A Web-Based Learning Media Ruang Ekspresi to Teach Poetry Writing for Junior High School Students

Fauzana* [iD], Ribut Wahyu Eriyantib [iD], Ferry Ardiantoc [iD], Ria Arista Asihd [iD]

aPendidikan Bahasa Indonesia, Universitas Muhammadiyah Malang
Email: fauzan@umm.ac.id

bPendidikan Bahasa Indonesia, Universitas Muhammadiyah Malang
Email: eriyanti@umm.ac.id

cPendidikan Bahasa Indonesia, Universitas Muhammadiyah Malang
Email: ferry.ardianto3p@gmail.com

dPendidikan Bahasa Indonesia, Universitas Muhammadiyah Malang
Email: aristaria86@umm.ac.id

Abstract
Internet technology offers young students opportunities of writing poetry through apps, software, interactive websites and computer assisted creative writing platforms. This study aimed to develop learning media in the form of an audio-visual product, named *Ruang Ekspresi* as a poetry writing platform for junior high school students, facilitating them to transform their creative ideas into poems. This study employed Research and Development method with R2D2 (reflective, recursive, design, and development) design. Instruments used in this research were observation rubrics, questionnaires, and semi-structured interview items The participants of this study comprised a team of learning experts, media experts, teachers, and students studying the Indonesian language curriculum where poetry is taught as an artwork at junior high school levels. The sample was identified through purposive sampling method. The validations of expert and opinions of students were taken into account for product development, product feasibility, its language and its effectiveness. It was found that technology can improve the quality of poetry assisted through software, and Internet applications. With the help of various Apps and web based platforms, poetry writing has enabled both teachers and students to teach and learn poetry in constructive ways. Results show that *Ruang Ekspresi*, equipped with a manual guidebook is feasible and applicable to help junior high school students write poems. *Ruang Ekspresi* can also be used by senior high school students by customizing learning material. The findings show that by making use of this software, teachers and student would be more creative and innovative.

Keywords: audio-visual, poetry, *Ruang Ekspresi*, web-based media and Apps

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* Corresponding Author.
Email: fauzan@umm.ac.id
http://dx.doi.org/10.32601/ejal.911553

Introduction

The advancement of Internet technology has offered young students amazing poetry writing apps, software, interactive poetry sites and computer assisted creative writing platforms. No longer creative writing, especially poetry, is something that emanates from the soul (Kreuzer, 1955; Rosenthal, 1987). Tompkins (1998) chalks out a full-fledged creative writing workshop for preservice teachers where students can write poetry through poetic formulas and algorithms. Hence Artificial Intelligence (AI) assisted online platforms play a supportive role for teachers and students to compose poetry through formulas and technological collaboration (Gail, Lind, & Lebsack, 1994). Leu and Iannone (1998) recommends a synergy between poetry and technology through dedicated websites that provide interactive writing sources to teacher/student for creative writing.

Poetry writing is thus facilitated through web-based learning media and tools that can be easily accessible through computers, laptops and smartphones. These web-based learning media and tools are equipped with teachers' and students' accounts; columns for teachers' comments; columns for students to upload their visual resources; and a database to archive students' works. These menus are designed to facilitate students' poetry (Omar et al., 2020). In Indonesia, students' ability in writing poems is mandated by curriculum (Directorate of Junior High School Development, 2017). Poetry is expected to facilitate students in expressing their feelings and thoughts, where they can select proper languages in elaborating their conditions (Nurhadi, 2017). The Indonesian language or Bahasa Indonesia (BI) facilitates Poetry writing through structured course outlines and learning objectives (Pradopo, 2008; Tarigan, 2008). Through BI, students are guided in writing poems where they can be creative in spelling out their imagination (Wicaksono & Hasanah, 2018). Poetry writing is a critical theme in BI learning because it can explore students' potential and produce valuable written arts. The development of an online platform that is specifically designed for Poetry subjects is gently needed (Khamidah, 2017).

This study contends that learning BI can also be conducted through online learning. Especially in Poetry subject, students' competency in writing poems can be improved through a specialized platform (Maulidiyah, Arfiyanti, & Mudopar, 2018). The preliminary observation showed that BI teachers in Malang, Indonesia, faced difficulties in teaching Poetry. They are hampered by the lack of available media for Poetry teaching during the COVID-19 pandemic. Students also reported their difficulties in expressing their critical thinking and imagination because they were left unguided, with no platform to share their creations. The available method of teaching Poetry online was considered ineffective because students were only given themes and pictures to develop into poems (Tomatala & Latupeirissa, 2020). This method was considered not challenging by the students as their creativity was bounded.

This study aimed to develop audio-visual online learning media, namely, *Ruang Ekspresi*. This web-based platform aims to facilitate students in expressing their creative ideas in poems. *Ruang Ekspresi* was developed through visual learning resources directly observed by the students to produce more meaningful poems. This study believes in the need to develop effective online learning media that can facilitate distance learning. Sadiman (2010) states that the essence of learning is the transfer of knowledge from teachers to students regardless of their places and time. What is important is that the process of knowledge transfer can stimulate students' thoughts, feelings, and attention (Wahyuni, 2008). Hence, interactive learning media may be a solution to ineffective distance learning.

Literature Review

There is no dearth of literature on the use of Internet and Communication Technology (ICT) for writing poetry to young students of schools and colleges. For instance, Muttaqin (2017) created a multimedia-based platform for Poetry writing and presented how interactive learning media can enhance primary school students' ability to write poems. The platform was made with Macromedia flash which enabled visualization of poetry titles as well as specific lyrics in a graphical form. The students would just click on these graphics to select the right words that best represented their feelings in a poem. With the help of ICT, thus students learn to be more introspective, original and creative. The faculty at Midwestern University, as a part of their innovative mentoring program, invented a modeling technology for enhancing poetry for elementary school students. (Merkley & Schmidt, 1996; Thompson, 1995; Zachariades & Roberts, 1995). Other institutions, likewise, devised similar technological applications for poetry instruction, most of which used laserdisc technology (Schneider, 1993); multimedia projects (Armstrong & Yetter-Vassot, 1994; Schneider, 1993); tele-conferencing (Krebs & Nichols, 1994; Polin, 1990); electronic postings (Reiss, 1996), and distance education to write and edit poetry (Taylor, Skippington, & Lacey, 1989). These applications exploited technology to meet the requirements of writing poetry, however, on the contrary, Preckshot (1985) refuted the use of technology for the creation of poetry and believed that the originality of expression would come only through real poets. Madian (1993) also recommended that student poets should rather discover their personal strengths using inquiry based approaches and hone their creativity skills, rather than depending on technology.

There are several tools and applications available on the Internet that help students to compose poetry. Google's new AI tool, *Verse by Verse*, for instance, provides users "suggestions" from classic American poets including Walt Whitman, Emily Dickinson, and Edgar Allen Poe to compose their own poetry. The AI embedded algorithms generate good lyrics based on these suggestions. This program thus works with the help of machine-learning algorithms that identify lyrical patterns in a particular poet's work, and applies those patterns to the students' text. The program also allows students to choose the poetic forms like sonnet, free verse, quatrains, and even allows users to select the number of syllables per line. In most cases, the students are required to provide only the first line and the software generates the rest of the poem, although there is an option to give suggestions line by line and make it more interactive. Another tool application *HyperStudio* 4 offers tutorials in poetry and attracts students and preservice teachers to understand the beauty and flexibility of poetry utilizes forms (Examples: haiku, diamante, biopoems, etc). These tutorials teach students to write original poems with the help of Microsoft Word and PowerPoint. The online tool, *Visuwords* is like a poetry playground where students finds options according to their inspiration, by just typing a word and receive word bubbles. Assisted by Webster's Dictionary, Green's Dictionary of Slang, this online tool is a repository of thousands of visual words. Likewise, the *Rhymer* application generates rhymes to students' lines. With the help of a drop-down menu, and merely typing a word, students can get specific rhymes, end rhymes, beginning rhymes, double-rhymes, and like. A tool called *Poet Assistant* is also linked with a dictionary and a thesaurus that can help in selection of words that fit the tone of students' poetry.

Apple Inc., too, devised several applications like *Twin Word*, *Tiny Mobile* and *Poetry Creator Verses* that are available for no cost in Apple's app store for iPhones and iPad. These applications allow students to write poetry using word definitions. The budding poets can experiment with new words available from premium dictionaries, including Shakespeare Dictionary and Hip-Hop Dictionary, also available at Apple's App Store. The *Twin Word* tool has an extra feature of analyzing the context of poems composed and suggesting words and synonyms and lyrics as one writes a poem. An application called *Omm Writer* is a free online poetry tool that eliminates distractions and offers a lot of soothing soundscapes to choose form and write poems. The tool called *Poem Generator* allows you to first make a selection of a specific structure e.g., a sonnet and then offer you a smooth, free-flowing, word list to write the poem. It would also count syllables as per the structure, and find synonyms and rhyming words.

The software, *Poet's Pad,* created by Dante Media, LLC is embedded with powerful idea generator tools that selects words according to the mood of the writer. After selecting the mood, the app suggests words and phrases as well as the themes suitable to the mood. Assisted by a thesaurus and a voice audio recorder and a rhyming dictionary, this tool proves a good asset to the writer. A similar tool, *Rhymer's Block*, developed by Catechlysm Corp., facilitates a rapid capture of creative ideas. Available on both Android and iOS devices, this tool has useful functions like word frequency analysis, color-coded rhymes, real-time rhyme recommendations, and cloud synchronization. Likewise, *JotterPad* and *Poetizer* are two tools that assist in poetry composition by offering multiple themes and customization options. The former has an in-built dictionary and a cloud storage server that enables to access poems from any location, while the latter has a global network of poets which introduces young poets to the poets across the world.

Methodology

- *Research design*

This research has made use of a web-based learning media known as *Ruang Ekspresi* which facilitates students to translate their creative ideas into poems. Owing to the creative nature of this media, this study adopted a Research and Development (R&D) design with Recursive, Reflective Design, and Development (R2D2) model developed by Willis (1995). This research required four steps, namely: forming a team consisting of learning experts, media experts, teachers, and representative students; conducting Focus Group Discussion (FGD) to identify problems, draft learning objectives, determine learning procedures, and perform learning evaluation; product designing and development of the web-based audio-visual learning media named *Ruang Ekspresi*; and finally evaluating and reflecting on the final outcome and disseminating it to community.

- *Sampling and research procedure*

The participants of this study comprised a team of learning experts, media experts, teachers, and students studying the BI curriculum where Poetry is taught as an artwork at junior high school levels. The sample was identified through purposive sampling method. The selection criteria included that all members should have the required expertise to offer comments, provide solutions, and mark corrections on the learning material while students were selected based on their motivation and reflection on poetry writing. The entire team was in charge of planning, designing, drafting, and implementing the blueprint of the learning media. The team also analyzed the product effectiveness. Several FGDs were conducted during the research to reflect on the process of product implementation. Prior to the launch of this web-based audio-

visual learning media, *Ruang Ekspresi,* a prototype was prepared that included learning objectives, learning materials, and learning strategies. Learningmanuals were prepared to describe the process of product design and impelemtaiton. During this phase, questionnaire items and observation rubrics were also developed. The questionnaires were distributed to students and teachers as a part of the evaluation process. These processes accounted for further product development. Finally, after analyzing its effectiveness, the program was distributed through a small-scale dissemination to members of *Musyawarah Guru Mata Pelajaran* (MGMP) (Course-based Teacher Community) of BI teachers, for further transmission to students of poetry classes.

- *Instrument for data collection*

The instruments used in this research were observation rubrics, questionnaires, and semi-structured interview items. The observation rubrics were used to monitor the process of product implementation; the questionnaires were in the form of a Likert scale to explore students' and teachers' responses to the product implementation, and the interviews were carried out for data triangulation to cross-check students' and teachers' responses in the questionnaires. The data collection took place in two phases, namely, pre-development and post-development. The pre-development phase involved BI curriculum studies and lesson plan studies. Interviews with students and teachers were carried out to investigate needs analysis, student interest analysis, and classroom effectiveness analysis. In the post-development phase, questionnaires were distributed to learning experts and media experts. The questionnaires were designed to evaluate products' feasibility.

- *Data analysis*

The data analysis process was performed following the collected data. In this case, the quantitative data were analyzed with simple quantitative formula for data calculation by item, which is described as follows:

$$P = \frac{x}{xi} \times 100\%$$

Notes:

P   =   percentage
x   =   participant's response in an item
xi   =   ideal score in an item
100%=   constant

1.   The formula for data calculation as a whole

$$P \frac{\sum x}{\sum xi} \times 100\%$$

Notes:

P   =   percentage
∑x   =   total respondents' answers
∑xi   =   total ideal scores
100%=   constant

Four eligibility criteria were used to analyze product feasibility:

1.   Highly feasible (85%-100%): the items are eligible and highly recommended
2.   Feasible (75%-84%): the items are eligible and can be implemented
3.   Fairly feasible (55%-74%): the items are fairly eligible and should be revised
4.   Not feasible (<55%): the items are not eligible and must be dropped

Results

This study resulted in an audio-visual product named *Ruang Ekspresi* as a web-based learning platform for Poetry subjects in junior high school. This platform consisted of four pages, namely: 1) a welcoming page accessible on *ruangekspresi.com*; 2) an account page for teachers and students; 3) a dashboard for students; and 4) a dashboard for teachers. *Ruang Ekspresi* can be accessed through PC or smartphones where teachers and students use the email address to log in to their accounts. This web-based learning platform used the Indonesian figurative language, motivational words, and profiles of Indonesian poets. A few pictures of objects that can be described in the form of poems were used as visual learning resources. *Ruang Ekspresi* was supported by two types of manual guide books dedicated to students and teachers and were accessible after login by each user. The teachers' manual included an operational guide, learning material, and student activity control; while the students' manual covered the operational guide and learning activity. Both books summarized the fundamental concepts and characteristics of media. The teachers' manual especially helped teachers to craft effective and efficient learning methods in teaching poetry.

Ruang Ekspresi was validated by the ICT experts where it obtained 92% (highly feasible) as the overall feasibility score. This score was accumulated from five different criteria, including: 1) searching tab (80%); 2) accessibility (80%); 3) website address (100%); 4) informative (100%); and 5) updated information (100%). In terms of learning design, *Ruang Ekspresi* obtained an overall score of 93.33% (highly feasible and applicable) as the accumulation of 1) clear learning objective (100%); 2) cover student basic competency (100%); 3) relevance between objectives and learning material (100%); 4) relevance between the media and learning material (100%); 5) orderly placed (80%), and 6) understandable (80%).

Based on students' responses, the learning design scored 94.5% (highly feasible and applicable). This score was accumulated from students' interest and satisfaction with Poetry learning through the web-based platform with visual learning sources. The content operationalization test obtained 94% (highly feasible and applicable) from the ICT experts. This score was accumulated from ten criteria: 1) fast loading (80%); 2) page layout (80%); 3) page transition (80%); 4) web function (100%); 5) login function (100%); 6) overall website function (100%); 7) program structure (100%); 8) link connection (100%); 9) material connection (100%); and 10) easy to operate (100%). From the Poetry learning experts, *Ruang Ekspresi* obtained 93% (highly feasible and applicable) for the product content test. This score was accumulated from: 1) learning material (80%); 2) in-depth content (80%); 3) learning samples (80%); 4) relevance between learning materials and learning objectives (100%); 5) updated references (100%); 6) materials actuality (100%); 7) material clarity (100%); and 8) amounts of materials (100%). The practitioners scored *Ruang Ekspresi* 90% (highly feasible and applicable) as accumulated from: 1) relevance between learning material and learning objective (80%); 2) relevance between material coverage and learning objective (80%); 3) in-depth content (80%); 4) material samples (80%); 5) relevance between content and learning objectives (100%); 6) updated references (100%); 7) materials actuality (100%); 8) materials clarity (100%).

Based on student responses, the product content scored 92% (highly feasible and applicable). This score was accumulated from six criteria including 1) menu layout; 2) website layout; 3) accessibility; 4) encouraging active and independent learning; 5) suitability with students' learning intensity; 6) suitability with printed learning sources. The presentation test by ICT experts showed that *Ruang Ekspresi* scored 98% (highly feasible and applicable) as the accumulation of: 1) learning material delivery (80%); 2) accessibility (100%); 3) home page layouts (100%); 4) accessible layout design (100%); 5) interesting layout design (100%); 6) orderly webpages (100%); 7) relevant letter fonts and text (100%); 8) consistent navigation (100%); 9) device-compatible (100%); and 10) simple appearance (100%).

The manual guide books scored 100% by the learning media experts (highly feasible and applicable) based on four different criteria: 1) book content (100%); 2) descriptions of media operationalization (100%); 3) coherent and orderly content (100%); and 4) communicative (100%). The product presentation scored 90% by practitioners as the accumulation of 20 criteria: 1) informative content (80%); 2) updated information (80%); 3) home page presentation (80%); 4) interesting layout design (80%); 5) suitable font types (80%); 6) suitable text (80%); 7) clear pictures (80%); 8) material presentation (80%); 9) responsive (80%); 10) compatible (80%); 11) simple design (80%); 12) fast response (100%); 13) accessible (100%); 14) easy to remember (100%); 15) browser-compatible (100%); 16) page design and layout (100%); 17) orderly navigation (100%); 18) relevancy between manual guide book and learning material (100%); 19) complete step-by-step explanation (100%); and 20) orderly content. Based on students' responses, the product presentation obtained 92% (highly feasible and applicable) based on six scoring criteria, those are: 1) interesting font types and text; 2) readability; 3) color composition; 4) navigable; 5) fast-response web, and 6) accessible.

On the language of the product, *Ruang Ekspresi* obtained 100% from the ICT experts (highly feasible and applicable). This score was accumulated from three criteria, namely: 1) proper web language (100%); 2) understandable texts (100%); and 3) proper figurative language and motivational words (100%). Accordingly, learning material experts scored 100% (highly feasible and applicable) on language use based on: 1) propriety; 2) understandability; 3) effectiveness; 4) relevance; 5) delivery; and 6) low error level. The product language obtained 94% from the practitioners (highly feasible and applicable) as the accumulation of: 1) delivery (80%); 2) low error level (80%); 3) proper figurative language and motivational words (100%); 4) proper web language (100%); 5) understandable (100%); 6) communicative (100%); and relevant with student characteristics (100%). The language used in *Ruang Ekspresi* scored 92.5% (highly feasible and applicable) based on student responses. This score was an accumulation of 1) understandability, and 2) availability of figurative language and motivational words.

Finally, for the purpose of evaluation, the data obtained from the product testing process was analyzed and consulted with the supervisors before being applied to the products. Results from the analysis showed that the product required revisions on four features: 1) more samples on learning material; 2) insufficient work samples; 3) readjustment on picture resolution, and 4) additional features to support learning.

Discussion

Results showed that *Ruang Ekspresi* is highly feasible and applicable for teaching poetry to junior high school students. This is following the BI curriculum where Poetry is taught as an artwork at junior high school levels (Sujinah, 2020). As a web-based learning platform, *Ruang Ekspresi* offers visual learning sources to ignite students' emotions, expressions, and creativity. It is attractive, communicative, and interesting. This kind of web-based learning platform supports the notion from Jas (2012) that web-based learning media creates a more interesting and interactive learning atmosphere. It is known that website links multiple pages with texts, pictures, and links to craft information (Khusniyah & Hakim, 2019). Hence, the students experience visual learning sources uploaded in *Ruang Ekspresi* that can stimulate students' thoughts and channel their emotions.

Visual learning sources are chosen because it is believed to facilitate students in writing poems (Tomatala & Latupeirissa, 2020). *Ruang Ekspresi* is expected to help students depict their ideas while conducting meaningful learning. Moreover, *Ruang Ekspresi* can be accessed at any time so that students can express their thoughts whenever they have an idea. This learning platform will likely obtain maximum results when students are supervised.

The learning design of *Ruang Ekspresi* mostly focuses on visual sources that are relevant to the newest BI curriculum. The core learning design of *Ruang Ekspresi* was extracted from student Basic Competence 4.8 to "present ideas, emotions, and thoughts in the forms of poems both oral and written while paying attention to the basic elements of a poem" (Directorate of Junior High School Development, 2017). A poem is the structured voice of a soul crafted with themes, values, rhythms, and feelings; and is also a structured physical journey that includes ideas, dictions, rhymes, language styles, and so forth (Tarigan, 2008). This definition is translated into student activity in *Ruang Ekspresi* that requires students to channel their soul and physical abilities into Poetry writing.

Accordingly, *Ruang Ekspresi* offers a series of activities that include: a) uploading visual sources; b) describing visual sources; c) crafting words and sentences; d) perfecting the poem. This follows Nurhadi (2017) in steps of Poetry writing that consist of a) deciding themes; b) describing objects with emotion; c) drafting pieces while paying attention to diction, rhymes, and language styles; and d) editing. By following these steps, students are expected to express given visual sources with emotion and translate them into beautifully written pieces. According to Pradopo (2008), Poetry writing is a form of expressing thoughts that awaken others' emotions by stimulating the imagination of physical senses in rhyming words. Hence, using visual sources as a step in Poetry writing is believed to be effective as it can raise one's experience.

Regarding the product content, results showed that the development of *Ruang Ekspresi* paid attention to software engineering components, in which it was designed in detail yet simple. This process was carried out to facilitate the student learning process to achieve targeted learning objectives. Such kind of programming focuses on learning objectives. It is in line with Wena (2010), who stated that learning objectives are easily achievable when the student learning process is structured and scaffolded. Hence, the programming of *Ruang Ekspresi* focuses on the student learning process rather than learning objectives. Moreover, *Ruang Ekspresi* supports student development in writing poems. This is following the learning objectives of Indonesian junior high school students where they have to "be able to present ideas, feelings, and opinions in the forms of the written piece while taking into account the elements of poetry" (Directorate of Junior High School Development, 2017). In this case, the poem is an artwork to express the authors' thoughts and feelings through imagination by concentrating on both physical and mental structures (Tarigan, 2008). *Ruang Ekspresi* has fulfilled these criteria where it brings about meaningful learning. This can be identified when students can express their thoughts and feelings in the form of written poems.

The manual guidebook of *Ruang Ekspresi* contains poetry writing instructions that take into account systematic writing. This is following the notion stating that consistency is the key to systematic writing (Nurhadi, 2008). In this case, writing consistency includes font types, naming, terms and meaning, presentation, and order. By following this, the manual guidebook of *Ruang Ekspresi* functions well in facilitating its users. Results also showed that *Ruang Ekspresi* is easy to use where the users can operate the web mostly independently. This is in line with Henry (1981) who states that learning media must be readable, understandable, and can be applied without confusion. In this case, the bundle of this web-based learning product is in the form of a) a website; and b) a manual guidebook. Further, the website contains a welcoming page, teacher and student login page, student page, and teacher page; while the manual guide book contains acknowledgement, a table of contents, a basic concept, a manual guide, references, and appendices. Both pages and menus are presented in a line with the title to make them readable.

However, there are two revisions required in the product presentation based on the pilot test results. First, the picture resolution was considered too high and it requires strong internet access. Second, the product requires additional features to support the learning process. It is known that all elements in learning media must be balanced and relevant to the learning topics (Isyani, 2016). It can be concluded that

the revision on *Ruang Ekspresi* must focus on these two suggestions while taking into account the available elements in this learning platform. Results showed that *Ruang Ekspresi* focuses on effective language use. This supports Arsyad (2013) where proper language indicators are: 1) propriety between the language used with students' intellectual, social, and emotional ability; 2) effective communication; and 3) orderly and coherent train of thoughts. The development of *Ruang Ekspresi* followed these principles by employing visual sources and producing a manual guidebook for its users. Furthermore, *Ruang Ekspresi* uses communicative BI where messages are well-conveyed. The manual guidebook also pays attention to order and coherency between chapters. All these together facilitate both teachers and students in operating this web-based learning platform.

Conclusion

Although technology and poetry belong to two different domains but when technology assists poetry writing, the results are both authentic and interesting. Research has the evidence that technology can improve the quality poetry (Bangert-Drowns, 1993), assisted through CDs, DVDs, software, and Internet applications. With the help of various Apps and web based platforms, poetry writing has enabled both teachers and students to teach and learn poetry in constructive ways. This study recorded the construction of a web-based learning media platform called *Ruang Ekspresi* which employed visual learning sources for Poetry subjects in a junior high school. This platform is accompanied with manual books to guide both students and teachers. Test results to check the feasibility and accessibility by material and media experts, practitioners, and student prove that *Ruang Ekspresi* is highly feasible and can be implemented in junior high school.

Results of this study also indicate that *Ruang Ekspresi* can also be used by senior high school students with learning material adjustment despite being designed for junior high school. As learning facilitators, teachers are expected to inform and guide students during the teaching and learning process; and follow the manual guidebook. In this case, teachers are expected to be creative and innovative in using *Ruang Ekspresi*, for instance, by preparing supporting media, and making use of the surroundings and school environment. Teachers are also expected to master the characteristics of this learning media to support student learning. By doing so, teachers will be able to resolve problems during the teaching and learning process. The dissemination of this product was also carried out by BI teachers, to communities, parents and websites. *Ruang Ekspresi* can be further developed by future researchers while taking into account both the theoretical and practical foundations described in this report. The future researchers are also expected to conduct tests on the effectiveness of *Ruang Ekspresi* in addition to its current feasibility.

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