selection and simplify of data, and focused and abstracting raw data to the more directed and organized. The data that has been collected chose and groped according to the research interest and objectives.

2. Presentation of data

Presentation of data doing in order to compile information systematically. The presentation of data does through a process data presentation in more simply, in the form of narrative exposure and systematically reports and youthfully understood.

3. Conclusion and Verification

Conclusion is efforts to search for meaning of data. Take the conclusion do gradually to get a high degree of trust.

III. RESULT AND DISCUSSION

This is a research and development study that developed *Coeurs De Dieu* learning strategy. It wrote in types of learning strategy book. Broadly, this research was carried out through three stages, they are planning stage, developing stage, and final stage. In prefatory stage do the orientation about developing learning strategy *Coeurs De Dieu*. In the development stage preliminary examination is conducted, theoretical adjustment, empiric test and reflection. The final test do data analysis and preparation of report.



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From three of stages, in general doing orientation the steps development learning strategy, arranging research instruments, references study, and drafting. In general, do not found meaningless constraints on developing couers de dieu learning strategy.

Couers de dieu comes from French language that mean 'angel hearth', so that in the process of learning by using this strategy, lecturer/teacher teach with heart. Couers de dieu learning strategy is collaborated by two learning strategy, namely JUMPUT strategy and metacognitif strategies.

Jumput strategy is adopted by TANDUR strategy that said by [6]. *Jumput* name chose because this research doing in Palembang and *jumput* also the name of ethnic fabric that familiar to the student. This will be easier to remind by teacher and students. *Jumput* strategy can be used in the low motivation class. It caused by *jumput* strategy can motivated student in follow learning process. *Jumput* is acronym from meshes, review, model, parade, repeat, and pat [8].

The next steps are applied metacognitive strategy. Metacognitive strategy convey the students into process that they call modeling. In teaching thinking process, student need to do this. (1) student focused interest, (2) stressed to the demonstration values, (3) talking with the conversation way, (4) make simple steps and clear, (5) help student to remind [34].

The learning strategy that will be developed call *Coeurs De Dieu* strategy and can abbreviated 7 M with the learning steps below:

1. Meshes, that means the lecturer try to motivate student to follow the learning process with enthusiasm.
2. Review, means the lecturer review the subject that will be taught. The lecturer associated the subject with the simple life student. When told about subject how to change poetry into short story, student should have deep knowledge to the poetry that will be used as a short story.
3. Locked, it means the lecturer give the conclusion for the subject that has been teach. In this phase the lecturer concluded the meaning of the poetry that had been analyzed.
4. Stage, in this phases the students staging the reading poetry that has analyzed with the interpretation, intonation, expression, and right articulation.
5. Discussed, after the student displaying poetry readings, lecturer and student discussed the result of poetry reading by pay the attention to the assessment aspects reading a poetry.
6. Sketch, make simple and clear steps to interprets poetry being a short story.
7. Make a creation, after make simple sketch, in this phase the student start to write short story as a creation.

The Result of Development Product

The result of development product is *Coeurs De Dieu* learning strategy show if the learning expert give score

82,8%. And then, the comment that given to product, that is: the instruction should more detail and suitable with student ages. The result and comment from the learning expert is 84,2% or good. Now the comment that given by expert is the writing systematical is must be clear, the pages should be suitable so more interesting and easier to understanding, used interesting colors and suitable with student ages. Trial small group subject give 84,9% or good. The comment and suggestion from them are: attention for numbering, the right types for the words. The review from big group give the score 89,76% or good. And the comment and suggestion that given are the right types of word, there are miss letter in some of words, the numbering according to the standardization of Indonesian language. The rating result or comment from lecturer that teach poetry study subject is 89,02 or good. And the suggestion and comment that given are there are same poetry to appreciate for more variety short stories, time management still unwrought. So that, appreciated poetry to the short story form should according to time that allocated.

Based from the suggestion from subject expert and trial object, the writer do revised. Revised done in introduction test, poetry according to the grade, pages systematical, the colors combination suitable with student grade, numbering neatly, writing that contains less letters, the already poetry, and time allocation that used must be clear. After affectivity of learning development product for student test done, getting if the mean variable X is 44.32 and variable Y is 67.99. it means if the mean pretest lower that posttest. The difference between initial value and final value is 23.67. Significance of the affectivity used development product to the student result known by the significance of the numeracy results, namely 0.000. This significance of the numeracy results (0.000) less than significance level that set, that is 5% and 1% wherein $0.000 < 0.05$ and $0.000 < 0.01$. These results prove that have the significant differences both first value and final value. So that, there are increasing student learning value after learn by *Coeurs De Dieu* in learning poetry appreciation to the short story. For that, the *couers de dieu* strategy in learning the appreciation of poetry into short story form for the student of educational language and literature fourth semester of faculty of teacher training and education, Universitas PGRI Palembang is succeeded.

IV. CONCLUSION

According to the result of the research, can be concluded if *Coeurs De Dieu* strategy that used in appreciation poetry learning into short story was effective strategy, efficient, and can be accepted by the fourth semester student of educational language and literature program, Universitas PGRI Palembang in poetry study subject.

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