

Development of Competency-Based Poetry Learning Materials for Class X High Schools



Noermanzah, Heny Friantary

Abstract: Poetry teaching materials are still textual and have not developed student competence. For this reason, poetry teaching material is needed that truly develops students' competence in mastering poetry material. The purpose of this study is to develop poetry teaching materials for class X high schools by the principles of competency-based poetry material. The research method used is research and development. Data collection techniques using questionnaires and observation. Research data analysis techniques: (1) identification of the need for analysis of available teaching materials, (2) identification of teaching material needs for teachers and students, (3) making poetry based on competency and curriculum, (4) field trial I is validating the device teaching materials, (5) Trial II (field / class trials) until teaching materials are developed, (6) initial design revisions based on findings, and (7) compiling ready-to-use teaching materials (products). Test the validity of research data using the validation test of poetry experts, language experts, and design experts. The results of this study indicate that the competency-based high school poetry class X material is feasible to use because it is arranged based on: (1) analysis of the needs of teaching materials that available in Bengkulu city high school, high school teacher needs analysis in Bengkulu City, (2) preparation of curriculum and syllabus based on the analysis of needs analysis, (3) preparation of syllabus and lesson plans based on needs analysis, (4) preparation of a draft model of teaching materials of poetry based on the lesson plans, needs analysis, and theory of poetry, and (5) test experts and field trials which showed that the model of teaching materials of poetry have a criteria is very good to use.

Keywords: research and development, teaching materials of poetry, competency-based

I. INTRODUCTION

Indonesian language teachers are professions that must master competencies (educators), professionals (mastery of material), social and personality. This makes us realize how hard the task of an Indonesian language teacher is in creating creative and innovative learning so that students can think critically, creatively, communicate, and collaborate as expected in the curriculum [7]. Specifically, the phenomenon that shows that the task of Indonesian teachers is very heavy is on pedagogical and professional skills, this is sourced from the learning process, starting from the learning planning

process, the implementation of learning, to the learning evaluation process. The series of learning processes are interrelated, like a book consisting of covers, contents, and covers. For this reason, the Indonesian language teacher has an important role as a facilitator who can innovate to activate students' cognitive, affective, and psychomotor abilities, especially in providing interesting teaching materials and being able to lead students to learning goals [2].

The most dominant highlight of the phenomenon that arises is that Indonesian language teachers do not fully understand curriculum concepts, specifically the Education Unit Level Curriculum (SBC). It can be seen from the data that had been done by previous researchers on the implementation of Indonesian Language and Literature learning at the level of Bengkulu City Junior High Schools in Bengkulu City, showing that most teachers have not implemented the learning outlined by the curriculum, starting from planning, implementing, to evaluating learning [9]. Especially in the use of teaching materials, most teachers only use teaching materials in the form of textbooks as a place to give assignments plus students are only given books in the form of student worksheets (LKS).

Teaching materials [5] are all forms of materials used to help the teacher or instructor in carrying out teaching and learning activities properly. The material in question can be either written material or unwritten material [5]. Teaching materials or learning materials are also the contents of subjects or fields of study given to students in the course of the teaching-learning process based on the curriculum used to achieve teaching objectives [10], [12]. Teaching material in the form of textbooks as one of the most important elements in achieving learning seems to be still considered normal for teachers. Indonesian textbooks, especially poetry material, mostly still contain short material without prejudice to the competencies expected by the curriculum as a set of plans and arrangements regarding the objectives, content, and learning materials as well as the ways used as guidelines for organizing learning activities to achieve educational goals [11].

In addition, poetry material also does not present a writing process that can help students do the right writing activities [1]. Especially in the criteria for the preparation of textbooks that must be based on the order of competence is still far from expectations so that in the end there are still many basic competencies that are repeated and finally students arise feeling bored with reading Indonesian textbooks. Expected competence in poetry is the mastery of knowledge, attitudes, and skills in the field of poetry as demonstrated by productive daily behavior in poetry [3].

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Poetry teaching materials that have not shown results on mastering student competence are the main problems in this study, as an alternative development, teaching material models based on teacher needs and analysis of available teaching competency-based competency and curriculum-based teaching materials are expected that students are able to master Indonesian language competencies in accordance with the environment of the education unit, regional potential, and students [6]. Poetry expected in the curriculum should also be able to develop students' rhetorical abilities in poetry and writing poetry. The rhetoric, in this case, is the ability to process language through word choice and array playing and strategies in using typography [8]. This is following the notion of poetry which is a form of literary work that expresses the thoughts and feelings of the poet imaginatively and is composed by concentrating all the strengths of his physical structure and inner structure [16]. For this reason, it is very important to compile competency-based poetry writing teaching materials so students are expected to be skilled in poetry.

From this background, the formulation of the problem in this research development is "How is the development of poetry teaching materials for class X high school competencies based?". From this problem a significant answer will be obtained from the development research procedure and the teaching material development procedure based on KTSP. The formulation of the problem can be detailed as follows:

1. What is the model of poetry teaching material available that has been used by high school teachers in Bengkulu City?
2. What is the poetry teaching material model needed by high school teachers in Bengkulu City?
3. How is the syllabus design based on the results of curriculum analysis and needs analysis?
4. What is the design of the preparation of the Learning Implementation Plan (RPP) based on the results of curriculum analysis and needs analysis?
5. How is the design of competency-based poetry teaching material models?
6. How are the results of the competency-based poetry teaching material being tested?

In connection with the above background, there are several objectives of this development research as follows: (a) explain the available poetry teaching material models that have been used by high school students and teachers in Bengkulu City, (b) explain the poetry teaching material models needed by high school teacher in Bengkulu City, (c) explain the syllabus design based on the results of curriculum analysis and needs analysis, (d) explain the design of the preparation of RPP based on the results of curriculum analysis and needs analysis, (e) explain the design of competency-based poetry teaching material models, and explain the results trial model of instructional material development is carried out. Then, the benefits obtained from the results of this study include: (1) can make the product in the form of poetry teaching material models expected by KTSP, (2) as input for teachers, curriculum compilers, instructional material writers, and Indonesian language teaching experts in design a learning tool, and (3) provide

knowledge and contribute to the assessment and analysis of compiling syllabi, lesson plans, and competency-based poetry teaching materials.

II. RESEARCH METHODS

The research method used in the form of research development (research & development). Research and development methods are research methods used to produce a particular model and test the effectiveness of a product that was developed [13]. With this research and development method, it is expected to produce poetry teaching material models for high school class X which have good quality in terms of content and aspects outside the content as can be understood and desired by students and teachers to read. About the teaching material model used, there are still some basic competencies developed, so the teaching material model that is used is only limited, the cover page, the introductory chapter, the learning chapter, evaluation, and bibliography. The purpose of this study is to develop a model of Indonesian language teaching materials for high school class X with the principles of innovation learning as outlined in the Education Unit Level Curriculum (KTSP) based on competence. In developing teaching materials is still simple because only a small part of the basic competencies that are tested are literary competence on the subject matter of understanding poetry. The development of teaching materials is based on the steps of the language teaching methodology that is reflected in the SBC and based on the theory of the development of teaching material models. Data collection techniques using questionnaires and observation. The research development of this teaching material is purposive. Purposive means to see something based on certain considerations [13]. The considerations made are based on research objectives. place, time, and source of research data can be described in the following table 1.

Table 1. Place, Time, and Source of Research Data

Goals	Place and Time of Research	Data Source
Obtain data analysis of available teaching materials	Textbooks, March 20-21, 2011	<p>1. <i>Mahir Berbahasa Indonesia: SMA Kelas X Program IPA dan IPS</i>. P.Tukan, 2006.</p> <p>2. <i>Kompeten Berbahasa Indonesia: untuk SMA Kelas X</i>. Tim Edukatif 2007.</p>

Obtain data analysis of teaching materials needed by teachers	SMAN 2 Bengkulu and SMAN 9 Bengkulu, from March 25 to August 18, 2011	3. Anita Fitri, S.Pd. (Indonesian language teacher SMAN 2 Bengkulu); 4. Nafisah, M.Pd. (Indonesian language teacher SMAN 9 Bengkulu); 5. Nova Efrianti (Guru bahasa Indonesia SMAN 9 Bengkulu, juga Ketua Pengembangan Bahan Ajar Bahasa Indonesia Tingkat Nasional.
Obtain data on evaluation of field test I (Vaidation and revision)	Bengkulu Poet, Teacher Education Study Program. Indonesian in SMAN 2 Bengkulu and SMAN 9 Bengkulu, from 20 September - 27 October 2011	6. One Bengkulu Poet (Lili Taswa), Anita Fitri, S.Pd (Indonesian language teacher), dan Nafisah (Indonesian language teacher)
Obtain field test evaluation data II	SMAN 2 Bengkulu (29 September 2011) and SMAN 9 Bengkulu (1 October 2011)	7. Class I Acceleration in SMAN 2 Bengkulu and Kelas I-B di SMAN 9 Bengkulu

Subjects in this study were selected based on the location of the school area in the city of Bengkulu, which shows schools with high achievement (city center) and underachievers (suburbs). The research subject in question can be seen from the following table.

Table 2. Research Subjects Based on School Location

Nu.	School Name	Research Subject	Criteria
1.	SMAN 2 Kota Bengkulu	One teacher who teaches in class X and students in one class	Middle of town
2.	SMAN 9 Kota Bengkulu	One teacher who teaches in class X and students in one class	Countryside

In this research development of poetry teaching materials, the type of data in the form of a questionnaire/questionnaire needs analysis of the use of poetry teaching materials available based on theory and curriculum and analysis of teaching materials needed by teachers. Then, the type of data in carrying out product trials, researchers also use data in the form of a questionnaire. The questionnaire data conducted aims to obtain information from literary experts, teachers, and students regarding the development of poetry teaching

materials at the high school level. While the research instruments in this research development are in the form of questionnaire assessment / evaluation of books used in several high schools in the city of Bengkulu, questionnaires given to literary experts, teachers, and questionnaires given to students with the aim of obtaining data on feasibility and suitability of content and obtaining material for the revision of teaching materials, as well as observation sheets about implementing learning using poetry teaching materials.

In the research development of this poetry teaching material model using a collaborative model proposed by Widodo and Jasmidi [17] and Richard [15]. The development steps begin from the determination of competency standards and plans for teaching and learning activities, analysis of module requirements, and preparation of drafts [17]. Widodo and Jasmidi further put forward the concept of compiling teaching materials including determining competency standards and plans for teaching and learning activities, then proceed with module needs analysis, testing, validation, revision, production, and finally becoming teaching material [17].

Then, according to Richard [15] research steps in the development of teaching materials, namely the development of objectives, syllabus development, organizing teaching materials into learning units, and the development of structures per unit and sorting units.

From the opinions of Widodo & Jasmidi [17] and Richard [15] obtained a development model with the steps shown in the following table.

Table 3. Steps for Developing Teaching Materials Used

Step	Activity	Information
I	Identification of needs	1. Analysis of available teaching materials based on theory and curriculum. 2. Analysis of teaching materials to three Indonesian language teachers from two schools.
II	Syllabus Development	1.Grouping Basic Competencies (KD). 2.Arrange each learning unit.
III	Unit Structure Development	Develop Learning Implementation Plan (RPP).
IV	Drafting the Module	1.Development of learning units 2.Theoretical realization 3.Realization of poetry learning material
V	Trial I (Validation and Revision Test)	Validating the teachers and literary experts (poetry) and then revising the poetry teaching material model
VI	Trial II (Field / Class Trial)	1.Conducting trials at SMAN 2 Bengkulu 2.Conducting trials at SMAN 9 Bengkulu
VII	Revision	Revise the draft module from the results of Trial II

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VIII	Production	Arrange draft modules that are ready to use.
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In this research development, data analysis techniques are carried out with the following steps (1) identification of the needs of the poetry teaching material analysis available based on theory and curriculum, (2) identification of the needs of the poetry teaching material analysis needed by the teacher, (3) make Indonesian teaching materials especially poetry for Senior High School Level X based on competency and based on curriculum, (4) field trial I namely Validation of the set of teaching materials that have been prepared (Syllabus, RPP, and teaching material materials to literary experts and teachers in the field of study Indonesian language and make revisions, (5) trial II (field / class trials) of the developed teaching material, (6) revision of the initial design based on the findings, and (7) compile competency-based poetry teaching materials that are ready become a model in poetry learning, then, test the validity of research data using the validation test of poetry experts, linguists, and design experts.

III. RESULT AND DISCUSSION

Result

The trials conducted in this study were carried out two times. The first stage is trial I regarding the validation test and revision of the textbook. Then, the second trial was a field trial (class). The following will explain each of the results of the intended trial.

1. Test Results I (Validation and Revision)

The first trial was carried out by distributing 3 questionnaires, namely syllabus validation, RPP validation, and material validation in the draft poetry teaching material model. The first validation results regarding the preparation of the syllabus can be seen from the following table.

Table 7. Results of the Recapitulation Assessment Questionnaire for Syllabus Compilation

Nu.	Validator	Total Score	Criteria
1.	Validator 1	88	Very good
2.	Validator 2	85	Very good
3.	Validator 3	66	Well
Jumlah Rata-Rata		79,66	Very good

From table 7 above, information is obtained that the preparation of the syllabus carried out in this research development has been very good. This is shown from the questionnaire assessment given to three validators with an average value of 79.66 by obtaining very good criteria.

Then, from the preparation of the Learning Implementation Plan can be information from the following table.

Table 8. Results of the Recapitulation Assessment Questionnaire for the Compilation of RPP

Nu.	Validator	Total Score	Criteria
1.	Validator 1	109	Very good
2.	Validator 2	120	Very good
3.	Validator 3	94	Well
Average Amount		107,66	Very good

From table 8 above it can be illustrated that in the preparation of the RPP carried out in this research development has obtained very good criteria with an average value given by the three validators that are 107.66 points. This also shows that the lesson plans that have been prepared are worth testing at the next stage of development research.

After the syllabus and lesson plan gets good feasibility and

can be applied in class. The next stage is the preparation of poetry teaching materials. In the preparation of the draft poetry teaching material, an evaluation of the draft poetry teaching material was conducted by three competent validators. The results of the assessment of the poetry teaching material draft can be seen from the following table.

Table 9. Results of the Recapitulation Assessment Questionnaire for Drafting Poetry Teaching Material

Nu.	Validator	Total Score	Criteria
1.	Validator 1	187	Very good
2.	Validator 2	167	Very good
3.	Validator 3	144	Well
Average Amount		166	Sangat Baik

From table 9 above, information can be obtained that in the preparation of the draft poetry teaching material materials already have very good criteria with an average value of 166 points. This illustrates that the draft poetry teaching material that has been prepared is worthy to be tested on learning activities (field testing).

2. Test Results II (Field Test)

The field trial was conducted by two schools that had different criteria, namely SMAN 2 Bengkulu (high achieving / middle school) and SMAN 9 Bengkulu (underachieved / suburban schools). The results of the second trial of the two schools can be obtained from the results of the student response questionnaire and the results of the observation sheet. Judging from the results of the questionnaire students' responses to the trial of using poetry teaching materials in the learning process both in Class X Acceleration of SMAN 2 Bengkulu and in Class X-B of SMAN 9 Bengkulu City, showed that most students gave very good responses. To prove it, it can be illustrated from the recapitulation table of student questionnaire responses from two pilot classes. The first table will show the results of the questionnaire responses of class X students of SMAN 2 Bengkulu City Acceleration as follows. Table 10. Recapitulation of Questionnaire Results of Student Responses to Teaching Materials from Class X Axeleration of SMAN 2 Bengkulu City

Table 10

Nu.	Item Questions	Happy Score
1.	How do you feel about the following learning components?	184
2.	How do you feel about the components of teaching materials provided?	184
3.	What is your opinion in understanding student books?	68
4.	What do you think of the following student book?	68
Amount		504
Criteria		Very good

From table 10 above, information can be obtained that most of the students of class X Acceleration of SMAN 2 Bengkulu City responded happily with very good criteria (504 points) in carrying out learning by using poetry teaching materials. These excellent criteria, starting with students happy with the contents of poetry teaching materials and students can understand well the contents of the poetry teaching materials.

This shows that the poetry teaching material model prepared has been able to help students achieve the learning objectives expected in SK and KD.

Furthermore, the same thing was given by the majority of students of class X-B to the use of poetry teaching material models in learning activities that they gave happy responses to very good criteria. This can be shown from the following table.

Table 11. Recapitulation of Questionnaire Results of Student Responses to Teaching Materials from Class X-B of SMAN 9 Bengkulu City

Nu.	Item Questions	Happy Score
1.	How do you feel about the following learning components?	222
2.	How do you feel about the components of teaching materials provided?	222
3.	What is your opinion in understanding student books?	82
4.	What do you think of the following student book?	78
Amount		604
Criteria		Very good

Table 11 above, provides information that Class X-B students of SMAN 9 Bengkulu City enjoy using poetry teaching materials in learning activities. Also, students gave very good criteria (604 points) in the use of the poetry teaching material model. This illustrates that the model of teaching material that was compiled was able to lead students to the competencies they had to master.

To strengthen the response of students who are very happy to use poetry teaching material models in learning, it will be explained with the following observations.

Table 4.9. The Recapitulation Results of Observation Teaching and Learning Activities Using Poetry Teaching Materials

Nu.	Activity Items	Observer / Class	Observation Result	Conclusion
1	Initial activity	Noermanzah / Kls X Axelerasi SMAN 2 Kota Bengkulu	Students focus when the teacher gives apperception .	In the initial activities both at SMAN 2 Bengkulu City and SMAN 9 Bengkulu City students have begun to focus on learning activities because the teacher has given apperception by giving questions about students' experiences about poetry.
		Nova Efrianti, M.Pd./ Kelas X-B SMAN 9 Kota Bengkulu	The teacher has made apperception as stated in the lesson plan that is by asking students' experiences about poetry.	
2	Core activities	Noermanzah /	1. Students focus and live the recorded poetry;	In the core activities both in Bengkulu City 2 and

		Kls X Axelerasi SMAN 2 Kota Bengkulu	2. Students actively ask questions about the material and results of the simulation; and 3. Students actively discover the physical and inner elements of poetry.	SMA 9 Bengkulu City students in addition to focus are also active in conducting learning experiences, starting from actively listening to recorded poetry, actively questioning questions about the material and results of simakan, and actively discovering the physical and inner elements of poetry.
		Nova Efrianti, M.Pd./ Kelas X-B SMAN 9 Kota Bengkulu	1. Students actively read poetry books; 2. Students actively ask questions about poetry material; 3. Students actively listen to poetry (recorded poetry) in groups; and 4. Students actively ask questions and answers encouraged by the teacher and actively work on assignments.	

In this study only took the focus of poetry material, then SK and KD specifically took to listen to poetry. In compiling the contents of this syllabus, it is based on pleasing teaching materials that are seen from various media and learning sources (recordings and poetry texts from several regional poets).

The next step in this development research is to develop a Learning Implementation Plan (RPP). The compiled lesson plans are guided by the syllabus. The compiled lesson plans look at the achievement of SK and KD by displaying indicators and learning objectives that will be achieved when learning is carried out. Every aspect of the lesson plan is closely related, starting from SK, KD, learning indicators, learning objectives, learning materials, learning methods, steps of learning activities, learning resources /tools/materials, to the assessment stage. All aspects of the RPP are interconnected and inseparable, this aims to ensure that SK and KD can be achieved properly.

After the lesson plan is finished, the next step is to prepare a draft of the poetry teaching material model. This draft textbook contains not only complete material, varied group and individual practice questions, but also a syllabus, lesson plans, and CD recording poetry as needed in the lesson plan and assignments in the textbook. This is to answer the results of the analysis of the needs of teachers who want textbooks that are equipped with the material, use variations of tests, and are equipped with CD recordings of poetry (audiovisual).

The design of this poetry teaching material model has a pattern or structure in the following order: (1) the subject matter subject, (2) the unit competency subject matter, (3) material, and (4) practice. It is intended that competence can be achieved with a clear and coherent hierarchy/mindset that is, preceded by the students' initial experience by being given material complete with examples of poetry that is varied (the work of poets from the archipelago), and followed by exercises with guidance and assignments via CD recording poetry.

The draft poetry teaching material model has been compiled, then a trial is conducted. Trials were conducted twice, the first was expert trials, and the second was field trials (classes). Trials given to experts (experts in the field of Indonesian language studies and literary / literary experts) through the questionnaire preparation of syllabus, preparation of lesson plans, and preparation of draft models of poetry teaching materials, give the results that (1) the preparation of syllabus get very good criteria with 79 points , 66, (2) the preparation of lesson plans get very good criteria with points 107.66, and (3) the preparation of the draft poetry teaching material models to get very good criteria with points 166.

From the results of the expert trials above, it shows that teaching materials are suitable for use and to provide higher feasibility, a field test (class test) is carried out. This field test was conducted in two schools, namely SMAN 2 Bengkulu City Class X Acceleration and SMAN 9 Bengkulu City Class X-B. From the tests conducted at the two-State High Schools, information obtained from the results of the student response questionnaire and the results of the observation, that (1) most students of class X Acceleration of SMAN 2 Bengkulu City responded happily with very good criteria (504 points) in conducting learning with using the poetry teaching material

model, (2) Class XB students of SMAN 9 Bengkulu City are happy with very good criteria (604 points) in using the poetry teaching material model in learning activities, (3) the results of observing learning activities using the poetry teaching material model provides information that in every learning activity starting from the initial activity, the core activity, to the closing activity, the teacher is helped by teaching poetry material (other equipment such as syllabus, lesson plans, and recording poetry) in carrying out learning and students also respond very well, this is indicated with most students active and focused following the learning sequence. Thus, it can be concluded that based on the results of expert trials and the results of the field trials (classes) above, the poetry teaching material models that have been prepared are suitable for use in poetry learning for Class X High Schools.

IV. CONCLUSION

From the results of research into the development of teaching materials in the form of textbooks, especially the subject matter of poetry based on the competence of class X high school, several conclusions can be obtained including:

1. Available Indonesian teaching material models that have been used by high school teachers in Bengkulu City have achieved good teaching material criteria, but in terms of content suitability (suitability of Competency Standards (SK) and Basic Competencies (KD), suitability of student needs, suitability of teaching materials, and the benefits of adding insight) still needs improvement.
2. Model of teaching materials needed by high school teachers in Bengkulu City are poetry teaching materials that present complete material in accordance with SK and KD, teaching materials that are equipped with recorded poetry readings (audiovisual), examples of analysis in each BC or indicator learning, varied questions, and presenting better aspects of publication and design.
3. The syllabus draft is based on the results of curriculum analysis and analysis of the need for teaching materials available in Bengkulu City High School and analysis of the needs of high school teachers in Bengkulu City. The preparation of the syllabus begins with compiling SK and KD which are scientifically and skills are still related, followed by sorting KD by first making a big topic that is understanding poetry. Then, continue to fill in every point contained in the syllabus.
4. The design of the preparation of the Learning Implementation Plan (RPP) is carried out based on the results of curriculum analysis in the syllabus and analysis of the need for teaching materials available in Bengkulu City High School and analysis of the needs of high school teachers in Bengkulu City. The compiled lesson plans look at the achievement of SK and KD by displaying indicators and learning objectives that will be achieved when learning is carried out. Every aspect of the lesson plan is closely related, starting from SK, KD, learning indicators, learning objectives, learning materials, learning methods, steps of learning activities, learning resources/tools/ materials, to the assessment stage.

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5. The design of competency-based poetry teaching material models, in addition to containing complete material, various group, and individual practice questions, also includes syllabi, lesson plans, and poetry recording CDs as needed in lesson plans and assignments in textbooks. The design of the poetry teaching material model also has a pattern or structure in the following order: (1) the subject matter subject, (2) the unit competency subject matter, (3) material, and (4) practice.
 6. The results of testing the development of competency-based poetry teaching materials show that teaching materials are suitable for use, this is evidenced by the results of trials conducted at the two State High Schools, obtained information from the results of the student questionnaire responses and observations, that (1) most students Class X Acceleration of SMAN 2 Bengkulu City gave a happy response with excellent criteria (504 points) in carrying out learning by using poetry teaching material models, (2) Class XB students of SMAN 9 Bengkulu City were happy with very good criteria (604 points) in using the model poetry teaching material in learning activities, (3) observations of learning activities using the poetry teaching material model provide information that in each learning activity starting from the initial activity, the core activity, to the closing activity, the teacher is helped by teaching poetry material (other equipment such as syllabus, lesson plans, and poetry recordings) in conducting learning and students also responds very well, this is indicated by the majority of active and focused students following the learning sequence.
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