

THE DEVELOPMENT OF INDUCTIVE MODEL IN LEARNING POETRY APPRECIATION

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Abstract

The objective of this research is to improve students' ability in appreciating poetry through inductive model. Method of research used in this study is modified Research and Development. Data analysis technique that is used is descriptive analysis. The result of research shows that learning through inductive model that concern on eight instructional steps can improve students' ability in appreciating poetry. The improvement can be seen numerically from evaluation result average in every treatment. In the implementation I, the evaluation result average shows number 60.9, in the implementation II shows number 62.4 and in the implementation III shows number 65.3, while the observation result average in the implementation I from 'less' criteria gradually become 'enough' criteria, in the implementation II from 'enough' criteria gradually become 'good' criteria and in the implementation III from 'good' criteria gradually become 'very good' criteria.

Keywords: inductive model, appreciation, poetry, research and development

1. INTRODUCTION

Literature instruction has not improved yet from the past until now. Many people feel disappointed about this condition. People start to question efforts that are conducted all this time by parties which are responsible. Poets also complain towards results that are achieved by teachers in field. Even, for the past years, poets also take part in helping education practitioners' efforts in introducing literature and remind the importance in providing students with sufficient literature knowledge.

Complaint and disappointment from many people towards literature instruction result is not only stated recently. Since 1950's, the complaints had been stated along with literature instruction failure to students (Sayuti, 1994:1). Sayuti (1994:1) argued that literature instruction problems especially literature appreciation, since 1955 until now still not in accord with expectation. Further, Sayuti (1994:2) argued that the failure is caused among others by literature instruction which is not focused on target. Literature instruction all this time only in the form of history memorization or in its historic aspect, while for appreciative aspect is still not touched yet.

Examination system that only emphasize on memorizing and reproduction ability, while examination questions is not directed towards literature appreciation (Sayuti, 1994:3), would keep away message and expectation from literature

instruction. This condition would push teachers to teach topics "about literature", not teach about "literature appreciation". It needs to be realized that in literature instruction, literature appreciation is a goal, while literature instruction is a bridge that connect between knowledge and appreciation ability about literature.

Essentially, appreciation instruction gives more opportunity toward students, to find literature meaning that is studied. Realized or not, mental involvement of students independently in developing personal, can add and open knowledge horizon in an appreciation instruction, that would push students intuition to keep on reading and dig deeper in contained meaning of literature work. This condition would create students interest to keep on learning, and the interest would lead students to the new interest, and so on (DePorter, 2002:53), so, they will desire towards literature work.

What happens today in literature instruction has lead students from various activities that makes boredom and dull. Even, it arise hatred towards literature. In those activities, students are demanded to memorize, take a notes, search, etc about literature, and those ability are made as grade decision by teacher. In short, literature instruction is designed to achieve curricular goals, and students should bear this obligation as a compensation for grade achievement to determine their status in class (Sumarjo, 1995:42). Those activities as psychological mentality can lead burden on students,

whether for students who are able to fulfill the demand or students who are not able to fulfill the demand.

It can be denied that literature instruction nowadays is more emphasized on historic, theory, and critic aspect, while literature experience aspect is ignored. Gani (1988:112-69) gives signal that literature instruction, often tend to talk about history, theory and critic, and in its instruction process, teacher still act as director and not as a model. Such instruction pattern, not only boring but also could create misunderstanding about literature. Students are stuck into understanding that reading poetry, for example, it means read the poet life background, its age background and poetry forms that he wrote (Gani, 1988:169-170).

History, theory, and critic, they don't mean unimportant, but those aspects are hoped not erase more important aspect in literature instruction itself. It would be better if literature is taught integratedly, which means literature knowledge which is historic can be taught with literature theory knowledge and its appreciation (Sumarjo, 1995:31).

The initial researcher observation in field, towards Junior High School students, especially Public Junior High School in Sidoarjo Regency, and reports from Bahasa Indonesia teachers in several Junior High School which were contacted, they argued that literature instruction still use traditional instruction pattern, that is instruction which is centered on teacher (teacher-centered), and output that are achieved are still limited on product, concept and theory learning output. Several schools in Sidoarjo Regency, which was made as research location, researcher found that many teachers that have not implemented instruction pattern which in accord with curriculum mandate.

Realized or not, literature instruction is still emphasized on history, theory, and critic, and instruction pattern is still dominated by direct instruction model, that give less meaning towards instruction output (Gani, 1988:169).

To achieve instruction goal which in accord with curriculum mandate, literature instruction is not only sufficient by using direct instruction pattern which is traditional, but teacher also should find an instruction model that makes the instruction goal is achieved. Instruction pattern based on students' liveliness and creativity is considered as instruction pattern that is cooperative and innovative, and those patterns also in accord with curriculum mandate. Majority of literature teachers are still reluctant to apply such instruction pattern. Many factors that cause this, for instance, teacher ability, facility availability, environment support, and textbook availability. Nevertheless, factors that are considered crucial are human resources and environment (Tarigan, 1995:55).

Based on researcher observation generally and the fact that in field many Bahasa dan Sastra

Indonesia teachers which are not competent in its field. Whereas, teacher who doesn't possess sufficient insight and knowledge about language and literature would fail in instruction process. As argued by Syamsudin A.R (1985:10) that to teach language and literature properly that can achieve maximum acquisition, a teacher firstly must understand, master and realize about language and literature details that he would teach. Incompetent teacher would tend to dominate teaching process. And so expectation towards development of knowledge especially which is related with instruction pattern development, would be only a hope.

Teacher competence is closely related with self-integrity and responsibility in carrying out their profession. A professional teacher will always explore and creative in finding and using instruction model which in accord with times demand.

Based on this fact, researcher feel interested in doing a research, it is hoped that such study result can give meaningful contribution for language and learning instruction in Indonesia generally, and in Sidoarjo regency particularly, especially for junior high school students that are the target of this study. Moreover, instruction learning that has deviated from curriculum mandate should be ended, and teachers should realize their weaknesses.

As long with age development there are many literature instruction models that are emerged. Among those models is inductive model. Inductive model instruction is considered can represent itself as one of cooperative instruction model. Inductive model instruction emphasize on process besides learning output that would be achieved. In learning process, students are given opportunity to convey their ideas, and in that process, students are actively involved to convey their opinion (comment) or ideas towards issues which relate with topics, while teacher role only give support and direction that make students are able to explore content or message which are contained in the topic.

Structurally, inductive model instruction process lead students to enter phases. Students' involvement in each phase makes them able to conclude problems rationally and logically. Moreover, inductive model instruction also ask students to be thoroughly do activities systematically, planned and output that is achieved can be justified. Such activities can accustom students in elaborating their thoughts into systematic and logic language (Ahmadi, 1990:137).

Inductive model has many advantages as instruction model. Those advantages according to Warimun (1997:26) at least there are four advantages, namely: 1) able to develop students' thinking skills; 2) able to acquire topics that are discussed thoroughly because there are brainstorming among students, so they can make the conclusion; 3) teach students to think critically; and

4) train students to work systematically. Besides, the advantage of this inductive model as instruction model has been proven by several studies previously. To know studies that had been conducted by previous researchers about inductive model, as followed:

1. Ikhsan (2007), in his study concludes that instruction through inductive model can affect students' rationality thinking skill. In his study, he argued that students who learn with inductive model have ability to think more rational than students who don't learn with inductive model. Rational thinking skill aspect such as memorizing, imagining, classifying, generalizing, comparing and analyzing are acquired by students who are taught through inductive model instruction than students who are not taught with inductive model instruction.
2. Rusyana Adun (1997), in his study more emphasized that instruction through inductive model can improve students learning achievement. Students who are taught with inductive model their learning achievement is improved compared with students who are not taught with inductive model.
3. Kurniasih (2005) and Mubarrokah (2006) study results show a significant achievement development towards students who are taught with inductive model instruction, compared with students who are not taught with inductive model instruction. Those study results can be a reference for researchers to conduct further research and development.

Based on observation on field, especially in several Public Junior High School in Sidoarjo regency, which was the location of this study, instruction model which is considered cooperative has not been conducted yet. Partner teacher is still engaged on traditional instruction, which is instruction pattern that is centered on teacher (teacher-centered), with direction instruction method. Instruction orientation which is implemented is emphasized on history, theory, and critic, and not on appreciation, that is an effort to perceive and understand sensitively towards literature work (Purwo, 1991:58), that makes learning activities is conducted more than its tasks.

Researcher idea to apply instruction by developing inductive model is pushed by strong desire to change instruction pattern that limit students activity and creativity. Inductive model learning that is applied by the researcher has an advantage on its instruction process. Nevertheless, there are some aspects that should be developed in such inductive model so it can achieve idealism and balance, considering that situation and condition from time to time is changing especially students' condition because of age development.

Based on this analysis, and to know deeply how far effectiveness of inductive model instruction

pattern, it is needed to conduct a further study. It is hoped that this study result can give contribution for literature instruction model especially poetry appreciation in Junior High School in Sidoarjo regency.

How innovative an instruction pattern be applied is back to teacher's capability to conduct such activity, and professional teacher is teacher who always receptive to accept changes and innovation.

Based on the description, it can be proposed problems formulation as follows: 1) how teacher need description in poetry appreciation instruction? 1) how students need description on poetry appreciation instruction? 3) how teacher weaknesses description in poetry appreciation instruction? 4) how the description of students weaknesses in poetry appreciation instruction? 5) is inductive model can improve quality of poetry appreciation instruction that is viewed from: a) teacher attitude in managing instruction with inductive model scenario; and b) students attitude towards inductive model instruction? 6) is inductive model can improve poetry appreciation instruction? 7) how students response towards inductive model in poetry appreciation instruction?

Thus, the aims of this study are: 1) to describe teacher needs description in poetry appreciation instruction; 2) to describe students needs description in poetry appreciation instruction; 3) to describe teacher weaknesses description in poetry appreciation instruction; 4) to describe students weaknesses description in poetry appreciation instruction; 5) to know quality improvement of inductive model in poetry appreciation instruction which is viewed from: a) teacher attitude in managing instruction with inductive model scenario; and b) students attitude towards inductive model instruction; 6) to produce inductive model improvement in poetry appreciation instruction; 7) to know students response towards inductive model in poetry appreciation instruction.

2. RESEARCH METHOD

This study uses research and development method or R&D which is referred to Borg and Gall (2003), which is adapted by Sugiono (2008:407), and become guidance for researcher with necessary adjustment which in accord with condition in field. Adjustment and modification which is conducted doesn't mean R&D method which is adapted by Sugiono is still lack as development research approach, but such adjustment and modification is intended to find effective formulation to obtain expected learning output.

The choice of using R&D method in this study is based on researcher objective to develop instruction model. According to the researcher, R&D method plot is considered appropriate to develop an instruction model.

R&D research plot in detail is initiated with book study activity, and then proceed with field study to see instruction pattern that is applied nowadays by teacher. After conducting analysis, then researcher design instruction model that is tested. Model design is tested to limited sample, and then is evaluated and improved if there are still some weaknesses. Then evaluation result and improvement is used as hypothetic model. The next hypothetic model is applied in class instruction as first phase action, and then evaluated and completed if it is considered there are some weaknesses, and then reapplied in class instruction as second phase action, and then evaluated and completed once again if there are still some weaknesses. Those phases are repeated over and over again until the study obtains expected result.

The term of action that is used in this study is modification form of test term in R&D method, and is intended to adjust the aim of this study. The aim of this study is particularly for adjusting of this study aim. The aim of the study is particularly to know students' learning output and observation result of teacher and students activities in each action implementation.

Such study result after being considered can fulfill expectation and improvement that is achieved, and then such model is decided as final model that can be implemented in schools, especially in junior high schools.

R&D activities phases which are compiled and implemented by using such inductive model as shown in Picture 1.

3. RESULT AND DISCUSSION

3.1. Poetry Appreciation Instruction Result through Inductive Model on Action I

Result of poetry appreciation instruction process through inductive model during action I, shows that in implementation of poetry appreciation instruction process through inductive model during action I have been implemented in accord with scenario, and inductive model instruction plot is compiled in the form of instruction steps which are applied by partner teacher. Nevertheless, those efforts haven't produced results which are expected. Based on this study notes, it is gained that in learning process, students still tend to act passively, only sit and listen. Students' involvement in learning process which is expected had not been acted yet. Students are still looked fear, shy, and lack of self-confidence when partner teacher try to lead their involvement in learning process. Since from simple activity, for instance, reading poetry in front of the class, and when teacher ask to one of students to come forward, the students are still looked fear, nervous, shy, and lack of self-confidence. This condition can be found in almost every school in this study sample. Nevertheless, when teacher try to

provoke students involvement by asking questions, students have not given response well. Conventional instruction which is applied by teachers today still clings on students. Conventional instruction which only demand on activity in listening teacher explanation has shaped students character.

Poetry appreciation instruction through inductive model that is applied by partner teacher today has created anxiety on students. Students are not accustomed to explore topics with their own thinking ability. Students still depend on teacher and only get information through explanation of topics that are studied.

Based on those findings, researcher along with partner teacher reflects the lack and weaknesses that are emerged during implementation of poetry appreciation instruction process through inductive model towards action I. It is obtained data conclusion that implementation of poetry appreciation instruction process through inductive model on action I, teacher is still considered less perfect in conducting learning activities. Learning activities which are considered as weaknesses points are: 1) teacher is still lack of conducting approach towards students personal; 2) teacher is still lack intensive in inviting students' activity and creativity; 3) teacher is still lack intensive in motivating students related with their involvement in learning process; and 4) teacher is still lack in relating students experience with topics that are learnt.

Weaknesses and lacks that are emerged towards implementation of poetry appreciation instruction process through inductive model towards action I is improved and completed towards next actions. To know implementation result of poetry appreciation instruction process through inductive model towards action I, whether evaluation result or observation result of teacher activities and observation result of students activities, it can be seen on Table 5.1, 5.2 and 5.3.

3.2. Poetry Appreciation Instruction Result through Inductive Model towards Action II

Poetry appreciation instruction through inductive model is conducted once more for action II. Finding result on action I become stepping stone to improve and complete instruction process on action II. Problems that are considered as weaknesses or lacks on action I have been eliminated.

Based on study annotation is found that data from students show positive development. Teacher efforts to conduct approach steps personally on students have produced satisfying results. Questions intensity which is asked by partner teacher has succeeded in inviting students' activity and creativity. Shyness, fear, lack of self-confidence gradually can be eliminated. It shows that many students that begin involve actively in every teacher activity. In all Public School which is this study

location is conducted, students begin to be active in answering teacher questions, and other students seem to begin give attention towards instruction process which is conducted on this action II. Teacher always gives motivation towards students, so students really actively involved on activities which are researcher accompanied partner teacher intensely in class and took notes about important thing and considered can influence learning process. Based on researcher notes in field, partner teacher had implemented instruction process in accord with input from instruction implementation on action I. Nevertheless, in instruction process implementation on action II was still emerge lacks and weaknesses that need to be improved by researcher along with partner teacher on the next action. Those weaknesses or lacks are as follows: 1) teacher is still considered lack in giving positive push towards students; 2) teacher is still considered lack in managing students (in rotation) in expressing their opinion (comment) or other brainstorming; and 3) teacher is still considered lack in distributing questions towards students.

To know the result of poetry appreciation instruction process implementation through inductive model on action II, whether from evaluation result or from teacher activity observation result and students' activity result, it can be seen in the Table 5.4, 5.5, and 5.6.

3.3. The Result of Poetry Appreciation Instruction through Inductive Model on Action III

Poetry appreciation instruction process through inductive model which is implemented on action III has run well. All the difficulties and constraints that emerge on previous actions gradually can be eliminated.

Researcher along with partner teacher perceives that instruction process is very fun. Class atmosphere is so warm, instruction process is lively, and interaction between teacher and students has been involved well, and the feeling of fear, shy, and insecurity which is felt by students before is not happen anymore.

Partner teacher has implemented instruction process in accord with plan. All inputs from instruction process output on action II has been implemented well. Nevertheless, in implementation of poetry appreciation instruction process through inductive model on action III still shows some lacks and weaknesses which are conducted by teacher. Data which is recorded on partner teacher researcher notes has not been intensive yet in giving feedback question from students, that is feedback question related with topic. Nevertheless, in instruction process implementation on action III, feedback questions which is expected finally answered as long with feedback questions of students themselves and teacher explanation from other students' questions,

so, poetry appreciation instruction process through inductive model on action III is perceived sufficient in fulfilling expectation from this research activity.

To know the implementation result of poetry appreciation instruction process through inductive model on action III, whether from evaluation result or from teacher activity observation and observation result of students' activity, it can be seen on Table 5.7, 5.8 and 5.9.

4. Conclusion and Suggestion

Based on data analysis result and discussion, it can be concluded:

- 1) related with research question number one, namely, how teacher needs description on poetry appreciation instruction, so it can be answered that teacher needs description on poetry appreciation instruction is teacher expect students involvement on learning process actively which is showed through activity and creativity during poetry appreciation instruction activity, teacher expect students courage to express their opinion (comment) or brainstorming towards poetry builder elements which are discussed, and teacher expect students to be active in participating in class discussion activity in brainstorming and conclude poetry builder elements based on theme, message, tone, meaning, setting, image, language style, and aim;
- 2) related with research question number two, that is how students needs description in poetry appreciation instruction, so it can be answered that students needs description in poetry appreciation instruction is students need learning condition which comfortable, and fun, learning process that give freedom to self-actualize, good communication between teacher and students in learning process, and intensity of giving motivation towards positive activity which is conducted by students.
- 3) related with research question number three, that is how teacher weaknesses description in poetry appreciation instruction, so it can be answered that teacher weaknesses in poetry appreciation instruction are: a) teacher is still lack in approaching students personal, b) teacher is still lack intensive in inviting students' activity and creativity, c) teacher is still lack in motivating students related with their involvement in learning process, d) teacher is still lack in relating students experience with topic that is studied, e) teacher is still lack in giving positive push towards students, f) teacher is still lack in managing students (in rotation) in expressing opinion (comment), so the opportunity is always dominated by students who are categorized as clever, g) teacher is still lack in distributing questions to students, so opportunity is always dominated by students

who are categorized as clever, and h) teacher is still lack intensive in giving feedback questions from students.

- 4) related with research question number four, that is how students' weaknesses description in poetry appreciation instruction, it can be answered that students' weaknesses in poetry appreciation instruction is students are still tend to act passively, wait, and only listen, students' involvement in instruction process that is expected hasn't got response, courageous in expressing opinion (comment) towards topic that is discussed hasn't been acted, students tend to pessimistic, shy, fear, and lack of self-confidence;
- 5) related with research question number five, that is, is inductive model can improve quality of poetry appreciation instruction which are viewed from a) teacher attitude in managing instruction through inductive model scenario, and b) students attitude towards inductive model instruction, so it can be answered that inductive model can improve quality of poetry appreciation instruction. It can be seen from improvement of management of poetry appreciation instruction activity through inductive model that is conducted by teacher based on observation result in field. Besides, such improvement can be seen from students' learning output in every action. And so for students attitude towards poetry appreciation instruction through inductive model shows significant improvement. It can be seen from students attitude which is in the beginning is passive, fear, shy, and lack of self-confidence gradually can be reduced, so, students involvement in instruction process can be acted actively. Besides, students attitude can influence learning output, it is showed with improvement of students' learning output in every action;
- 6) related with research question number six, that is, is inductive model can effect poetry appreciation instruction, it can be answered that inductive model can effect poetry appreciation instruction. Such effect can be seen from teacher activity development improvement or improvement of students' activity development which is showed in every action;
- 7) related with research question number seven, that is, how students' response towards inductive model in poetry appreciation instruction, it can be answered that students response towards inductive model in poetry appreciation instruction is positive. It can be seen from questionnaire result which is distributed after poetry appreciation instruction process shows that students give appraisal sufficient, good and very good, towards inductive model in poetry appreciation instruction, and the rest respond less. From 15

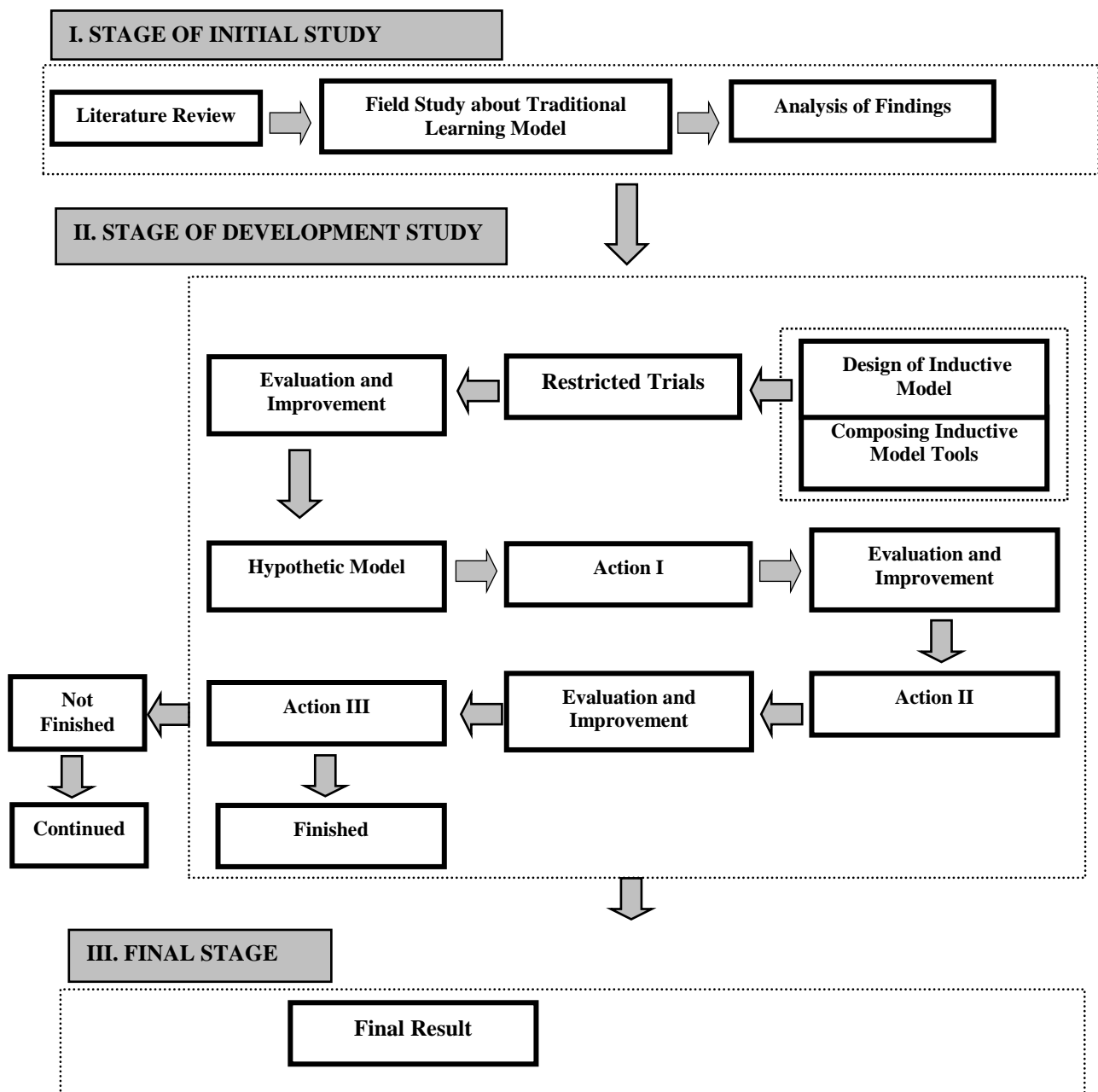
items, questionnaire questions (closed) which are distributed, the result can be seen from each school of research sample as follows: SMP Negeri 1 from 22 students who filled the questionnaire 11,8% responded less, 41,8% responded less, 39,3% responded good, and 6,9% responded very good, SMP Negeri 2 from 38 students who filled questionnaire there is 26,3% respond less, 47,0% responded sufficient, 22,9% respond good, and 3,6% responded very good, SMP Negeri 3 from 35 students who filled questionnaire, there is 26,8% respond less, 51,8% responded sufficient, 20,3% respond good, and 0,95% responded very good, SMP Negeri 4 from 38 students who filled the questionnaire, there is 31,7% responded less, 49,4% responded sufficient, 17,3% responded good, and 1,4% responded very good, SMP Negeri 5 from 39 students who filled the questionnaire, there is 20,5% responded less, 48,1% responded sufficient, 28% responded good, and 3,3% responded very good, SMP Negeri 6 from 31 students who fulfilled questionnaire, there is 43,0% responded less, 44,3% responded sufficient, 12,2% responded good, and 0,43% responded very good.

Based on problems formulation, students output learning analysis, finding and discussion which has been analyzed, generally it can be concluded that instruction through inductive model can improve students' ability in appreciating poetry if it is implemented by noticing eight instruction steps: The eight instruction steps are: (1) intensity of approach towards students personal; (2) intensity of asking questions towards students; (3) intensity of giving motivation towards students involvement in learning process; (4) intensity of relating students' experience with topics; (5) intensity of giving positive push towards students' achievement; (6) intensity of students' management (in rotation) in expressing opinion (comment) or brainstorming towards topic that is discussed; (7) intensity of distributing questions to students; and (8) intensity of asking feedback questions from students.

Based on conclusion from this study result, it can be proposed suggestions as follows:

- 1) instruction through inductive model that is implemented by noticing eight instruction steps by improving students' ability in appreciating poetry. Therefore, it needs to be developed on instruction practice at schools, and can be used as teacher alternative on daily poetry appreciation instruction. Those eight steps are: (1) intensity of approaching towards students' personal; (2) intensity of asking questions towards students; (3) intensity of giving motivation towards students' involvement on learning process; (4) intensity of relating students' experience with topic; (5) intensity of

- giving positive push towards students' achievement; (6) intensity of students' management (in rotation) in expressing opinion (comment) or brainstorming towards topic that is discussed; (7) intensity of distributing questions to students; and (8) intensity of asking feedback questions from students.
- 2) instruction through inductive model that is applied by noticing eight instruction steps not only can improve students' ability in appreciating poetry, but also can motivate students' involvement in learning process, growing students' courageous in expressing opinion (comment) or brainstorming towards topics that are discussed, pushing students' activity in participating on discussion activity, and eliminating the feeling of shy, fear, and lack of self-confidence on students.
 - 3) by noticing finding that state that instruction through inductive model that is implemented by noticing eight instruction steps can improve students' ability in appreciating poetry, so it is hoped that the finding can be an input for policy maker to reorientation paradigm of poetry appreciation instruction which is less touch thinking potency of students appreciative.
 - 4) by referring towards those findings, it is expected for the next researcher to conduct advanced research that enable to find other instruction method that can give contribution of knowledge in an effort to improve students' appreciative thinking potency towards literature work especially students' ability in appreciating poetry.
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Picture 1. Stages of Research Activities and Development of Inductive Model

6. APPENDIXES

1. Overall Evaluation Result on Action I

| No | Item | SMP 1 | SMP 2 | SMP 3 | SMP 4 | SMP 5 | SMP 6 | Amount | Average | Description |
|----|------|-------|-------|-------|-------|-------|-------|--------|---------|-------------|
| 1. | A | 59,7 | 44,9 | 46,7 | 47,5 | 44,7 | 49,6 | 293,1 | 48,8 | Action I |
| 2. | B | 75 | 69,9 | 76,8 | 82,8 | 69,2 | 60,9 | 433,6 | 72,2 | |
| 3. | A+B | 67,8 | 56,9 | 61,7 | 65,1 | 56,9 | 55,2 | 365,6 | 60,9 | |

2. Overall Observation Result of Students' Activity on Action I

| No. | SMP 1 | | | | SMP 2 | | | | SMP 3 | | | | SMP 4 | | | | SMP 5 | | | | SMP 6 | | | | Description |
|-----|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|--|
| | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | |
| 1. | 6 | 6 | - | - | 7 | 5 | - | - | 7 | 5 | - | - | 6 | 6 | - | - | 8 | 4 | - | - | 8 | 4 | - | - | K = Less C = Sufficient B = Good SB = Very Good |

3. Overall Observation Result of Teachers' Activity on Action I

| No. | SMP 1 | | | | SMP 2 | | | | SMP 3 | | | | SMP 4 | | | | SMP 5 | | | | SMP 6 | | | | Description |
|-----|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|--|
| | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | |
| 1. | 4 | 6 | - | - | 5 | 5 | - | - | 4 | 6 | - | - | 4 | 6 | - | - | 3 | 7 | - | - | 4 | 6 | - | - | K = Less C = Sufficient B = Good SB = Very Good |

4. Overall Evaluation Result on Action II

| No | Item | SMP 1 | SMP 2 | SMP 3 | SMP 4 | SMP 5 | SMP 6 | Amount | Average | Description |
|----|------|-------|-------|-------|-------|-------|-------|--------|---------|-------------|
| 1. | A | 67,9 | 63,1 | 70,6 | 62,6 | 68,4 | 68,8 | 403,8 | 67,3 | Action II |
| 2. | B | 66,0 | 56,4 | 57,3 | 56,2 | 53,5 | 53,5 | 345,4 | 57,5 | |
| 3. | A+B | 66,9 | 59,7 | 65,2 | 59,4 | 61,1 | 61,1 | 374,5 | 63,4 | |

5. Overall Observation Result of Students' Activity on Action II

| No. | SMP 1 | | | | SMP 2 | | | | SMP 3 | | | | SMP 4 | | | | SMP 5 | | | | SMP 6 | | | | Description |
|-----|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|--|
| | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | |
| 1. | - | 3 | 7 | - | - | 3 | 7 | - | - | 4 | 6 | - | - | 3 | 7 | - | - | 3 | 7 | - | - | 5 | 5 | - | K = Less C = Sufficient B = Good SB = Very Good |

6. Overall Observation Result of Teachers' Activity on Action II

| No. | SMP 1 | | | | SMP 2 | | | | SMP 3 | | | | SMP 4 | | | | SMP 5 | | | | SMP 6 | | | | Description |
|-----|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|--|
| | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | |
| 1. | - | 5 | 7 | - | - | 7 | 5 | - | - | 6 | 6 | - | - | 5 | 7 | - | - | 6 | 6 | - | - | 6 | 6 | - | K = Less C = Sufficient B = Good SB = Very Good |

7. Overall Evaluation Result on Action III

| No | Item | SMP 1 | SMP 2 | SMP 3 | SMP 4 | SMP 5 | SMP 6 | Amount | Average | Description |
|----|------|-------|-------|-------|-------|-------|-------|--------|---------|-------------|
| 1. | A | 79,5 | 73,5 | 78,5 | 78,4 | 75,0 | 76,7 | 461,9 | 76,9 | Action III |
| 2. | B | 55,9 | 67,1 | 32,5 | 57,9 | 50,3 | 58,9 | 322,6 | 53,7 | |
| 3. | A+B | 67,7 | 70,3 | 55,5 | 68,3 | 62,6 | 67,8 | 392,2 | 65,3 | |

8. Overall Observation Result of Students' Activity on Action III

| No. | SMP 1 | | | | SMP 2 | | | | SMP 3 | | | | SMP 4 | | | | SMP 5 | | | | SMP 6 | | | | Description |
|-----|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|--|
| | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | |
| 1. | - | 1 | 4 | 7 | - | 1 | 4 | 7 | - | 1 | 5 | 6 | - | 1 | 4 | 7 | - | - | 6 | 6 | - | 1 | 4 | 7 | K = Less C = Sufficient B = Good SB = Very Good |

9. Overall Observation Result of Teachers' Activity on Action III

| No. | SMP 1 | | | | SMP 2 | | | | SMP 3 | | | | SMP 4 | | | | SMP 5 | | | | SMP 6 | | | | Description |
|-----|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|-------|---|---|--------|--|
| | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | K | C | B | S B | |
| 1. | - | - | 5 | 5 | - | - | 4 | 6 | - | - | 3 | 7 | - | - | 3 | 7 | - | - | 3 | 7 | - | - | 4 | 6 | K = Less C = Sufficient B = Good SB = Very Good |