

The Effect of Outdoor Learning Methods on Creative Writing Poetry Skills in Class X Students of SMA Negeri 1 Sungai Rotan

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Abstract

This study aims to determine the effect of the Outdoor Learning method on poetry creative writing skills in class X students of SMA Negeri 1 Sungai Rotan. The method used in this research is an experimental research method with a posttest control design. The population of this study were all students of class X SMA Negeri 1 Sungai Rotan. While in the sampling using random sampling so that the students obtained class X IPA 1 as the experimental class as many as 35 students and class X IPA 2 as the control class as many as 34 students. Data collection techniques using tests and data analysis using t-test. The results of hypothesis testing show that $t_{hitung}(15.36)$ is greater than $t_{tabel}(1.66)$ so it can be concluded that it is H_a accepted. This means that there is an effect of the Outdoor Learning method on poetry creative writing skills in class X students of SMA Negeri 1 Sungai Rotan. Thus, the use of Outdoor Learning media applied by the author is able to provide a positive value in students' poetry writing skills optimally.

Keywords

outdoor learning method;
creative writing; poetry skills



I. Introduction

Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is a learning activity between educators and students that aims to provide knowledge, provisions in one's life in order to obtain a personal life, community members and decent citizens, as well as one of the stages for students to continue higher education levels. There are several components that have their respective roles in learning activities, one of which is educators and students as learning subjects and other components such as materials, media, learning models and facilities and infrastructure in learning activities.

In learning Indonesian, there are four skills, namely listening (*listening skills*), speaking (*speaking skills*), reading (*reading skills*) and writing (*writing skills*), these aspects have a very close relationship and cannot be separated from each other in learning activities. One of them is the skill of writing poetry. According to (Nurjamal D., 2011, p. 69) writing is a creative process that expresses ideas in the form of written language that has a purpose.

When writing a poem requires creative skills, the skill in question is the ability, a person's ability to carry out activities by pouring ideas into written form. Writing poetry is not an easy activity, it requires an atmosphere that creates inspiration to express ideas in writing interesting and meaningful words. Therefore, students of SMA Negeri 1 Sungai Rotan need a new atmosphere to be able to describe their writing through what they see.

Based on information from Indonesian language teachers who teach in class X SMA Negeri 1 Sungai Rotan, many problems are often experienced by students, including student scores in learning to write poetry are very low because students still find it difficult to express ideas for writing poetry. So far, teachers only provide writing lessons sourced

from textbooks, so that students feel bored and depressed. Therefore, to overcome these problems, learning methods are needed that can increase the enthusiasm of students in learning.

A suitable learning method to improve poetry creative writing skills is using the method *Outdoor Learning*. This method is a method of teaching outside the classroom in an open space. According to (Husamah, 2013, p. 21) that the teaching method outside the classroom is a learning method that uses the open nature as a means, where everyone can feel or see directly what is around them so that it can be developed based on the thoughts they get.

Method *Outdoor Learning* is a learning activity outside the classroom but still in the school environment, thus making learning more fun and reducing student boredom in participating in learning activities. The application of the Outdoor Learning method can make it easier for students to write creative poetry by observing objects or events so that it is easier for students to describe them to be assembled into poetry. Therefore, researchers hope that by using the Outdoor Learning method students can write poetry with the best possible imagination.

Previously, several studies have been conducted on methods to increase students' interest in writing poetry, such as research conducted by Rina Nuraini, a student of FKIP Indonesian Language Education at PGRI Palembang University in 2020, who conducted a study entitled "The Effect of Learning Methods Outside the Classroom (Outdoor Learning Methods). Study) Against the Ability to Write Free Poetry Class VIII SMP Negeri 7 Palembang."

Based on the description above, it is important to do literary research, especially teaching literature using the method *Outdoor Learning* namely learning outside the classroom that can improve the ability to write creative poetry. The purpose of this study is to find out how the effect of the Outdoor Learning method by utilizing the school environment as a learning resource on the creative writing skills of poetry in class X SMA Negeri 1 Sungai Rotan. This research can also be distributed or useful for students, teachers and related educational institutions. The benefits in question are as follows:

1. For students, this research is expected to help increase students' interest in issuing ideas to write a poem.
2. For teachers, this research is expected to motivate teachers to innovate using interesting and not boring learning methods.
3. For researchers, this research can provide experience and knowledge to researchers related to the title under study.

II. Review of Literature

2.1 Definition of Writing

Writing is an activity that is done in real to express a thought through writing or indirectly. According to (Nurjamal D., 2011, p. 69) writing is a creative process that expresses ideas in the form of written language that has a purpose.

According to (Putri & Rukiyah, 2021) writing is the last language skill to be learned, the four main languages of writing require not only understanding concepts and imagination, but deepening and being consistent as well. According to McCrimmon (Novalia, 2020, p. 20) writing is something that not only expresses thoughts but also expresses ideas, ideas and feelings about an object in written form.

Based on the explanation above, it can be concluded that writing is a creative and active language skill and writing is also an activity that spreads or informs something through writing so that someone gets information.

2.2 Understanding Writing Skills

Skill is the ability or ability of a person to do something that they are likely to be able to complete. According to Hastuti et al, (Nurjamal, 2011, p. 72) writing skills are something that is done that has a relationship with a thought process in the form of writing.

According to Nurhadi (Firmansyah, 2017, p. 3502) writing skills are components that generate ideas or ideas using writing or indirectly. Meanwhile, according to (Djiwandono, 2011, p. 122) writing skills are an active and productive activity whose activities are carried out in the form of subjective tests. According to (Novalia, 2020, p. 3) writing skills are the ability to think in written language through complete, complete, and well-structured sentences so that the results of these sentences can be communicated to the reader.

From the various definitions above, it can be concluded that writing skills are a productive activity that is carried out by a person within the limits of ability that produces thoughts in the form of writing.

2.3 Understanding Creative Writing

Creative is a person's way of thinking to form an interesting object or work, in this work someone is obliged to express modern thoughts as a result of which the resulting thing is satisfactory. According to (Yunus S. , 2015, p. 9) creative writing emphasizes a positive process in which students express ideas and ideas in unusual ways, creating not only excellent but also interesting creative works, he said that he was able to produce them.

According to (Yunus, 2015, p. 60) there are four stages of creative writing, namely:

- a. Idea search is done by looking for ideas based on fears and concerns about the situation. Write down all the ideas that could be the source of the poem.
- b. Reflection (Contemplation) is done by exploring the situation to find thoughts and life. Thinking means looking for the implied meaning of the situation as a material to develop ideas and ethical values that are incorporated into poetry.
- c. Writing, done by writing down every thought that is sought and thought. Write every word, every line, every stanza of poetry with our creativity and imagination.
- d. Improvements are made by rereading the poems that have been written. Make sure every word used in the poem has aesthetic meaning and value.

2.4 Definition of Poetry

Poetry is a literary work that is rhythmic, has stanzas in writing, rhymes and rhythms look beautiful and full of meaning. Writing poetry also requires a lot of words and ideas so that the writing becomes a literary work in the form of poetry.

According to Kosasih (Susanti, 2020, p. 93) poetry is a literary work that has a monologue and has beautiful words and is rich in meaning. According to Tarigan (Putri & Rukiyah, 2021, p. 383) poetry is an expression of imaginative experience that only applies to speech expressed in language using a mature and effective plan. According to Danandjaja (Susanti, 2020, p. 94) poetry is folk literature consisting of several lines of sentences, both based on mantras and the length or shortness of words based on rhythm and shape.

Then poetry according to Nurhadi (Hetilaniar & Auliya, 2019, p. 15) suggests that poetry is that which contains the poet's ideas with short or dense language that uses rhythm and words full of imagination.

Based on the description above, it can be concluded that poetry is a literary work that has an imagination in the form of writing by expressing the feelings that are being felt so that it becomes stanzas and lines that have various meanings.

2.5 Elements of Poetry

In poetry there are several elements of poetry to achieve good results in writing. According to Waluyo (Kosasih, 2019, pp. 97-104) elements of poetry can be divided into two types, namely:

2.6 Physical Element

The physical elements of poetry consist of 6 kinds. Among them are diction (word choice), imagination, concrete words, figurative language (majas), rhyme/rhythm, face (typography).

a. Diction (Word Choice)

The words used in writing poetry are the result of very careful word selection, both meaning and sound arrangement and the relationship between lines and other words in the stanza, are the result of deliberation from the point of view.

b. Imagination

In order for a work of poetry to be good and good for the reader, imagination is needed in the writing process. Imagination itself is a word or arrangement of words that can cause imagination. With this imagination, the reader seems to feel, hear, and see something that is expressed by the poet.

c. Concrete Words

Specific words in words that embody or are clarified so that the reader can clearly imagine the event or situation described by the poet.

d. Figurative Language (Majas)

The language used by the poet to say something by comparing other things or words. The figure of speech suggests or equates it with another. That is, the image to be compared is made clearer.

e. Rhythm / Rhythm

A repetition of the sound of poetry, with the rhyme of the poem becomes beautiful and pleasant to hear.

f. Face (Typography)

Typography is an important difference between poetry, prose and theatre.

2.7 Inner Element

Poetry has four mental elements, which are as follows:

a. Theme

It is the main idea expressed by the poet in poetry. Theme is the main foundation of the poet.

b. Emotions (Feelings)

Emotions in poetry are an explanation or expression of the poet's feelings. The form of expression can be in the form of longing, fear, or glory for a lover, nature, or creator.

c. Tone and Atmosphere

The tone of the poem and the atmosphere are intertwined. The tone of the poem creates a certain atmosphere for the reader. The tone of sadness created by the poet can create an atmosphere of compassion for the reader.

d. Mandate

The mandate is a literary work, the message of each literary work is intended to understand the meaning of the story. Poetic messages are often implied behind the words that are arranged, and are also behind the subject.

2.8 Steps to Writing Poetry

According to Maesaroh (Putri & Rukiyah, 2021, p. 385) to be able to write poetry according to the provisions is as follows.

a. Define Theme

Theme is the main idea expressed. Subjects can be obtained directly or indirectly from the experience of producing words in the form of poetry.

b. Find Inspiration

Writing poetry requires inspiration. Inspiration does not come alone unless we make preparations and situations that allow situations to be calmer, safer, and more comfortable. It also arises from things in the environment such as cultural practices, cultural performances, various activities or events that occur.

c. Determine the Tone and Atmosphere of the Poetry

Feeling is the main factor that determines the tone. Feelings of joy, sadness, irony, affection, and others.

d. Determine the mandate

Although the mandate is determined by the reader. But implicitly, the poet first decides the message of the poem.

e. Define the title

The title is like an entrance. If the title used is interesting and poetic, then the poem looks interesting.

f. Use Imagination

Imagination is one of the main conditions of poetry that arises from what is happening around it. For example, about flowing water, the breeze, the hot sun, and so on.

g. Start Writing

The important step is to start writing. Even though it appears randomly, the desire to become a writer is meaningless unless we are willing to write and set the words that appear.

h. Start Moving Forward

What is written needs to be reconsidered or stored in the head. New words and phrases emerge as new inspiration from existing ones

i. Word Choice

Words and word choice are the strengths of written poetry. Words in the form of concrete words and abstract words. Existing words can produce imaginative sentences.

j. Use of figurative language

Figures and language styles are needed to make poetry beautiful, memorable, and interesting. Figures can take the form of personification, exaggeration, satire, metaphor, and parable.

k. Use creativity

Use creativity, typography, or poetry. For example, straight lines, indented lines, spruce tree models, river flows, and so on. This stimulates students' creativity so that readers can interpret the poem.

1. Start Editing (Editing)

The final step is to add or remove more appropriate words or phrases and choose the best words for editing the poem. When writers come up with new inspiration, the editing process is complete and new words and phrases are poured in and changed. Maximum editing gives satisfactory results.

2.9 Understanding Learning Methods

According to (Lestari, 2020, p. 5) the learning method is a process carried out by educators to deliver a material so that students understand learning. In addition, by using the learning method students feel more happy and do not feel bored in participating in learning, by using the learning method everything will be easier to understand about the material presented by the educator.

Learning methods are certainly very often used by educators, one of which is in Indonesian subjects because Indonesian language subjects discuss a lot about listening, speaking, writing and reading. According to Kamsinah (Nuraini, 2020, p. 6) the learning method is a device or part of a learning strategy. According to Anita W, (Lestari, 2020, p. 6) method is a method used by teachers to help students understand the subject.

Based on the description above, it can be concluded that the learning method is a way to facilitate the implementation of learning. The method used in learning that is discussed in this study is the Outdoor Learning method (learning outside the classroom).

2.10 Understanding the Outdoor Learning Method

The method of teaching students outside the classroom is an exciting method in learning Indonesian, because students are more understanding and enthusiastic when learning outside the classroom. In addition, teaching students outside the classroom (Outdoor Learning) fosters a sense of love for the environment because they see it directly, so that students' thoughts or ideas are widely open and provide many opportunities in achieving learning competencies.

According to (Husamah, 2013, p. 21) that the teaching method outside the classroom is a learning method that uses the open nature as a means, everyone can feel or see directly what is around them so that it can be developed based on the thoughts they get. According to (Suciawati, 2019, p. 20) Outdoor Learning is a learning activity between teachers and students. However, it is done outside the classroom, not inside the classroom.

According to Paulo Fire in (Husamah, 2013, p. 81) says that everywhere there are schools and everyone is a teacher. This means that everyone is a teacher, everyone can be a teacher, and can exist anytime, anywhere, without the limitations of space, time, or conditions. So anyone can be a teacher. The same applies to learning, but it doesn't have to be in the classroom because it can be a place of learning anywhere.

Based on the explanation above, it can be concluded that the Outdoor Learning method is a learning activity outside the classroom or outside the room but still in the school environment, which makes students not feel bored and makes students think creatively in expressing ideas obtained from surrounding environment.

2.11 Outdoor Learning Method Steps

To take advantage of the outdoor environment as a learning resource, Hendriani (Widiasworo, 2020, p. 88) states several steps in outdoor learning, which consist of:

- a. The teacher explains the learning material about poetry to the students in the class.
- b. Students and teachers go to the school yard that has been determined.

- c. The teacher explains in advance the purpose of learning outside the classroom, so that students understand what the task is.
- d. The students started writing poetry by observing the school environment and being guided by the accompanying teacher.
- e. When students write, sometimes the teacher also asks students if there are problems in writing.
- f. The teacher asks the students whether they have finished writing poetry or not.
- g. The teacher and students return to the classroom to collect the results of writing the poem.

III. Research Method

In this study, the authors used experimental research methods. The experimental method is the method used to find the effect on something that is controlled. The form of the method used in this research is posttest control design. The population of this research is all class X SMA Negeri 1 Sungai Rotan. While the research sample was selected randomly, namely by random sampling technique. Obtained IPA 1 as the experimental class with 35 students and IPA 2 as the control class with 34 students. Data was taken quantitatively, with data collection techniques, namely the essay test.

Table 1. Guidelines for Assessing Poetry Creative Writing Ability

No	Indicator	Score	Criteria
1.	Theme and meaning	1	The use of the latest themes and meanings contained in the poem is not good.
		2	The use of the latest themes and meanings contained in the poem is not good.
		3	The use of the latest themes and meanings contained in the poem is quite good.
		4	The use of the latest themes and meanings contained in the poem is good but there are meanings that are a little less precise.
		5	The use of the latest themes and meanings contained in the poem is very good.
2.	Imagination	1	Illustrated imagination is not good.
		2	Imagination that is illustrated is not good.
		3	Imagination is illustrated quite well.
		4	The imagination that is illustrated is good but there is something that is not good.
		5	The imaginings are very well illustrated.
3.	Diction accuracy	1	The choice of words used in writing poetry is not right.
		2	The choice of words used in writing poetry is not right
		3	The choice of words used in writing poetry is quite appropriate.
		4	The choice of words used in writing poetry is right but there are some that are not quite right.

	5	The choice of words used in writing poetry is very precise.
4. Figure of speech	1	The figure of speech (figurative language) and the imagery used is not appropriate.
	2	The figure of speech (figurative language) and the imagery used is inaccurate.
	3	The figure of speech (figurative language) and the imagery used is quite appropriate.
	4	Figures (figurative language) and imagery are appropriate, but some are used inappropriately.
	5	The figure of speech (figurative language) and the imagery used is very precise.
5. Concrete Words	1	No concrete words
	2	In the choice of concrete words is not very good
	3	In a pretty good choice of concrete words.
	4	In a good choice of concrete words.
	5	In a very good choice of concrete words.

While the hypothesis is tested using t test. With the conditions of normality test and homogeneity test.

3.1 Data Normality Test

- Range (rank) = Largest Value – Smallest Value
- Number of class intervals = $1 + 3.3 \log n$
- Interval class length (P) = $\frac{\text{rentang}}{\text{banyak kelas}}$
- Looking for the average (Mean) $\bar{x} = \frac{\sum f_i x_i}{\sum f_i}$
- Find the mode $Mo = b + 1 \frac{b_1}{b_1 + b_2}$
- Finding the standard deviation $\left(S^2 \right) = \frac{n \sum (f_i x_i^2) - (\sum f_i x_i)^2}{n (n-1)}$
- Curve slope $SK = \frac{\bar{x} - Mo}{s}$

3.2 Homogeneity Test

According to (Khudriyah, 2021, p. 87) homogeneity test is used to determine whether the variance in several populations is the same. The procedure for the homogeneity test is as follows:

- Finding F calculate both variances with the formula:

$$F_{hitung} = \frac{\text{Varians Terbesar}}{\text{Varians Terkecil}}$$

- Comparing calculated F with F table
The variance of the group with the largest variance, dk the numerator n-1
The variance of the group with the smallest variance, dk the denominator n-1

If $F_{hitung} < F_{tabel}$, then homogeneous.

If $F_{hitung} > F_{tabel}$, then it is not homogeneous.

3.3 Hypothesis Testing

After the normality test and homogeneity test. The data were analyzed using hypothesis testing with the t-test formula. The steps are as follows.

$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{S^2_{x_1-x_2} \left(\frac{1}{n_{x_1}} + \frac{1}{n_{x_2}} \right)}}$$

$$S^2 = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

3.4 Hypothesis Testing Criteria

The criteria for this research hypothesis use the t-test statistical test formula with a significant level of = 0.05 % with the following test criteria:

- Ha is accepted if tcount > ttabel there is an effect of the Outdoor Learning method on poetry creative writing skills in class X SMA Negeri 1 Sungai Rotan.
- H0 is accepted If tcount < ttabel there is no effect of the Outdoor Learning method on poetry creative writing skills in class X SMA Negeri 1 Sungai Rotan.

IV. Results and Discussion

This research was conducted at SMA Negeri 1 Sungai Rotan entitled "The Effect of Outdoor Learning Methods on Poetry Creative Writing Skills in Class X Students of SMA Negeri 1 Sungai Rotan". The purpose of this study was to determine and describe the effect of the Outdoor Learning method on poetry creative writing skills. Before conducting the research, the researcher first prepared the instruments or equipment needed at the time of the study, namely the syllabus, learning implementation plans, and equipment for implementation outside the classroom. Furthermore, after the implementation of learning, the researcher gave a final test (post-test) to measure the level of students' understanding of the results of learning to write poetry.

Before conducting the research, the researcher observed the sample to determine the treatment to be given. The sample in this study were students of class X IPA 1 and X IPA 2, which became the experimental class namely class X IPA 1 as many as 35 students and the control class, namely class X IPA 2 as many as 34 students in total, namely 69 students. By using the formula:

$$\text{Score} = \frac{\text{skor yang diperoleh}}{\text{skor maksimal}} \times 100$$

4.1 Normality Test

a. Experimental Class Data Analysis Results

The experimental class consisted of 35 students with an average score of 80.8 so it could be categorized as good. Therefore, the value of K_m -0.86 lies between (-1) and (1) then the control class data is normally distributed.

b. Control Class Data Analysis Results

The control class has 34 students with an average score of 60.14 so it can be categorized as less. Therefore, the value of K_m 0.37 lies between (-1) and (1), so the control class data is normally distributed.

4.2 Homogeneity Test

To test the homogeneity of researchers using the formula

$$F_{hitung} = \frac{\text{Varians Terbesar}}{\text{Varians Terkecil}}$$

based on the calculation results obtained the largest value and the smallest variance as follows:

$$\begin{aligned} F_{hitung} &= \frac{\text{Varians Terbesar}}{\text{Varians Terkecil}} \\ &= \frac{5.22}{5.92} \end{aligned}$$

From the above calculation, it is known that F_{count} is 0.88 and F_{table} with a significance level of 0.05 with dk in the numerator ($34-1=33$) and dk in the denominator ($35-1=34$) is 1.84. This shows that $F_{count} < F_{table}$, so that homogeneous data is obtained from both data. It can be concluded that the variance in this study is homogeneous.

4.3 Hypothesis Testing

Based on the hypothesis research using the t test formula, it can be seen that the effect of the Outdoor Learning method is obtained $t_{count} = 15.36$. then the Outdoor Learning method has a positive effect, and the influence has a significant level of 0.05 which means that $dk = 67$ $t_{table} = 1.66$ then H_a is rejected and H_0 is accepted. So the hypothesis in this study is that there is a significant effect of the Outdoor Learning method on poetry creative writing skills in class X SMA Negeri 1 Sungai Rotan.

a. Learning outcomes in the control class

After doing research on the control class, namely the science class 2, totaling 34 students using the lecture/questioning learning model. The results obtained in the control class are that many students feel bored and have difficulty in expressing ideas in writing poetry. This can be seen from the work of students who do not achieve completeness scores. Students already understand about the theme of the poem they made. However, students' imaginations have not yet developed, it means that students' poetry writing is still stiff. And students also still have not played figure of speech/language style in a poem they made.

b. Learning outcomes in the experimental class

After doing research on the experimental class, namely class IPA 1, totaling 35 students using the Outdoor Learning method. From the results obtained, students are more enthusiastic and easy to understand in learning to write poetry. This Outdoor Learning

method is quite interesting for them because students are invited to study outside the classroom so that students can develop ideas that they get from seeing the environment or nature around them.

Based on the results that the researchers conducted on the students of SMA Negeri 1 Sungai Rotan using the Outdoor Learning method which was applied to the experimental class, they obtained a score of 706 with an average value of 80.8. While the control class obtained a score of 511 with an average value of 60.14 based on the above calculations, t_{count} was 15.36, while t_{table} was 1.66. Based on the hypothesis testing criteria, if $t_{count} > t_{table}$ means H_a is rejected, H_o is accepted, but if $t_{count} \leq t_{table}$, H_a is accepted, H_o is rejected. This means that the Outdoor Learning method affects students' skills in writing creative poetry in class X SMA Negeri 1 Sungai Rotan.

In one of the other experimental studies conducted by Riska Novalia entitled "The Effect of Outdoor Learning Methods on the Ability of Students to Write Class IV Descriptions at Mi Miftahul Huda Tambak Jaya Way Tenong, West Lampung." From the research data, it shows that the ability of students in the control class that does not use the Outdoor Learning method is lower than the experimental class.

Therefore, it is clear that there is a difference between the control class which did not apply the Outdoor Learning method and the experimental class which did not apply the Outdoor Learning method. It was concluded that learning to write poetry using the Outdoor Learning method in class X SMA Negeri 1 Sungai Rotan with an average of 80.8. while the control class got an average of 60.14 which has a significant level of 0.05 which means that $t_{count} = 15.36$ $t_{table} = 1.66$ then H_o is rejected and H_a is accepted. So in this study that there is a significant effect of the Outdoor Learning method on poetry creative writing skills in class X SMA Negeri 1 Sungai Rotan.

V. Conclusion

Based on the results of the study, it can be concluded that the average value obtained by the control class was 60.14 while the experimental class obtained an average value of 80.8. Then the final t-test test obtained at $t_{count} = 15.36$ and $t_{table} = 1.66$, it can be concluded that the research hypothesis states that "there is a significant effect of the Outdoor Learning method on the ability to write poetry in class X SMA Negeri 1 Sungai Rotan". This is evident from the calculation of the t-test then obtained $t_{count} = 15.36$ and $t_{table} = 1.66$ then H_a is accepted and H_o is rejected.

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