

# Condition of Poetry Appreciation Teaching Materials at Kuningan University

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**Abstract.** The purpose of this study was to reveal the condition of the teaching materials for the Poetry Appreciation course at Kuningan University. The research method used is descriptive qualitative by using interview and observation data collection techniques. Based on the results of interviews and observations, it can be concluded that the teaching materials used in the literature course "Appreciation of Poetry" are books and teaching materials from the internet. The book used is entitled Poetry Appreciation and Theory, Poetry Studies, and Poetry Appreciation Diklat. Sources from the internet are the basic concepts of appreciation, poetry analysis, and reading poetry. The results of the analysis of the RPS show that the books used to support learning are Poetry Appreciation Guidance, Poetry and Teaching Methodology, Poetry Theory, and Appreciation. The material given in the poetry appreciation course includes structural and semiotic analysis of poetry, basic concepts of appreciation, understanding of reading poetry, understanding of reclamation, understanding of musicalization, understanding of dramatization, and understanding of writing poetry. Examples are taken from the internet such as videos reading poetry W.S. Rendra and the musicalization of Ari Reda's poetry. Based on the analysis of learning outcomes, two things were found, firstly, a discrepancy between learning outcomes and the material, and secondly, a discrepancy between learning outcomes and the sourcebook used. The learning achievement in the Poetry Appreciation course is being able to. The material that should be given is poetry reading material, declamation, musicalization, dramatization, and writing poetry. However, the material provided is about the concept of poetry appreciation, definitions, goals, and benefits of poetry appreciation, the appreciation process, stages of appreciation, approaches in appreciating poetry, reading poetry and discussions about poetry, writing poetry, and discussions about writing poetry, learning appreciation. poetry and assessment of learning outcomes, the practice of reading and writing poetry. Second, the discrepancy between learning outcomes and the sourcebooks used. Learning outcomes can hold reading performances, declamations, dramatizations, and poetry musicals. Meanwhile, the sourcebooks used contain material on how to understand poetry, Indonesian poets, various kinds of poetry, examples of poetry studies, and the history of poets. There is a discrepancy between learning outcomes and the books used. The material in the sourcebook emphasizes more on how to analyze poetry, not doing creative activities by holding reading performances, declamations, musicals, and dramatizations of poetry. I studied more deeply, the books that are used as references are more suitable to be used for poetry anatomy courses. Based on the discussion above, it can be concluded that the condition of the teaching materials in Poetry Appreciation learning at Kuningan University is still inadequate. In terms of content, some of the shortcomings in the teaching materials for the Poetry Appreciation course include: 1) the teaching materials used in the Poetry Appreciation course at Kuningan University are still not following the needs; 2) The teaching materials used do not accommodate the principles of selecting teaching materials which include the principles of relevance, constancy, and adequacy. In line with this, to achieve the learning objectives of Poetry Appreciation at Kuningan

University, the researchers suggest the following. 1) Development of teaching materials based on learning outcomes; 2) Development of contextual-based teaching materials; 3) Development of literary teaching materials that are more directed to skills.

**Keywords:** Poetry; Teaching Material; Creative Activities

## 1 Introduction

Literary appreciation is very important because literary appreciation can enrich insight and refine feelings. In other words, literary works are useful for life. Horace (65-8-BC: 1) argues that literature is beautiful and meaningful. Literature is a material for reflection and reflection of life because it is a coexistence in life. In line with the above opinion, Welliek and Warren (2013: 22-23) state that the function of literature is as entertainment, as an afterthought, as a discussion of lessons, as a medium of symbolic communication, and as an opener of thinking paradigms.

From the two opinions above, it can be concluded that literature is beautiful and meaningful. It is beautiful because the language used is arranged and arranged as carefully as possible so that it is different from everyday language, and meaningful because the content of the literary work is the fruit of reflection that contains lessons. So, appreciating literature will not only get entertainment but also get valuable lessons about life. The learning is related to the values of virtue, humanity, knowledge, and critical and creative thinking. It is on the basis of these values and valuable lessons that appreciating literature is included in the curriculum and studied at all levels, including universities. By appreciating literature, it is hoped that the goal of national education to create human beings with noble character, knowledge, and skills can be achieved.

One of the achievements of learning special skills in the Indonesian National Qualifications Framework (KKNI) for undergraduate students of the Indonesian Language and Literature Education Study Program is being able to appreciate, express, and create Indonesian literary works orally and in writing (APROBSI, 2014: 10). Appreciating, expressing, and creating means liking, enjoying, expressing, reacting, and creating literary works, be it poetry, prose fiction, or drama. The learning outcomes are structured so that graduates have skills in the field of literature and apply them in literary learning. With competent literary skills, it is hoped that graduates will be able to love, appreciate, and be able to teach and develop Indonesian literary works.

The results of a preliminary study conducted in August 2019 regarding the implementation of literary appreciation learning at the Kuningan University Indonesian Language and Literature Education Study Program found that the literary appreciation learning activities at the Kuningan University were divided into six courses, namely poetry anatomy, poetry appreciation, and fiction prose anatomy. , appreciation of prose fiction, anatomy of drama, and appreciation of drama. The anatomy of poetry courses, anatomy of fictional prose, and anatomy of drama are related to the study of poetry, prose fiction, and drama. The studies carried out are in the form of structural, psychological, and sociological studies. Meanwhile, the subject of poetry appreciation, fiction prose appreciation, and drama appreciation are related to creative activities. In the poetry appreciation course, the creative activities carried out are reading, reciting, musicalizing, dramatizing, and writing poetry. In the fiction prose appreciation course, the creative activities carried out are writing fiction prose, reading fiction prose, and dramatizing fiction prose. In the drama appreciation course, the creative activities

carried out are writing drama scripts and performing plays. In this appreciation course (poetry, prose fiction, drama) the form of examination is practice and is held every year. Based on the results of the analysis of student course scores, it was found that the average value of the poetry appreciation course was below the value of drama appreciation and prose fiction appreciation courses.

From the results of the analysis of the value of literary appreciation, it is known that the value of the poetry appreciation course is below the average value of appreciation for prose fiction and drama. This is in line with the results of the interview. The results of the interview stated that the most difficult course in literary appreciation was the poetry appreciation course. The reasons expressed why poetry appreciation is difficult to include the following. First, poetry appreciation is difficult because the character of poetry is relatively different from prose. Second, poetry appreciation is said to be difficult because the process and stages are complex. To appreciate poetry, students must go through a series of interrelated processes, such as reading, analyzing, to producing in other forms. From the results of the interview, it was found that the difficulties of students in appreciating poetry (reading poetry) included setting the tempo, determining the tone, pressure, rhythm, and intonation, as well as training vocals and self-confidence. The third factor that makes appreciation difficult is that there are many learning achievements that students must master in poetry appreciation courses. This can be seen from the results of the analysis of the semester learning plan (RPS). The learning achievements include beautiful reading, reciting, musicalizing, dramatizing, and writing poetry.

In line with the difficulties experienced by students, Kangley (1937: 222-224) stated that the problem of poetry appreciation was caused by two things, namely the selection of poetry and its presentation. These two things are closely related and cannot be separated. Each poem has its own uniqueness, and because it is unique, it requires its own technique for its presentation. Besides Kangley, Bailey (1977: 512-515) states that poetry as one of the literary genres whose language is condensed is relatively more difficult to understand than other genres such as prose and drama. Therefore, in an effort to understand poetry, an in-depth analysis of its elements is needed. Elements of poetry must be considered to find a complete context. In understanding poetry, repeated reading can be an introduction to understanding. If in prose the meaning can be understood and guessed, in poetry this cannot be done. The condensation of words in poetry makes the meaning more difficult to find in its entirety. There are always two meanings in poetry, surface meaning and hidden meaning. Meanwhile, the complexity of the process in appreciating poetry is also expressed by Daswati (2012: 1-2) who states that to be able to read poetry well, the first thing that needs to be done is to understand the meaning of poetry. Daswati's opinion is complemented by Surastina (2016: 23) which states that poetry reading skills are also related to the skills of pronouncing, emphasizing, and processing intonation. In addition to the process and stages, appreciation is also related to attitudes, knowledge, and skills. Prayitno (2013: 2) gives an opinion about the relationship between attitudes, knowledge, and skills in poetry appreciation.

Appreciating poetry (reading aloud, writing, reciting, musicalizing, dramatizing) is closely related to certain skills such as voice processing skills, musical skills, writing skills, and other skills. Poetry writing skills, for example, are closely related to the practice of sharpening feelings, reasoning, and imagination, as well as sensitivity to society, culture, and the environment.

From the opinion above, it can be concluded that the process of appreciating poetry goes through various stages. The first stage is reading repeatedly to understand the contents of the poem. The second stage is to analyze poetry as the basic capital for making the concept of

poetry appreciation. The third stage is to create in other forms according to the concept that has been created. This stage cannot be missed because it will affect the results of the appreciation. The poetry appreciation process also involves three taxonomic domains, namely attitudes, knowledge, and skills. These three domains are interrelated and have an important role in creating a complete appreciation process. The incompleteness of the taxonomy realm will hamper the poetry appreciation process.

On this basis, the researcher tries to reveal the condition of poetry appreciation teaching materials at Kuningan University in terms of learning achievements, student profiles, student poetry appreciation abilities, and the availability of poetry appreciation teaching materials. With this research, it is hoped that the condition of teaching materials will be revealed which will be the basis for developing poetry appreciation teaching materials needed by students of Indonesian Language and Literature Education, Universitas Kuningan.

## **2 Methodology**

The research method used is a survey. To obtain the research data needed, the researcher conducted interviews, observations, and literature studies. Literature and Observation Studies were conducted to analyze teaching materials, learning models, and competencies needed by students in reading poetry as well as observations regarding the conditions of application of poetry appreciation, the availability of teaching materials, and the conditions of existing teaching materials, while interviews were conducted to obtain data on the process of implementing appreciation. existing poetry, analysis of the condition of the model of teaching materials used in learning to read poetry at Uniku, and analysis of the needs of students and lecturers in poetry appreciation courses

## **3 Result and Discussion**

### **3.1. Result**

The condition of teaching materials includes the results of the identification of course learning outcomes, instructional analysis, student profiles, student poetry appreciation abilities, and the availability of poetry appreciation teaching materials at Kuningan University.

#### **3.1.1. Identification of Learning Outcomes**

Identification of learning objectives is the stage of knowing and determining the general competencies that will be mastered by students after participating in the learning process. Based on the results of the identification of learning objectives listed in the Curriculum of the Indonesian Language and Literature Education Study Program, FKIP Uniku, it is known that the Graduate Learning Outcomes include attitudes, knowledge and skills.

Graduate Learning Outcomes in the realm of attitude, namely fear of God Almighty and demonstrate religious attitudes, contribute to improving the quality of life in society, nation, state, and progress of change based on Pancasila, and respecting cultural diversity, views, religions, and beliefs, as well as opinions, or someone else's original invention.

In the realm of knowledge, namely mastering the concept of language and literature learning development theory. In the realm of general skills, namely being able to apply logical, critical, systematic, and innovative thinking in the context of the development or

implementation of science and technology that pays attention to and applies humanities values in the field of Indonesian language and literature education. While in the realm of special skills, namely being able to appreciate, express, create Indonesian literary works orally and in writing.

Graduate Learning Outcomes is then further elaborated through Course Learning Outcomes and Course Sub Learning Outcomes. Course Learning Outcomes in the Indonesian Language and Literature Education Study Program, Universitas Kuningan are (1) students are able to explain the concept of poetry appreciation; (2) students are able to explain the types of poetry appreciation; (3) students are able to distinguish the types of poetry appreciation; (4) students are able to master the concept of reading poetry with proper pronunciation, tone, intonation, and tempo and apply them; (5) students are able to master the concept of poetry recitation with proper pronunciation, tone, intonation, and tempo and apply it; (6) students are able to master the concept of musical poetry by referring to the content of the poem and applying it; (7) students are able to master the concept of dramatization of poetry by referring to the content of the poem and applying it; (8) students are able to master the concept of writing poetry by referring to their experiences.

Sub course learning outcomes for Poetry Appreciation course, namely: (1) students are able to explain the meaning of poetry appreciation, types of poetry appreciation activities, and different types of poetry appreciation; (2) students are able to explain the meaning and steps of creative activities to read poetry; (3) students are able to demonstrate basic exercises for reading poetry; (4) students are able to explain the assessment of poetry reading; (5) students are able to read poetry with proper pronunciation, intonation and rhythm; (6) students are able to explain the meaning and steps of poetry recitation; (7) students are able to explain the exercise and assessment of poetry recitation; (8) students are able to explain the meaning and types of poetry musicalization; (9) students are able to identify the steps of creative activities of poetry musicalization; (10) students are able to explain the practice and assessment of poetry musicals; (11) students are able to explain the meaning and steps of dramatization of poetry; (12) students are able to explain poetry dramatization exercises and assessments; (13) students are able to explain the meaning and steps of writing poetry; (14) students are able to explain the practice and assessment of writing poetry.

Based on the Graduate Learning Outcomes Study Program, course learning outcomes, and Sub course learning outcomes, it can be concluded that the learning achievements of the poetry appreciation course are mastery of the concept of poetry appreciation, mastery of the concept of creative reading, declamation, musicalization, dramatization, and poetry writing, mastery of reading skills, declamation, musicalization, dramatization, and wrote poetry. Related to this research, learning outcomes will be focused on mastering the concept of poetry appreciation, mastering the concept of reading poetry, and mastering poetry reading skills.

### **3.1.2. Student Profile**

It is important to analyze student profiles to determine the characteristics of students who will use poetry appreciation teaching materials. This is important because the teaching materials to be used must be in accordance with the characteristics of the users. This is in accordance with Vygotsky's opinion which states that meaningful learning, needs to be designed and developed based on the condition of students as learning subjects and the socio-cultural community in which students live (Moll, 1994). Student profile analysis includes the age and social background of students.

There are 60 students in the 3rd semester of the Indonesian Language and Literature Education Study Program, FKIP Kuningan University. A total of 19 students are male, and 41

students are female. Their age range is between 19-21 years. Cognitively, the age range of 19-21 years according to Piaget is in the formal operational stage. This means that at that age, students are able to think abstractly, work effectively and systematically, analyze in combination, think proportionally, and draw generalizations/conclusions. When viewed based on language development, at this stage students are able to use words more effectively, understand metaphors and adult literature, and improve writing skills.

Judging from the social background, on average, students come from rural areas spread over four (4) regencies, namely Kuningan, Majalengka, and Cirebon and Brebes. The average occupation of their parents is farmers (60%), traders (30%), and employees (10%). Based on the results of research (Subiyanto, 2012) it is known that student achievement in rural areas is lower than student achievement in urban areas. The low learning achievement of students in the village environment is influenced by low learning motivation, less family support, and limited facilities and teaching materials.

### **3.1.3. Student Poetry Appreciation Ability**

Based on the results of the initial poetry appreciation test (reading poetry) for 10 (ten) Indonesian Language and Literature Education students, it is known that as many as 10% of students get very good scores, 15% of students get good grades, and 20% of students get enough scores, and 55 % of students have low grades. That means, more than half of the students who were tested in the initial test related to poetry appreciation (reading poetry) had poor abilities.

Based on the results of interviews, the problem of low poetry appreciation ability is caused by knowledge factors, technical factors, and appreciation factors. The knowledge factor is related to the ability to understand the content of the poem. In appreciating poetry (reading poetry), understanding the content of poetry is very important so that the message in the poem can be accepted by listeners. The second problem faced is a technical problem in poetry reading. The technical problem relates to the pause, emphasis, and tempo setting in poetry reading. The third problem relates to the spirit and confidence in reading poetry. Confidence becomes so important in reading poetry. Without good self-confidence, it is impossible for a good poetry reading to be.

From the results of the interviews, it is known that students know the field of poetry appreciation (reading poetry) related to the clarity of pronunciation/articulation, vocal strength, and accuracy of intonation and emphasis. Knowledge of vowels, pronunciation/articulation, intonation, and emphasis is obtained by students while in high school.

### **3.1.4. Availability of Poetry Appreciation Teaching materials**

Based on the results of interviews with students and lecturers, it is known that the teaching materials used in poetry appreciation are books and teaching materials from the internet. The books used are entitled Poetry Appreciation and Theory, Poetry Studies, and Poetry Appreciation Diklat. Sources from the internet are the basic concepts of appreciation, poetry analysis, and reading poetry. The results of the analysis of the RPS show that the books used to support learning are Poetry Appreciation Guidance, Poetry and Teaching Methodology, Poetry Theory, and Appreciation. The material given in the poetry appreciation course includes structural and semiotic analysis of poetry, basic concepts of appreciation, understanding of reading poetry, understanding of reclamation, understanding of musicalization, understanding of dramatization, and understanding of writing poetry.

Examples are taken from the internet such as videos reading poetry W.S. Rendra and the musicalization of Ari Reda's poetry.

The material provided is about the concept of poetry appreciation, definition, purpose, and benefits of poetry appreciation, the appreciation process, stages of appreciation, approaches in appreciating poetry, reading poetry and discussing poetry, writing poetry, and discussions about writing poetry, learning poetry appreciation and assessment. learning outcomes, practice reading, and writing poetry. If you look at the learning achievements, there is a lack of material. The materials needed are poetry reading material, declamation, musicalization, dramatization, and writing poetry. The material contains definitions, characteristics and limitations, steps, examples, and assessments. Especially for reading poetry, the shortcomings are in the basic steps and exercises for reading poetry.

In addition, a discrepancy was found between learning outcomes and the sourcebooks used. Learning outcomes can hold reading performances, declamations, dramatizations, and poetry musicals. Meanwhile, the sourcebooks used contain material on how to understand poetry, Indonesian poets, various kinds of poetry, examples of poetry studies, and the history of poets. There is a discrepancy between learning outcomes and the books used. The material in the sourcebook emphasizes more on how to analyze poetry, not doing creative activities by holding reading performances, declamations, musicals, and dramatizations of poetry. I studied more deeply, the books that are used as references are more suitable to be used for poetry anatomy courses. Whereas the results of the preliminary study show that when appreciating poetry (reading poetry) most students have difficulty determining the tempo, stress, tone, rhythm, intonation, as well as exercising self-confidence.

#### **4 Discussion**

Regarding the condition of Poetry Appreciation teaching materials at Kuningan University, a general conclusion can be drawn about the condition of Poetry Appreciation teaching materials in Indonesia. This is in line with the research of Puspita, Andayani, Waluyo, and Rohmadi (2017: 622-623). The results of their research stated that the survey results of poetry appreciation textbooks used by universities in Central Java were still minimal. The books used in six universities in Central Java are the Study and Appreciation of Poetry, Study of Poetry, Introduction to Poetry, Stylistics, and Discourse on Musicalization.

Poetry appreciation teaching materials circulating in Indonesia focus more on writing skills (study) compared to other creative skills (reading and speaking). Textbooks related to the poetry reading, poetry reclamation, poetry musicalization, and poetry dramatization are still very minimal and need to be developed.

#### **5 Conclusion**

Based on the Graduate Learning Outcomes Study Program, course learning outcomes, and Sub course learning outcomes, it can be concluded that the learning achievements of the poetry appreciation course are mastery of the concept of poetry appreciation, mastery of the concept of creative reading, declamation, musicalization, dramatization, and poetry writing, mastery of reading skills, declamation, musicalization, dramatization, and wrote poetry.

Related to this research, learning outcomes will be focused on mastering the concept of poetry appreciation, mastering the concept of reading poetry, and mastering poetry reading skills.

There are 60 students in the 3rd semester of the Indonesian Language and Literature Education Study Program, FKIP Kuningan University. A total of 19 students are male, and 41 students are female. Their age range is between 19-21 years. Judging from the social background, on average, students come from rural areas spread over four (4) regencies, namely Kuningan, Majalengka, and Cirebon and Brebes. The average occupation of their parents is farmers (60%), traders (30%), and employees (10%).

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