

Application of Acrostic Techniques to Improve Poetry Writing Skills

Ayu Herawati

SMA Negeri 2 Wates, Indonesia

ayuherawati99@gmail.com

Siti Isnaniah

UIN Raden Mas Said Surakarta, Indonesia

sisnaniah7@gmail.com

Abstract

This classroom action research aims to improve students' poetry text-writing skills. The technique used is the Acrostic Technique which can help students more easily come up with ideas in writing poetry texts. The results of the poetry text written with this technique also look unique. Students first write an exciting poem title. Furthermore, the title of this poem is written vertically and used as the first letter of each line of poetry written by students. This research was conducted on students of class X MIPA 2, SMA Negeri 2 Wates, Kulon Progo, Yogyakarta. Before taking action, the students' initial abilities to write poetry were first measured, namely, the pre-action stage. In the pre-action, 0% of students scored more than 75. In the first cycle, the results showed that 17 out of 36 students or about 47.22% scored according to the success criteria. Students who were motivated during learning were as much as 25%. In cycle II, the results showed that more than 75% of students felt that learning to write poetry using the Acrostic Technique was interesting and fun. Students' poetry writing skills improved after the Acrostic Technique was applied in cycle II. All students in cycle II scored more than 75 if the percentage was 100%. The criteria for the success of the action have been achieved in cycle II. The findings of this study are useful for students, teachers and schools in improving the quality of learning, especially improving writing skills.

Keywords: *acrostic technique, poetry, writing skills.*

1. Introduction

Education is important in shaping human character. In the current education curriculum in Indonesia, education is not only used as a tool to impart knowledge. However, it is also used to shape students' attitudes, spirituality, and skills. Teachers not only deliver material but also as facilitators for students to develop their potential and skills (Mubarok, 2020).

One of the lessons taught in education in Indonesia, of course, is learning Indonesian. Winahyuningsih (2017) explained that in learning Indonesian, students are directed to be able to communicate orally and in writing. Language learning needs to be used to grow students' communication and social skills, appreciate culture, and increase imagination and creative expression.

One of the skills that can be improved by language learning is writing skills. Writing that can be made by students can be scientific writing or related to literature. This writing activity will make students more creative and innovative (Winahyuningsih, 2017).

Writing can also convey information with a specific purpose between scientific writing and literary work writing is undoubtedly different. By improving writing skills, it will certainly be easier to come up with interesting ideas (Triaji, 2021). Improving writing skills is also expected to improve the character of students (Saputro, 2017).

Saputro (2017) further explained that by writing (both writing literary works and others) the results of students' thoughts could be recorded and reread. The results of this thinking must be poured by students in writing. In the future, students' writings can be read again, both by themselves and by others.

According to the 2013 curriculum in Indonesia, students can learn several literary writing skills, one of which is poetry. It is showed on basic competence 4.7 which requires students to be able to “write poetry by paying attention to the building blocks (theme, diction, language style, imagery, structure, appearance)”. Before developing writing skills, especially writing poetry, students are usually given knowledge lessons. A good understanding can have a good influence on the writing skill activities that are carried out afterward. The students’ poetry writing results will be better.

Poetry can be interpreted as a literary work expressing meaning implicitly. The reader will have a different experience reading a poem because the poem’s content is written implicitly. The meaning of each reader may be different. Sentences in poetry can be called poetic sentences. The words also used usually contain connotative meanings (Humaira, 2018).

Poetry can also be used as a place for one’s self-expression. Poetry writers not only transfer thoughts into words but also add beauty to the words. Besides being able to enjoy its beauty, poetry also presents the meaning of life contained in it. Readers can enjoy the beauty of poetry as well as learn the values of life in the content of a poem (Rishanjani, Rafli, & Zuriyati, 2019).

Poetry is usually written by paying attention to the choice of words. The poem’s author will consider whether the words used are in accordance with the desired rhythm or rhyme. The chosen words usually bring new meanings, according to the author’s wants. These words can also symbolize an idea that the author wants to convey. The selection and arrangement of words in poetry can form different personalities between authors, so uniqueness arises in the poetry (Windusari & Bahtiar, 2017).

Poetry is also a literary work that concretely expresses how the author feels. Feelings and thoughts are abstract things that are concreted through words in poetry. The content of poetry written by the author is usually related to events that are recorded in mind. This event is then written into a poem with attention to the element of beauty. The words that make up a poem are expected to make the reader feel the events in the author’s mind (Gloriani, 2014).

After conducting observations and interviews with class X students at SMA Negeri 2 Wates, it was found that most of the students did not like learning to write, especially writing poetry. Students feel unhappy if they have to practice writing poetry texts. More than 60% of students also feel that there is a need for interesting techniques in learning to write poetry because they find it difficult to come up with ideas when writing poetry. The use of interesting techniques can certainly help students in writing poetry. It proves that the techniques used have yet to be attractive so far. Therefore, learning to write poetry texts has yet to give maximum results. Using less interesting and innovative techniques makes students less interested in improving poetry text writing skills.

Sudrajat and Firmansyah (2020) explain that writing skills must be taught with effective techniques. Effective techniques will help students to be more creative in conveying information and ideas. It is certainly appropriate when applied to learning to write poetry. The idea written in a poem must be creative and interesting so the reader can accept the poem’s beauty.

According to Nisja, Mana, and Yusandra (2019), inappropriate techniques in learning to write must be addressed immediately. There is a need for updating techniques to train students’ writing skills, in this case writing poetry texts. The technique applied must be able to help students in developing ideas when writing poetry. Therefore, appropriate techniques are needed to deal with these obstacles. One technique suitable for learning to write poetry is the Acrostic Technique (Triswanto, 2019).

Hidayat & Indihadi (2018) said that learning to write poetry with Acrostic Techniques enables students to form word patterns vertically. Poetry written must have the initial linkage of the words in each line. Students can determine the title of an innovative poem and then develop the title to be the beginning of the word for each line of poetry he makes. Determining the initial linkage of words in each line can also be adjusted to the experience and imagination of students. With the application of this technique, it is hoped that students will be able to determine ideas, develop ideas into a complete poetry text, and determine the proper diction and elements of poetry building.

Therefore, acrostic techniques should be used to improve students' poetry writing skills. This technique is expected to improve the learning outcomes of writing skills, especially writing poetry for students of class 10 MIPA 2 SMA Negeri 2 Wates. The author then formulated research questions based on the statement of the background of the problem. The questions answered by this research are: 1) Can the acrostic technique increase students' motivation to learn to write poetry? Can the acrostic technique improve the poetry writing skills of X MIPA 2, SMA Negeri 2 Wates students?

This classroom action research is relevant to the research conducted by Prayitno (2013) entitled Improving Poetry Writing Skills Using Inquiry Techniques and Guided Practice. Prayitno explained that learning to write poetry must be done with the appropriate technique. Innovative techniques can make students motivated in writing poetry. If Prayitno used the Inquiry Technique and Guided exercises to improve his poetry writing skills, the researcher then innovates using the Acrostic Technique.

After doing the research, the researcher hopes that there are benefits that can be taken. The theoretical benefits are indeed related to educational insight for readers and researchers regarding learning writing skills using the Acrostic Technique which is increasing and the hope that this research can be used as consideration for similar research. In addition, researchers also expect practical benefits for students, teachers, and schools.

2. Method

Classroom action research is the type of research chosen in this study. Classroom action research describes the cause-and-effect relationship of treatment and explains what happens when the treatment is given (Arikunto, 2020). Classroom action research also describes the entire process from the beginning of the treatment to the impact of the treatment (Arikunto, 2020). In other words, the researcher wants to know the impact of applying the Acrostic Technique (treatment) on the students' poetry writing skills.

This study applies the model proposed by Kemmis and McTaggart. The flow of this

research model is spiral. Kemmis and McTaggart describe the flow of classroom action research in four stages (in Prihantoro and Hidayat, 2019): planning, implementing actions, observing, and reflecting. Data collection was carried out in the implementation of actions and observations.

a. Planning

Researchers determine alternative actions to be carried out at this stage. The researcher then determined that the Acrostic Technique was the alternative. Researchers prepare easy steps for students to understand when applying the Acrostic Technique in learning to write poetry. Second, the researcher prepares a lesson plan using this technique. Third, the researcher prepares research instruments and determines the time for conducting the research, including determining how many meetings will be carried out in one cycle. Fourth, the researcher prepares the writing assessment instrument according to the technique.

b. Action Execution

The action in this research is using Acrostic Techniques to improve students' poetry writing skills. The research actions are based on a lesson plan adapted to the steps in the Acrostic Technique. The main description of learning to write poetry with the Acrostic Technique is as follows.

- 1) Educators convey the benefits and objectives of learning
- 2) Educators and students discuss the learning material, namely writing poetry based on the building blocks.
- 3) Educators instruct students to make a word or group of words that can later be used as the poem's title.
- 4) The teacher gives instructions to write a predetermined word vertically.
- 5) Students then write lines of poetry starting with each letter in the specified word, which has been written vertically.
- 6) Students perfect their writings to become a complete poem based on the elements of poetry.

c. Observation

Observations were made during the action. The instruments used in the observations were observation sheets with field notes and tools for image documentation. Observations were made on several things: the process of action, the effect of the action on the motivation of students, the circumstances and constraints of the action, and other problems that arose during the action. The activities of students during the learning process to write poetry with the Acrostic Technique became the main focus. After the action was completed, the researcher also distributed a questionnaire after the action.

d. Reflection

Reflection is done to assess the success rate of learning to write poetry with Acrostic Techniques. This stage is carried out by analyzing the results of the implementation of the action (students' poetry writing) and the results of observations. Reflection is done to determine whether the next cycle is needed or not. Existing advantages are maintained while shortcomings are corrected. If, during the reflection process, the results of the action have yet to reach the indicators of success, then the next cycle must be planned.

This research was carried out in the even semester of the 2021-2022 academic year. In detail, the research was carried out in May-October 2021. During the May-October period the researchers conducted pre-action, implementation of the action, post-action, and compiled a research report. The place of research is SMA Negeri 2 Wates. The researcher chose the research subjects of class X students of SMA Negeri 2 Wates. Subject selection was determined by sampling technique. Thirty-six students in class X MIPA 2 were selected to be research subjects. The X MIPA 2 students were then given an action when learning to write poetry using the Acrostic Technique.

The data in this study were collected using test techniques, observation, documentation, questionnaires, and interviews. The test is used to measure the students' skills in writing poetry through the application of the Acrostic Technique. The instrument set for the test is the Poetry Writing Assessment Rubric. Observations were made

to obtain data in the form of a description of the learning process and observations of the number of students who followed the lesson well when writing poetry using the Acrostic Technique. Documentation was used to record the observation process and help as supporting data for other instruments. While the questionnaire method was used to see the motivation of students to write poetry, the questionnaire was given during pre-action and post-action. The type of questionnaire given is a closed questionnaire. The questionnaire given by the researcher at the time of pre-action and post-action was more or less the same, namely to find out the motivation of students during learning to write poetry. The difference is, the pre-action questionnaire is to find out students' motivation towards learning to write poetry before being given the Acrostic Technique action, while the post-action questionnaire is to find out students' motivation in learning to write poetry using the Acrostic Technique.

During the distribution of the questionnaire, the researcher also conducted interviews. Interviews were conducted after administering the pre-action and post-action questionnaires. The researcher randomly selected 2 students to be asked questions related to motivation when learning to write poetry. This interview was also used as a support for pre-action and post-action questionnaire data.

Researchers used qualitative descriptive analysis techniques. This technique is the researcher's step to describe poetry writing skills before and after giving the action. The test instruments used in this study were analyzed using the Poetry Writing Assessment Rubric. The results of the scores obtained after the test can show a description of the students' poetry writing skills because they are analyzed using the rubric. As for the observations made, the researchers captured the moments that occurred using pictures and field notes. Pictures can visually show the events that occurred while field notes can describe in detail the events during the lesson.

Action research can be successful if there is a change in a good direction after the treatment. The indicators of the success of the action in this research are divided into two things. First, if the learning process is fun, it indicates that 75% of students think learning to write poetry is fun and interesting.

Second, success is obtained if 75% of students get a minimum score (KKM/passing grade) of 75 in poetry writing skills.

3. Findings and discussion

Before the implementation of the action began, the researcher held a pre-action activity to determine the student's initial ability of Class X MIPA 2 in writing poetry texts. The pre-action stage was carried out on May 9-10, 2022. Researchers conducted an initial test of the practice of writing LHO texts to students. The initial ability to write poetry can be seen from the practice of writing poetry. In addition, the researchers also distributed questionnaires to determine the student's initial interest in learning to write poetry texts. All 36 students took the initial test and filled out the questionnaire given.

The results of the pre-action questionnaire showed that as many as 23 students or 63.9% stated that sometimes they liked writing poetry texts while eight students or 22.2% immediately stated that writing poetry texts was not fun. Only five people, or 13.9%, stated that writing poetry was fun. It shows that most students think writing poetry is less fun.

The results that have been described align with the results of the question of whether students are happy if they get a practical task of writing poetry texts. Most of the students, as many as 21 people or 58.3% stated that sometimes they were happy, while 30.6% stated that they were not happy with the activities of writing poetry texts. Only four students are happy with writing poetry texts or 11.1%.

Students are also asked whether they often do poetry text-writing activities outside learning hours. The results showed that as many as 19 students or 52.8% answered that the activity of writing poetry texts was never done, while 13 people or 36.1% answered sometimes, and only four people or 11.1% answered yes or often. The information shows that learning to write poetry has yet to be carried out optimally. Learning to write poetry texts is learning that requires actual practice, meaning that students cannot be given theory alone. Students must often do these activities.

It certainly makes students feel that learning to write poetry is difficult. It was proven that only

three students or 8.3% stated that writing poetry was easy. Other students, as many as 17 people (47.2%) felt that writing poetry was a difficult activity, while 16 people or 44.4% felt that writing poetry was sometimes difficult.

From these results, many students still have difficulty expressing ideas or ideas in writing poetry. Following the answer to the question, "Do you easily get ideas when writing poetry?". A total of 24 students or 66.7%, answered that sometimes it is easy to get an idea, and sometimes tricky. Nine students or 25% immediately answered no, while only 8.3% (3 people) found it easy to get ideas.

The researcher then concluded that students needed specific techniques in writing poetry texts. It is evident from the answer to whether learning to write poetry has been using specific techniques. A total of 17 students or 47.2% answered that learning to write poetry still needed using specific techniques so far. Only three people claimed to have used specific techniques in learning. Students also stated they were happy if writing poetry was done in interesting and fun steps. A total of 29 students or 80.6% answered 'yes' or were happy with learning using fun steps, seven people or 19.4% answered sometimes, and 0% or no students answered 'no'. It shows that students will be inspired if learning uses specific techniques that are interesting and fun.

So far, students feel that learning to write poetry is less interesting and enjoyable. The number of students who stated so was 16 people or 44.4%. Only four students felt that writing poetry texts was an interesting and fun activity or 11.1%. Other students, as many as 16 people or 44.4% felt that writing poetry was only fun and interesting sometimes. Students' perceptions of writing poetry text activities need to be changed.

Students of class X MIPA 2 still think that writing poetry texts is an activity that is sometimes fun. Students do not care about writing poetry texts because there needs to be guidance for writing poetry texts at school. Even though most students feel happy when writing poetry are done in interesting and fun steps.

In addition to using a questionnaire, a writing test was conducted before pre-action to gather students' initial skills in writing poetry. The assessment on

writing poetry using the used assessment rubric for Writing Poetry. The results showed that all students have yet to reach the score limit according to the criteria, namely 75. If it is a percentage, then 0% of students reach 75. The average score obtained by students is 67, with the highest score being 74 and the lowest value 59.

The assessment of the practice of writing poetry uses guidelines for assessing poetry writing with several aspects. The aspects of the assessment include aspects of the content and building elements of the poem. In the aspect of the content that is assessed are the ideas or ideas written, whether they are in accordance with the theme or not. In the aspect of the building elements of poetry, several components are assessed: typography, diction, rhyme, a figure of speech, and imagery. For typography, an assessment is made of whether the typography written by students is attractive and easy to read. For diction, judgment is made on the words used, whether they are precise, clear, or appropriate. Then for rhymes and figures of speech, an assessment is made on whether the rhymes and figures used are appropriate and interesting. For images, it is the same as for rhymes and figures of speech, whether the images or imagery used are appropriate and interesting or not.

Questionnaires and observations during pre-action showed that the writing skills of class X students of SMA Negeri 2 Wates were still lacking. The interest of students in learning still needs to be improved. Students who are enthusiastic about learning are still less than 75%. The data from this pre-action were then taken into consideration for corrective actions. After that, the researcher continued giving action in cycle I.

The first cycle of this research was carried out on 23-24 May 2022. In cycle I, the researchers applied the Acrostic Technique in learning to write poetry. Researchers have prepared appropriate learning tools and instruments for the cycle I.

During the implementation of this first cycle, students were still less enthusiastic about learning, some were less focused and some needed to be more enthusiastic. Based on the observations, of the total number of students, only 25% followed the lesson well. Students who are happy and motivated are also 25%.

In this first cycle, the students' poetry writing results also needed to meet the criteria for the success of the action. Only 17 out of 36 students scored more than 75. The percentage of students who scored more than 75 was 47.22%. Students obtained an average score of 74.5, with the highest score of 79 and the lowest score of 70. The average score in the first cycle showed an increase compared to pre-action. The increase that occurred was 7.5 points. This increase means there is a positive impact after the treatment given to learning, although it has yet to reach the indicator of the success of the action.

In the first cycle, the researcher observed that students still needed help understanding the learning steps because the teacher's explanation needed to be clarified. Learning in cycle I was also not conducive. Students need to be more focused on participating in learning and being enthusiastic. It happens because learning in cycle I has yet to be carried out optimally.

Based on the results of the first cycle described, the students' poetry writing skills still need improvement. The researcher then reflected on the implementation of the cycle I. The reflection presented several things to be improved for the next cycle. Some of these are:

- a. The conditioning of students at the time of writing poetry has yet to be maximized, so students are still less enthusiastic and less active in participating in learning.
- b. The teacher's instructions could be more explicit, so that students understand learning and the results of writing skills have yet to reach the success criteria.

The reflection made in the first cycle was then used as material for improvement in the second cycle.

The action in cycle II was carried out on June 13-14, 2022. The learning steps for cycle II and cycle I were not much different. Students were still asked to write poetry with the Acrostic Technique. The difference lies in the learning process; researchers prepare the learning process better. The conditioning of students is also better so that students can focus more and understand the steps of learning using Acrostic Techniques.

In cycle II, the action learning process has gone according to plan. The improvement needs from the reflection of the first cycle have been carried out in the second cycle. The learning process that occurred in cycle II has increased. It also definitely affects the learning outcomes of writing.

The interviews showed that students felt more enthusiastic, active, and focused on learning. The learning steps have been able to be understood by students so that they find it easier to write poetry. Students can prepare well before writing. In addition, discussions among students regarding the written text have also emerged. The conditioning of students in cycle II was also better than in cycle I.

The results of analysis of the observation data showed that more than 75% of the students had followed the learning process well. Students who were enthusiastic about learning are also more than 75%. Students who felt happy and motivated are more than 75% of the total. Students could listen to the teacher's explanation well and followed the teacher's instructions.

In addition to the improvement in the learning process, students also experienced an increase in the results of writing poetry. In the second cycle, the value obtained by the students was better than in the first cycle. A significant increase occurred in the second cycle. The number of students who scored more than 75 was 36 people. It means that 100% of students have scored more than 75. Therefore, it can be concluded that cycle II has met the criteria for the success of the action.

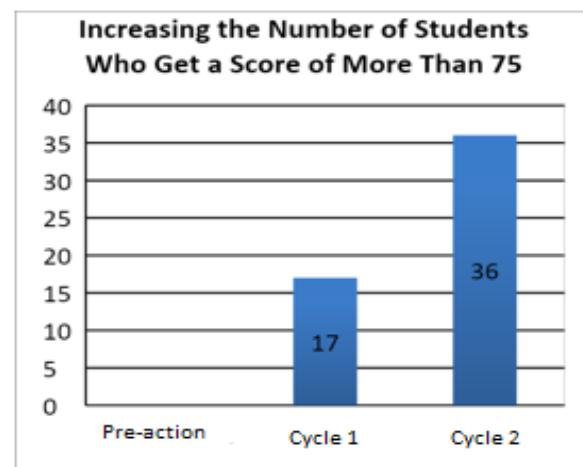
The students' poetry writing results in the second cycle had an average of 85, an increase of 10.5 points compared to the first cycle. The highest score in the second cycle was 92, while the lowest was 80.

The researcher then reflected on the second cycle. From the results of the reflection, it can be concluded that the learning carried out in the second cycle is good. Cycle I problems have also been fixed. Learning cycle II is more fun than cycle I. The results of cycle II have met the indicators of the success of the action, namely, 75% of students consider that learning to write poetry is fun and engaging, and more than 75% of students have scored more than 75 in writing practice. The research stopped in cycle II.

The following diagram presents data on the increase in the number of students who scored more than 75 in pre-action, cycle I, and cycle II.

Figure 1

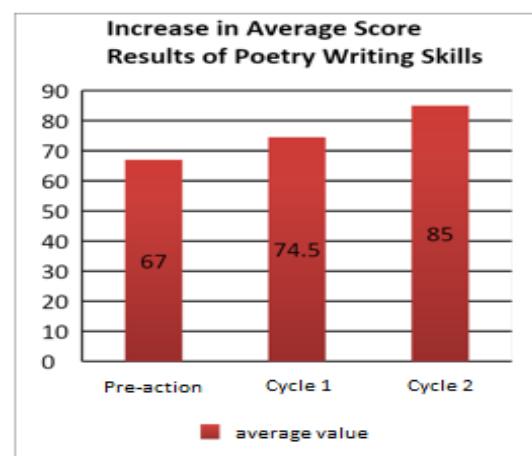
Bar chart of the increase in the number of students who get a score of more than 75



The increase in the average score of students' poetry text writing skills is also shown in the following graphic form.

Figure 2

Bar Diagram of Increasing the Average Score of Poetry Writing Skill Results



From the table, it can also be seen that the average score increased from pre-action to cycle II. In the pre-action, the average score obtained was 67. The average increased to 74.5 in the first cycle. Then it rose again to 85 in the second cycle.

A post-action questionnaire also supports the results in cycle II. The questionnaire data shows that students feel happy to learn to write poetry using the

Acrostic Technique. At least 75% of students feel that learning using Acrostic Techniques facilitates the process of writing the text, makes learning enthusiastic, does not provide difficulties, motivates writing, gives a positive impression, and makes learning interesting and fun. Students also consider the Acrostic Technique suitable and must be applied in schools, especially in learning to write poetry.

The implementation of learning to write poetry for class X MIPA 2 SMA Negeri 2 Wates, carried out in two cycles, has improved the quality of the process and results. Improving the quality of the process can be seen in a more enjoyable learning atmosphere and students are more enthusiastic in learning. Improved results can be seen from the increased value of writing poetry from cycles I and II.

At the pre-action time, the teacher still needed to apply the Acrostic Technique in learning. Students seemed less enthusiastic about participating in learning to write poetry. It is because the learning process takes place boring. After finding and applying a learning method that increases students' interest in writing poetry, namely the Acrostic Technique, students become more active. Lazy students are reduced. Students are more enthusiastic and happier in doing poetry writing activities. It can be concluded that learning to write poetry using the Acrostic Technique experienced a significant increase in each cycle.

The results of students' poetry writing skills also experienced a significant increase. In cycle I, the number of students scored more than 75 was 17 people. This number has indeed increased compared to the pre-action which did not exist. The average score during the pre-action was 67 and increased to 74.5 in cycle I. In this cycle, students began to be interested in learning. Students enjoy doing the steps in the Acrostic Technique. Even so, students still need clarification in the learning process, so cycle II must be carried out.

In cycle II, the actions taken were almost the same as those in cycle I. The actions in cycle II experienced improvements, such as better time management and more explicit instructions. Student activities have increased a lot. Students are more enthusiastic. Learning also took place in

a conducive manner. The students understand the steps taken during learning well. Both teachers and students can enjoy learning activities to write poetry texts. The number of students who scored more than 75 has increased from 17 to 36. The average score of students in cycle II also experienced an increase compared to cycle I. The average value in cycle II was 85. It shows that 100% of the students had achieved a score equal to or more than 75. Criteria for success were achieved.

Classroom action research on the application of Acrostic Techniques to improve poetry writing skills in students of class X MIPA 2 SMA Negeri 2 Wates was only carried out until cycle II. The results of the second cycle are under the criteria of the successful action of the process and the value of writing poetry practice. The value of 100% of students has reached the criteria, namely 75. Seventy-five percent of students also consider the learning activities fun and interesting.

4. Conclusion

The objective of the study is improvement of poetry writing skills and students' motivation by using the acrostic technique. The researcher used an acrostic technique in two cycles. Based on the findings and discussion of the research given previously, the acrostic technique is proven to improve the quality of learning to write poetry for students of class X MIPA 2 SMA. The results of poetry writing skills can also be improved. The improvement of students' poetry writing with the acrostic technique can be seen from the improvement in the quality of the process and product. More than 75% of students actively participate in the learning process. In the second cycle, all students scored more than 75. The results of the actions taken up to cycle II have met the success indicators.

This increase in value indicates that implementing cycle I to cycle II actions can improve students' learning and practicing poetry writing skills. Application of Acrostic Techniques can also motivate increasing student interest in learning to create a pleasant and conducive atmosphere.

The researcher hopes the research results can be used by many parties, especially as a reference in learning to write in the future. The researcher

also suggests that other researchers can develop research that is relevant to the actions taken in this study. Acrostic techniques proven to improve poetry writing skills can be applied in learning other writing skills.

The researcher realizes that this research has many shortcomings. Many problems have yet to be revealed. Research from a different point of view or subject is still needed to reveal new problems and solutions, which can be helpful for further research.

References

Arikunto, S. (2020). Penelitian Tindakan Kelas: Edisi Revisi. Bumi Aksara.

Gloriani, Yusida. (2014). Pengkajian Puisi Melalui Pemahaman Nilai-Nilai Estetika dan Etika untuk Membangun Karakter Siswa. *Semantik*. 3(2), 97-113. DOI: <https://doi.org/10.22460/semantik.v3i2.p97%20-%20113>

Hidayat, G. T. & Indihadi, Dian. (2018). Teknik Akrostik dalam Penulisan Puisi. *Pedadidaktika: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*. 5(2), 103-109. <https://ejournal.upi.edu/index.php/pedadidaktika/article/view/7233>

Humaira, Hera W. (2018). Analisis Sosiologi Sastra Puisi Tere Liye sebagai Pembelajaran Sastra di Masyarakat. *Lensa: Kajian Kebahasaan, Kesusasteraan, dan Budaya*. 8(2), 131-160. DOI: <https://doi.org/10.26714/lensa.8.2.2018.131-160>

Mubarok, M.Z. (2020). Keefektifan Pembelajaran Menulis Teks Puisi Menggunakan Model Think Talk Write (TTW) Berbasis Media Gambar pada Peserta Didik Kelas VIII SMP Negeri Kertanegara Kabupaten Purbalingga Tahun Ajaran 2019/2020. *Sasindo: Jurnal Pendidikan Bahasa dan Sastra Indonesia*. 8(2), 1-9. DOI: <https://doi.org/10.26877/sasindo.v8i2.6819>

Nisja, I., A.M., Lira Hayu., & Y, Titiek Fujita. (2019). Perbandingan Pembelajaran Menulis Teks Laporan Hasil Observasi dan Teks Eksposisi Menggunakan Model Pembelajaran STAD Berbasis Web. *Jurnal Gramatika: Jurnal Penelitian Pendidikan Bahasa dan Sastra Indonesia*. 5(2), 225-235. <https://doi.org/10.22202/JG.2019.V5i2.3480>

Prayitno, Hendi W. 2013. Peningkatan Keterampilan Menulis Puisi Menggunakan Teknik Inkuiri dan Latihan Terbimbing. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 2(2), 1-10.

Prihantoro, A. & Hidayat, Fattah. 2019. Melakukan Penelitian Tindakan Kelas. *Ulumuddin: Jurnal Ilmu-Ilmu Keislaman*, 9(1), 49-60.

Rishanjani, F.A., Rafli, Zainal., & Zuriyati. (2019). Representasi Ketidakadilan pada Kumpulan Puisi Nyanyian Akar Rumphut. *Dialektika*. 6(1), 54-79. DOI: <http://doi.org/10.15408/dialektika.v6i1.11561>

Saputro, A.N. (2017). Pengembangan Buku Ajar Menulis Sastra yang Berorientasi pada Pembentukan Karakter Siswa. *Jurnal Gramatika*. 3(2), 183-193. DOI: <http://dx.doi.org/10.22202/JG.2017.V3i2.2024>

Sudrajat, R.T. & Firmansyah, Dian. (2020). Peningkatan Kemampuan Menulis Teks Laporan Hasil Observasi Dengan Menggunakan Pendekatan Discovery Di Kelas X SMA XIX Kartika 1 Bandung. *Semantik*. 9(2), 157-162. DOI: <https://doi.org/10.22460/semantik.v9i2.p157-162>

Triaji, Wisnu. (2021). Penerapan Model Picture and Picture Dalam Pembelajaran Menulis Pantun pada Siswa Kelas VII SMP Negeri Kunduran Blora Tahun Ajaran 2017/2018. *Jurnal Sasindo*. 9(1), 128-136. DOI: <https://doi.org/10.26877/sasindo.v9i1.10649>

Triswanto, Dwi., Mujiyanto, Gigit., & Ivana, Laili. 2019. Peningkatan Kemampuan Menulis Puisi dengan Teknik Akrostik. *Dialektika: Jurnal Bahasa, Sastra, dan Pendidikan Bahasa dan Sastra Indonesia*, 6(2), 126-138. <http://dx.doi.org/10.15408/dialektika.v5i1.6295>

Winahyuningsih, C.E. (2019). Peningkatan Kemampuan Menulis Cerpen Berdasarkan Pengalaman Pribadi dengan Metode Resitasi pada Siswa Kelas XI KRB SMK Negeri 1 Rembang Tahun Ajaran 2017/2018. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*. 7(1), 1-15. DOI: <https://doi.org/10.26877/sasindo.v7i1.6511>

Windusari, Tri & Bahtiar, Ahmad. (2017). Menyeliski Gaya Bahasa dalam Kumpulan Puisi Hujan Bulan Juni Karya Sapardi Djoko Damono. *Dialektika*. 4(2), 166-188. DOI: <https://doi.org/10.15408/dialektika.v4i2.7451>