



## The Use of Yura Yunita's Song *Tutur Batin* Media in Learning Poetry Writing Skills

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### ABSTRACT

The purpose of this study was to determine the effect of using Yura Yunita *Tutur Batin* song media in improving poetry writing skills in class X students. This study used a quantitative approach using experimental research methods. The experimental design used in this study was quasi-experimental using a nonequivalent control group design. The research sample used in this study consisted of 35 students from class X at SMA Negeri 17 Bekasi, who were assigned to the experimental class (X E.2), and 33 students from the same class who were assigned to the control class (X E.5). Data on poetry writing skills were collected using test instruments that were compiled objectively based on test specifications. In its implementation, the experimental class received treatment to use song media in poetry learning, while the control class did not receive song media treatment. However, both classes were given the same learning materials and resources. The research data were analyzed using parametric inferential statistical procedures, namely paired sample t-tests. The results of this study: 1) the pre-test of poetry writing skills, namely before using song media in learning, had an average value of 67.37 for the experimental class and 69.36 for the control class; 2) post-test of poetry writing skills, namely without using song media in learning, had an average value of 82.27 for the control class, while for the experimental class that used song media in learning, had an average value of 87.11; 3) song media had a significant influence in improving poetry writing skills in class X of SMA Negeri 17 Bekasi.

*Keywords: song media, learning, poetry writing skills*

## Penggunaan Media Lagu Yura Yunita *Tutur Batin* dalam Pembelajaran Keterampilan Menulis Puisi

### ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dari penggunaan media lagu Yura Yunita *Tutur Batin* dalam meningkatkan keterampilan menulis puisi pada siswa kelas X. penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan metode penelitian eksperimen. Bentuk eksperimen yang digunakan dalam penelitian ini adalah quasi experimental dengan menggunakan desain penelitian nonequivalent control group design. Sampel penelitian yang digunakan pada penelitian ini adalah siswa kelas X di SMA Negeri 17 Bekasi yang terdiri dari 35 siswa X E.2 sebagai kelas eksperimen pada penelitian dan 33 siswa X E.5 sebagai kelas kontrol. Data keterampilan menulis puisi dikumpulkan menggunakan instrumen tes yang disusun secara objektif berbasis spesifikasi tes. Dalam pelaksanaannya kelas eksperimen mendapat perlakuan untuk menggunakan media lagu pada pembelajaran puisi, sedangkan kelas kontrol tidak mendapat perlakuan media lagu. Namun demikian, kedua kelas diberi materi dan sumber belajar yang sama. Data penelitian dianalisis menggunakan prosedur statistik inferensial parametrik yakni uji t sampel berpasangan. Hasil penelitian ini: 1) prates keterampilan menulis puisi sebelum menggunakan media lagu dalam pembelajaran memiliki nilai rata-rata sebesar 67.37 untuk kelas eksperimen dan 69.36 untuk kelas kontrol; 2) postes keterampilan menulis puisi yakni tanpa menggunakan media lagu dalam pembelajaran memiliki nilai rata-rata sebesar 82.27 untuk kelas kontrol sedangkan untuk kelas eksperimen yang menggunakan media lagu dalam pembelajaran memiliki nilai rata-rata sebesar 87.11; 3) berdasarkan hasil uji t sampel berpasangan disintesis bahwa media lagu memberi pengaruh yang signifikan dalam meningkatkan keterampilan menulis puisi di kelas X SMA Negeri 17 Bekasi.

*Kata Kunci: media lagu, pembelajaran, keterampilan menulis puisi*

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## INTRODUCTION

Education plays a role in developing quality human resources. Through education, individuals can build knowledge and skills, and explore their potential, thus developing intelligent and skilled individuals (Rukayah et al., 2023). One of the essential intelligences is linguistic intelligence. This is because linguistic intelligence encompasses a person's ability to use, understand, and process language for various purposes such as learning, working, communicating, and expressing oneself.

Possessing linguistic intelligence enables a person to communicate effectively with others, thus fostering harmonious relationships. Therefore, linguistic intelligence is also crucial in the workplace, as it allows a person to create mutually beneficial relationships with other people or organizations (Sukenti, 2017). A person with linguistic intelligence can argue, entertain, and convince others with their spoken words (Rukayah et al., 2025). Therefore, mastering linguistic intelligence is crucial for everyone. According to Lilis (in Rukayah et al., 2025), linguistic intelligence is a person's ability to use words effectively, both orally and in writing. This intelligence encompasses four abilities: listening, speaking, reading, and writing.

Among the four language abilities, writing is one skill that students do not automatically acquire. Tarigan emphasized that writing requires regular training to master it (Maulidah, 2020). One way to improve linguistic intelligence is through poetry writing lessons in school. When writing poetry, which serves as a platform for expressing ideas or feelings, writers often employ language play in each sentence, resulting in beautiful sentences with profound meaning (Sutikno et al., 2020).

Writing poetry requires several skills, including the ability to determine rhyme, pay attention to figurative language, and use imagination. Therefore, writing poetry requires linguistic intelligence (Rukayah et al., 2023). According to Pradopo (in Nurjanah et al., 2018), poetry itself is a work that can express a thought, thus evoking feelings and stimulating the imagination. Besides improving language skills,

poetry can also help students understand different perspectives and can be a place to express emotions in a positive and controlled manner. Therefore, learning to write poetry is important for students to master, but in reality, poetry learning is less prevalent.

Based on observations conducted in schools regarding poetry learning, students encounter several obstacles in learning poetry that contribute to their disinterest. These include difficulty determining ideas and themes in writing poetry, a lack of understanding of the meaning of poetry due to the use of complex and metaphorical language styles, which often lead to students finding poetry learning difficult, a lack of interest in poetry learning due to students' preference for other forms of literature, a lack of confidence in their language skills, and boredom during the learning process. Furthermore, the average student score in poetry writing is still below the minimum cCompetency.

One of the factors that causes students' low poetry writing skills and student difficulties is the lack of use of learning media. Learning media itself plays an important role in the learning process in schools. This is because with the presence of learning media, the teaching process becomes more interesting and varied, allowing teachers to teach concepts and materials in more innovative ways (Titin et al., 2023). Based on Titin's opinion, learning media can influence students' interest in learning, because with learning media, teaching materials can be presented in an interesting form, thereby creating a pleasant learning environment so that student learning outcomes improve. One medium that can be used to increase student interest and enthusiasm for learning is using music media in learning. This is because listening to music while doing assignments or studying provides several benefits, such as generating new ideas, relieving stress, and creating feelings of calm and happiness (Izzah et al., 2020).

Therefore, the researcher is interested in examining the use of song as a medium to improve students' poetry writing skills. The song used in this study is Yura Yunita's song "Tutur Batin." This song was chosen because it is suitable for inspiring



students to write poetry. This is because the lyrics of "Tutur Batin" describe the expression of feelings and experiences, teaching us to love ourselves, always be grateful, and accept our shortcomings. This is what makes "Tutur Batin" a suitable inspiration for writing poetry, because learning to write something begins with oneself. Like writing poetry, poetry can be a place to express one's feelings and experiences.

Based on the background of the problem above, the research question is formulated as follows: Does the use of Yura Yunita's song "Tutur Batin" as a medium influence the improvement of poetry writing skills in grade 10 students at SMA Negeri 17 Bekasi?

The research objective of this study is to determine the effect of using Yura Yunita's song "Tutur Batin" as a medium on poetry writing skills in grade 10 students at SMA Negeri 17 Bekasi. The benefit of this research is to serve as a guide for teachers in implementing songs in their lessons to overcome boredom and improve student achievement. The following articles are relevant to this research:

- 1) Pratama, G. Y., Haruna, J., & Siddik, M. (2020). Pengembangan Bahan Ajar Menulis Puisi dengan Perpaduan Model Demonstrasi dan Teknik Beriur Kata Kelas VIII SMP. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 3(2), 149-162.
- 2) Hermandra, H., Nisa, A. C., Aisyah, R. A., Kartika, W. (2024) Makna Konseptual Lirik Lagu Tiara Andini dan Prospek Sebagai Materi Alternatif Pembelajaran Bahasa Indonesia. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(1) 1-12.
- 3) Rifai, M, (2021). Peningkatan Kosakata Melalui Media Lagu untuk Menyusun Cerita Naratif pada Siswa Kelas 9. *Jurnal Pendidikan dan Pengajaran*, 1(1), 95-103.

## METHOD

The research approach used in this study was quantitative research using experimental research methods. This method was used to determine the

effect of using songs on students' poetry writing skills. The experiment used in this study was a quasi-experimental study using a nonequivalent control group design. A nonequivalent control group design is a study conducted by administering treatment to an experimental group and providing a control group for comparison. Neither the experimental nor the control group is randomly selected (Abdullah et al., 2022).

In its implementation, the experimental class received the use of songs in their learning, while the control class did not receive the treatment. This study was conducted to determine whether or not the use of songs in improving students' poetry writing skills had an impact.

The population in this study was all 308 tenth-grade students at SMA Negeri 17 Bekasi

The sample used in this study was 68 tenth-grade students at SMA Negeri 17 Bekasi, consisting of 35 students in class X E.2 as the experimental class and 33 students in class X E.5 as the control class.

The data collection technique in this study was a test. The test sheets used were pretest and posttest sheets to measure students' poetry writing abilities. The research instruments used were test questions and assessment sheets. The assessment sheets consisted of test questions. The assessment sheets covered students' success in writing poetry based on the 10 elements of poetry. According to Kosasih, the elements of poetry construction consist of physical elements (diction, imagery, concrete words, figures of speech, versification, typography) and spiritual elements (theme, feeling, tone and atmosphere, message) (Ritonga, 2021). Data processing in this study was carried out using statistical tests. The results of the pretest and posttest data in each experimental and control class will be tested for normal and homogeneous distribution. If the data is typically and homogeneously distributed, a t-test will be conducted to assess the effect of using song media on improving poetry writing skills. The hypothesis in this study is that there is an effect on students' poetry writing skills between classes that use Yura Yunita's song media "Tutur Batin" in their learning



and classes that do not use song media in their learning.

Data collection for this study was conducted in six meetings in each sample class. These six meetings consisted of one pretest, four teaching and learning sessions, and one posttest. The two sample classes differed in the treatment provided by each class, particularly in the use of learning media. The experimental class used songs, where students listened to Yura Yunita's song "Tutur Batin" (The Batin) using audio speakers. Students in the experimental class listened to and absorbed the song's lyrics to stimulate their creativity in writing poetry.

Meanwhile, the control class did not use songs in their learning and was conducted without any additional media. In addition to the differences in the use of learning media, both sample classes received the same learning materials and descriptive tests: a pretest and a posttest. Assessment criteria were also considered in assessing students' poetry skills, as shown in Table 1 below. The following table presents the results of the poetry writing assessment for the experimental and control students.

The poetry writing skill scores of 10th-grade students at SMA Negeri 17 Bekasi are divided into two categories. The categories in question are: 1)  $\geq 75.00$  (achieving the minimum completion criteria); 2)  $< 75.00$  (not achieving the minimum completion criteria).

## RESULTS

Below are the pre-test and post-test data for the poetry writing skills of 10th-grade students at SMA Negeri 17 Bekasi. The table below presents the data.

Table 1  
 Pre-test and Post-Test Results of Poetry Writing Skills per Group

No.	Control Group		Experiment Group	
	Pretest	Post-test	Pretest	Post-test
1	69	81	67	80
2	68	80	66	88
3	68	75	81	85

Table 1  
 Pre-test and Post-Test Results of Poetry Writing Skills per Group

No.	Control Group		Experiment Group	
	Pretest	Post-test	Pretest	Post-test
4	77	81	69	94
5	71	79	69	90
6	62	78	62	86
7	72	82	75	85
8	69	74	71	86
9	76	85	63	80
10	63	85	72	90
11	60	84	67	85
12	64	86	66	85
13	70	89	68	92
14	67	85	62	86
15	76	84	70	93
16	69	84	69	80
17	69	87	64	88
18	80	77	65	84
19	74	86	61	93
20	62	75	60	92
21	68	85	72	87
22	70	86	61	82
23	65	81	62	87
24	74	83	72	95
25	68	84	71	82
26	62	72	66	84
27	65	73	61	84
28	73	92	65	83
29	74	80	60	87
30	70	73	70	86
31	74	91	62	92
32	68	87	71	83
33	72	91	75	87
34			77	93
35			66	95

Table 1 shows the pretest results for the experimental class, which consisted of 35 students. Nearly all students scored below the minimum



competency criteria (75). One student was in the good category, three were in the sufficient category, and 31 were in the low-income category. Meanwhile, the control class showed the pretest results for 33 students.

Table 1 shows also that almost all students in the control class scored below the minimum competency criteria. This consisted of one student in the good category, three were in the sufficient category, and 29 were in the poor category.

Table 1 shows too that of the total sample of 68 students, 60 students scored below the minimum competency criteria; 6 were in the sufficient category; and two were in the good category. Therefore, the students' poetry writing abilities were considered insufficient, as they did not meet the minimum competency criteria for the Indonesian language subject.

Based on the pretest results conducted in two different classes, the experimental class and the control class, it can be concluded that the students' abilities remain underdeveloped. Therefore, to improve students' poetry writing skills, interactive learning media is needed. In this case, songs will be used in poetry writing lessons. The songs will be taught after students have been exposed to poetry-related material. The songs will be implemented in the experimental class, Class X E 2.

## 2. Results of the Poetry Writing Skills Posttest for the Experiment Class

After the pretest, the material was presented to students, accompanied by songs during the lesson. In the experimental class, X E2, the lesson took place from 12:30 to 1:15 p.m., after the second break. During the lesson, the classroom environment was less conducive. This was due to the abundance of food waste and the presence of many students who were still eating and had not yet returned to class. Consequently, the presentation of the material was slightly delayed. After all students had returned to class, the presentation of the new material could begin, and during the presentation, the students listened attentively.

The following day, in the experimental class, the students and teacher reviewed the material presented in the previous meeting. Students were exposed to the song "Tutur Batin" by Yura Yunita, and they were enthusiastic about listening to it. Furthermore, students were given exercises to identify the building blocks and figures of speech in "Tutur Batin" by Yura Yunita. Students enthusiastically discussed and shared their opinions regarding the lyrics of "Tutur Batin." Therefore, the class conditions were quite conducive, even though it was held during the day and interrupted by breaks, because students were actively engaged in discussions with their friends about the assigned exercises. After a series of lessons was carried out, a posttest was administered. Based on Table 1, out of 35 students, 24 students scored in the good category and 11 students scored in the outstanding category. In the experimental class, all students obtained scores above the Minimum Competency (KKM) in the Indonesian language subject.

## 2. Results of the Poetry Writing Skills Posttest for the Control Class

After the pretest, the next step was to deliver the same material used in the experimental class. Meanwhile, in the control class, Class X E5, the learning process took place from 10:15 to 11:00, after the first break had ended. Consequently, the classroom environment was less conducive. This was because the classroom was littered with food waste, and many students were still eating and had not returned to class. Consequently, the material delivery was slightly delayed. After all students had returned to class, the material delivery could begin. During the presentation, many students felt sleepy because the lesson took place after the break, and many students used the first break to eat and the second break to pray.

The following day, the students and teacher reviewed the lesson from the previous meeting. Afterward, students were given practice identifying the building blocks of a given poetry text. The classroom environment was less conducive because the lesson took place in the afternoon, after the break

had ended. This made the classroom dirty with food waste, and many students were sleepy. In addition, the poetry exercises given failed to inspire enthusiasm in students about learning. This was because the poems given were only written texts and were unfamiliar to them, so students felt bored and struggled to understand the poem. Therefore, many students were not active in the discussion. After a series of lessons was carried out, a posttest was conducted to determine the final abilities of the students. Based on Table 1, the posttest results for the control class, which consisted of 33 students, are presented. In the table above, it can be seen that of the 33 students, four scored in the poor category, five in the sufficient category, 21 in the good category, and three in the excellent category.

### 3. The Influence of Song Media on Poetry Writing Skills

The normality test itself is used to determine whether the data obtained is normally distributed or not. The Kolmogorov-Smirnov and Shapiro-Wilk normality tests will be used using the SPSS 27 computer program. The test criteria used are: if the significance level (sig) is  $> 0.05$ , the data is normally distributed. The following are the results of the normality test calculation.

Table 2  
 Results of the Normamlity Test

Groups	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
control: pretest	0,116	33	,200*	0,978	33	0,719
control: post-test	0,140	33	0,100	0,960	33	0,254
experiment: pretest	0,117	33	,200*	0,949	33	0,121
experiment: post-test	0,138	33	0,115	0,954	33	0,173

a. Lilliefors Significance Correction

The poetry writing skills data for eleventh-grade students at SMA Negeri 17 Bekasi proved homogeneous. The sig. value based on the mean

was 0.206, which is greater than 0.05. The complete data is presented in the table below.

Table 3  
 Results of the Homogeneity of Variance Test for Poetry Writing Skills Data

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	1,629	1	66	0,206
Based on Median	1,090	1	66	0,300
Based on Median and with adjusted df	1,090	1	66,901	0,301
Based on trimmed mean	1,649	1	66	0,204

Based on the results of the independent sample t test that has been carried out, it can be seen that the sig value (2-tailed) shows a value of  $0.000 < 0.05$ , so it can be concluded that the hypothesis is accepted, which means that the use of Yura Yunita's song media "Tutur Batin" has a significant influence on improving students' skills in writing poetry in class X of SMA Negeri 17 Bekasi.

Based on the results of the independent sample t test that has been carried out, it can be seen that the sig value (2-tailed) shows a t value = 4,052 at sig. 0.000 (Table 4). Thus, sig. 0.000  $< 0.05$ . Therefore,  $H_0$  is rejected. This means that the use of Yura Yunita's song media "Tutur Batin" has a significant influence on improving students' skills in writing poetry in class X of SMA Negeri 17 Bekasi.

Table 4  
 Results of the Independent Sample Test

Independent Samples Test				
Post-test				
	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	-4,052	66	0,000	-4,842
Equal variances not assumed	-4,027	61,573	0,000	-4,842



## DISCUSSION

The success of song media in improving poetry writing skills in 10th-grade students is due to its ability to capture students' interest and enthusiasm during learning, making the material easier to understand. Furthermore, there is supporting data supporting the success of using song media in schools. Low student pretest scores are not due to students' inability to write poetry. This is due to teachers' failure to utilize available media, a lack of school facilities to support learning, and a lack of teacher training related to curriculum development, which can also contribute to low pretest scores.

Furthermore, students' learning hours on the subject matter can also contribute to students' boredom. During data collection, both classes had lessons scheduled at nearly the same time, namely during break time, which is interrupted by breaks for lunch and prayer. Consequently, after break time, many students were still praying and in the cafeteria, making them susceptible to drowsiness during the lesson. However, by using appropriate learning media, students can feel enthusiastic and eager to participate in the lesson. Similarly, the experimental class, which used songs as a medium for poetry writing, resulted in students being more enthusiastic and engaged in learning, and achieving satisfactory final grades compared to the control class without songs.

Learning media is crucial in teaching and learning activities. With learning media, material can be delivered easily and interactively, enabling students to understand the material easily. Furthermore, using interactive learning media during learning can clarify the presentation of material, making it easier for students to understand, thereby improving the learning process and outcomes (Wulandari et al., 2023). Therefore, the use of songs as a medium for poetry writing for 10th-grade students at SMAN 17 Bekasi can improve student learning outcomes. This is supported by research findings, which showed that the class treated with songs was interactive, students were enthusiastic about learning, and stu-

dents did not become bored or sleepy during the lesson. This is also supported by previous research, such as research conducted by Rifai, M., who stated that songs can improve students' vocabulary, thus assisting them in writing narrative stories, which leads to improved student learning outcomes before using songs (Rifai, 2021). Therefore, songs can be used in every lesson at school to improve student learning outcomes. Furthermore, the use of songs as a learning medium can be implemented in all schools, especially those without complete facilities, as using songs in learning only requires audio speakers.

## CONCLUSION

Yura Yunita's song "Tutur Batin" can significantly improve poetry writing skills in class X students of SMAN 17 Bekasi.

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