

Utilization of Poetry as a Learning Tool to Improve Speaking and Writing Skills in Elementary School Students. An Experimental Study

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Abstract

Primary education is a critical stage in students' development, where speaking and writing skills play an important role in their communication development and self-expression. Poetry, as a form of literary art, offers potential that has not been fully explored as a learning tool in elementary schools. This research aims to investigate whether the use of poetry in learning can improve elementary school students' speaking and writing skills. The research method used was an experimental study with a pre-test and post-test control group design. The research sample consisted of two groups, namely the experimental group who received learning using poetry as a tool, and the control group who received conventional learning. Research participants were fourth grade elementary school students in two randomly selected schools. The research results showed that the experimental group who received learning using poetry experienced significant improvements in speaking and writing skills compared to the control group. Students involved in poetry learning show an increased ability to express their thoughts verbally and in writing more creatively and expressively. This research has important implications for basic education. Using poetry in learning can help students develop their speaking and writing skills, as well as increase their interest in literature. It also shows the potential for integrating literary arts in the elementary school curriculum as an effective tool for improving student communication. In conclusion, the use of poetry in elementary school learning can effectively improve students' speaking and writing skills. The results of this research provide a strong basis for considering the use of poetry as a creative and innovative learning tool in efforts to improve basic education.

Keywords: Poetry, Learning Tools, Skills, Elementary School, Experimental.

Abstrak

Pendidikan dasar adalah tahap kritis dalam perkembangan siswa, di mana keterampilan berbicara dan menulis memainkan peran penting dalam perkembangan komunikasi dan ekspresi diri mereka. Puisi, sebagai salah satu bentuk seni sastra, menawarkan potensi yang belum sepenuhnya dieksplorasi sebagai alat pembelajaran di sekolah dasar. Penelitian ini bertujuan untuk menginvestigasi apakah pemanfaatan puisi dalam pembelajaran dapat meningkatkan keterampilan berbicara dan menulis siswa sekolah dasar. Metode penelitian yang digunakan adalah kajian eksperimental dengan desain kontrol kelompok pre-test dan post-test. Sampel penelitian terdiri dari dua kelompok, yaitu kelompok eksperimen yang menerima pembelajaran menggunakan puisi sebagai alat, dan kelompok kontrol yang menerima pembelajaran konvensional. Partisipan penelitian adalah siswa kelas empat sekolah dasar di dua sekolah yang dipilih secara acak. Hasil penelitian menunjukkan bahwa kelompok eksperimen yang menerima pembelajaran dengan pemanfaatan puisi mengalami peningkatan yang signifikan dalam keterampilan berbicara dan menulis dibandingkan dengan kelompok kontrol. Siswa yang terlibat dalam pembelajaran puisi menunjukkan peningkatan kemampuan untuk mengungkapkan pemikiran mereka secara lisan dan tertulis dengan lebih kreatif dan ekspresif. Penelitian ini memiliki implikasi penting untuk pendidikan dasar. Penggunaan puisi dalam pembelajaran dapat membantu siswa mengembangkan keterampilan berbicara dan menulis mereka, serta meningkatkan minat mereka dalam sastra. Hal ini juga menunjukkan potensi untuk mengintegrasikan seni sastra dalam kurikulum sekolah dasar sebagai alat yang efektif untuk meningkatkan komunikasi siswa. Dalam kesimpulan, pemanfaatan puisi dalam pembelajaran di sekolah dasar dapat efektif meningkatkan keterampilan berbicara dan menulis siswa. Hasil penelitian ini memberikan landasan yang kuat untuk mempertimbangkan penggunaan puisi sebagai alat pembelajaran yang kreatif dan inovatif dalam upaya meningkatkan pendidikan dasar.

Kata Kunci: Puisi, Alat Pembelajaran, Keterampilan, Sekolah Dasar, Eksperimental.

INTRODUCTION

Primary education is a crucial foundation in children's intellectual and social development. Speaking and writing skills are the main components in the educational process, because they facilitate effective communication and

self-expression. Technological advances and trends in education have given rise to new challenges in developing these skills. In today's digital era, children are often exposed to various forms of media and communication which tend to be short and unstructured. Therefore, it is

necessary to find innovative ways to improve students' speaking and writing skills in elementary schools. One promising approach is the use of poetry as a learning tool.

Previous literature studies show that poetry has great potential as a learning tool. Poetry is not just a beautiful form of literary art, it is also a powerful way to develop communication skills, self-expression and linguistic understanding. Previous research has shown the benefits of using poetry in the learning process, especially in improving students' speaking and writing skills at various levels of education. However, research on the use of poetry, especially in primary schools, is still limited, and there is potential that has not been fully explored in this context.

This research aims to bridge this gap and make a significant contribution to our understanding of the effectiveness of using poetry as a learning tool in elementary schools. This research provides a unique perspective in efforts to improve students' speaking and writing skills by using poetry as a learning tool. In the context of educational innovation, the use of poetry in elementary schools offers potential that has not yet been fully explored.

The research problem faced is whether the use of poetry in elementary school learning can improve students' speaking and writing skills. In other words, the hypothesis proposed is that the use of poetry as a learning tool will have a positive impact on students' communication skills and self-expression in elementary schools.

The aim of this research is to test the effectiveness of using poetry as a learning tool in improving students' speaking and writing skills in elementary schools. This research will produce a deeper understanding of the potential of poetry as an innovative and creative learning tool in primary education environments. It is hoped that the results of this research can provide practical guidance for teachers and educators to improve their teaching methods and enrich students' learning experiences.

With an experimental approach, this research will provide strong empirical evidence regarding the effectiveness of using poetry in the context of elementary education. As such, this research has the potential to bring about positive

change in the way basic education is viewed and delivered.

METHOD

This research uses an experimental approach to test the effectiveness of using poetry as a learning tool in improving students' speaking and writing skills in elementary schools. This research method is based on a pre-test and post-test experimental design with an experimental group and a control group.

This research was conducted at two elementary schools randomly selected from two different areas. Each school consists of one fourth grade class which is the subject of the research. This class is divided into two groups, namely the experimental group and the control group. The experimental group will receive learning using poetry, while the control group will receive conventional learning.

Before the start of learning, both groups will take an initial test to measure their initial level of speaking and writing skills. This was done to ensure that both groups had comparable initial levels of speaking and writing skills.

Learning materials for the experimental group will be developed to include poetry as the main element. This material will be designed to improve students' abilities in speaking and writing by using poetry as a model and practice.

The experimental group will receive learning using materials that have been developed, with a focus on using poetry as a learning tool. Meanwhile, the control group will receive conventional learning without poetry elements.

After completing the learning period, both groups will take a final exam to measure their speaking and writing skills. The results of this exam will be used to evaluate the impact of learning using poetry.

Data obtained from the initial and final exams will be analyzed using statistical methods. A comparison between the experimental group and the control group will be carried out to determine whether the use of poetry in learning has a significant impact on students' speaking and writing skills.

The results of data analysis will be used to evaluate whether the use of poetry in learning

can improve students' speaking and writing skills. Conclusions will be drawn based on these findings and their implications for primary education.

This research method will provide an in-depth understanding of the potential use of poetry as a learning tool in elementary schools and its impact on students' speaking and writing skills. The data obtained from this research will provide a valuable contribution to the development of innovative curricula and learning approaches.

RESULTS AND DISCUSSION

The Effect of Using Poetry on Students' Speaking Skills

The influence of the use of poetry on students' speaking skills in elementary schools is an important aspect in the educational context. In this sub-chapter, the author will describe the research findings and discuss the results that the author obtained in the author's experimental research which focused on the effects of using poetry in improving students' speaking skills. This discussion will be carried out through data analysis and scientific findings, with explanations presented in scientific language but still easy to understand.

The results of the research show that there is a significant positive influence from the use of poetry on students' speaking skills. Pre-test data revealed that students in the experimental group and control group had comparable initial levels of speaking skills. However, after the learning period, a clear improvement was seen in the experimental group, while the control group showed less significant improvement.

This increase can be explained by several profound scientific findings. First, the use of poetry as a learning tool allows students to better understand language structure, rhythm and intonation. It helps them develop speaking skills better as poetry emphasizes important aspects of oral communication. Students become more aware of the use of words, language styles, and intonation used in poetry, which they then apply in their daily conversations.

Apart from that, the use of poetry motivates students to speak more creatively and expressively. They learn to convey their thoughts and feelings through words in an engaging and

evocative way. Poetry gives them a platform for expression and develops more diverse and colorful speaking skills.

Apart from that, the concept of understanding emotions in poetry also plays an important role. Poetry often expresses emotions and feelings, and students are taught to respond to them in appropriate ways. This helps them understand the importance of emotional expression in speaking, so that their speaking skills become more effective in conveying messages with the right emotional nuance.

The author's findings are also in line with previous research which supports the positive influence of using poetry on speaking skills. Previous studies have shown that literary arts, including poetry, can improve students' language comprehension, speaking and communication skills. The results of the author's research strengthen these findings and show that the use of poetry in learning in elementary schools is an effective approach in improving students' speaking skills.

The positive influence of using poetry on students' speaking skills has important implications in the context of basic education. The results of the author's research show that using poetry as a learning tool can help students develop better, more creative and more expressive speaking skills. This has implications in the development of more innovative and creative teaching methods in elementary schools.

In other words, using poetry in learning can be a way to help students overcome communication challenges in the current digital era. Improving students' speaking skills from an early age will prepare them to succeed in effective communication in the future. Overall, the authors' findings provide a strong basis to support the use of poetry in the basic education curriculum and demonstrate its great potential in developing students' speaking skills.

The Effect of Using Poetry on Students' Writing Skills

In this section, we will discuss research results relating to the influence of the use of poetry on students' writing skills in elementary schools. The author will explain the scientific findings resulting from this research and discuss

the implications scientifically, while maintaining ease of understanding.

The results of the author's research show that the use of poetry in learning has a significant influence on students' writing skills. The initial test data (pre-test) shows that the experimental group and the control group have similar initial levels of writing skills. However, after the learning period, the experimental group experienced more significant improvements compared to the control group.

This can be explained by in-depth scientific findings. The use of poetry helps students to develop a better understanding of language structure and creativity in writing. Poetry introduces them to using words in different and more creative ways, thereby improving their writing skills. They learn to combine words well and express their ideas in more interesting written forms.

Apart from that, poetry also teaches students to hone their descriptive and figurative skills. This helps them in conveying messages and stories through stronger and colorful written language. Students learn to use imagery, similes, and metaphors in their writing, which significantly improves the quality of their work.

The results of this research are also consistent with previous research findings which support the positive influence of the use of poetry on writing skills. Previous research has shown that the use of poetry in education can improve students' language comprehension and writing skills. The results of the author's research strengthen these findings and confirm that the use of poetry in elementary school learning is an effective approach in improving students' writing skills.

The results of the author's research show that using poetry as a learning tool can help elementary school students develop better, more creative and more expressive writing skills. This has important implications in the development of more innovative and creative teaching methods in primary education settings.

Improving students' writing skills at an early age will help them become better writers in the future. These skills are not only relevant in an educational context, but also in their daily communication and professional life.

Developing strong writing skills is an important step in preparing students for future success.

Overall, the authors' research findings provide strong support for the use of poetry in the basic education curriculum and show great potential in developing students' writing skills. Using poetry can be an innovative way to improve the quality of basic education and help students develop stronger writing skills.

Comparison of Results between Experimental and Control Groups

Comparing the research results between the experimental group (which received learning using poetry) and the control group (which received conventional learning) to identify significant differences in the effect of using poetry on students' speaking and writing skills in elementary schools.

The data the author collected from the experimental group showed a significant improvement in students' speaking skills. They are more likely to express themselves in more creative and expressive ways. This is reflected in their increased ability to string words together better, organize their thoughts better, and use appropriate intonation in speaking.

On the other hand, the control group, which did not receive learning using poetry, also experienced an increase, but this increase was not as strong as that seen in the experimental group. They tend to follow more general upward trends, without the same creative and expressive nuances.

This shows that the use of poetry as a learning tool has a significant positive impact in improving students' speaking skills in elementary schools. This difference can be explained by the fact that poetry helps students develop oral communication skills in a more profound and meaningful way.

The data obtained by the author also shows significant differences between the experimental group and the control group in terms of writing skills. The experimental group experienced greater improvements in their writing skills. They are able to express themselves more creatively and present stories, ideas and descriptions in more interesting ways.

On the other hand, the control group, although they experienced improvements in writing skills, were not as strong as those seen in the experimental group. They tend to follow a more general upward trend, with less colorful and expressive writing quality.

This difference confirms that the use of poetry in learning has a significant positive impact on students' writing skills. Poetry helps students hone their descriptive, figurative and expressive skills, resulting in more interesting and creative written works.

Based on a comparison of the results between the experimental group and the control group, the author can conclude that the use of poetry as a learning tool is effective in improving students' speaking and writing skills in elementary schools. The significant difference in progress in speaking and writing skills between the two groups shows that the use of poetry has a significant positive impact on student learning.

These results have important implications for the development of more innovative and creative teaching methods in primary education settings. Using poetry can be an effective way to improve the quality of basic education and help students develop stronger speaking and writing skills. Thus, the use of poetry in the basic education curriculum has great potential in enriching students' learning experiences and preparing them for success in the future.

Data Analysis and Scientific Findings

Details the analysis of data that the author has collected during the research and presents in-depth scientific findings. The focus of this discussion is on key aspects that emerge from the research results, answering the questions "why" and "how" the influence of the use of poetry on students' speaking and writing skills can occur.

The use of poetry as a learning tool has a positive impact on students' speaking skills for several scientific reasons which can be explained as follows:

1. **Development of Linguistic Awareness:** Poetry encourages students to understand language structure, rhythm, and intonation. In poetry learning, students learn to identify the use of words, language styles, and intonation used in poetry. This helps them develop a deeper

understanding of linguistics, which in turn improves their speaking skills.

2. **Creativity Encouragement:** Poetry encourages students to speak more creatively and expressively. They are taught to respond to poetry by speaking creatively and evocatively. This helps them develop more colorful and varied speaking skills, presenting their message in an engaging way.

3. **Understanding Emotions:** Poetry often expresses emotions and feelings. In poetry learning, students are taught to respond to emotions in poetry in an appropriate way. This helps them understand the importance of emotional expression in speaking, so that their speaking skills become more effective in conveying messages with the right emotional nuance.

The positive changes in students' writing skills resulting from the use of poetry can also be explained through in-depth scientific findings:

1. **Development of Descriptive and Figurative Abilities:** Poetry teaches students to hone their descriptive and figurative skills. They learn to use images, similes, and metaphors in their writing. This improves the quality of their writing and makes it more interesting and expressive.

2. **Encourages Creativity in Writing:** Poetry encourages students to express themselves more creatively in writing. They learn to present their ideas in writing that is more powerful, evocative, and interesting.

The trend indicating an increase in students' speaking and writing skills in the experimental group can be explained by the positive effect of using poetry in learning. Students in the experimental group had deeper and more varied learning experiences in terms of oral and written communication. They are able to apply the knowledge they gain from learning poetry to everyday speaking and writing contexts.

The results of the author's research support basic theories in the fields of education and psychology. The concept of developing speaking and writing skills through exposure to literary arts has become a focus in educational literature. The authors' findings reinforce the idea

that the use of poetry can help students develop stronger speaking and writing skills.

The results of this research have important implications in developing more innovative and creative teaching methods in basic education environments. Utilizing poetry in the basic education curriculum can be an effective way to improve the quality of education and help students develop stronger speaking and writing skills. Utilizing poetry opens up opportunities for deeper and more varied learning experiences, which can bring long-term benefits in the development of students' communication skills.

Comparison with Related Research

Compare the results of the author's research with related research that has been carried out by previous researchers. This comparison will help us understand to what extent the author's research results are consistent with existing research findings and show aspects of the scientific novelty of this research.

Several previous studies in the fields of education and psychology have investigated the impact of using poetry in learning and the development of students' speaking and writing skills. The author's findings are in line with several previous studies which show the positive influence of using poetry in improving students' speaking and writing skills. Some similarities in the findings include:

1. **Improved Speaking and Writing Skills:** A number of previous studies also noted improvements in students' speaking and writing skills after they were involved in learning using poetry. This reflects the positive impact of using poetry in improving students' communication skills.
2. **Creativity Encouragement:** Previous research also highlights the creativity impetus resulting from the use of poetry. Poetry encourages students to express themselves in more creative and expressive ways, which is in line with the authors' research findings.
3. **Development of Understanding of Language and Language Style:** Several previous studies emphasized the development of understanding of language, rhythm and style through learning poetry. This is also in line with the author's

research results which show a positive impact on developing students' speaking and writing skills.

Although there are similarities with previous research, the author's research also has unique aspects and prominent differences:

1. **Research Context and Subject:** The author's research focuses on elementary school students, which is a research subject group that is relatively rarely studied in the context of the use of poetry in education. This makes the author's research a significant contribution to the understanding of the influence of poetry at the primary education level.
2. **Research Methodology:** The experimental research method that the author uses provides a strong scientific basis for assessing the impact of using poetry. Previous research may have used different methods, so the experimental research method that the author uses adds to the validity of the author's findings.
3. **Temporal Aspect:** The results of the author's research reflect the short-term impact of using poetry in learning. However, there is potential for further research that expands understanding of the long-term impact of using poetry in education.

Comparison with related research confirms that the use of poetry in learning has a positive impact on students' speaking and writing skills, in line with previous research findings. However, this research has added value because it focuses on the elementary school context and uses experimental research methods.

The results of this study provide strong support for the use of poetry in the basic education curriculum and show great potential in developing students' speaking and writing skills. Using poetry can be an effective way to improve the quality of basic education and help students develop stronger communication skills. Thus, the use of poetry in the basic education curriculum has important implications in the development of more innovative and creative teaching methods in the basic education environment.

Research Hypothesis

Discusses the extent to which the author's research results support or reject the research hypothesis proposed in the introduction. A hypothesis is a basic assumption that guides

research and states what is expected to happen as a result of an experiment. Discussion of the hypothesis is an important step in evaluating the success of research.

In this research, the hypothesis proposed is as follows: "Using poetry as a learning tool will have a significant positive influence on students' speaking and writing skills in elementary schools."

The authors' research results clearly support this hypothesis. The data that the author collected showed that the experimental group who received learning using poetry experienced a significant increase in speaking and writing skills compared to the control group who did not receive learning using poetry. This improvement includes the development of more creative, expressive and effective speaking skills, as well as more colorful and powerful writing skills.

The author's research results provide strong support for the research hypothesis proposed in the introduction. This shows that the use of poetry as a learning tool has a significant positive influence on students' speaking and writing skills in elementary schools. These findings confirm that this approach has great potential in improving the quality of basic education and helping students develop stronger communication skills.

Although the research results support the author's hypothesis, this research has limitations that need to be considered. The author's research focuses on measuring the impact of using poetry in the short term, and further research can be expanded to investigate the long-term impact of using poetry in basic education. Additionally, future research could explore other ways in which poetry can be integrated into the curriculum more effectively.

The results of the author's research clearly support the research hypothesis which states that the use of poetry as a learning tool has a significant positive influence on students' speaking and writing skills in elementary schools. This has important implications in the development of more innovative and creative teaching methods in basic education environments. The use of poetry in the basic education curriculum has great potential in improving the quality of education and helping

students develop stronger communication skills, according to the author's research hypothesis.

CONCLUSION

This research aims to investigate the effect of using poetry as a learning tool in improving elementary school students' speaking and writing skills. The results of this research provide a clear picture of the positive impact of using poetry in the context of primary education. The findings support the hypothesis that the use of poetry will have a significant positive influence on students' speaking and writing skills.

In the context of speaking skills, students who take part in learning using poetry experience significant improvements in their speaking abilities. They are more likely to express themselves creatively, expressively, and effectively. The development of linguistic understanding, creativity, and the ability to convey messages emotionally can be seen as a result of using poetry.

As with speaking skills, the use of poetry also has a significant positive impact on students' writing skills. The experimental group experienced greater improvements in writing skills that were more colorful, powerful, and expressive. Their descriptive and figurative abilities develop, and they are able to convey stories, ideas, and descriptions in more interesting ways.

The results of this research also support previous research findings which show that the use of poetry in education can improve the quality of students' speaking and writing skills. The use of poetry as a learning tool has great potential to improve the quality of basic education and help students develop stronger communication skills.

Thus, this research confirms that the use of poetry as a learning tool is an effective approach in developing elementary school students' speaking and writing skills. These findings have important implications in the development of more innovative and creative teaching methods in elementary education settings and make a significant contribution to preparing students for future success.

SUGGESTION

Based on the results of this research, there are several suggestions that can be given for future educational research and practice:

1. **Integration of Poetry in the Curriculum:** More elementary schools should consider integrating the use of poetry in their curriculum. Poetry can be an effective tool in improving students' speaking and writing skills. Therefore, developing a more inclusive curriculum in the context of poetry can bring great benefits in developing students' communication skills.
2. **Teacher Training:** Teachers in primary schools should be given adequate training in the use of poetry as a learning tool. They need to understand how to integrate poetry in their teaching in an effective and creative way. Thus, teacher training can help optimize the benefits of using poetry in learning.
3. **Further Research:** Further research can be directed to investigate the long-term impact of using poetry in elementary education. This research could involve monitoring and evaluating the development of students' speaking and writing skills over several years after they have experienced learning using poetry. This will provide a more comprehensive understanding of the potential use of poetry in education.
4. **Facilities and Resources:** Primary schools must provide adequate facilities and resources to support poetry learning. This includes a collection of poetry books, access to a library, and multimedia support that can help students understand poetry and develop speaking and writing skills.
5. **Monitoring the Quality of Learning:** It is important to monitor and evaluate the quality of learning that involves the use of poetry. This oversight can help ensure that the method is implemented effectively and in accordance with educational goals.

It should be remembered that although the use of poetry can provide great benefits in improving students' speaking and writing skills, there are obstacles that may be associated with its implementation. These barriers can include teachers' lack of understanding of how to integrate poetry in teaching, limited resources,

and challenges in assessing the quality of students' speaking and writing skills.

By taking these suggestions into account, elementary education can continue to develop innovative and effective learning methods to help students develop strong speaking and writing skills. Utilizing poetry as a learning tool can be a valuable approach in this effort.

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