

## IMPROVING THE ABILITY TO APPRECIATE POETRY THROUGH SUGGESTOPEDIA METHOD

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### ABSTRACT

Teaching literature in educational institutions is still very apprehensive. These apprehensions arise from the assumption, and several studies concluding that the teaching of literature has yet to touch the substance or its main purpose due to the low interest and ability of the students to the appreciation of literature, especially poetry. The problem in this research is "How are the planning, implementation, assessment, and improvement in the ability of poetry appreciation based on suggestopedia method for the eighth-grade students of Junior High School 21 Makassar?" This research was Classroom Action Research (CAR). It was conducted at Junior High School 21 Makassar. The data in this study were the results of tests on the ability level of students at the level of appreciation or comprehension, reading and writing poetry. In addition, the researchers observed the learning activities either teacher or student. Data were analyzed with reference to the data analysis of Huberman namely reduction, display, and verification or conclusions. The results of this study show that there has been an improvement in learning poetry appreciation. It is characterized by the learning outcome of the pre-action until the cycle II. Ability in appreciating, reading and writing poetry increased from the category of poor to be good even very good on the cycle II, and the development of a positive attitude to literature also increases.

Keywords: learning, literature, poetry appreciation, suggestopedia

### 1. INTRODUCTION

Teaching literature in educational institutions is still very apprehensive. These apprehensions arise from the assumption, and several studies concluding that the teaching of literature has yet to touch the substance or its main purpose due to the low interest and ability of the students to the appreciation of literature, especially poetry. The substance and the main goal are to provide an experience of teaching literature to compose (appreciation, expression, and creativity) to students.

Junior high school is one of the formal educational institutions that cannot escape from the problems of teaching literature. There are some causes that affect the quality of learning in schools, including government policy to changes the curriculum. In addition, the competence of teachers in the teaching of literature in the classroom is still very concerns. Some teachers in teaching are still using a conventional style. They still using models or teaching strategies that make students as learning objects. They are dominant when they serve as a teaching and learning resource.

The main objective of teaching the appreciation as mentioned above is very ideal. In fact, the teachers often ignore it when teaching in the classroom. When teaching, the teacher informs limited to what, who, why, when, where, and how of the literature. In addition, the teachers ask the students to memorize the elements of the intrinsic and extrinsic of literary works. Furthermore, when the appreciation of literature is taught, the emphasis is more on theoretical aspects, while the applied aspect or application does not receive the emphasis (Diana, 2012).

In order to solve the above problems, the researchers propose a method of learning expected to improve the process and learning outcomes of poetry appreciation for the students in junior high school through classroom action research (CAR). The method is suggestopedia.

Suggestopedia method is a method of learning with musical background. This method has a characteristic, which create an atmosphere of "suggestive." If the teachers use this method, it will create a comfortable atmosphere, for example, a condition with gentle light, faint music, cheerful room decorations, pleasant seating and dramatic techniques used by the teacher in preparing learning materials. This method aims at building the students to relax and not tense, which allows them to open their hearts consciously to learn the language comfortably. Music is used as a tool to help students relax and be a guide in presenting the material. The learning of the students with a music background will be interesting and enjoyable (Musfiroh, 2011).

### 2. REVIEW OF RELATED LITERATURE

#### A. Appreciation of Literature

Appreciations of literature are all activities undertaken by a person to literature that raises understanding, comprehension, thinking, and appreciation of literature. With an understanding and appreciation of it, then the person concerned emerges a sense of conscious thoughts, feelings, and sensitive to life.

#### B. Appreciation of Poetry

Learning poetry appreciation can be conducted by integrating the four aspects of language skills, namely: listening, speaking, reading, and writing. In teaching literature appreciation either prose, poetry or drama the students are not only as a connoisseur of literature results (reader or listener), but they are also required for creative writing. Learning in relation to these objectives can be done by: reading, reciting, creating poetry, and discussing the theme, the beauty of the language, as well as things that are interesting to the poetry.

The students read poetry prepared by the teachers or written by the students. After that, students would gain knowledge about the content, language and style of the language used, etc.

The poetry that has been read is discussed from various aspects of interest for discussion. For example form, narrative angle, the principle that is disclosed, point of view, the feelings involved in it, the mandate, themes, etc. The form of poetry discusses about stanzas, lines, and rhymes. The angle of the utterance discusses who speak and to whom he has spoken, as well as how her tone. The principle that is disclosed discusses the things that are narrated, or illustrated. The feeling discusses feeling involved in it, namely sad, happy, love, hate, and depressed. The mandate discusses what it wants to talk about the poet through poems, as well as whether the mandate of such implied in poems or express.

After discussion, the students read and enjoy the poetry again as a whole. Thus, they can understand more deeply and clearly about the poem that will be read. The results from the discussion of the poetry are also connected with the real life of each student. Therefore, it becomes more meaningful in their daily lives.

#### *C. Suggestopedia Method*

Suggestopedia method is a method popularized by a man from Bulgaria in 1978, who works as an educator, psychotherapist, and physicists. His name is Lozanova. This learning method is a method of learning with musical background. Learning with a musical background aims at eliminating the psychological burden of students before entering the core of learning.

This method will optimize and integrate all the learning ability of students. Therefore, their ability is internalized implicitly through appreciation of poetry. Moody (1971) reveals that teachers of literature should not be too much to tell about every piece of literature, dictating notes, the characters, but they should try to enable the students to get 'what it is,' try to give advice, etc. Tony (1992), a British psychologist, suggests that to learn something quickly and effectively, one must see, hear, and feel.

#### *D. Poetry Appreciation Teaching by Using Suggestopedia Method*

Poetry appreciation requires creativity, high imagination, and emotional sensitivity. In addition, one can visualize through the help of images, sounds or certain instrumental music. It is in accordance with the opinion Sultanova (1992) that by listening to music, person's emotions will be awakened.

Teaching poetry appreciation by using suggestopedia is as proposed by Omaggio (cited in Musfiroh, 2011) that the teaching and learning activity with suggestopedia method is performed as follows:

This method held a review of the materials that have been studied previously, exclusively in the new language. Practice mechanistic still be avoided and shunned.

The new material is presented in the context of long dialogues, which is introduced or continued in two phases "concert." The dialogues illustrate language usage situations typical of the target culture. The dialogues are arranged in such a way in order to have continuity in the groove and relations, in the context of the plot and throughout the lesson. The figures in the dialogue are given a name, which is poetic and have a personal and multi-faceted profession that attracts the hearts. In the activation phase, the students can adopt the role of these leaders for training activities or practice the language. In "active concert," the students listen to music when the teacher read lines of dialogue. At one time, the students are usually followed by listening to the book. Next to the "passive concert," the students listen to the reading of the text returned by the teacher with a varied tone and accompanied by the music that faintly. These two phases are designed to enable students to absorb new lesson materials at the level of conscious, subconscious level.

Activation Phase involves the students in role playing and practice activities to enable or practice materials that have been studied.

### 3. METHODOLOGY

This study used a design of a class action (PTK) is implemented .Penelitian cyclical. It executed every cycle stages, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. This study was conducted to describe the increase in the ability to appreciate poetry based method suggestopedia eighth-grade students of SMP Negeri 21 Makassar.

In this study, the researchers acted as observers (observer) and eighth-grade teachers as implementers of learning. The researcher as an observer has the task of observing the implementation of the actions performed by the researchers noted that teachers did all the things that will be used to evaluate candidates in reflection.

This study was conducted in 21 Makassar Junior High School. The subject of his research is the eighth-grade students of SMP Negeri 21 Makassar semester of academic year 2013/2014 amounted to 27 people. The data in this study is a data plan, the data implementation, and evaluation of data. Data were obtained through observation, field notes, tests, and documentation of any action suggestopedia use methods in this study conducted at the Junior High School 21 Makassar. The subject of his research is the eighth-grade students of SMP Negeri 21 Makassar semester of academic year 2013/2014 amounted to 27 people. Improve the ability to appreciate poetry eighth-grade students of SMP Negeri 21 Makassar.

### 4. RESULT AND DISCUSSION

Action research begins with the pre-action test aimed to determine the level of appreciation of learning before being given action. Test results and finding of the pre-action is used as a reference in the provision of further action. Assessment for pre-action using five types of instruments, namely: (1) testing appreciation, (2) a questionnaire to students' attitudes towards learning, (3) observation sheet for poetry reading skills, (4) observation sheet for poetry writing skills, and (5) questionnaire for internalization of human values.

## A. Pre-action

Table 1. Table Of Data Accumulated Pre-Action  
Percentage Acquisition

NO.	category	Percentage Acquisition					Rt category
		Remarks. Read Poetry	Appreciation Test	Attitudes toward Learning	Internalization Value	Specification. Writing Poetry	
1.	Very Good	0	0	0	0	0	0
2.	Good	0	3,13	6,25	6,25	0	3,13
3.	Fair	25	21,88	43,75	6,25	40,63	33,63
4.	Poor	75	75	46,88	31,25	59,38	57,50
5.	Fail	0	0	0	0	0	0

Source: Data 2013

Based on the analysis and accumulation tables above, the percentage of student's category value less the value range of 40-59 reached 57.50 percent, with a range of values sufficient category 60-74 or 33.63 percent, and for both Category names only 3.13 percent, it can be concluded that the class action is appropriate given the form of teaching poetry appreciation class with audio-visual media are adapting method's suggestopedia.

Such assumptions form the basis of the implementation cycle, I. Cycle I held meetings at least four times. There are some competencies that are expected to be owned and controlled by students at the end of the cycle, namely: (1) fond of and skilled reading poetry, (2) be able to interpret poetry, (3) reflect and internalize the values contained in the poem, and (4) skilled writing poetry.

## B. Cycle I

See the low appreciation of learning test results on pre-action, then the action performed on the provision of rigorous class, in this case the researchers are working with the classroom teacher Indonesian.

Plans of action learning with audio-visual media are adapting the learning process suggestopedia in the cycle I, the researchers are working with teachers in the classroom studied Indonesian. This activity is intended to assist teachers in the classroom in the application of an instructional design model has been developed by researchers. Besides guiding teachers in the use of audio-visual media and application techniques suggestopedia method.

In the preparation of action plans poetry appreciation learning with audio-visual media is determined beforehand who will be taught the poetry theme, the theme in question is the theme of humanity. Therefore, the entire poem that made learning material is a poem on the theme of humanity. In addition, the audio-visual media such as pictures, movies, and recordings are all themed poetry of humanity.

There are several planned activities carried out by researchers, teachers, and students. Plan research activities are: (1) prepare all the tools of learning, (2) observing the learning process from start to finish, (3) assist teachers in the implementation of the learning model, (4) in collaboration with classroom teachers studied were assisted by a teacher Indonesian the equivalent class to conduct an evaluation on the 4th meeting (at the end of the cycle I), and (5) make conclusions while the results of the activity of the teacher, I. The cycle of action is: (1) implement the learning process according to the lesson plan that had been developed, (2) work closely with researchers, (3) participate observing lessons, (4) conduct an evaluation on the 4th meeting and making assessments. Student activity consists of: (1) practice reading poetry in front of the class, (2) working group to interpret poetry, (3) tasks related to learning, and (4) write simple poems using his own words (producing poetry).

Action research is a continuation of the learning process; the first meeting focused on the stage and enjoying fond of poetry. At the end of the meeting, the student is expected to read a poem in front of the class with pronunciation, intonation, pause, appreciation, and fairness right. In addition, students are also expected to determine the theme, rhyme, meaning, imagery, and the mandate of poetry so that students can internalize humanitarian values that exist in the poem. Before the end of learning, students are given tasks to work at home in groups.

At the 2nd meeting, conducted by looking at some of the weaknesses found in the 1<sup>st</sup> meeting. There are some drawbacks that observed in PBM is in progress, the shortcomings are generally located at a poetry reading, especially component's pronunciation, pause, and appreciation. Another deficiency is that students still have difficulty in reading the heuristic and hermeneutic. Therefore, this 2nd meeting focused on the learning stage reacts to poetry.

At the meeting of the 3rd stage of learning focused on producing poetry and internalization of human values that exist in the poem. However, learning is always preceded by playing songs and poetry to students, because it can motivate students psychologically for more fond of, enjoy, and understand poetry. The atmosphere is relaxed and fun classes because students interested in receiving lessons well. It can be seen from the enthusiastic attitude of the students at the time of listening and reciting poetry in front of the class, all students eager to read poetry, since the time is impossible, then the display is representative of each group in turn each meeting, so that at the end of the meeting 3rd in the cycle I all students have had a turn.

At the 4th meeting is the last meeting for the cycle I, its meeting's overall appreciation of learning assessment that included tests of appreciation; poetry reading skills test, fill out the questionnaire scale attitude, and poetry writing skills test

Implementation of the cycle I test conducted collaboratively, working together with two teachers Indonesian, consisting of classroom teachers who studied and one Indonesian teacher who taught in class VII. This was deliberately done to obtain test results (grades) objective. At the end of the meeting that his students submit a poem with the theme of humanity.

Cycle I test results can be seen in Table accumulation of data acquisition cycle 1 of the following tests.

Table 2. Table Accumulation of Data Acquisition Test Cycle I

No.	category	Percentage Acquisition					Rt category
		Remarks. Read Poetry	Appreciation Test	Attitudes toward Learning	Internalization Value	Specification. Writing Poetry	
1	Very Good	0	0	12,5	6,25	0	3,75
2	Good	25	6,25	62,5	31,25	12,05	27,41
3	Fair	75	78,13	25	46,88	65,63	58,13
4	Poor	0	12,05	12,05	0	12,05	7,23
5	Fail	0	0	0	0	0	0

Source: Data 2013

From the data accumulated in the above table, it can be seen that the percentage recovery of each component was increased when compared with the percentage gain in the pre-action. However, the acquisition of which the most striking is the attitude of students towards learning, which reached 12.5 percent for the excellent category, 62.5 per cent for both categories, 25 percent in the category of pretty, 12.5 percent were categorized as less, and 0 percent for category fails.

In accordance with the observations found some flaws in each component, the component skills for reading poetry appreciation generally, students make mistakes and pause. In addition, there are students who are wrong on pronunciation. Component shortages of students writing poetry are found in diction, style, and imagination, while weakness student appreciation for the test is less at the level of interpretation and appreciation.

The result of tests on the cycle I is concluded that for the students' attitudes towards learning, component showed an increase. However, some components still need to be improved, such as the appreciation component, writing poetry, and reading poems. The third component is reached; there is no very good category.

### C. Cycle II.

The cycle II, students are trained to analyze poetry with a structural-semiotic approach. Each student can express deficiencies or problems encountered in reading, analyzing, and writing poetry. All problems faced by students can be found the solution by exchanging information between teachers, students, and classmates.

Before the lesson begins, students played a song according to students' request. Learning is focused on producing poetry with trying to understand and write poetry with a connecting theme, title, diction, style, and imagery in a poem written by the students. Students are directed to increase the vocabulary of particular figures of speech related to the theme of learning. The use of a style that is often used in the poem is a metaphor of language style, repetition, hyperbole, and personification.

Based on observations, considerations, and analyzes the results of the test cycle II appeared to be a significant improvement of all the tests that have been carried out when compared with the results of tests before the procedure and cycle I. Disadvantages and problems encountered in the cycle I can be resolved in the cycle II, so that the results better in the cycle II. Therefore, the provision of action did not proceed to the next cycle because the results obtained by students in accordance with predetermined indicators. The results of the cycle II test can be seen in the following table.

Table 3. Table Accumulation Data Acquisition Test Cycle II

No.	Category	Acquisition Percentage			Rt Category
		Desc. of Reading Poetry	Appreciation Test	Desc. of Writing Poetry	
1	Very Good	20,00	25,92	14,81	20,24
2	Good	60,00	40,74	48,15	49,63
3.	Fair	20,00	14,81	14,81	16,54
4.	Poor	0	7,40	3,70	5,55
5.	Fail	0	0	0	0

Source: Data Process 2003

Accumulation of the cycle II results in Table 3 above shows that the poor category average of 5.55 percent, on average of 16.54 percent is fair category, the good category average reached of 48.15 percent and the average of very good category reached of 20.24 percent.

## 5. DISCUSSION

Appreciation tests used in this study adapted assessment developed by Moodys' appreciation. Moody (19971) to categorize the level of inquiries into four levels, namely: (1) information, (2) concepts, (3) perspective, and (4) the level of appreciation.

The number of students who received grades classified poor category of 14.80 percent or 4 students, grades classified fair category reached of 66.66 percent or total of 18 students, and grades of students were classified as good category reached of 14.80 percent or as many as 4 out of 27 students. When referring to the standard value is the minimum passing grade is 70, then the learning is not yet complete. It can be seen from the results of students' grades, the students who received the score of 70 or up only of 33.33 percent, or only 9 students, while students who received grades of 70 or under still achieve of 70.37 percent or as much as 19 of 27 the number of students studied.

Poetry reading skills assessment conducted by randomly selecting research on the subject, given the limited time available for the implementation of several types of tests. However, it is considered representative because each appoint two students who started from the front corner of the left and right positions, the position angle of the rear left and right, and the center of the left and right positions. In addition, the assessment is done by 3 people consisting of: (1) research, (2) teacher who studied Indonesian class, and (3) teachers who teach the Indonesian equivalent class. It is intended to obtain a result or objective value.

Poetry reading skills assessment, which consists of five components that assessed, namely: (1) pronunciation, (2) intonation, (3) pause, (4) appreciation, and (5) fairness. Each component was given a maximum score of 100. The skills to write poetry consists of five components that include; (1) theme, (2) diction, (3), rhymes (4), the style of language, and (5) images. Each component is given a maximum score of 100.

As per the results of tests on the cycle I, it can be concluded that the three other components still need to be improved, namely: (1) components appreciation test, (2) poetry reading skills, and (3) poetry writing skills.

Tests in the cycle II was done to see an increase in students' appreciation of literature, especially poetry works by using audio-visual media that emphasizes the constructivist approach. This approach requires students to construct their own knowledge and understanding of the literature. In this test used test levels of appreciation.

When referring to the standard value is the minimum passing grade of 70, then the learning is relatively complete. It can be seen from the results of students' grades, the students who received the score of 70 or over only of 81.48 percent, or 22 students, while students who earn a score of 70 only 18.51 percent, or 5 students of 27 number of students who studied

Poetry reading skills assessment carried out together with the implementation of the cycle I, but the students who have appeared in the cycle I does not show up again in the cycle II. This is done so that all students have a turn. Students were randomly assigned to perform the notes have not been performed in cycle I. Just in the cycle I, assessment is done in collaboration with analysts, chairman and members of researchers, teachers and observers partners namely Indonesian teachers who teach in class equals. Assessment on the cycle II does not differ from cycle assessment skills to write poetry I. Assessment consists of five components that include; (1) theme, (2) diction, (3), rhymes (4), the style of language, and (5) images. The assessment was conducted on all students studied were 27 students.

Based on the action and direct observation in the classroom, learning begins with listening to instrumental music or song that is popular and has been memorized by student's very positive effect. Students can sing freely and moving the limbs without any sense of shame and fear, because teachers also come to enjoy the music so that the atmosphere of the class is not a rigid class. So far, the use of conventional methods employed by teachers led to an appreciation of learning poetry is considered difficult by students, so it would be a frightening specter. It is due to a class that looks formal and stiff, so that students are not free expression; their expression was always depressed soul with strict supervision of the teacher.

The use of audio-visual media is very interesting because students can watch live poetry readings through images and can be repeated, witnessed significantly famous poets, see and listen to poetry readers who excel, and can watch the social phenomena that exist in the vicinity. Thus, the motivation, creativity, and motivate students to plunge into the pool of literature, especially poetry be increased. It can be seen in comparison to the prior action. In testing before action is only one student who wants to read poetry to appear spontaneously, after a given action on the first day students who show finger spontaneously want to appear to read a poem in front of the class improved significantly.

In addition to the use of this media, to improve the ability to appreciate poetry teacher adopted an approach, model, and learning techniques appreciation of poetry. For example, the application of learning poetry appreciation through four levels, namely (1) the level of fond, (2) the level of enjoying, (3) the level of reacts, and (4) the level of productive (Wardani, 1981). Development tests appreciation by Mody (1971). In addition, to analyze and interpret poetry can be used structural-semiotic approach (Teew, 1983).

To measure the result of the provision of this act, there are some instruments used were: (1) appreciation test (written) which adapt the model to the categorization Moody assessment literature testing into four levels, namely information, concepts, perspectives, and productive, (2) the test works which includes reading and writing poetry.

If the Curriculum 2013embraced the philosophy of constructivism, the learning model is very suitable to be applied in schools. Students are trained and guided to construct their own knowledge compose, not merely knowledge of the literature. Students can pick's values implicit in the poem as a literary work.

Limitations of this study are: (1) internalization of the character's values needs longitudinal studies literature, and (2) Audi-Visual Media costly and creativity of teachers. Therefore, attention is needed by all components involved to improve learning outcomes.

## 6. CONCLUSION AND SUGGESTION

The ability to appreciate poetry through suggestopedia learning method in class VII SMP Negeri 21 Makassar increased from than poor category in the pre action into good category after the action. It is observed on the teaching and learning activities, for example, students are motivated and interested in learning, completing assignments on time, dared to read poetry. Students can establish good cooperation with a group of friends or with other groups. It shows that there has been an increase in the appreciation of poetry, reading skills and writing skills of poetry, and developing a positive attitude to literature.

Based on the conclusions and findings above, it is proposed the following suggestions: (1) The need for Indonesian language and literature teachers selecting methods, techniques, and strategies for teaching poetry appreciation creates a relaxed learning atmosphere so that students are motivated and challenged to keep learning; (2) the need for the cooperation of the Department of National Education of Makassar with the school to provide the facilities and infrastructure such as audio-visual media and various learning resources, as well as providing training through the use of container Congress Subject Teachers (MGMP/*Musyawarah Guru Mata Pelajaran*) as well as through training and upgrading the regional level and the level of national; and (3) this study is expected to be a reference for language teachers who will conduct further research, which is more relevant to the particular study research on the teaching of literature.

Necessity of carrying out longitudinal studies teacher in the classroom to determine the internalization of the values in the poem in the formation of student character who has four pillars of character that is expected if though the heart, though the taste, though the thought, and though the body move.

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