

INCREASING THE ABILITY TO APPRECIATE POETRY WITH THE STRATTA LEARNING MODEL IN CLASS XI FA2 STUDENTS ENREKANG STATE 3 HIGH SCHOOL

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Abstract

This research aims to describe the process of implementing the Stratta learning model in appreciating poetry and analyzing the improvement in students' abilities. The method used in this research is a type of Classroom Action Research (PTK). Several stages carried out in this research include planning, implementing actions, observing and reflecting. The learning process by applying the Stratta learning model experienced an increase in activity, namely in cycle 1 the average value of activity reached 74.5 % and increased in cycle 2 to 84%. Therefore, by applying the Stratta model in learning to appreciate poetry, it is able to activate students. The learning outcomes obtained by applying the Stratta learning model, namely cycle 1, have an average value of 80% with categories of 5% sufficient, 72% good, 23% very good. Based on these scores, there are still students who have not obtained the KKTP score so it is deemed necessary to continue to cycle 2. The average score for cycle 2 increased to 88% with 23% in the good category and 77% in the very good category, with all students achieving the KKTP score. The results of this research prove that using the stratta model in appreciating poetry can improve student learning outcomes.

Keywords: *Writing Skills, Learning Model, Stratta Learning, Poetry Appreciation*

INTRODUCTION

Realizing the importance of learning to appreciate poetry for high school students, this learning needs to receive great attention. However, the reality on the ground shows that learning to appreciate poetry in schools still experiences obstacles and tends to be avoided by some students. This is because the model used by teachers in learning to appreciate poetry is still lacking so that students are less interested in learning to appreciate this poetry. Based on Field Work Practical experience, at the location there were obstacles for students in appreciating poetry, especially poetry. There are around 35 students in the class whose Indonesian language scores are still below the KKTP. The KKTP score was 77 but there were only around 10 people who got a score of 77 and 25 others got a score less than the KKTP 77. There are several obstacles faced by students, including; students lack motivation when learning poetry appreciation, students find it difficult to express their ideas or ideas into words when writing poetry, students feel embarrassed when asked to read poetry in front of the class

and the poetry appreciation learning model used by teachers is still limited and lack of time allocation used in learning poetry appreciation.

Therefore, the author is interested in researching this in a different location, namely at SMA Negeri 3 Enrekang where there are still many students who do not meet the KKTP standards (Learning Goal Achievement Criteria) in appreciating poetry. Seeing the reality of learning to appreciate poetry that has not met expectations, efforts need to be made to make learning activities more effective appreciate poetry in class. In this case, a model is needed that can help students overcome problems in appreciating poetry. One appropriate model to make it easier for students to appreciate poetry is through the application of the stratta strategy. It is hoped that the Stratta strategy can improve learning to appreciate poetry at the high school level.

Through this model, students are expected to be able to appreciate poetry based on the poetry they have studied or read. Based on this phenomenon, learning to appreciate poetry requires teachers to apply appropriate and appropriate models so that the ability to appreciate poetry can increase. The model applied is able to guide and direct students to overcome the obstacles they face in appreciating poetry. The Stratta learning model is a learning model that consists of three stages namely exploration, interpretation, and recreation. The three stages of the Stratta model have increasing levels of difficulty from the exploration stage to the interpretation stage to the recreation stage. All three must be done sequentially and orderly, to make it easier to use the model.

The Stratta model is the same as the contextual learning approach which is designed so that students are able to build their own understanding actively, creatively and productively, and stimulation must be able to rebuild the experience or knowledge that students already have. To be able to create a literary work, namely poetry. Based on the description of the problem above, the author is interested in researching " Improving the Ability to Appreciate Poetry Using the Stratta Learning Model in Class XI FA2 Students at SMA Negeri 3 Enrekang".

LITERATURE REVIEW

Understanding Appreciation

Understanding Appreciation Azis (in Khisbiyah, 2021:3) appreciation is a student's communication activity with art. Appreciation is all a person's relationship to art. Including appreciation is perception, knowledge, understanding, analysis, involvement, appreciation, enjoyment, and reaction or response. Appreciation activities can develop well if readers are able to develop a sense of familiarity with the literary texts they appreciate, develop a serious attitude and carry out appreciation activities as part of their life (Satinem & Juwati, 2023:2).

Understanding Poetry

In the Big Indonesian Dictionary (KBBI), poetry or poetry is a variety literature whose language is bound by rhythm, mantra, rhyme and the arrangement of lines and stanzas. Personal imagination means that poetry is work that is truly produced by someone based on their experience and has never been created before (Septiani & Sari, 2021:97). Characteristics of new poetry: a) The name of the author is clear. b) Not bound by the rules of stanzas, lines, syllables and free rhyme. c) Expressed verbally and in writing. d) Figures of speech are dynamic. e) Describe life in general (Pitaloka & Sundari, 2020:11-22).

Elements of Poetry

Extrinsic elements, What is included in the extrinsic elements of poetry are historical, psychological, philosophical and religious aspects. 1) Historical aspects are historical elements or ideas contained in poetry. 2) Psychological aspects are aspects of the author's psychology that are contained in poetry. 3) Philosophical aspect, several experts state that philosophy is closely related to poetry or literary works as a whole. Several other experts state that philosophy and literary works, in this case poetry, are not related to each other. 4) The religious aspect in poetry refers to themes commonly raised in poetry by authors (Harijanti, 2020: 10).

Stratta Model

The Stratta model was created by Leslie Stratta. In Armet & Mana (2023:170) the Stratta learning model is a learning model that consists of three stages, namely

exploration, interpretation and recreation. In the exploration stage, students are given the opportunity to understand literary works by reading, asking questions, listening to performances, and experiencing them directly. According to Suratiyono (in Aswar, 2021:35) the strata strategy was adopted from Leslie Strata's writings in the book *Patterns of Language*. In the book, there are three main steps in the strata strategy, namely exploration, interpretation and re-creation.

The three main steps in this model are exploration, interpretation, and recreation.

a) Exploration is carried out by reading with the aim of gaining an understanding of the literary creation that is being read. b) In interpretation, interpretation is carried out on the literary work being explored. Interpretation is carried out by asking questions and discussing with friends/teachers about the literary works (short stories) that have been read. c) In the recreation step, the teacher asks students to re-create something they have understood into another form, such as from a short story into a drama (Suratiyono, 2018: 52).

These characteristics are as follows. a) Students' active role in learning through providing opportunities for students to learn from concepts in the field of science being studied and interpreting the results of their exploration. b) Students are encouraged to discover or reconstruct the concepts being studied for themselves so that they make an impression. c) To be creative, students must work hard, be highly dedicated and confident (Armet & Mana, 2023:169).

Framework of Thought

To improve the quality of learning to appreciate poetry for students effectively, the efforts that need to be made by teachers at SMA Negeri 3 Enrekang are by presenting appropriate models or strategies in learning, one of which is through the Stratta Model. In the Stratta Model, the teacher acts as a facilitator, so that Students play an active role during the learning process and can help increase students' creativity in appreciating poetry. Based on the problems and theoretical studies that have been stated previously, the framework for this research is formulated schematically, which can be seen in the following chart:

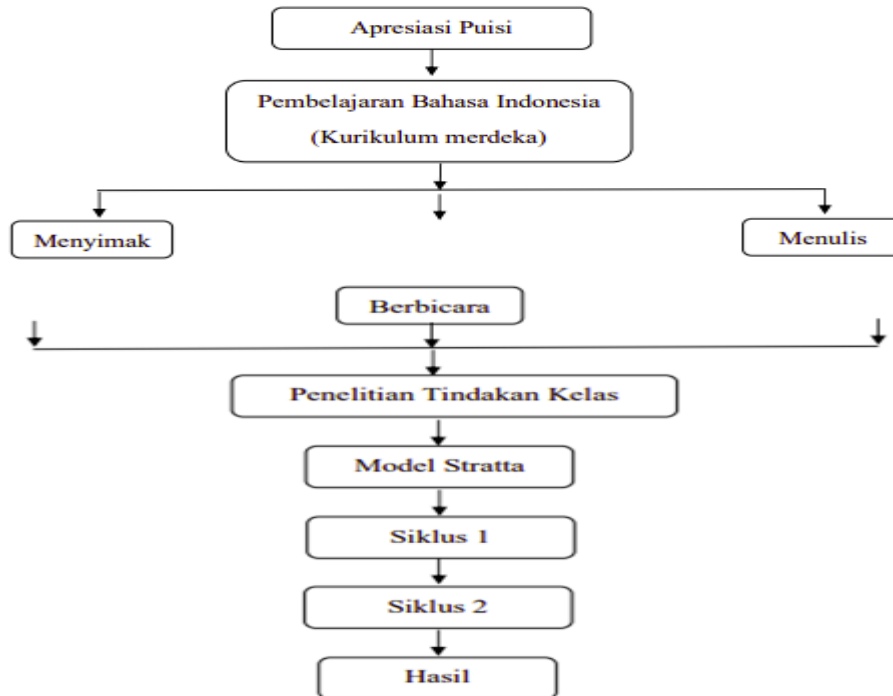


Figure 1. Framework of Thought Chart

RESEARCH METHODS

The type of research carried out is classroom action research. According to Warso (2021:3) PTK is a form of research that is attached to teachers, namely raising actual problems experienced by teachers in the field. By implementing PTK, it is hoped that teachers will have a dual role, namely as practitioners and researchers. (Warso, 2021) This research is classified as PTK, where PTK is carried out in two cycles, if cycle 1 has been achieved then I will stop this research in cycle 1.

The general aim of PTK is to improve and enhance the quality of education. The detailed objectives of CAR are identifying, understanding and solving. The data and data sources in this research are as follows: 1. Data, the data in this research are student activities and student writings of poetry that have been appreciated using the Stratta learning model for class XI FA2 students at SMA Negeri 3 Enrekang. 2. Data Source, the data source in this research is all students in class XI FA2 SMA Negeri 3 Enrekang, totaling 35 students.

The design in this classroom action research is planned to take place in cyclical

activities. If the first cycle does not produce satisfactory results, a second cycle will be planned again. Each cycle consists of four stages, namely (1) planning, (2) action, (3) observation, (4) reflection. The detailed procedure for this action research is as follows

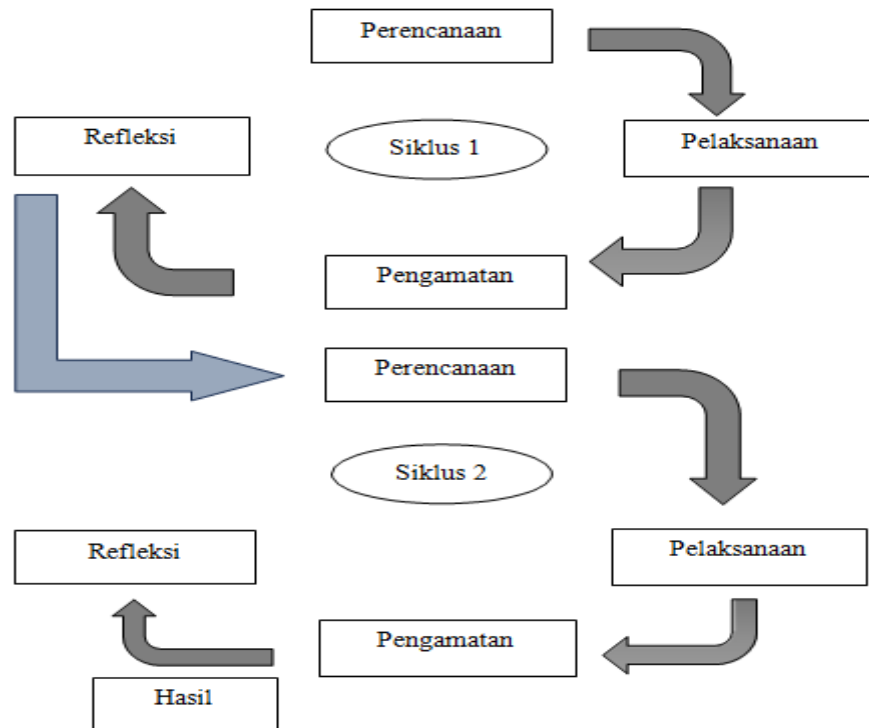


Figure 2 Chart Study Action Class According to Arikunto

This classroom action research design was carried out in several cycles. In this research, two cycles were designed, each cycle with stages of planning, implementation, observation, reflection, and carried out in collaboration between the researcher and the class XI FA2 teacher at SMAN 3 Enrekang.

Location of this classroom action research was carried out at SMA Negeri 3 Enrekang, Buntu Sugi, Alla District, Enrekang Regency, South Sulawesi Province. When this research was conducted in the 2023/2024 Academic Year, Even Semester in class XI FA2, SMA Negeri 3 Enrekang.

Table 1. Criteria for Achieving Learning Objectives (KKTP)

Mark	Criteria
≥ 77	Complete
≤ 76	No Complete

Based on table 1. above, those who get a score above 77 are declared to have completed learning in the poetry appreciation teaching and learning process, and those who get a score below 77 are declared to have not completed learning in the poetry appreciation learning process.

Table 2 Achievement Interval for Student Learning Outcomes

No.	Value Range	Category
1	85-100	Very Good
2	78-84	Good
3	61-77	Enough
4	0-60	Not enough

Based on table 2 above, it can be seen that student learning outcomes can be said to be achieved if all students have achieved a presentation score of 77, then they are said to be complete or successful, but if students achieve a presentation score ≤ 77 then they are said to be unsuccessful.

RESULTS AND DISCUSSION

Results Study

Study action class This held on date 18 March 2024 - 1 April 2024 in Class XI FA2 SMA Negeri 3 Enrekang. Which numbered 35 people. The focus of this research is the process of increasing the application of learning models Stratta in appreciating poetry. This research was carried out over two cycles. As for research description Which has done as follows.

Table 3 Timetable Activity Study

No	Date and time	Activity
1.	Monday, March 18 2024	Precycle
2.	Wednesday, March 20, 2024	Cycle I (Meeting I)
3.	Monday, March 25, 2024	Cycle I (Meeting II)
4.	Wednesday, March 27 2024	Cycle II (Meeting I)
5.	Monday, April 1 2024	Cycle II (Meeting II)

This assessment is a student who achieves a grade KKTP 77 as much 1 person student or 2% , And student Which No reach KKTP77 as many as 34 students or 97%. Following data percentage completeness Study student based on Criteria Achievement Learning Objectives (KKTP).

Table 4 Score Learning outcomes Student on Precycle

No	Range Score	Amount Student	Percentage	Category
1.	85-100	-	-	Very Good
2.	78-84	-	-	Good
3.	61-77	1	2%	Enough
4.	0-60	34	98%	Not enough
Amount		35	100	

Based on table 4 above we can see that the score results Study appreciate poetry student Which obtain category Enough as many as 1 student (2%) obtained a score of 77, obtaining a category less than 34 students (98%) obtained a score of 40-60, meanwhile there were no students who got the good and very good categories. From learning results students above, we can see that several students got the category Enough, not enough And very not enough matter This because lack of level appreciate poetry Which using models Stratta learning.

The pre-cycle test results are used as a reference for making improvements to the student learning process. Researchers and civil service teachers agreed to use the Stratta Learning method in learning activities to appreciate poetry. The plan to increase the ability to appreciate poetry using the Stratta learning model is expected to increase students' minimum scores in accordance with the KKTP scores with the aim of helping improve students' ability to appreciate which is still relatively low, as well as being able to increase the learning process to be more active.

Process of Implementing the Stratta Learning Model in Improving the Ability to Appreciate Poetry in Class XI FA2 Students Cycle 1 Meeting 1

The results of observations made during research in class This observation focuses on student behavior during the poetry appreciation learning process using the Stratta learning model. paying attention to the learning process, students did not follow

the directions given by the researcher, students did not respond when the researcher asked about poetry material, this observation focused on student behavior during the poetry appreciation learning process. This application was carried out to determine students' attitudes towards using the Stratta learning model in during the process learning.

Process of Implementing the Stratta Learning Model in Improving the Ability to Appreciate Poetry in Class XI FA2 Students Cycle 1 Meeting 2

It can be seen that student learning activities can be described as follows: 1) students answered greetings and prayers as many as 35 or 100% of students were active, 2) students listened to attendance as many as 35 or 100% of students were active, 3) students listened to the researcher's presentation regarding indicators and learning objectives as many as 20 or 57% of students are active, 4) students listen to the motivations conveyed by researchers as many as 26 or 74% of students are active, 5) students understand explanations from researchers regarding poetry texts as many as 23 or 65% of students are active , 6) students are active in the learning process, both asking and answering questions, 26 or 74% of students are active, 7) students listen to instructions from the teacher about learning mechanisms and try to relax before starting learning, 26 or 74% of students are active, 8) 25 or 71% of active students were able to repeat the poetry they had listened to, 9) 23 or 65% of active students were able to understand the content of the poem, 10) 26 students were able to assemble or create a poem into another literary work (short story). or 74% of students are active, 11) students are able to write poetry texts using the Stratta learning model as many as 11 or 31% of students are active, 12) students do assignments given by researchers as many as 35 or 100% of students, 13) students answer greetings and pray before leaving class as many as 35 or 100% of active students. With an overall average of 75.

Results of Implementing the Stratta Learning Model in Improving the Ability to Appreciate Poetry in Class XI FA2 Cycle 1 Students

Father, we know that the score of student learning outcomes through the ability to appreciate poetry using the Stratta cycle 1 learning model, 8 students (23%) obtained the very good category, with scores of 85-100, and 25 students (72%) obtained the good

category.) with a score of 78-84, 2 students (5%) got a score of 61-77, while there were no students who got a score in the poor category. From the learning results above, it can be concluded that students' interest in learning to appreciate poetry has not improved students' skills. It is known based on the results of informal interviews that they tend to be sleepy and have difficulty reading entire scientific books because of the use of rigid language so that their scores have not reached the KKTP scores.

Application of the Stratta Learning Model in Improving the Ability to Appreciate Poetry in Class XI FA2 Cycle 2 Students Meeting 1

It can be seen that student learning activities can be described as follows: 1) students answered greetings and prayers as many as 35 or 100% of students were active, 2) students listened to attendance as many as 35 or 100% of students were active, 3) students listened to the researcher's presentation. regarding indicators and learning objectives as many as 25 or 71% of students were active, 4) students listened to the motivations conveyed by researchers as many as 28 or 80% of students were active, 5) students understood the researcher's explanation regarding the poetry text as many as 24 or 68% of students active, 6) students are active in the learning process, both asking and answering questions, 28 or 80% of students are active, 7) students listen to instructions from the teacher about learning mechanisms and try to relax before starting learning, 27 or 77% of students are active, 8) 30 or 85% of active students were able to repeat the poetry they had listened to, 9) 24 or 68% of active students were able to understand the content of the poem, 10) as many as 10) students were able to assemble or create a poem into another literary work (short story). 27 or 77% of students were active, 11) students were able to write poetry texts using the Stratta learning model as many as 23 or 65% of students were active, 12) students worked on assignments given by researchers as many as 35 or 100% of students, 13) students answered greetings and pray before leaving class as many as 35 or 100% of active students. With an overall average of 82.

Process of Implementing the Stratta Learning Model in Improving the Ability to Appreciate Poetry in Class XI FA2 Students Cycle 2 Meeting 2

It can be seen that student learning activities can be described as follows: 1)

students answered greetings and prayers as many as 35 or 100% of students were active, 2) students listened to attendance as many as 35 or 100% of students were active, 3) students listened to the researcher's presentation regarding indicators and learning objectives as many as 27 or 77% of students are active, 4) students listen to the motivations conveyed by researchers as many as 31 or 88% of students are active, 5) students understand explanations from researchers regarding poetry texts as many as 27 or 77% of students are active , 6) students are active in the learning process, both asking and answering questions, 30 or 85% of students are active, 7) students listen to instructions from the teacher about learning mechanisms and try to relax before starting learning, 27 or 77% of students are active, 8) 31 students were able to repeat the poetry they had listened to or 88% of the active students, 9) 24 students were able to understand the content of the poem or 68% of the active students, 10) 28 students were able to assemble or create a poem into another literary work (short story). or 80% of students are active, 11) students are able to write poetry texts using the Stratta learning model as many as 31 or 88% of students are active, 12) students do assignments given by researchers as many as 35 or 100% of students, 13) students answer greetings and pray before leaving class as many as 35 or 100% of active students. With an overall average of 86.

Results of Implementing the Stratta Learning Model in Improving the Ability to Appreciate Poetry in Class XI FA2 Cycle 2 Students

we can see that the score of student learning outcomes through the ability to appreciate poetry in cycle 2 students obtained the very good category as many as 27 students or (77%) obtained a score of 85-100, 8 students obtained the good category or (23%) obtained a score of 78 -84, and there were no students who got enough or less marks. From the learning results above, researchers can see that the ability to appreciate poetry in class XI FA2 students has improved very well in learning to appreciate poetry using the Stratta learning model. In cycle 2, there was a very good increase in learning outcomes from the total number of 35 students, whereas previously in cycle I there were 8 students in the very good category, 25 students in the good category, 2 students got sufficient grades, and no students got poor grades. This does not need to be improved

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further because the overall student learning outcomes are declared complete or successful so there is no need to carry out the next cycle.

It can be seen that of the 35 students in class there were many students who got a change in score from cycle 1 to cycle 2. This can prove that using the Stratta learning model to improve students' ability to appreciate poetry is very effective, therefore researchers do not need to do pre-cycles again because students who are declared complete have already passed 90% in class XI FA2 SMAN 3 Enrekang.

The observation results and cycle 2 test results show that cycle 2 has been completed with the research instruments. The deficiencies found in cycle 1 no longer exist in cycle 2. The teacher has demonstrated the Stratta learning model while explaining the material on appreciating poetry so that students can understand it.

Discussion

Results Application Model Learning Strata In Increase Ability Appreciate Poetry Student Class XI FA2 PUBLIC HIGH SCHOOL 3 Enrekang

Based on results data Which has outlined researcher on can concluded that by using model learning Strata in enhancement ability appreciate poetry on student. Before carry out research, researchers and teachers collaborate to conduct outreach to the class which is the object of research and conveys the objectives to be carried out planning done collaboratively on date 18 March 2024.

The learning process to appreciate poetry using models learning stratta cycle 1 started with do appreciation to material poetry texts so that students are trained to think. After that, the researcher prepared learning materials. Researchers demonstrate the Stratta learning model for increase concentration And focus student more carry on, student requested For demonstrate return What Which has example researcher. Findings on cycle 1 Only a few students were able to apply and focus on demonstrating model stratta learning.

The learning process to appreciate poetry using models learning startta cycle 2 started with do ask answer between researcher with students regarding previous learning materials. The researcher said to student about cycle previously Still Lots student Which Not yet achieve the KKTP value. Researchers provide directions for active

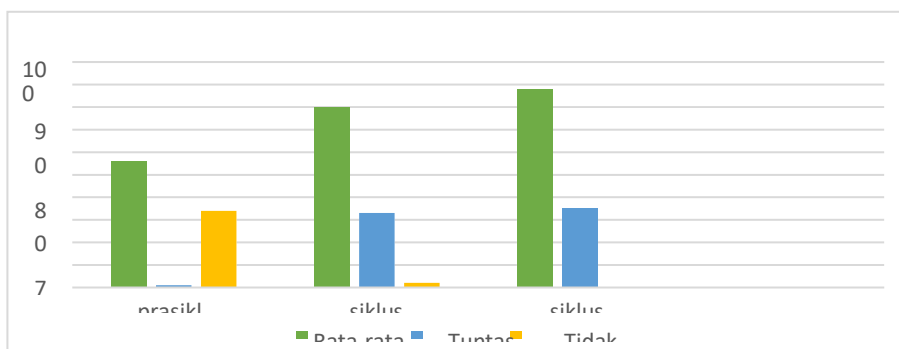
participation in learning activities. Apart from that, the researcher again demonstrated the model learning stratta so that can increase ability student in appreciating poetry, students further provide responses to the model stratta learning.

In cycle 1 meeting 1 application of the deep stratta learning model improve the ability to appreciate poetry of class XI FA2 students lack among them student not enough understand steps modellearning stratta And material appreciate poetry that will in do it in a way individual, thus the researcher focuses on providing students with understanding on cycle 1 meeting to 2, about model learning stratta steps that will be applied and studying poetry appreciation materials so that students understand in filling out individual test sheets, thus meeting the cycle to 2 runs smoothly because students already understand better what they are talking about must do. Due problem in learning has resolved in cycle 1 meeting 2, in cycle 2 meeting meeting 1 researcher apply learning by adding gifts to students who gets the best grades so that students are more enthusiastic and the results are excellent significantly, students who were active in learning reached 91% and students who reach KKTP 77 reached 32 students.

Matter the in line with opinion Creed & Mansour (2019:72) Which state that every teacher always must still endeavor increase its success in learning, like do innovations effective, innovative, active, creative and fun learning. Besides that, help teacher work For give material lessons efficiently.

Results Study

Based on explanation on results end study can seenbased on Figure 3 below



Picture 3 Diagram Comparison Cycle

Based on picture 4.1 diagram in on showing that exists enhancement mark

completeness student in every cycle, can concluded amount 1 or 2% of students who completed the pre-cycle KKTP increased in cycle 1 become 33 or 94% student Which complete on process learning appreciating poetry, then continuing to cycle 2 for the number of students who completed it increase as much 35 or 100% student Which reach mark KKTP, diagram This shows the comparison of completeness scores in each ongoing cycle during research in class XI FA2 SMAN 3 Enrekang. Therefore The researcher will not continue the research to cycle 3 because of the researcher's target has reach above 90% participant educate Which achieve KKTP.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the use of the Stratta learning model can improve the ability to appreciate poetry in class XI FA2 students at SMAN 3 Enrekang. The process of applying the Stratta learning model in appreciating poetry is carried out in 3 processes, namely exploration, interpretation and recreation. The learning process by applying the Stratta learning model experienced an increase in activity, namely in cycle 1 the average value of activity reached 74.5 % and increased in cycle 2 to 84%. Therefore, by applying the Stratta model in learning to appreciate poetry, it is able to activate students. The learning outcomes obtained by applying the Stratta learning model, namely cycle 1, have an average value of 80% with categories of 5% sufficient, 72% good, 23% very good. Based on these scores, there are still students who have not obtained the KKTP score so it is deemed necessary to continue to cycle 2. The average score for cycle 2 increased to 88% with 23% in the good category and 77% in the very good category, with all students achieving the KKTP score. The results of this research prove that using the stratta model in appreciating poetry can improve student learning outcomes.

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