POEM APPRECIATION LEARNING MODEL IN INDONESIA EXPLORATION STUDY AND NEEDS ANALYSIS

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ABSTRACT

Poem Appreciation is a compulsary course at Indonesian Language and Literature Education Department of higher education. This exploratory research aimed at exploring problems and needs encountered by lecturers and students in Poem Appreciation course in the areas of Surakarta ex-residency and Yogyakarta Special Region. The research subjects were lecturers and students involved in poem learning in those areas. Observation, interview, document analysis, and questionnaire were used as data collection techniques. Related to Poem Appreciation course, the problems and needs for lecturers are: (1) the arrangement of lesson plan and syllabus; (2) the implementation of its procedure; (3) the evaluation of its learning; whereas those for students include the use of strategy and learning models which are innovative, effective, and students-centered. Inquiry-Based Learning (IBL) is necessarily needed by lecturers and students in Poem Appreciation course.

Keywords: Poem Appreciation, learning model, inquiry.

1. Introduction

A poem is beneficial for education. The esthetic values of poem become materials which are not only useful to improve language competence and learning motivation but also worth to encourage imagination and learner's creativity (Kong, 2010). One of effective ways to improve skill in writing creative poem is by combining two crucial elements i.e. education and entertainment values inside a poem (Kirkgoz, 2014).

Traditional approach applied in learning poem which emphasizes on the principle of single meaning has caused students dislike poem even they have negative attitudes toward poem. Conversely, a new approach in learning poem gives students broad experience in reacting it based on their emotion and thoughts as well as encourages them to express personal understanding on poem than just waiting for the lecturer's explanation (Khatib, 2011). In addition, Mulyana (2001) who conducted a research on learning the poem content by reader's response learning model with inquiry procedure concludes that this learning model is more effective in teaching poem than by semiotic structural one which belongs to the old paradigm in learning poem used by Indonesian Language and Literature Education Department of Indonesia University of Education. Thus, it is necessary to have a new learning model in learning poem.

A new learning model which is innovative, effective, and student-centered becomes great demand in teaching and learning process at higher education. It has been stated by Ministry Regulation of Research, Technology, and Higher Education, the Republic of Indonesia Number 44/2015 article 15

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regarding Higher Education National Standard particularly on the Characteristics of Learning Process. New learning models are essential for higher education due to two reasons: first, university students have various characteristics, personality, habit, and learning modality. Therefore, lecturers have to vary their learning models. Second, the development of learning model can grow and arouse students' motivation for learning because they will not get bored during the learning process (Aunurrahman, 2013:141).

Most universities in the areas of Surakarta ex-residency and Yogyakarta Special Region have Indonesian Language and Literature Education Department. The preliminary study on their Poem Appreciation course showed that the quality of learning poem has not been optimal yet. The learning is still lecturer-centered which characterized by the use of lecturing time for direct explanation through expository method. This learning model made the students inactive and became low motivation. During the learning process, they were just sitting while listening to the lecturer's explanation and noting down something. Moreover, the class situation was less conducive because some students who sat at the back did not pay attention to the lecturer explanation, played their hand phones, and talked each other. When they were involved in question and answer session, they did not try to answer actively to the lecturer's questions. Based on the background, exploration is needed to investigate the problems and needs in Poem Appreciation course at Indonesian Language and Literature Education Department of universities in the areas of Surakarta ex-residency and Yogyakarta Special Region, in terms of lesson plan and syllabus, procedures and assessment, and learning models used by lecturers.

2. Method

The research is exploratory design which aimed at investigating phenomenon in natural setting. The phenomenon in the research was the teaching and learning process of poem appreciation occurring at Indonesian Language Department in the areas of Surakarta ex-residency and Yogyakarta Special Region. Natural setting in this case refers to the classrooms where the process of learning poem happens.

The researcher collected the data related to: (1) planning (lesson plan and syllabus) for learning poem, (2) practices of poem learning, (3) assessment of poem learning. The research subjects were the lecturers and students chosen by purposive sampling technique. They involved in Poem Appreciation course at Indonesian Language Department of four universities in the areas of Surakarta ex-residency i.e. Sebelas Maret University-Surakarta, Muhamaddiyah University-Surakarta, Veteran Bangun Nusantara University-Sukoharjo, Widya Dharma University-Klaten; and four universities at Yogyakarta Special Region i.e Sanata Darma University, State University of Yogyakarta, Ahmad Dahlan University, and Tamansiswa Sarjana Wiyata University-Yogyakarta. It was conducted in the odd semester (September-December 2015) and even semester (February-April 2016).

The data collection techniques were observation, interview, questionnaire, and document analysis. Observation was planned and controlled by having direct observation toward the process of poem learning. Interview was structured by involving lecturers and students as the respondents of poem learning. Questionnaire was intended for obtaining information about poem learning. Document analysis aimed at analyzing lesson plan, syllabus, learning materials, evaluation instruments, and evaluation result.

Findings and Discussion

a. Lecturers' Problems and Needs in Poem Appreciation Learning
1) The Arrangement of Lesson Plan and Syllabus at Poem Appreciation Course

In Indonesia, lesson plan must refer to the curriculum and Indonesian Qualification Framework (IQF) enacted in Presidential Decree 8/2012. It stipulates hierarchy of 9 levels of learning outcomes to enable the balance among the outcomes of formal education, non-formal education, and informal learning or work experiences. The IQF levels are described as learning outcomes which conceptually consisting of 6 main parameters as follows: a) science, b) knowledge, c) know-how comprehension, d) skill, e) affection, and f) competency.

The formulation of graduates' outcomes becomes main reference for developing education standards of content, process, educational personnel, facilities and equipment, management, funding, and assessment. Association of Study Program of Indonesian Language and Literature) has composed the Curriculum for Indonesian Language and Literature Education Department by referring to IQF. The minimum criteria on the graduates qualification cover affective, cognitive, and psychomotor (the article 8 of Minister Regulation of Research, Technology, and Higher Education of Indonesia Republic 44/2015).

The problem happening in lesson plan arrangement was caused by the criteria adjustment between department curriculum and IQF which has not been understood well by the lecturers. They did not understand the procedures for arranging lesson plan and its comprehensive elements as well as innovative learning models which are students-centered. They realized that the lesson plan arrangement is important but in its implementation, they did not understand its new provisions proposed by the government. Meanwhile, the socialization and workshop on the adjustment of both only followed by certain parties such as the head of study program. Thus, not all lecturers understand comprehensively about it.

The success of curriculum in higher education is closely related to the lecturer's quality. For this reason, lecturers as the curriculum executor are expected to arrange lesson plan and syllabus. As a learning planner, a lecturer is obliged to develop educational objectives into operational plans. General objectives must be translated into specific and operational ones by involving students' needs for guaranteeing their relevancy to their development, needs, and experiential level. The role as a learning planner necessitates lecturers to keep relevant their learning plans with the society

condition, students learning habit, students experience and knowledge, appropriate learning method, and suitable learning materials with students' passion (Hamalik, 2008:46).

Not all lecturers develop syllabus. One out of 8 lecturers who taught Poem Appreciation composed and prepared the lesson plan, even it is only for one basic competence. The rest did not develop lesson plan into syllabus for some reasons: (1) they did not have sufficient time to arrange syllabus, (2) composing syllabus is a complicated work, (3) syllabus arrangement does not become the main pursuit for each department. During the interview, they confessed that syllabus becomes a teaching preparation in order to have planned learning phases by referring to the learning model being used. Therefore, syllabus becomes the lecturers' needs for Poem Appreciation course.

Syllabus means teaching preparation containing things must be done by lecturers and students during the learning process which cover the elements of competencies wanted to be achieved, indicator, learning materials, learning experience, time allocation, evaluation, and learning sources. These elements must refer to the existing lesson plan by considering:

1. Basic competence and ability need to be acquired by students, learning material, and learning experience which have been developed in the lesson plan.
2. The use of various approaches which are suitable with the materials focusing on life skills to solve daily problems and needs.
3. The use of appropriate method and media which bring students closer to direct experience
4. Assessment by holistic and continuous testing system which is in line with the development of lesson plan.

The roles of syllabus for lecturers are very essential to keep the learning in good order, effective, and efficient in accordance with the learning objectives. Based on the results of interviewing all lecturers who are responsible for teaching Poem Appreciation at universities in ex-residency area of Surakarta and Yogyakarta Special Region, all of them have already had teaching equipment including lesson plan and syllabus. Each lecturer composed the teaching equipment individually and then discussed the results with the other lecturers in the same department before it was legalized by the Head of Study Program. Lesson plan and syllabus averagely are reviewed once in two years by adjusting them with the development of science, technology, art, and people's needs.

To figure out how far the lecturers have had learning innovations, the researcher carried out document analysis on the lesson plan based on five indicators as the following: (1) the suitability between the data gained from field notes and the final ability of students expected in the indicator, (2) innovations on approach, strategy, method or model of learning which depict efforts to activate and arouse the students self-regulated learning, (3) innovations on approach, strategy, method or model of learning which reflect the students competence in Poem Appreciation, (4) innovations in selecting learning sources and media, (5) innovations in assessing the process and learning outcomes. Table 1 describes the results of analyzing the lesson plan on Poem Appreciation course based on those five indicators.

Tabel 1.

The Results of Lesson Plan Analysis

No.	Component	Score Range				
		A	B	C	D	E
1.	The appropriation among Competence Standard, Basic Competence, indicator, and learning materials		✓			
2.	Innovations in approach, strategy, method or model of learning which aim at improving student liveliness and self-regulated learning.				✓	
3.	Innovations in approach, strategy, method or model of learning which aim at improving student competence in understanding the theory and practice of Poem Appreciation.			✓		
4.	Innovations in selecting learning sources and learning media.		✓			
5.	Innovations in process and learning outcomes.			✓	✓	

Note: E=bad, D= less than fair, C= fair, B=good, A=very good

The analysis result of the first indicator showed that the lesson plan and syllabus have good suitability among competence standard, basic competence, indicator, and learning materials. However, there are some basic competences that should be joined because they come from the affective domain. Basic competences of promoting love of poem, setting condition of owning poem, appreciating poem, and promoting poem are in affective domain and cannot be taught separately from cognitive and psychomotor learning because separated affective learning will only yield knowledge about good attitude but not about habituation to behave well. Related to Poem Appreciation learning, those basic competences will only produce knowledge on good attitude toward poem but not on accustomedness of positive attitude toward poem. The basic competences can be developed through the learning of other basic competences such as introducing poem, understanding poem, reading poem, and creating poem. However, generally, all lesson plans can be categorized as good.

The analysis on the second indicator namely innovations on approach, strategy, method or model of learning which depict efforts to improve students' liveliness and self-regulated learning revealed that all documents of lesson plan cannot be identified their learning model (approach, strategy, and method of learning are broadly covered in the learning model) because there are not explanations on learning activity. Thus, in terms of the second indicator, all lesson plans are classified as less than fair and need improvement in using approach, strategy, method or model of learning by focusing on student-centered learning. It is a learning process that emphasize on the development of creativity, capacity, personality, and students' needs as well as self-regulated learning in figuring out and finding knowledge as proposed by Ministry Regulation of Research,

Technology, and Higher Education, the Republic of Indonesia 44/2015 on Higher Education National Standard, article 11, verse 10 regarding the Characteristics of Learning Process.

The third indicator contains innovations on approach, strategy, method or model of learning which describe student competency in Poem Appreciation. Although the use of approach, strategy, method or model of learning, commonly, have been in line with the expected competence, the balance among affective domain (attitude and value of poem), cognitive domain (the knowledge of poem), and psychomotor domain (skill in Poem Appreciation) are in great demand. Innovative and effective learning models are needed to create the balance. The equilibrium among these three domains has not been seen clearly yet so far. Therefore, the lesson plan of Poem Appreciation is categorized as fair as it still needs improvement.

In terms of the fourth indicator i.e. innovations in selecting learning source and media, the lesson plans are classified as good but they can be further optimized. The learning sources are limited to printed materials such as reference books. Other learning sources including environment, activities, keynote speakers (who have competence in Poem Appreciation) are seldom used by the lecturers as innovations in learning sources for Poem Appreciation. The learning media used by the lecturers to teach Poem Appreciation include printed, audio, and audiovisual media. The former media comprise book, newspaper, and journal/magazine; the second medium consists of listening the record of poem reading, while the latter covers watching the activity of poem reading. Environment media including natural, social, and cultural setting have not used by lecturers yet.

The fifth criterion in assessing the lesson plan is innovations in assessing the process and learning outcomes. Based on the analysis on the lesson plan, the lecturers have planned the assessment on both. However, there were not guidelines and scoring rubric for process assessment. Therefore, the definite descriptions about the implementation of process assessment including aspects being assessed and manual guidance were not obtained.

The assessment on learning outcomes was carried out by giving assignment (the task for appreciating poem), mid-test, final-test, and quiz. The results of process and learning outcomes assessment are combined and calculated in certain formula to get the student's final score. Overall, the lesson plan is classified as fair which means that innovation particularly in process assessment is needed.

2)   The Implementation of Procedures on Poem Appreciation Learning

Related to the implementation of learning procedures, the observation results showed that most lecturers of Poem course gave the learning materials by expository method while the rest used discussion and presentation methods. The learning procedures begin with checking the students' attendance and then deliver the materials directly through expository method. During giving the explanation, the lecturers ever tried to involve the students in question and answer session but most of them were passive. The lecturers repeated to explain the materials being asked and

continued to next materials. The learning interaction was one-way which means that the lecturer explains to students and they behave passively by listening and noting down something.

The implementation of learning procedures which was dominated by lecturers can be seen from the other setting. When the lecturer asked the students to take their poems which have been distributed in the previous meeting, most of them did not bring the poems. Finally, the lecturer showed the poem again through LCD and explained its meaning by expository method. Although the lecturer had tried to create communicative learning by giving question and answer session in the middle of his/her speech, but the students' participation was still low. There were only one or two students responded the lecturer's questions. In short, the learning process was still teacher-centered and the interaction lacked of multidirectional learning.

The results of observation and interview reported that the lecturer had tried to overcome problems in Poem appreciation learning by having discussion and presentation methods with the learning procedures as follows: first, the lecturer did apperception by asking whether the students had brought the reference book as suggested at the previous meeting. Next, the lecturer explained the material through expository method and then gave them group assignment. To improve creative and self-regulated learning in doing group assignment, the students were free to choose reference book and smart phone to obtain the needed information and to help solving the problems being discussed. After having discussion, the representative of each group had to present the discussion result in front of the class. Third, the lecturer confirmed the results of students' presentation. These procedures indicated that the lecturer had tried to improve learning on poem by discussion and presentation but the results were not satisfying as there were one to two students who actively participated in, no multidirectional interaction inside and no challenges for the students.

The results of observation and interview revealed that in terms of learning procedures, the lecturers have not used learning model yet and they are in one-way communication. Discussion and presentation methods have not produced multi-direction communication and joyful learning yet. In short, the quality of learning has not been optimal yet. Joyce and Weil (2011: 9) stated that learning models designed and used by lecturers are not only intended for achieving learning objectives but also for helping students to increase their power as learners. When they acquire information and skill, the results of learning experience will not only the learning materials but also the improvement of students' ability in accomplishing their assignment and creating their learning programs. Joyce and Weil (2011: 12) argued the importance of creating conducive learning situation through some actions: first, lecturers must have good preparation before teaching in the class so that they know what students must to do and how to do it. Second, lecturers are obliged to not only giving information to students but also providing instructions and conducting the plan as well as feeling confident. Third, lecturers must let students realize that they are mature enough to do learning process. Lecturers play the roles as good facilitator and motivator to help students to overcome learning obstacles. Fourth, lecturers must stand in the opinion that student can regulate their learning activity, finish the assignment, and plan the next task should be finished.

3) The Implementation of Evaluation on Learning

The results of field observation and interview reported that the assessment of learning Poem Appreciation, so far, is conducted dominantly on the cognitive domain through tests (mid-test and final-test), quiz, and assignment. The assessment on the affective domain and performance are seldom carried out, not well-prepared, and did not have assessment rubric. All of these conditions were caused by some reasons: first, the lecturers felt that they had recognized students' interest, attitude, and ability through daily learning; therefore they did not prepare the assessment rubric particularly for assessing affective domain and performance. Second, the lecturers did not have enough time to prepare assessment rubric. Third, the lecturers thought that the formulation of assessment rubric for affective domain and performance was complicated.

In terms of assessment, one of lecturers as the informant thought that the learning on Poem Appreciation must be returned to the essence of Poem Appreciation which aims at making students recognize, intimate, like, and understand the poem. Its implication was that the assessment done by him more focused on the aspects of presence and liveliness during the teaching and learning process. The students with regular attendance and never come late were assessed as good in attitude and loved poem. Conversely, for them who ever be absent or ever come late were assessed as bad due to bad attitude and dislike poem.

Assessment or evaluation aims at gathering and managing information to measure learning outcomes. Brown (2004:3) assumes that assessment is similar to test which functions to measure someone knowledge, ability, and performance in the given domain. Brown argues that assessment contains three things. First, test is a way consisting of technique, procedure, or item which needs answer or somebody's performance. Second, test is a means of measure intended for measuring somebody's knowledge and specific skill. Third, a test must have validity and reliability so that it can give accurate information. Basically, assessment is a process which collects data and information used for making consideration and conclusion about educational program (Nurgiyantoro, 2010: 10-11).

In higher education, government has determined the standard of learning assessment i.e. the minimum criteria for assessing process and learning outcomes of students. Both assessments comprise principles, technique and instrument, procedures and mechanism, implementation, reporting, and students' graduation (the article 19 of Minister Regulation of Research, Technology, and Higher Education of Indonesia Republic Number 44/2015). The article 20 of the same Minister Regulation explains that the assessment principles include the integrated principles of educative, authentic, objective, accountable, and transparent. Educative principle means that the assessment must motivate students to improve their learning plan and style as well as reach the learning outcomes of graduation. Authentic refers to the assessment which orientate on sustainable learning process and outcomes reflecting the students ability during the learning process. Objective is the assessment based on the agreement between lecturer and students, and free from subjectivity of assessor and student. Accountable means that the assessment has been conducted by following the procedures and having clear criteria, being agreed at the beginning of course, and enabling

students to understand. Transparent refers to the clarity of procedure and results which can be accessed by all parties.

Assessment techniques cover observation, participation, performance test, written test, oral test, and questionnaire. Assessment instruments consist of process assessment in the form of rubric and product assessment in the form of portfolio or design art. Observation can be used for assessing attitude. The assessments on knowledge, general skill, and specific skill can be done by choosing one techniques or combination of various instruments. The final result becomes the integration of various assessment techniques and instruments (article 21 verses 1-5).

The assessment mechanism and procedures regulated by Minister Regulation of Research, Technology, and Higher Education article 29 verses 1-3 include the phases of planning, assigning, observing performance, returning observation result, and giving final score. Article 23 explains that assessment must be carried out according to the learning plan by involving: (a) lecturer or lecturing team, (b) lecturer or lecturing team with students, (c) lecturer or lecturing team with stakeholder.

The assessment on Poem Appreciation learning, so far, has not fulfilled the objective principle. There found some lecturers who did non-standardized assessment and involved their subjectivity. The students' final scores were dominantly obtained from the students' attitude, attendance, and participation during the learning process. The other competencies such as knowledge and performance were not involved in the final assessment. As a result, the students with good knowledge and performance will get dissatisfying scores because they do not have positive attitude toward Poem Appreciation learning due to their absence. Conversely, those with fair knowledge and performance but regularly attend the course and show their liveliness during the learning process will have good final score.

Problems also occurred on assessment technique and instrument. The lecturer did not have scoring rubric of assessment when they observed the students learning development. Hence, they did not know what aspects they want to assess and how to assess them. No authentic document can be used for considering the final score. Assessment instruments such as rubric and questionnaire are so vital for assessing attitude and performance. However, both were not used by lecturers and they did not have information on both domains. Consequently, the final scores of students were not from accurate information and became objective. Based on these assessment problems, the arrangement of a means and guidance for evaluating Poem Appreciation learning based on inquiry becomes the lecturers' needs.

b. Students' Problems and Needs in Learning Poem Appreciation

The results of questionnaire distributed to the students showed that 72% respondents liked Poem course and 28% not really liked. The students who are in favor with Poem course have various reasons as the following: (1) they really fond of Poem, (2) poem can make their thoughts relaxed,

(3) the course can enrich their knowledge on poem and skills in appreciating poem, (4) poem course becomes the learning material at Indonesian Language and Literature Education Department that must be understood, (5) by learning how to write poem, they also learn how to express themselves, (6) the metaphor language and language style in poem are interesting, (7) poem has beauty and can build good character, (8) through this course, they can notice various kinds of poems and their writers, (9) they can get in-depth understanding on poem, (10) they get many poetical and unfamiliar vocabularies, (11) they can understand old poems, (12) poem learning is educative and recreative. On the other hand, the reasons of students who are not really fond of poem are as follows: (1) poem learning is monotonous, (2) they do not like literature including poem, (3) poem is difficult to understand, (4) they were just given the theory on poem appreciation, (5) they do not have good understanding on poem language, (6) they cannot write poem, (7) the learning on poem needs in-depth thinking and high concentration.

The results of interview were similar to those of questionnaire which stated that most informants liked Poem course for some reasons: 1) poem course helps them to prepare professionalism as a teacher in the future, 2) by poem course, they got knowledge on Poem Appreciation and can appreciate it directly, 3) the students like poem course as they are permitted to use internet and the lecturer gives detailed explanation. Unlike those three informants, one student did not really like poem learning as the lecturer used expository method continuously thus it made him bored.

Although many students like Poem course, their motivation for learning is still low. The observation results indicated the low motivation as follows: (1) during the question and answer session, the students were not responsive because they did not convey their arguments on the problems being asked by the lecturer, (2) during the class discussion, there were few students gave opinions on the poem being appreciated, (3) when the lecturer was giving lecture, the students did not pay attention, even they did many things that have nothing to do with the learning objectives such as playing hand phone, chatting with friends, and eating snacks.

In short, the interview results reported that the students' low motivation in learning Poem Appreciation was caused by external factors or factors such as monotonous learning strategy and method which cannot optimally activate students in learning. The students were bored with monotonous learning method and materials while discussion and presentation methods have not activated the students in learning yet.

In terms of learning motivation, students actually like Poem Appreciation course but did not have learning motivation. As individual psychological support, motivation involves passion, needs, and reward; it may be built or intrinsically available inside one-self (Lee, 2010). Learning motivation belongs to psychological and non-intellectual factor. Learning success does not merely depend on the intelligence and talent factors but it is also determined by motivation. By motivation, students can develop their activity and initiative. The students with intrinsic motivation for learning will do learning activity consciously and willingly without the desire of having praise, reward, gift, or being afraid of punishment.

The students in higher education are dynamic and easily change. Their motivations for learning are sometimes strong and weak. Students with high intrinsic motivation in learning have characteristics as follows: (a) diligent in doing assignment, (b) tenacious in encountering problems, (c) passionate to various problems, (d) eager to work independently, (e) easily bored in regular assignment, (f) not easily free from things have been believed, (g) pleased in finding and solving problems. The low intrinsic motivation of students in learning Poem Appreciation was caused by their boredom on learning method used bt lecturers. Therefore, lecturers must be able to give external motivation by implementing innovative learning models so that they have high participation during the learning process through elaboration, exploration, reflection, and evaluation.

Students' liveliness becomes the vital thing for the success of learning process. Thus, a good learning process refers to the one that enables students to actively participate during the learning process both mental and physical. In other words, it is called active and interactive learning with the characteristics of: (1) having various classic, group, and individual activities, (2) teacher/lecturer play roles as learning facilitator, source, and democratic class manager, (3) mental involvement (thought and feeling), (4) implementing mass communication, (5) flexible, democratic, challenging, and controlled classroom situation (Komara, 2003:4). The appropriate learning model which has those characteristics is inquiry-based learning model. By this model, students can learn actively in group so that they enjoy the learning due to multidirectional communication.

The other ways may be carried out by lecturers to motivate students are giving number, providing reward, creating competition both in group and individual, promoting students awareness that assignment is important and challenging, supporting for hard-working and risking self-esteem, giving test, and delivering result, praise, punishment, passion for learning, interest, goal wanted to achieve.

c. Inquiry-Based Learning (IBL)

The interview results showed that most lecturers want to improve the learning quality by implementing innovative and effective learning models but they do not acquire which learning models are best suited to the students. According to the questionnaire results, the lecturers of Poem Appreciation course averagely have less understanding on the essence of learning model and do not know accurately the best learning models for the students. Therefore, they expect a handbook for Poem Appreciation course containing innovative, effective, and student-centered learning models.

Inquiry-Based Learning (IBL) becomes one of innovative learning models that must be recognized by lecturers in composing the lesson plan due to some reasons: 1) IBL emphasizes equally on the aspects of cognitive, affective, and psychomotor, 2) IBL gives opportunities for students to learn

according to their learning styles, 3) IBL is in line with the development of modern learning psychology which argues that learning is a process of changing behavior through experiential learning, 4) IBL can serve the needs of students with ability beyond the average which means that the students with good learning ability will not be disturbed by the ones with low learning ability.

Inquiry-Based Learning (IBL) model can be applied for Poem Appreciation course. Joyce and Weil (2011: 450) stated that the use of IBL in Poem Appreciation becomes the proof that it has high flexibility and is adaptive enough. IBL can be implemented for learning from kindergarten to higher education. IBL can facilitate students to have self-regulated learning in obtaining the needed information and skill. Through lecturer's instruction, they are facilitated and motivated to have finding by following scientific procedural phases starting from problem formulation, data collection, data analysis, and concluding. The final objective of Poem Appreciation course is producing poem based on the poem that have been learnt through inquiry phases. In sum, the results of exploration and needs analysis lead to the needs of model prototypes of lesson plan, syllabus, scenario, and evaluation for Poem Appreciation course by Inquiry-Based Learning (IBL).

3. Conclusion

Poem Appreciation learning at Indonesian Language and Literature Education Department in the areas of Surakarta ex-residency and Yogyakarta Special Region had some problems and needs for the lecturers and students as the following: (1) the arrangement of lesson plan and syllabus, (2) the implementation of learning procedure, (3) the implementation of evaluation, (4) the utility of strategy, method, learning techniques or models which are innovative, effective, and students centered. During the lesson plan arrangement, the problems found were the incomplete components of lesson plan and the development of lesson plan into syllabus. In the context of the implementation of Poem Appreciation learning procedure, most lecturers used expository method combined by discussion method, and presentation; but all of these methods have been ineffective in improving students' liveliness and independency in learning. In terms of learning evaluation, some practices were not in line with the principles such as the imbalance among affective, cognitive, and psychomotor assessments; the absence of innovative strategy/model/method which can improve the students liveliness and self-regulated learning as well as their motivation for learning. Based on the problems and needs encountered by lecturers and students, model prototypes of lesson plan, syllabus, scenario, and evaluation which are Inquiry-Based Learning (IBL) are needed.

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