IJIET, e-ISSN 2548-8430, p-ISSN 2548-8422, Vol. 4, No. 1, January 2020

International Journal of Indonesian Education and Teaching
http://e-journal.usd.ac.id/index.php/IJIET
Sanata Dharma University, Yogyakarta, Indonesia

DEVELOPMENT OF POETRY TEACHING MATERIALS BASED ON CREATIVE PROCESS

Suherli Kusmana[1], Jaja Wilsa[2] and Astiwati[3]
Universitas Swadaya Gunung Jati and Sekolah Menengah Kejuruan Terpadu Al-Ikhwan, Tasikmalaya
suherli2@gmail.com[1], jajawilsa@gmail.com[2], and astiwati19@gmail.com[3]
https://doi.org/10.24071/ijiet.v4i1.2326
received 19 December 2019; accepted 29 December 2019

Abstract
This study aims to overcome the problem of the quality of Indonesian language learning outcomes in high schools (SMA), especially the topic of poetry texts which are still low. The results of this study are intended to assist the government in improving the quality of the implementation of the 2013 curriculum at the high school level. The weakness of applying the 2013 curriculum is the limitations of teaching materials, including poetry text teaching materials. Learning this material is expected to encourage students to express their thoughts, feelings, and ideas through beautiful, rhythmic language, literary values but not offending others. The method used in this research is research and development with five selectedliterary writers who are productive in producing poetry texts. Next, in testing the developed teaching material, students from SMA Negeri 1 Manonjaya Tasikmalaya were chosen. Teaching material developed based on the poet's creative process in producing literary works of poetry text is combined with the composition of basic competencies based on the curriculum with scientific presentation. Teaching material which is evaluated based on content, presentation,language, and graphic criteria by academics and practitioners meets the eligibility criteria as teaching material in high school. Based on the testing of the application of teaching materials, it was found that the teaching materials were able to encourage students to produce quality poetry texts. Indonesian Language learning also takes place effectively in achieving goals.

Keywords: creative process, poetry text teaching material

Introduction

The development of poetry text teaching materials in high schools is very important because in their teens, the ability to express ideas, thoughts, and feelings is directed at the development of creativity. Competencies developed as mandated in the curriculum are to recognize, examine, and produce poetic texts. Learning outcomes with poetry text material is to produce works in the form of poetry texts. However, there are still many poetry works made by students which are plagiarism, works that are lacking in, works that can offend other parties. High

school students must be able to avoid poetry activities that do not reflect the attitude of a student who entrusts a moral message to his readers through poetry. Therefore we need good teaching materials that are relevant and in accordance with the current development of society. Development of teaching materials that are relatively new is still being done (Brian, 2012: 143; Du Toit, 2014: 25) including those excavated from the field and the environment.

Poets are poetists whose works have been accepted as excellent literary works of art. Poets write poetry by applying creative and imaginative processes, armed with an understanding of a work. Teaching material extracted and developed from the creative process carried out by the poet in carrying out the creative process will be able to challenge and encourage high school students to develop the ability to express ideas, feelings, and thoughts properly. Poetry text teaching material presented based on the creative process (Du Toit, 2014: 25; Vass, 2001: 102) is not yet available so the results of this study will be very useful, both for scientific development and for learning Text Poetry in high school. This research starts from a study of the need for teaching materials in high school and then a descriptive study of the creative process by the poet. By using the results of the study of the 2013 Curriculum concept, the results of the study of the need for teaching materials, and the results of the study of the poet's creative process, prototypes of Poetry Text teaching materials are developed based on the creative process. The prototype that was compiled was then validated by experts and practitioners, then revised and finally conducted a trial. The testing activities are carried out in the form of learning to high school students in accordance with the teaching material that they are supposed to learn.

Teaching Material

Teaching materials are materials used by students to be able to learn. Teaching material is a set of information that must be absorbed by students through enjoyable learning (Iskandarwassid and Sunendar, 2011: 171). This means that in preparing teaching materials students are expected to really feel the benefits of teaching materials or materials after they learn them. Thus, teaching material is a set of learning tools or tools that contain learning materials, methods, boundaries, and ways to evaluate systematically and attractively designed in order to achieve the expected goals, namely achieving competence and subcompetence with all its complexity (Lestari, 2013 : 1).

Teaching materials should make it easier for students who have difficulty in understanding learning material, are able to meet the needs of students, information is presented to be learned by students which contains all the material or theory of learning, is complete, so that students no longer need to look for other sources of material, follow technological developments, and makes it easier for users when they want to use it (Jannice, 2009: 33; Hapsari, 2016: 22). Teaching material is one of the most important parts in the learning process because there is a number of information, instructions, processes, and evaluations that support learning activities (Nag et. Al., 2018; Hamdani, 2011; Kusmana et al. 1919) to reach the goal. Therefore, every material, both instruction and information exposure; presentation; use of language; and the writing graphics are helpful and

friendly to the wearer. Good teaching materials not only contain knowledge, but are developed in a quality way and use a theoretical foundation. For this reason, inorder to produce teaching materials that are capable of carrying out their functionsand roles in effective learning, teaching materials need to be designed and developed using the latest approach.

The development of the latest teaching materials uses the Content and Language Integrated Learning approach or CLIL (Doiz, 2014: 209-224), with stages: (1) establishing context, (2) examining models / examples; (3) guided construction; and (4) independent construction through scientific procedures (scientific) through the 5M pattern consisting of: observing, questioning, gathering information, reasoning, and communicating (Kusmana, 2016: 9; Yani, 2014: 110). Based on CLIL, the teaching materials used to develop students' competence in producing poetry texts can be developed from examining the processes carried out by poets in producing poetry.

Poetry

Poetry text is one of the teaching materials that can be used by teachers to develop students' basic competencies. Poetry text is one of the outcomes of student learning outcomes in Indonesian subjects in high school. Poetry according to Waluyo (2003: 1) is a literary work with a language that is condensed, shortened, and given a rhythm with a unified sound and selection of words (imaginative). Poetry is a form of work that expresses the thoughts and feelings of poets imaginatively and contemplatively (Setiawan, 2017; Taisin, 2014). Poetry can represent the thoughts and feelings of the writer expressed through the wrapping of language formed the physical and inner structure of the writer through a particular language. Suminto A. Sayuti (2008: 3) states that poetry is a form of language expression that takes into account the aspects of the sounds in it,which expresses the imaginative, emotional, and intellectual experience of thepoet drawn from his individual and social life ; expressed by a certain choice of technique, so it can evoke certain experiences in the reader or audience. From this understanding we can understand that poetry was created by a poet to convey a message to the reader either implicitly or explicitly to fulfill the inner satisfaction of a poet writer or poet. In Malay, there was only one term known as "rhyme" which meant poezie or gedicht. Poezie (poetry) is a type of literature that is paired with the term prose. Suryaman (2005: 20) states that poetry is the work of emotions, imagination, thoughts, ideas, tones, rhythms, sensory impressions, wordorder, figurative words, density, and mixed feelings with the attention of the reader. So poetry is the expression of one's heart whether it is sad, happy, and happy and the poem must use figures of speech so that the poem is interesting and the reader feels as if he has experienced what is happening in the contents of the poem. As according to Pradopo (2012: 7), poetry is an expression of thought that evokes feelings that stimulate, imagination of the five senses in rhythmic wording.The poem is a recording and interpretation of important human experience, then transformed into the most memorable form. Another opinion put forward byWarsidi (2009: 22) which states poetry as literary inventiveness is a manifestation of the experiences of poets expressed sincerely, as is, truly, and full of

imagination (imagination) with a language that is unique to sincerity, sincerity, wealth imagination and distinctive language also result in a variety of experiences expressed to be alive and captivating.

Creative Process

The creative process is the stages produced by a quality work and has a difference with other works. The work produced requires time and stages in the process so that it becomes a creative work. Creative processes refer to the sequence of thoughts and actions that lead to creative products (Lumbart, 1994). Poetry text is one of the creative products, because in the process of its creation it cannot be done immediately without a process. This is in line with what was stated by Noor (2012: 230-232) that a poet never departs and empty space or emptiness in creating poetry.

In producing creative work, a poet performs the process of contemplation by connecting his experience and thoughts as a reality with expressions that can also be thought and felt by others, even though they are different. Thus, all experiences that occur to the poet, both spiritual and physical will be described visuallythrough creative words. As a creative work, poetry has characteristics that reflect the poet's creativity in carrying out the creative process (Aninditaet.all., 2017; Nagет.al .: 2018; Kusmana, et.al. 2019). The poet's creativity is a process of internalizing the reality faced or experienced by disclosure to the reader. Thus, good poetry is the result of a creative process that illustrates the thoughts and feelings of a poet in interpreting reality into a work that can be read by others. Environment and atmosphere play an important role in the process of a poet in creating poetry (Noor, 2012: 262-266; Setiawan, 2017: 88-99) states that. Even in getting ideas from where and whenever, but to write them into creative work requires a special atmosphere.

In the poetry text there is something that can be described, either explicitly or implicitly. The picture not only presents the atmosphere, but also depicts color, weather, sound, and even smell. Viewpoints in seeing, interpreting, and describing something are aspects related to the poet's perception and subjectivity. Everything related to natural phenomena is a metaphor that can be used in expressing the experience of the soul in poetic words. Poetry works are fiction because events experienced by the poet are in words and no longer in their daily lives (Damono, 2012: 265-266; Setiawan, 2017). Therefore, literary works in the form of poetry cannot be measured to the size commonly used in everyday life. The creativework of poetry can be understood intelligently because it is written in the form of words, but it would not make sense if returned to real life. The creative work uses imagery to symbolize reality in the form of poetic words and can be enjoyed by readers. Poetry as a creative work that has the value of creativity was produced by a poet as a creative process.

Method

This research uses the Research and Development (R&D) research method as developed by Borg & Gall (1983). The results of this study are valid and effective teaching material products (Sukmadinata, 2012) for use in learning. The

development research model used with the ADDIE model consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation (Aldoobi, 2016: 68). Thus, the research procedures undertaken consist of the research phase of analyzing the need for teaching materials in high school, analysis of competency standards, analysis of the results of interviews with productive poets, development of teaching materials, validation of teaching materials, and testing of teaching materials. The next stage of development consists of developing teaching materials, validating and revising teaching materials for sub-materials identifying poetry texts. The evaluation phase of teaching materials is based on limited trials to find out the effectiveness of the use of teaching materials in learning poetry text material.

There are two categories of research subjects, namely research subject analysis of the availability of teaching materials and the results of interviews with poets about the creative process in producing quality poetry texts, and analysis of the need for developing poetry text teaching materials that are preferred by students. From this, the research subjects used were five Indonesian poets who were productive in producing poetry texts. Meanwhile, the subject of research at the time of product validation through the prototype assessment of poetry text teaching materials based on the poet's creative process was Indonesian academics and education practitioners. Furthermore, the research subjects in conducting a prototype trial of teaching materials were students at SMA Negeri 1 Manonjaya Tasikmalaya.

The instrument used in this study was an interview to explore the creative process carried out by poets in producing quality poetry, analytical guidelines for analyzing poetry texts, guidelines for teaching material validation to measure the validity of teaching materials, and tests used to measure learning success in using prototype teaching materials poetry texts based on the creative process. The data collected from the interview results were analyzed to obtain a synthesis of the process of writing poetry, while the data from the analysis of poetry texts was used as a starting point for learning poetry texts to high school students. Testresult data from the implementation of learning trials to measure the effectiveness of the use of teaching materials are processed using t-tests or significance tests of two means.

Result and Discussion

Result

Based on the results of interviews with the poets obtained information about the source of ideas in writing poetry. The source of ideas for writing poetry is based on impressive everyday events. These everyday problems are considered disturbing the poet's conscience but he can only express it through words or poetry. It is also possible that the source of the idea of the poem came from an everyday event but was quite memorable or impressive to the poet he received through the five senses. Poetry ideas can also be sourced from a life based on poetry readings and experiences.

The idea of writing poetry aside from social issues that bother poets or become something that is quite memorable for the poet himself. For example, the

idea of religious poetry comes from the experience of worship since childhood. Poetry with social topics originates from social problems which deeply disturb the poet's conscience. The idea of poetry can also be sourced from the poet's empathy in the social environment he observes, so that the idea of writing poetry is lifted from everyday experience or problems from those close to the poet. Even the idea of poetry is in the form of a poet's view of the nature of life and all its contents.

The idea of writing poetry can also come from objects observed by the senses but impress the poet. The idea, for example about panoramas, songs, music, culinary, books read, films watched, or memorable experiences while traveling or while traveling. However, the idea of writing poetry can also arise because there are competition activities, so that they are adjusted to the theme of the competition. Usually, from a competition the topic or theme of the competition is determined so that the poet uses the source of ideas from the theme determined bythe committee.

With regard to the creative process, from the results of interviews with poets about the creative process they have the view that the understanding of the elements of poetry must be owned by the poet's writer. Therefore, understanding literary elements is a must for a writer, before writing literature. Understanding poetic elements can color the poetry products he writes. Understanding the elements of photography, rhyme, rhythm, images, diction, and language style. A poet writer must also understand the characteristics and forms of poetry, so that when writing poetry his creativity does not go too far out of the conventions of a poetry feature. Poet writers must also understand the patterns of writing rhymes, gurindam, carmina, poetry, or free poetry. A poet writer should also be able to understand the types and forms of poetry, for example there are forms of symbolicpoetry, narrative poetry, and can distinguish between poetry and prose.

From the understanding of the literary elements, the characteristics of poetry, the types of poetry, and the forms of poetry, the poetry writer's creativity grows in producing a work of poetry. Poems made by poet writers are inspired by the characteristics, types and forms of poetry that have been circulating so far. It is possible, novice poet writers have the creativity to work based on their analysis of the works of poetry that exist today. From this analysis poetry can be produced based on the poet's culmination of phenomena and mastery of the types, shapes and characteristics of poetic texts. Thus, in general poets write poems that are beautiful, good, and their contents are stable because they understand the nature ofpoetry, understand the characteristics of poetry, types and forms of poetry. However, there are also poets who when producing poetry do not depart from an understanding of the elements of poetry, but are based on the poet's intuition of the phenomena witnessed or experienced which are expressed into beautiful expressions.

The creative process undertaken by poets in writing poetry is (1) absorbing information; (2) cultivate and pursue; (3) get or produce creative ideas; (4) reflecting creative ideas into work; (5) elaborating. In the initial stage, the poet absorbs information obtained both from natural (external) phenomena and based on the thoughts and feelings within the poet (inside). From the results of absorbing this information, then a poet conducts a settlement (incubation) with a

point of view from his own opinion and from the viewer's view. This process depends on the sharpness of the poet in reflecting information into poetic form. When writing poetry, the poet uses his own knowledge of poetic texts and poetic ideas or ideas as works of art. The final stage of the creative process of producing poetry is the editing process which is highly determined by the poet's knowledge of the building elements of a poem and the poet's experience in producing poetry as a creative work. From the editing stage produced a quality poem as the end result of a poet's creative process.

The process of pondering or settling a poet in creating poetry is determined by intellectual ability, insight, and literary experience. In settling phenomena or thoughts and feelings associated with instincts and the sharpness of feelings of a poet in processing and pondering problems. Therefore, at this stage there are poets who in a short time can produce poetry from the creative process but there are also poets who need a longer period of time.

At the editing stage of poetry as an initial creative product, a poet uses his knowledge of the use of poetry-building elements. Knowledge of these elements can beautify poetry so that the application of diction which has a beautiful rhyme in a poem or even produce an atmosphere of creative poetry. The editing process also depends very much on the experience of the poet in producing poetry. From the experiences experienced by the poet in displaying the creative work, a beautiful poem will be produced that is also pleasant to read or presented to the public.

Based on the exposure of the poet's experience in writing poetry it can be illustrated that the creative process undertaken is: (1) capturing information, both external phenomena (outside) or thoughts and feelings of self (inside); (2) processing information to settle and incubate; (3) produce poetry texts with stimulus from poetic ideas and poetic knowledge; (4) editing based on reflection on the fulfillment of poetry-building elements so that they can be understood and enjoyed by readers. The intended creative process can be described as the following picture.

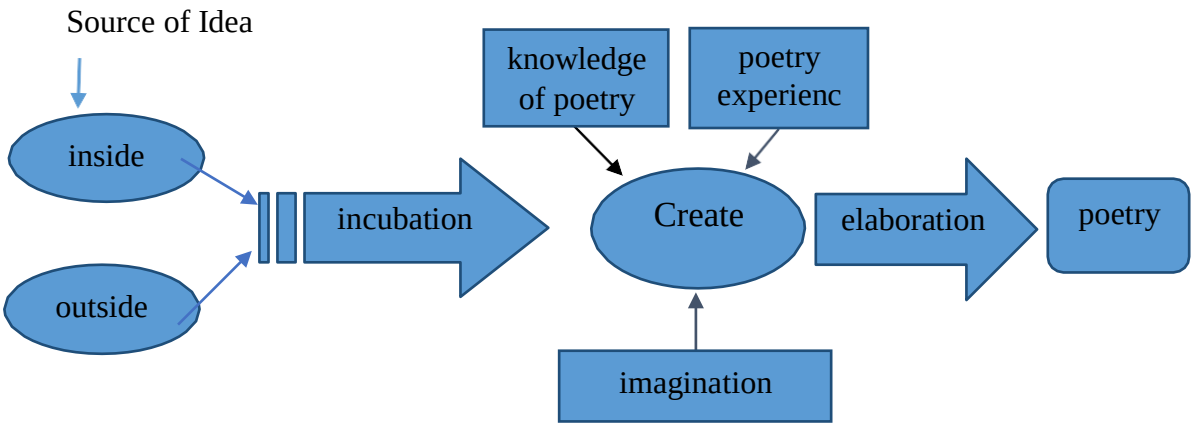


Figure 1. Creative Process of Creating Poetry

Discussion

Based on the exposure of the creative process carried out by a poet associated with basic competencies in the curriculum, teaching materials can be made that combine the two. Poetry text teaching materials whose competency development starts from knowledge to skills with its output is poetry text by students combined with creative processes. Therefore, in developing poetry text teaching materials for high school students it is necessary to consider the creative process carried out by poets. In general, poetry text teaching materials are developed based on the understanding of poetics on basic competencies that must be mastered.

The basic competencies set out in the curriculum are: (3.16) identifying the atmosphere, themes, and meanings of some poems contained in anthology poetry books or collections of published poems that are played or read; (4.16) demonstrating (reciting or musicalizing) a poem from the poetry anthology or collection of poetry by paying attention to vocals, expressions, and intonations; (3.17) analyze the building elements in poetry; and (4.17) Writing poetry by paying attention to the building elements. These basic competencies are combinedwith the creative process carried out by the poet into teaching material. The merger can be made in the concept map as follows.



Figure 2. The Main maps of Text Poetry Teaching Materials for High School

Poetry text teaching materials for high schools as described in the concept map above are then validated by language learning experts and practitioners or Indonesian language teachers in high schools. Validation is based on a review of content compatibility with curriculum, presentation, language, and graphics. Of the four components of the validation obtained scores from the validators. Based

on the results of their validation it is known that the average score of the validation results reached 96.75 out of a total score of 100. This means that the teaching material developed included in the category is very feasible to be used in learning for high school students.

From the test results of poetry text teaching materials developed based on the creative process carried out by the poet, it is known that from the results of the trial using the pre-test and post-test design, the t-value obtained is greater than the value of the table. This means that the difference in average scores achieved by students after following the learning of poetry texts through teaching materials developed based on the creative process is declared to be trustworthy.

Poetry text teaching materials for high school students that are still limited can be enriched by the efforts of teachers in developing teaching materials based on the creative process carried out by poets in producing poetry works. Teaching materials developed must be in accordance with the conditions of the development of civilization, so students can easily understand the teaching material presented in learning. Based on the experience of poets in the creative process, it turns out knowledge of poetry and literary experience has a role in producing creative works (Kusmana et.al. 2019; poetic knowledge in poets can be used for theprocess of settling phenomena or experiences experienced. Meanwhile, knowledge of the building blocks of a poem become material for the poet to reflect on or make improvements at the stage of revision of the work of poetry.

The creative process of each poet is different, but in general it can be illustrated that the creative process is almost the same, namely getting ideas from phenomena or experiences, then experiencing the incubation process, then when producing works with stimuli from the imagination process, and the final part is revising by means of reread, change diction to have rhymes, change the order of lines, and see the full meaning so that creative work is obtained.

The development of poetry text teaching materials based on the creative process is an alternative provision of teaching materials that are suited to the needs of students and teachers. Learning with material based on poetry texts has outcomes so that students produce poetry texts as creative works. Poetry producedby students is more varied than learning with teaching materials contained in textbooks. Teaching material developed along with the creative process carried out by poets in producing poetry. Learning oriented towards student work products needs to be done based on the experience of the process of producing thecreative work so that the stages of producing a product are in line with that carriedout by professionals. However, the basic competencies that must be achieved as stated in the curriculum remain the main material as the minimum competencies students must have.

The development of teaching materials needs to be judged by their quality based on the assessment of the content or presentation, language, and graphics used in the teaching materials. From the four components, the teaching materials undergo an adjustment process with a basic framework as fulfilled in the development of textbooks. Development of teaching materials is basically the taskof a professional teacher, but not all teachers have these competencies, therefore the results of research on the development of teaching materials become an

alternative for teachers in choosing teaching materials varying in implementing learning.

Product-oriented learning as a pedagogical concept of genre can increase student enthusiasm. By using stage (1) build context; (2) introduction of creative work models; (3) scaffolding to produce models; and (4) producing creative work independently. Stages of learning like this are in accordance with the application of teaching materials developed based on the poet's creative process in producing poetry. Therefore the same response also occurs during the learning trials using teaching materials that are developed based on the creative process, the responses of students are very enthusiastic and the resulting work products are more varied. Poetry text teaching materials that are added to the creative process in producing works are in line with similar learning from teaching materials developed based on the poet's experience in producing poetry texts (Kusmana, Jaja, and Mutiarasari: 2019). The students have different responses to learning that uses teaching materials taken from textbooks, students are encouraged to be more creative in producing poetry texts that they make.

Conclusion

Based on the explanation and discussion of the results of this research and development it can be concluded that the creative process carried out by the poet (1) absorbs information from the senses, experiences, the results of thoughts about something that has the potential to become poetry texts; (2) processing information until it undergoes an incubation process; (3) Contemplating to create creative work; (4) Doing elaboration and reflection on the creative work that is produced; (5) elaborating or testing a work of poetry. The creative process is generally carried out by poets in producing quality poetry text works.

Teaching material that is developed based on the creative process carried out by the poet gets validation as a teaching material that has eligibility, both in terms of content, presentation, language, and graphics. Based on the validation conducted by education experts and practitioners or experienced Indonesian language teachers, it is known that the teaching material developed has more varied contents and can motivate students to produce quality literary works. From the presentation component of teaching materials get an assessment that the presentation of teaching materials is more varied and can arouse students' literary competence, both verbally and in writing. The language used in teaching materialsgets an assessment that is very in accordance with the abilities and catching abilities of high school students so that the teaching material is easily understood by students. Likewise, the graphic component gets a good rating, by presenting photos or pictures of poets, there are even examples of poetry readings that can bedownloaded by students through their own devices so that they can be opened when they come home from school.

The application of poetry text teaching material developed from the poet's creative process to high school students obtained effective results. The application of teaching materials in classroom learning experiments is better than learning in control classes that use teaching materials available in textbooks. The outputs of the experimental class poetry text learning are more varied and in the form of

poems written by students who have literary quality and value when compared to poetry produced by students from the control class. Students' responses to learning by the teacher using poetry text teaching materials that are developed based on the creative process are very positive and can even motivate students to continue to develop their creativity.

References

Anindita, Kun. (2017). Diction in poetry anthology Surat Kopi by Joko Pinurbo as a poetry writing teaching material. *International Journal of Active Learning (IJAL), 2*(1).

Damono, S.D. (2012). *Sihir Rendra: Permainan makna*. Jakarta: PustakaFirdaus.

Daryanto & Dwicahyono. (2014). *Pengembangan perangkat pembelajaran (Silabus, RPP, PHB, Bahan Ajar)*. Yogyakarta: Gava Media.

Dewi, W. (2009*). Belajar menuang ide dalam puisi, cerita, drama*. Klaten: PT: Intan Pariwara.

Du, T.C. (2014). Towards a vocabulary for visual analysis: Using picture books to develop visual literacy with pre-service teachers. *Mousaion, 32*(2).

Giovanna, B. (2007). Mapping gendrered identity across language and cultures in Grace Nicols' Writing. Gale Educational Databased. *Culture and Literature.*

Hamdani. (2011). *Strategi belajar mengajar*. Bandung: CV. Pustakasetia.

Hartati, T. (2017) Conferencing approach in promoting writing ability: A classroom action research study on language creative writing in Indonesian language. *International Journal of Applied Linguistics, 7*(2), 294-301.

Hidayati, L. (2012). *Menumbuhkan karakter positif dengan menulis puisi*. Yogyakarta: Fire Publisher.

Hidayati, N., & Zulaeha, I. (2018) The effectiveness of poetry reading learning using dralatader model on extrovert and introvert senior high school student. *Seloka: Jurnal Pendidikan Bahasa dan Sastra Indonesia, 7*(1).

Iskandarwasid & Sukandar, D. (2012) *Strategi belajar pembelajaran bahasa*. Bandung: PT Remaja Rosda Karya.

Jabrohim, dkk. (2009). *Cara menulis kreatif*. Yogyakarta: Pustaka Pelajar. Johnson,

H. (2006). Supporting creative and reflective processes. *International Journal of Human-Computer Studies, 64*(10).

Komaidi, D. (2011). *Panduan lengkap menulis kreatifdan praktek*. Yogyakarta: Sabda Media.

Kusmana, S. (2016). Orientasi mata pelajaranbahasa Indonesia dalam kurikulum 2013. Prosiding Seminar Nasional. 17 September 2016.Yogyakarta: Program Studi Pendidikan Bahasadan Sastra Indonesia FKIP Universitas Ahmad Dahlan.

Kusmana, S., Jaja W., Mutiarasari. (2019). The development of poetry text materials based on poet's experience. *Advances in Social Science, Education and Humanities Research, 297*. https://doi.org/10.2991/icille-18.2019.80

Laksana, A.S. (2013). *Creative writing*: *Tip dan strategi menulis cerpen dan novel.* Jakarta: Gagas Media.

Lee, K. H. (2005). The relationship between creative thinking ability and creative personality of preschoolers. *10 International Educational Journal, 6*(2), 194-199.

Lestari, I. (2013). *Pengembangan bahan ajar kompetensi (sesuaidengankurikulum KTSP)*. Padang: AkademiaPermata.

Majid, A. (2012). *Perencanaan pembelajaran mengembangkan standar kompetensi guru*. Bandung: Rosdakarya.

Mulyasa. (2006). *Menjadi guru profesional menciptakan pembelajaran kreatifdan menyenangkan*. Bandung: Remaja Rosada karya Offset.

Murray, J., & Goldbart, J. (2009). Cognitive and language acquisition in typical and aided language learning: A Review of Recent Evidence from an Aided Communication Perspective. *Child Language Teaching and Therapy, 25*(1).

Nag, S., Snowling, M. J., &Mirković, J. (2018). The role of language production mechanisms in children's sentence repetition: Evidence from an inflectionally rich language. *Applied Psycholinguistics, 39*(2), 303-325

Noor, A.Z. (2011). *Puisidan bulu kuduk: Perihal apresiasi dan proses kreatif.* Bandung: PenerbitanNuansa.

Nurudin. (2012). *Dasar-dasar penulisan*. Malang: UMM Press.

Prastowo, A. (2013). *Panduan kreatif membuat bahan ajar inovatif*. Yogyakarta: Diva Press.

Priyatni. (2015). *Desain pembelajaran Bahasa Indonesia dalam kurikulum 2013*. Jakarta: Bumi Aksara.

Ruhimat, T. (2011). *Kurikulum dan pembelajaran*. Jakarta: PT Raja Gravindo Persada.

Sasaki, H., Iwasaki, S., & Takeya, M. (2006). Implementation of a framework for development of teaching material using distributed sharing virtual space. *Systems and Computers in Japan, 37*(14), 97- 106.

Sayuti, S. A. (2010). *Berkenalan dengan puisi*. Yogyakarta: Gramedia

Setiawan, W., & Yuliyanto, A. (2017). Wajah "Ryonen" dalam puisi "Biara" karya A. Muttaqin. *Jurnal Pena Indonesia*, 3(1).

Setyosari, P. (2013). *Metode penelitian pendidikan dan pengembangan*. Jakarta: Kencana Prenada Media Group.

Shabani, K., Khatib, M., Ebadi, S. (2010) Vygotsky's zone of proximal development: Instructional implications and teachers' profesionaldevelopment. *English Language Teaching, 3*(4).

Siswanto, W. (2008). *Pengantar teori sastra*. Jakarta: PT. Grasindo.

Sugiarto, E. (2013). *Cara mudah menulis pantun, puisi, cerpen*. Yogyakarta:Khitah Publishing.

Sugiyono. (2013). *Metode penelitian pendidikan*. Bandung: Alfabeta.

Sukino. (2010). *Menulis itu mudah*.Yogyakarta: Pustaka Populer LKIS.

Sukmadinata. (2010). *Metode penelitian pendidikan*. Bandung: Remaja Rosda karya dan Program Pascasarjana UPI

Suryadi, dkk. (1986). *Mengapa dan bagaimana saya mengarang*. Jakarta. PT. Gunung Agung.

Taisin, N. J. (2014). Genre puisi lisan tradisional Kadazandusun (Sudawil): Bahasa perlanan dalam Sudawil percintaan dan kasih sayang dari dimensi

alam dan budaya. ICLALIS 2013. *Procedia: Sosial and Behavioral Science 134*(2014), 291 – 297.

Tomlinson, B. (2012). Mqaterial development for language learning and teaching. *Language Teaching, 45*(2), 143-179.

Turkmen, H. (2015). *Creative thingking skills analyzes of vocational high school student*. *Journal of Educational and Instructional Studies in The World, 5*(10), 74-84.

Waluyo, H. J. (2003). *Apresiasi puisi*. Jakarta: Gramedia Pustaka Utama.

Warsidi, E. (2009). *Pengetahuan tentang pui*si. Bandung: PT. Sarana Ilmu Pustaka.

Yee, M .H., Yunos, J. M., Othman, W., Hassan, R., Tee, T. K., & Mohamad, M.M. (2015). Disparity of learning styles and higher orger thinking skills among technical students. *Procedia, Social Behavioral Sciences, 204*(2015) 143-152.