

Module/ Course Title : Poem Writing					
Module /Course code SPI 61031	student workload 119 hours	Credits (ECTS) 3/4,5	Semester 5	Frequency Every Year (August)	duration 16 meeting
1	Types of courses Elective coursework	contact hours 3 CU x 50 minutes = 150 =2,5 hours per week	independent study 3 CU x 120 minutes = 360 minutes = 6 hours	class size 30	
2	Prerequisites for participation -				
3	<p>Course Description :</p> <p>This course seeks to understand the structure, language, definitions, and strategies of Poetry Writing and to actualize this understanding in the form of creative poetry writing to be able to create poetry that is both theoretically stable and technically intact. In addition, the diversity and uniqueness of students' aesthetic experiences which are used as the basis for the creative process are expected to be able to present proper and original poetry. To support these objectives, this learning focuses on studies of (i) Understanding aesthetic insights into Indonesian poetry, (ii) Doing creative processes, literary Works, and the reading society, (iii) Writing, reading, declamation, dramatization, and musicalization of poetry, (iv) Understanding the language features of poetry, (v) Understanding poetry writing based on theme, tone, atmosphere, certain feelings and messages, (vi) Utilizing images and language styles in Poetry Writing, (vii) Utilizing sound aspects in poetry writing, and (viii) Writing poetry in various ways of strategy in a various genres.</p> <p>Intended Learning Outcomes (ILO)</p> <ol style="list-style-type: none"> 1. ILOs 2: Graduates are expected to show a responsible attitude towards work in the field of Indonesian language and literature education independently. 2. ILOs 4: Graduates are expected to understand research methods and frameworks in the fields of literature. 3. ILOs 5: Graduates are expected to apply critical, evaluative, and innovative thinking in the context of literature. 4. ILOs 8: Graduates are expected to be able to appreciate Indonesian literature written. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> 1. Students are able to understand, identify, self-research, and explain the aesthetic development of Indonesian poetry 2. Students are able to link the creative process, literary works, and the reading community. 3. Students are able to identify and explain the concept of the presence of poetry as a whole. 4. Students are able to identify, self-research, and explain linguistic characteristics, structure, and poetry tools then make them the basis for creative writing. 5. Students are able to produce poetry with various strategies and genres based on a solid and complete conceptual understanding and present it. 				



UNIVERSITAS BRAWIJAYA
FACULTY OF CULTURAL STUDIES
DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE
EDUCATION

STUDENT TASK GUIDELINE

COURSE TITLE	Poem Writing				
CODE	SPI 61031	ECT	3	SEMESTER	5
LECTURER	Dr. Sony Sukmawan, M.Pd				

TASK FORM
 Mind map

COURSE LEARNING OUTCOME
 Understand, identify, self-research, and explain the development of Indonesian aesthetic poetry

DESCRIPTION
 Students are given an assignment to make a mind-map about the aesthetic insight about Indonesian poetry

METHOD OF COMPLETION
 1. Students make a mind-map
 2. The mind-map has a reference list
 3. The mind-map is submitted in Google Classroom

OUTCOMES
 a. Object : mind map about Indonesian poetry aesthetic
 b. Outcome: students have the aesthetic insight about Indonesian poetry from an era to another

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of concept identification	Does the concept created by students demonstrate the correct identification of the relevant theories?				
The accuracy of correlating the relations between concepts	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the content of the mind-map easy to understand?				
The accuracy of formulating new knowledge structure	Does the mind-map contain theories that are clearly described that forms a new knowledge structure?				
Responsibility	Do students create and submit mind-map s according to the instructions?				


TIMES
 Meeting 1

OTHERS : -

REFERENCES
 1. Damono, Sapardi Djoko et al. 2005. Membaca Romantisisme Indonesia. Jakarta: Pusat Bahasa Depdiknas.
 2. Iswantara, Nur. 2016. Drama: Teori dan Praktik Seni Peran. Yogyakarta: media Kreativa.
 3. Ratna, Nyoman Kutha. 2009. Stilistika: Kajian Puitika Bahasa, Sastra, dan Budaya. Yogyakarta: Pustaka Pelajar.


4. Ratna, Nyoman Kutha. 2014. Peranan Karya Sastra, Seni, dan Budaya dalam Pendidikan Karakter. Yogyakarta: Pustaka Pelajar.
5. Sayuti, Suminto A. 2010. *Berkenalan dengan Puisi*. Yogyakarta: Gama Media.
6. Sukmawan, Sony. 2015. *Menyemai Benih Cinta Sastra*. Malang: UB Press.

Appendix Task Guidelines and Rubrics 2

	<p style="text-align: center;">UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</p>				
STUDENT TASK GUIDELINE					
COURSE TITLE	Poem Writing				
CODE	SPI 61031	ECT	3	SEMESTER	5
LECTURER	Dr. Sony Sukmawan, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Link the creative process, literary works, and reading community.					
DESCRIPTION					
Students are given an assignment to make a mind-map about creative process concept, literary works, and the reading community and linking each of them as a cycle of literary creation.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students make a mind-map 2. The mind-map has a reference list 3. The mind-map is submitted in Google Classroom 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : triangular theory of creativity mind map b. Outcome: students understand the creative process problem, literary works, and the reading community and linking each of them as a cycle of literary creation. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of concept identification	Does the concept created by students demonstrate the correct identification of the relevant theories?				
The accuracy of correlating the relations between concepts	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the content of the mind-map easy to understand?				
The accuracy of formulating new knowledge structure	Does the mind-map contain theories that are clearly described that forms a new knowledge structure?				

Responsibility	Do students create and submit mind-map s according to the instructions?				
TIMES					
Meeting 2					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Endraswara, Suwardi. 2005. Metode dan Teori Pengajaran Sastra. Yogyakarta: Buana Pustaka Waluyo, Herman J. 2002. <i>Apresiasi Puisi: Panduan untuk pelajar dan mahasiswa</i>. Jakarta: Gramedia Pustaka Utama. 2. Ratna, Nyoman Kutha. 2009. <i>Stilistika: Kajian Puitika Bahasa, Sastra, dan Budaya</i>. Yogyakarta: Pustaka Pelajar. 3. Ratna, Nyoman Kutha. 2014. <i>Peranan Karya Sastra, Seni, dan Budaya dalam Pendidikan Karakter</i>. Yogyakarta: Pustaka Pelajar. 4. Sayuti, Suminto A. 2010. <i>Berkenalan dengan Puisi</i>. Yogyakarta: Gama Media. 5. Sukmawan, Sony. 2015. <i>Menyemai Benih Cinta Sastra</i>. Malang: UB Press. 					

Appendix Task Guidelines and Rubrics 3

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Poem Writing				
CODE	SPI 61031	ECT	3	SEMESTER	5
LECTURER	Dr. Sony Sukmawan, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Identify and explain the concept of the presence of poetry in its entirety					
DESCRIPTION					
Students are given an assignment to make a mind-map about the poetry writing concept, reading, declamation, dramatization, and musicalization also how to compare it.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students make a mind-map 2. The mind-map has a reference list 3. The mind-map is submitted in Google Classroom 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : mind map about literary work production and expression b. Outcome: students understand the poetry writing concept, reading, declamation, dramatization, and musicalization also how to compare it. 					

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of concept identification	Does the concept created by students demonstrate the correct identification of the relevant theories?				
The accuracy of correlating the relations between concepts	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the content of the mind-map easy to understand?				
The accuracy of formulating new knowledge structure	Does the mind-map contain theories that are clearly described that forms a new knowledge structure?				
Responsibility	Do students create and submit mind-map s according to the instructions?				


TIMES
Meeting 3

OTHERS : -

REFERENCES


1. Aminuddin.1995. *Stilistika: Pengantar Memahami Bahasa dalam Karya Sastra*. Semarang: IKIP
2. Iswantara, Nur. 2016. *Drama: Teori dan Praktik Seni Peran*. Yogyakarta: media Kreativa.
3. Ratna, Nyoman Kutha. 2009. *Stilistika: Kajian Puitika Bahasa, Sastra, dan Budaya*. Yogyakarta: Pustaka Pelajar.
4. Ratna, Nyoman Kutha. 2014. *Peranan Karya Sastra, Seni, dan Budaya dalam Pendidikan Karakter*. Yogyakarta: Pustaka Pelajar.
5. Sayuti, Suminto A. 2010. *Berkenalan dengan Puisi*. Yogyakarta: Gama Media.
6. Sukmawan, Sony. 2015. *Menyemai Benih Cinta Sastra*. Malang: UB Press.
7. Waluyo, Herman J. 2002. *Apresiasi Puisi*. Jakarta:PT. Gramedia.

Appendix Task Guidelines and Rubrics 4

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Poem Writing				
CODE	SPI 61031	ECT	3	SEMESTER	5
LECTURER	Dr. Sony Sukmawan, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Identify, discover for yourself, and explain linguistic features, poetry structure and poetry tools and make them the basis for creative writing					

DESCRIPTION																																												
Students are given the task of making a mind-map of the linguistic features of poetry and making it the basis for creative writing																																												
METHOD OF COMPLETION																																												
<ol style="list-style-type: none"> 1. Students make concept maps 2. The mind-map is equipped with references. 3. Mind-maps collected in Google Classroom 																																												
OUTCOMES																																												
<ol style="list-style-type: none"> a. Object : mind map of linguistic features of poetry b. Outcome: Students identify, discover for themselves, and explain the linguistic features of poetry and make it the basis for creative writing 																																												
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING																																												
<table border="1"> <thead> <tr> <th rowspan="2">ASPECT</th> <th rowspan="2">DESCRIPTOR</th> <th colspan="4">Performance Achievement Score</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>The accuracy of concept identification</td> <td>Does the concept created by students demonstrate the correct identification of the relevant theories?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The accuracy of correlating the relations between concepts</td> <td>Can students relate one concept to another?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The accuracy of explaining the concept</td> <td>Is the content of the mind-map easy to understand?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The accuracy of formulating new knowledge structure</td> <td>Does the mind-map contain theories that are clearly described that forms a new knowledge structure?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Responsibility</td> <td>Do students create and submit mind-map s according to the instructions?</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					ASPECT	DESCRIPTOR	Performance Achievement Score				1	2	3	4	The accuracy of concept identification	Does the concept created by students demonstrate the correct identification of the relevant theories?					The accuracy of correlating the relations between concepts	Can students relate one concept to another?					The accuracy of explaining the concept	Is the content of the mind-map easy to understand?					The accuracy of formulating new knowledge structure	Does the mind-map contain theories that are clearly described that forms a new knowledge structure?					Responsibility	Do students create and submit mind-map s according to the instructions?				
ASPECT	DESCRIPTOR	Performance Achievement Score																																										
		1	2	3	4																																							
The accuracy of concept identification	Does the concept created by students demonstrate the correct identification of the relevant theories?																																											
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Responsibility	Do students create and submit mind-map s according to the instructions?																																											
TIMES																																												
Meeting 4																																												
OTHERS : -																																												
REFERENCES																																												
<ol style="list-style-type: none"> 1. Aminuddin.1995. <i>Stilistika: Pengantar Memahami Bahasa dalam Karya Sastra</i>. Semarang: IKIP 2. Waluyo, Herman J. 2002. <i>Apresiasi Puisi: Panduan untuk pelajar dan mahasiswa</i>. Jakarta: Gramedia Pustaka Utama. 3. Iswantara, Nur. 2016. <i>Drama: Teori dan Praktik Seni Peran</i>. Yogyakarta: media Kreativa. 4. Ratna, Nyoman Kutha. 2009. <i>Stilistika: Kajian Puitika Bahasa, Sastra, dan Budaya</i>. Yogyakarta: Pustaka Pelajar. 5. Ratna, Nyoman Kutha. 2014. <i>Peranan Karya Sastra, Seni, dan Budaya dalam Pendidikan Karakter</i>. Yogyakarta: Pustaka Pelajar. 6. Sayuti, Suminto A. 2010. <i>Berkenalan dengan Puisi</i>. Yogyakarta: Gama Media. 7. Sukmawan, Sony. 2015. <i>Menyemai Benih Cinta Sastra</i>. Malang: UB Press. 8. Waluyo, Herman J. 2002. <i>Apresiasi Puisi</i>. Jakarta:PT. Gramedia. 9. Zaimar, Oke K.S. 2008. <i>Semiotik dan penerapannya dalam Karya Sastra</i>. Jakarta: Pusat Bahasa Depdiknas. 																																												


Appendix Task Guidelines and Rubrics 5

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE		Poem Writing			
CODE		SPI 61031	ECT	3	SEMESTER 5
LECTURER		Dr. Sony Sukmawan, M.Pd			
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Identify, self-research, and explain the linguistic feature, structure, and meaning of poetry and use them as the basis of creative writing					
DESCRIPTION					
Students are given an assignment to make a mind-map about theme, tone, meaning, feeling, and certain message					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students make a mind-map 2. The mind-map has a reference list 3. The mind-map is submitted in Google Classroom 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : mind map about theme, tone, and meaning b. Outcome: students identify, self-research, and explain the theme, tone, meaning, feeling, and certain message 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of concept identification	Does the concept created by students demonstrate the correct identification of the relevant theories?				
The accuracy of correlating the relations between concepts	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the content of the mind-map easy to understand?				
The accuracy of formulating new knowledge structure	Does the mind-map contain theories that are clearly described that forms a new knowledge structure?				
Responsibility	Do students create and submit mind-map s according to the instructions?				
TIMES					
Meeting 5					
OTHERS : -					

REFERENCES

1. Aminuddin.1995. *Stilistika: Pengantar Memahami Bahasa dalam Karya Sastra*. Semarang: IKIP
2. Waluyo, Herman J. 2002. *Apresiasi Puisi: Panduan untuk pelajar dan mahasiswa*. Jakarta: Gramedia Pustaka Utama.
3. Iswantara, Nur. 2016. *Drama: Teori dan Praktik Seni Peran*. Yogyakarta: media Kreativa.
4. Ratna, Nyoman Kutha. 2009. *Stilistika: Kajian Puitika Bahasa, Sastra, dan Budaya*. Yogyakarta: Pustaka Pelajar.
5. Ratna, Nyoman Kutha. 2014. *Peranan Karya Sastra, Seni, dan Budaya dalam Pendidikan Karakter*. Yogyakarta: Pustaka Pelajar.
6. Sayuti, Suminto A. 2010. *Berkenalan dengan Puisi*. Yogyakarta: Gama Media.
7. Sukmawan, Sony. 2015. *Menyemai Benih Cinta Sastra*. Malang: UB Press.
8. Waluyo, Herman J. 2002. *Apresiasi Puisi*. Jakarta:PT. Gramedia.
9. Zaimar, Oke K.S. 2008. *Semiotik dan penerapannya dalam Karya Sastra*. Jakarta: Pusat Bahasa Depdiknas.

Appendix Task Guidelines and Rubrics 6

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Poem Writing				
CODE	SPI 61031	ECT	3	SEMESTER	5
LECTURER	Dr. Sony Sukmawan, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Identify, self-research, and explain the linguistic feature, structure, and meaning of poetry and use them as the basis of creative writing.					
DESCRIPTION					
Students are given an assignment to make a mind-map about utilizing imagery and language style in writing poetry.					
METHOD OF COMPLETION					
1. Students make a mind-map 2. The mind-map has a reference list 3. The mind-map is submitted in Google Classroom					
OUTCOMES					
a. Object : mind map about utilizing imagery and language style b. Outcome: students identify, self-research, and explain how to use imagery and language style in writing poetry					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of concept identification	Does the concept created by students demonstrate the correct identification of the relevant theories?				

The accuracy of correlating the relations between concepts	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the content of the mind-map easy to understand?				
The accuracy of formulating new knowledge structure	Does the mind-map contain theories that are clearly described that forms a new knowledge structure?				
Responsibility	Do students create and submit mind-map s according to the instructions?				

TIMES


Meeting 6

OTHERS : -

REFERENCES

1. Aminuddin.1995. *Stilistika: Pengantar Memahami Bahasa dalam Karya Sastra*. Semarang: IKIP
2. Waluyo, Herman J. 2002. *Apresiasi Puisi: Panduan untuk pelajar dan mahasiswa*. Jakarta: Gramedia Pustaka Utama.
3. Iswantara, Nur. 2016. *Drama: Teori dan Praktik Seni Peran*. Yogyakarta: media Kreativa.
4. Ratna, Nyoman Kutha. 2009. *Stilistika: Kajian Puitika Bahasa, Sastra, dan Budaya*. Yogyakarta: Pustaka Pelajar.
5. Ratna, Nyoman Kutha. 2014. *Peranan Karya Sastra, Seni, dan Budaya dalam Pendidikan Karakter*. Yogyakarta: Pustaka Pelajar.
6. Sayuti, Suminto A. 2010. *Berkenalan dengan Puisi*. Yogyakarta: Gama Media.
7. Sukmawan, Sony. 2015. *Menyemai Benih Cinta Sastra*. Malang: UB Press.
8. Waluyo, Herman J. 2002. *Apresiasi Puisi*. Jakarta:PT. Gramedia.
9. Zaimar, Oke K.S. 2008. *Semiotik dan penerapannya dalam Karya Sastra*. Jakarta: Pusat Bahasa Depdiknas.

Appendix Task Guidelines and Rubrics 7

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Poem Writing				
CODE	SPI 61031	ECT	3	SEMESTER	5
LECTURER	Dr. Sony Sukmawan, M.Pd				
TASK FORM					
Mind map					
COURSE LEARNING OUTCOME					
Identify, self-research, and explain the linguistic feature, structure, and meaning of poetry and use them as the basis of creative writing					
DESCRIPTION					
Students are given an assignment to make a mind-map about sound effect aspect in writing poetry					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students make a mind-map 2. The mind-map has a reference list 					

3. The mind-map is submitted in Google Classroom

OUTCOMES

- a. Object : mind map about sound effect aspect
- b. Outcome: students identify, self-research, explain, and utilize sound aspect in writing poetry

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of concept identification	Does the concept created by students demonstrate the correct identification of the relevant theories?				
The accuracy of correlating the relations between concepts	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the content of the mind-map easy to understand?				
The accuracy of formulating new knowledge structure	Does the mind-map contain theories that are clearly described that forms a new knowledge structure?				
Responsibility	Do students create and submit mind-map s according to the instructions?				

TIMES

Meeting 7

OTHERS : -


REFERENCES

1. Aminuddin.1995. *Stilistika: Pengantar Memahami Bahasa dalam Karya Sastra*. Semarang: IKIP
2. Waluyo, Herman J. 2002. *Apresiasi Puisi: Panduan untuk pelajar dan mahasiswa*. Jakarta: Gramedia Pustaka Utama.
3. Iswantara, Nur. 2016. *Drama: Teori dan Praktik Seni Peran*. Yogyakarta: media Kreativa.
4. Ratna, Nyoman Kutha. 2009. *Stilistika: Kajian Puitika Bahasa, Sastra, dan Budaya*. Yogyakarta: Pustaka Pelajar.
5. Ratna, Nyoman Kutha. 2014. *Peranan Karya Sastra, Seni, dan Budaya dalam Pendidikan Karakter*. Yogyakarta: Pustaka Pelajar.
6. Sayuti, Suminto A. 2010. *Berkenalan dengan Puisi*. Yogyakarta: Gama Media.
7. Sukmawan, Sony. 2015. *Menyemai Benih Cinta Sastra*. Malang: UB Press.
8. Waluyo, Herman J. 2002. *Apresiasi Puisi*. Jakarta:PT. Gramedia.
9. Zaimar, Oke K.S. 2008. *Semiotik dan penerapannya dalam Karya Sastra*. Jakarta: Pusat Bahasa Depdiknas.

Appendix Task Guidelines and Rubrics 8


	<p>UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</p>				
STUDENT TASK GUIDELINE					
COURSE TITLE	Poem Writing				
CODE	SPI 61031	ECT	3	SEMESTER	5
LECTURER	Dr. Sony Sukmawan, M.Pd				
TASK FORM					
Mid-Term Test					
COURSE LEARNING OUTCOME					
Understand the 2 nd – 7 th meeting materials					
DESCRIPTION					
Students do mid-term test in the form of written test. The materials are take from the 2 nd – 7 th meeting materials.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students do the quiz in the form of written test individually. 2. The questions are essay questions. 3. The working time is 90 minutes. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : written test b. Outcome: student understand the 2nd – 7th meeting materials. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
The score of the quiz is taken from 5 essay question with 20 score each question					
TIMES					
Meeting 8					
OTHERS : -					
REFERENCES <ol style="list-style-type: none"> 1. Anggoro, Toha. 2007. <i>Metode Penelitian</i>. Jakarta: Penerbit Universitas Terbuka. 2. Creswell, John W. 2003. <i>Research Design: Qualitative, Quantitative, and Mixed Method Approach</i>. London: Sage Publications. 3. Endraswara, Suwardi. 2016. <i>Metode Penelitian Posmodernisme Sastra</i>. Yogyakarta: CAPS. 4. Moleong, Lexy J. 2011. <i>Metodologi Penelitian Kualitatif</i>. Bandung: Remaja Rosdakarya. 5. Nazir, Moh. 2005. <i>Metode Penelitian</i>. Bogor: Ghalia Indonesia. 6. Neumen, W. L., 2003, <i>Social Research Method: Qualitative and Quantitative Approaches</i>, Boston, MA: Allyn and Bacon 7. Ratna, Nyoman Kutha. <i>Teori, Metode, dan Teknik Penelitian Sastra</i>. Yogyakarta: Pustaka Pelajar. 8. Suharsimi, Arikunto. 2002. <i>Prosedur penelitian</i>. Jakarta: Rineka cipta. 9. Suwondo, Tirto. 2016. <i>Pragmatisme Pascakolonial</i>. Yogyakarta: Pustaka Pelajar. 10. Yasa, I. Nyoman. 2014. <i>Poskolonial: Teori dan Penerapannya</i>. Yogyakarta: Graha Ilmu. 11. Pedomannya Penulisan Skripsi dan Tugas Akhir Fakultas Ilmu Budaya UB. 					

Appendix Task Guidelines and Rubrics 9

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Poem Writing				
CODE	SPI 61031	ECT	3	SEMESTER	5
LECTURER	Dr. Sony Sukmawan, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Make a poem with various strategies and genres based on the conceptual understanding that is steady, thorough, and intact then present it					
Writing Poetry using Syntectic Strategy					
DESCRIPTION					
Students be able to present the process and result of poetry with a syntectic strategy					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Each group does a presentation 2. Other groups give a respond in the form of question, counterargument, suggestion, or critic. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : Presentation b. Outcome: Students be able to present the process and result of poetry with a syntectic strategy as well as explain the importance for literary studies and life in general. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Mastery of the material	Can each group master the presentation material?				
Clarity of material presentation	Is the material presented clearly and easily understood by the audience?				
Communicative	What language does the group use when presenting and answering communicative questions?				
Skills in using presentation media	Is each group skilled in using media that support the presentation?				
Attractiveness of the presentation	Is the material packaged into an attractive presentation?				
Smoothness	Can each group present the material and answer the audience's questions smoothly?				
Responsibility	Does each member of the group carry out his role proportionally and responsibly?				
TIMES					
Meeting 9					

OTHERS : -
REFERENCES
<ol style="list-style-type: none"> 1. Endraswara, Suwardi. 2005. <i>Metode dan Teori Pengajaran Sastra</i>. Yogyakarta: Buana Pustaka 2. Waluyo, Herman J. 2002. <i>Apresiasi Puisi: Panduan untuk pelajar dan mahasiswa</i>. Jakarta: Gramedia Pustaka Utama. 3. Ratna, Nyoman Kutha. 2009. <i>Stilistika: Kajian Puitika Bahasa, Sastra, dan Budaya</i>. Yogyakarta: Pustaka Pelajar. 4. Sayuti, Suminto A. 2010. <i>Berkenalan dengan Puisi</i>. Yogyakarta: Gama Media. 5. Sukmawan, Sony. 2015. <i>Menyemai Benih Cinta Sastra</i>. Malang: UB Press. 6. Waluyo, Herman J. 2002. <i>Apresiasi Puisi</i>. Jakarta:PT. Gramedia. 7. Zaimar, Oke K.S. 2008. <i>Semiotik dan penerapannya dalam Karya Sastra</i>. Jakarta: Pusat Bahasa Depdiknas

Appendix Task Guidelines and Rubrics 10

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Poem Writing				
CODE	SPI 61031	ECT	3	SEMESTER	5
LECTURER	Dr. Sony Sukmawan, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Make a poem with various strategies and genres based on the conceptual understanding that is steady, thorough, and intact then present it					
Writing Poetry using Acrostic Strategy					
DESCRIPTION					
Students be able to present the process and result of poetry with an ascroctic strategy					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Each group does a presentation 2. Other groups give a respond in the form of question, counterargument, suggestion, or critic. 					
OUTCOMES					
<ol style="list-style-type: none"> c. Object : Presentation d. Outcome: Students be able to present the process and result of poetry with an acrostic strategy as well as explain the importance for literary studies and life in general. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Mastery of the material	Can each group master the presentation material?				
Clarity of material presentation	Is the material presented clearly and easily understood by the audience?				

Communicative	What language does the group use when presenting and answering communicative questions?				
Skills in using presentation media	Is each group skilled in using media that support the presentation?				
Attractiveness of the presentation	Is the material packaged into an attractive presentation?				
Smoothness	Can each group present the material and answer the audience's questions smoothly?				
Responsibility	Does each member of the group carry out his role proportionally and responsibly?				

TIMES


Meeting 10

OTHERS : -

REFERENCES


1. Endraswara, Suwardi. 2005. *Metode dan Teori Pengajaran Sastra*. Yogyakarta: Buana Pustaka
 2. Waluyo, Herman J. 2002. *Apresiasi Puisi: Panduan untuk pelajar dan mahasiswa*. Jakarta: Gramedia Pustaka Utama.
 3. Ratna, Nyoman Kutha. 2009. *Stilistika: Kajian Puitika Bahasa, Sastra, dan Budaya*. Yogyakarta: Pustaka Pelajar.
 4. Sayuti, Suminto A. 2010. *Berkenalan dengan Puisi*. Yogyakarta: Gama Media.
 5. Sukmawan, Sony. 2015. *Menyemai Benih Cinta Sastra*. Malang: UB Press.
 6. Waluyo, Herman J. 2002. *Apresiasi Puisi*. Jakarta:PT. Gramedia.
- Zaimar, Oke K.S. 2008. *Semiotik dan penerapannya dalam Karya Sastra*. Jakarta: Pusat Bahasa Depdiknas

Appendix Task Guidelines and Rubrics 11

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION
STUDENT TASK GUIDELINE	
COURSE TITLE	Poem Writing
CODE	SPI 61031 ECT 3 SEMESTER 5
LECTURER	Dr. Sony Sukmawan, M.Pd
TASK FORM	
Presentation	
COURSE LEARNING OUTCOME	
Make a poem with various strategies and genres based on the conceptual understanding that is steady, thorough, and intact then present it	
Writing Poetry using Background Music Strategy	
DESCRIPTION	
Students be able to present the process and result of poetry with a strategy using background music	
METHOD OF COMPLETION	
<ol style="list-style-type: none"> 1. Each group does a presentation 2. Other groups give a respond in the form of question, counterargument, suggestion, or critic. 	

OUTCOMES					
e. Object : Presentation					
f. Outcome: Students be able to present the process and result of poetry with a strategy using background music as well as explain the importance for literary studies and life in general.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Mastery of the material	Can each group master the presentation material?				
Clarity of material presentation	Is the material presented clearly and easily understood by the audience?				
Communicative	What language does the group use when presenting and answering communicative questions?				
Skills in using presentation media	Is each group skilled in using media that support the presentation?				
Attractiveness of the presentation	Is the material packaged into an attractive presentation?				
Smoothness	Can each group present the material and answer the audience's questions smoothly?				
Responsibility	Does each member of the group carry out his role proportionally and responsibly?				
TIMES					
Meeting 11					
OTHERS : -					
REFERENCES					
1. Endraswara, Suwardi. 2005. <i>Metode dan Teori Pengajaran Sastra</i> . Yogyakarta: Buana Pustaka					
2. Waluyo, Herman J. 2002. <i>Apresiasi Puisi: Panduan untuk pelajar dan mahasiswa</i> . Jakarta: Gramedia Pustaka Utama.					
3. Ratna, Nyoman Kutha. 2009. <i>Stilistika: Kajian Puitika Bahasa, Sastra, dan Budaya</i> . Yogyakarta: Pustaka Pelajar.					
4. Sayuti, Suminto A. 2010. <i>Berkenalan dengan Puisi</i> . Yogyakarta: Gama Media.					
5. Sukmawan, Sony. 2015. <i>Menyemai Benih Cinta Sastra</i> . Malang: UB Press.					
6. Waluyo, Herman J. 2002. <i>Apresiasi Puisi</i> . Jakarta:PT. Gramedia.					
Zaimar, Oke K.S. 2008. <i>Semiotik dan penerapannya dalam Karya Sastra</i> . Jakarta: Pusat Bahasa Depdiknas					

Appendix Task Guidelines and Rubrics 12

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Poem Writing				
CODE	SPI 61031	ECT	3	SEMESTER	5
LECTURER	Dr. Sony Sukmawan, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					

Make a poem with various strategies and genres based on the conceptual understanding that is steady, thorough, and intact then present it

Romance Poetry Writing

DESCRIPTION

Students be able to present the process and result of romance poetry with a certain strategy

METHOD OF COMPLETION

1. Each group does a presentation
2. Other groups give a respond in the form of question, counterargument, suggestion, or critic.

OUTCOMES

- a. Object : Presentation
- b. Outcome: Students be able to present the process and result of romance poetry with a certain strategy as well as explain the importance for literary studies and life in general.

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Mastery of the material	Can each group master the presentation material?				
Clarity of material presentation	Is the material presented clearly and easily understood by the audience?				
Communicative	What language does the group use when presenting and answering communicative questions?				
Skills in using presentation media	Is each group skilled in using media that support the presentation?				
Attractiveness of the presentation	Is the material packaged into an attractive presentation?				
Smoothness	Can each group present the material and answer the audience's questions smoothly?				
Responsibility	Does each member of the group carry out his role proportionally and responsibly?				

TIMES


Meeting 12

OTHERS : -

REFERENCES

1. Endraswara, Suwardi. 2005. *Metode dan Teori Pengajaran Sastra*. Yogyakarta: Buana Pustaka
2. Waluyo, Herman J. 2002. *Apresiasi Puisi: Panduan untuk pelajar dan mahasiswa*. Jakarta: Gramedia Pustaka Utama.
3. Ratna, Nyoman Kutha. 2009. *Stilistika: Kajian Puitika Bahasa, Sastra, dan Budaya*. Yogyakarta: Pustaka Pelajar.
4. Sayuti, Suminto A. 2010. *Berkenalan dengan Puisi*. Yogyakarta: Gama Media.
5. Sukmawan, Sony. 2015. *Menyemai Benih Cinta Sastra*. Malang: UB Press.
6. Waluyo, Herman J. 2002. *Apresiasi Puisi*. Jakarta:PT. Gramedia.
- Zaimar, Oke K.S. 2008. *Semiotik dan penerapannya dalam Karya Sastra*. Jakarta: Pusat Bahasa Depdiknas


Appendix Task Guidelines and Rubrics 13

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION					
STUDENT TASK GUIDELINE							
COURSE TITLE		Poem Writing					
CODE		SPI 61031	ECT	3	SEMESTER 5		
LECTURER		Dr. Sony Sukmawan, M.Pd					
TASK FORM							
Presentation							
COURSE LEARNING OUTCOME							
Make a poem with various strategies and genres based on the conceptual understanding that is steady, thorough, and intact then present it							
Satire Poetry Writing							
DESCRIPTION							
Students be able to present the process and result of satire poetry with a certain strategy							
METHOD OF COMPLETION							
1. Each group does a presentation 2. Other groups give a respond in the form of question, counterargument, suggestion, or critic.							
OUTCOMES							
a. Object : Presentation b. Outcome: Students be able to present the process and result of satire poetry with a certain strategy as well as explain the importance for literary studies and life in general.							
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING							
ASPECT		DESCRIPTOR		Performance Achievement Score			
				1	2	3	4
Mastery of the material		Can each group master the presentation material?					
Clarity of material presentation		Is the material presented clearly and easily understood by the audience?					
Communicative		What language does the group use when presenting and answering communicative questions?					
Skills in using presentation media		Is each group skilled in using media that support the presentation?					
Attractiveness of the presentation		Is the material packaged into an attractive presentation?					
Smoothness		Can each group present the material and answer the audience's questions smoothly?					
Responsibility		Does each member of the group carry out his role proportionally and responsibly?					
TIMES							
Meeting							

OTHERS : 13**REFERENCES**

1. Endraswara, Suwardi. 2005. *Metode dan Teori Pengajaran Sastra*. Yogyakarta: Buana Pustaka
 2. Waluyo, Herman J. 2002. *Apresiasi Puisi: Panduan untuk pelajar dan mahasiswa*. Jakarta: Gramedia Pustaka Utama.
 3. Ratna, Nyoman Kutha. 2009. *Stilistika: Kajian Puitika Bahasa, Sastra, dan Budaya*. Yogyakarta: Pustaka Pelajar.
 4. Sayuti, Suminto A. 2010. *Berkenalan dengan Puisi*. Yogyakarta: Gama Media.
 5. Sukmawan, Sony. 2015. *Menyemai Benih Cinta Sastra*. Malang: UB Press.
 6. Waluyo, Herman J. 2002. *Apresiasi Puisi*. Jakarta:PT. Gramedia.
- Zaimar, Oke K.S. 2008. *Semiotik dan penerapannya dalam Karya Sastra*. Jakarta: Pusat Bahasa Depdiknas

Appendix Task Guidelines and Rubrics 14

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Poem Writing				
CODE	SPI 61031	ECT	3	SEMESTER	5
LECTURER	Dr. Sony Sukmawan, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Make a poem with various strategies and genres based on the conceptual understanding that is steady, thorough, and intact then present it					
Ballad Poetry Writing					
DESCRIPTION					
Students be able to present the process and result of ballad poetry with a certain strategy					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Each group does a presentation 2. Other groups give a respond in the form of question, counterargument, suggestion, or critic. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : Presentation b. Outcome: Students be able to present the process and result of ballad poetry with a certain strategy as well as explain the importance for literary studies and life in general. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Mastery of the material	Can each group master the presentation material?				
Clarity of material presentation	Is the material presented clearly and easily understood by the audience?				

Communicative	What language does the group use when presenting and answering communicative questions?				
Skills in using presentation media	Is each group skilled in using media that support the presentation?				
Attractiveness of the presentation	Is the material packaged into an attractive presentation?				
Smoothness	Can each group present the material and answer the audience's questions smoothly?				
Responsibility	Does each member of the group carry out his role proportionally and responsibly?				

TIMES


Meeting

OTHERS : 14

REFERENCES

1. Endraswara, Suwardi. 2005. *Metode dan Teori Pengajaran Sastra*. Yogyakarta: Buana Pustaka
2. Waluyo, Herman J. 2002. *Apresiasi Puisi: Panduan untuk pelajar dan mahasiswa*. Jakarta: Gramedia Pustaka Utama.
3. Ratna, Nyoman Kutha. 2009. *Stilistika: Kajian Puitika Bahasa, Sastra, dan Budaya*. Yogyakarta: Pustaka Pelajar.
4. Sayuti, Suminto A. 2010. *Berkenalan dengan Puisi*. Yogyakarta: Gama Media.
5. Sukmawan, Sony. 2015. *Menyemai Benih Cinta Sastra*. Malang: UB Press.
6. Waluyo, Herman J. 2002. *Apresiasi Puisi*. Jakarta:PT. Gramedia.
7. Zaimar, Oke K.S. 2008. *Semiotik dan penerapannya dalam Karya Sastra*. Jakarta: Pusat Bahasa Depdiknas

Appendix Task Guidelines and Rubrics 15

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Poem Writing				
CODE	SPI 61031	ECT	3	SEMESTER	5
LECTURER	Dr. Sony Sukmawan, M.Pd				
TASK FORM					
Presentation					
COURSE LEARNING OUTCOME					
Make a poem with various strategies and genres based on the conceptual understanding that is steady, thorough, and intact then present it					
Local Poetry Writing					
DESCRIPTION					
Students be able to present the process and result of local poetry with a certain strategy					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Each group does a presentation 2. Other groups give a respond in the form of question, counterargument, suggestion, or critic. 					

OUTCOMES

- a. Object : Presentation
 b. Outcome: Students be able to present the process and result of local poetry with a certain strategy as well as explain the importance for literary studies and life in general.

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Mastery of the material	Can each group master the presentation material?				
Clarity of material presentation	Is the material presented clearly and easily understood by the audience?				
Communicative	What language does the group use when presenting and answering communicative questions?				
Skills in using presentation media	Is each group skilled in using media that support the presentation?				
Attractiveness of the presentation	Is the material packaged into an attractive presentation?				
Smoothness	Can each group present the material and answer the audience's questions smoothly?				
Responsibility	Does each member of the group carry out his role proportionally and responsibly?				


TIMES

Meeting 15

OTHERS : -**REFERENCES**

1. Endraswara, Suwardi. 2005. *Metode dan Teori Pengajaran Sastra*. Yogyakarta: Buana Pustaka
2. Waluyo, Herman J. 2002. *Apresiasi Puisi: Panduan untuk pelajar dan mahasiswa*. Jakarta: Gramedia Pustaka Utama.
3. Ratna, Nyoman Kutha. 2009. *Stilistika: Kajian Puitika Bahasa, Sastra, dan Budaya*. Yogyakarta: Pustaka Pelajar.
4. Sayuti, Suminto A. 2010. *Berkenalan dengan Puisi*. Yogyakarta: Gama Media.
5. Sukmawan, Sony. 2015. *Menyemai Benih Cinta Sastra*. Malang: UB Press.
6. Waluyo, Herman J. 2002. *Apresiasi Puisi*. Jakarta:PT. Gramedia.
7. Zaimar, Oke K.S. 2008. *Semiotik dan penerapannya dalam Karya Sastra*. Jakarta: Pusat Bahasa Depdiknas

Appendix Task Guidelines and Rubrics 16

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Poem Writing				
CODE	SPI61031	ECT	3	SEMESTER	5
LECTURER	Dr. Sony Sukmawan, M.Pd				
TASK FORM					
Final Test					
COURSE LEARNING OUTCOME					
Understand the 9 th – 15 th meeting materials.					
DESCRIPTION					
Students attend final test in the form of writing project. The materials are taken from meetings 9 – 15.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students do the final test in the form of anthology as a working project in groups. 2. The task is a writing project. 3. The working time is 6 weeks, and it starts from the 10th meeting. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : writing project b. Outcome: students understand the 2nd – 7th meeting materials and apply them to the work. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Completeness	Does each group present their complete work including cover, prologue, content, epilogue, and author's identity?				
Prolog clarity	Is the prologue presented clearly and directly?				
Content cohesiveness	Is the content tied to a single theme, issue, or idea?				
Epilog clarity	Does the prologue contain clearly presented reflections?				
Completeness and compactness of identity	Is the identity of the author conveyed in a complete and concise manner?				
Responsibility	Does each group member contribute proportionally to the production of the work?				
TIMES					
Meeting 16					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Aminuddin.1995. <i>Stilistika: Pengantar Memahami Bahasa dalam Karya Sastra</i>. Semarang: IKIP 2. Damono, Sapardi Djoko et al. 2005. <i>Membaca Romantisisme Indonesia</i>. Jakarta: Pusat Bahasa Depdiknas. 					

3. Endraswara, Suwardi. 2005. *Metode dan Teori Pengajaran Sastra*. Yogyakarta: Buana Pustaka Waluyo, Herman J. 2002. *Apresiasi Puisi: Panduan untuk pelajar dan mahasiswa*. Jakarta: Gramedia Pustaka Utama.
4. Iswantara, Nur. 2016. *Drama: Teori dan Praktik Seni Peran*. Yogyakarta: media Kreativa.
5. Ratna, Nyoman Kutha. 2009. *Stilistika: Kajian Puitika Bahasa, Sastra, dan Budaya*. Yogyakarta: Pustaka Pelajar.
6. Ratna, Nyoman Kutha. 2014. *Peranan Karya Sastra, Seni, dan Budaya dalam Pendidikan Karakter*. Yogyakarta: Pustaka Pelajar.
7. Sayuti, Suminto A. 2010. *Berkenalan dengan Puisi*. Yogyakarta: Gama Media.
8. Sukmawan, Sony. 2015. *Menyemai Benih Cinta Sastra*. Malang: UB Press.
9. Waluyo, Herman J. 2002. *Apresiasi Puisi*. Jakarta:PT. Gramedia.
- 10.** Zaimar, Oke K.S. 2008. *Semiotik dan penerapannya dalam Karya Sastra*. Jakarta: Pusat Bahasa Depdiknas