ISBN 978-602-74135-3-5

# PROCEEDING

## THE FIRST INTERNATIONAL CONFERENCE ON EDUCATION

# ICONLEE 2016

Bandar Lampung, November 12 - 13, 2016

http://ic.ummetro.ac.id
Lampung, Indonesia

Hosted-by:

Co-Hosted-by:

Supported by:

ISBN 978-602-74135-3-5

# Preface

Praise and gratitude always we pray to the Lord of Universe, GOD Almighty (ALLAH SWT), who always gives a mercy and blessing for mankind. Thus, we can attend the international conference in healthy and halcyon conditions without any obstacles.

First of all, on behalf of Rector of Muhammadiyah University of Metro warmly welcomes for the presence of keynote speakers and the participants of international conference in various colleges, either domestic or overseas. Especially for a chairman of Indonesian's People Consultative Assembly or MPR-RI, Mr.Zulkifli Hasan; and a chairman of Higher Education Assembly of the Central Board of Muhammadiyah, Prof.Lincolyn Arsyad.

Secondly, we do apologize if in providing services to the keynote speakers and the participants of the international conference are below of your expectations, all of those are caused by our capability limitation.

Thirdly, through this international conference, intended as a reflection of our commitment consistently improve the quality of education and accommodate more opportunities in academic collaboration.

Therefore, I believe that this international conference will be able to present an interesting discussion on the topics, by prominent speakers from Malaysia, Indonesia, Brunei and Thailand, which contribute to the development of knowledge and hopefully will encourage more research on this region.

In this beautiful occasion, I would like to congratulate to the organizers of international conference who have organized this event, hence, the event can be held most efficiently. Perhaps, it will support Muhammadiyah University of Metro to actualize its mission to become one of *international standard universities* in the near future.

Finally, once again I would like to say, welcome to all the distinguished guests and participants of the international conference.

Muhammadiyah University of Metro will give the best to help you recognize this Lampung land. Please enjoy our hospitality and have a pleasant experience in the international conference. Thank you.

Metro, November 7th, 2016

**Prof.Dr.H.Karwono,M.Pd.**
*Rector of Muhammadiyah University of Metro*

ISBN 978-602-74135-3-5

# Organizing Committee

## Streering Committee

| | | |
|---|---|---|
| Supervisor | : | Prof. Dr. H. Karwono, M. Pd (Rektor) |
| Advisory | : | Dr. Bambang Suhada, S.E., M. Si |
| Vice Advisory | : | Dr. Muhfahroyin, S. Pd., M.T.A |
| Member | : | 1. Drs. Jazim Ahmad, M. Pd |
| | | 2. Drs. Sarbini, M. Ag |
| | | 3. Dr. Achyani, M. Si |
| | | 4. Dr. Nyoto Suseno, M. Si |
| | | 5. Dr. Agus Sujarwanta, M. Pd |

## Organizing Committee

| | |
|---|---|
| Chairperson | Dr. M. Ihsan Dacholfany, M. Ed |
| Secretary | Kian Amboro, M. Pd |
| Vice Secretary | Suwarto, S.E., M.M |
| Tresurer | Nedi Hendri, S.E., M. Si., Akt., C.A |
| Vice Tresurer | Didik Wahyudi, S.E |

## 1. Special Event

Coordinator : Fenny Thresia, S.Pd., M.Pd.

Member
1. Dedi Subandowo, M. Pd
2. Lilis Sholehah, M. Pd
3. Swaditya Rizki, M. Pd
4. Ardiansyah J, S.E., M. Ba., AWM
5. Intan Pelangi, S.H., M.H
6. Kartikasari, M. Bt S
7. Eva Falianti, M. Pd
8. Fitri Palupi K, M. Pd
9. Hilda Manarul Huda
10. Setia Rahayu

## 2. Sponsorship & Public

Coordinator : Saifudin Latif Darmawan, M. Pd

Member
1. Oki Hajiansyah Wahab, M.A
2. Bobi Hidayat, M. Pd
3. Heri Cahyono, M. Pd. I
4. M. Noor Islahudin, LLM
5. Beni Saputra

## 3. Secretariat

Coordinator : Dra. Suhartini

Member
1. Irfan Iqbal, S.E.
2. Mahdaleni, A. Md
3. Pediyah Murniati, S.E
4. Bungsudi
5. M. Fatku Arifin
6. Fariadi, A. Md
7. Ismail Puji Saputra, A. Md

## 4. Transportation and Accomodation

Coordinator : Trio Suseno, S.Tp

Member
1. Nurjaman
2. Bayu Pramana Putra
3. Nuri Apriyanto
4. Erwan
5. Heri Kurniawan, S.E

## 5. Liaison Officer

1. Okta Mahendra
2. Nanda Habib Firdaus
3. Riris Harwiyati
4. Jelita Nur Rohmah
5. Ella Rusmiana
6. Fitri Nurul Hidayah
7. Wulanda Purnami Yusanti
8. Farihatul Hasna
9. Ruqoyah
10. Tika Fatmawati

ISBN 978-602-74135-3-5

# Table of Contents

Preface ..... ii
International Advisory Board ..... iii
Organizing Committee ..... iv
Table of Content ..... v

**KEYNOTE SPEAKERS**

1. Law and Human Rights in ASEAN Countries: Challenges and Prospects ~ Nehaluddin Ahmad ..... 1
2. Challenges and Solutions of Higher Education Institutions in Asia in the Face of the ASEAN Economic Community (AEC) ~ Ab. Halim bin Tamuri & Norfaizah binti Othman ..... 8
3. توريث الوراثة النبوية أهم أصل علماء الإسلام ~ Ismail Lutfi ..... 14

**PAPER PRESENTERS**

1. Teaching Method of Prophet Muhammad [PBUH] in The Study of Forty Hadith of Nawawiyyah and Its Relevance towards Modern Education ~ Saifuddin Amin ..... 17
2. The Asimilation of Madrasah to the Culture's Community (Study of the Buginess Custom in South Sulawesi) ~ Ali Halidin ..... 26
3. Religious Pluralism: The Influence of Rationalism and Relativism on Muslim Scholars ~ M. Adib Fuadi Nuriz & Jaffari Awang ..... 31
4. The Implementation of Communicative Language Teaching in Teaching Process at English Education Study Program of West Sumatera Muhammadiyah University ~ Mezia Kemala Sari & Dian Noviani Syafar ..... 37
5. Teaching With Mind Maps to Develop ESL And EFL Students' Writing Skill ~ Nour A. Hernadi & Pramugara R. Yana ..... 45
6. Educational Reconstructionism: Towards ASEAN Economic Community (AEC) ~ Sadam Fajar Shodiq . 48
7. The Approach of CTL (Contextual Teaching And Learning) to Enhance the Skills of Writing a Personal Letter (Classroom Action Research in the Mi I'anatusshibyan Land Sareal, Bogor) ~ Siti Mufatiroh & Hindun ..... 53
8. Babbling ~ Dewi Sartipa ..... 56
9. The Role of Decision in order to Create Innovation in Education ~ Dety Mulyanti ..... 59
10. The Relationship Between Kyai Managerial Competence, the Management based Islamic Boarding School (MBIBS), and the Educator's Performance in Islamic Islamic Boarding School: Approach Concept ~ Muhammad Anggung Manumanoso Prasetyo ..... 64
11. Building Multilingual Children in Early Childhood (a Strategy to Improve Multilingual Ability for Children to Face ASEAN Economic Community) ~ Chusna Apriyanti ..... 70
12. Establishing Communication Intensive between the Professors and Students Web-Based Online ~ Arman Abdul Rohman ..... 76
13. Education of Aqeedah in Surah Alfateha and Its Implementation in Modern Education (Analysis of Thought Shaykh Al-Sa'di in His Tafseer) ~ Muh. Ubaidillah Al-Ghifary Slamet ..... 81
14. The Development of RME Learning Module Based Local Wisdom in Cigugur Traditional Community ~ Uba Umbara ..... 87
15. Improving Students' Ability on Descriptive Writing through Picture ~ Irfan Fajrul Falah ..... 94
16. The Implementation of Talking Chips in Improving Students' Speaking Ability ~ Agatha Kristi Pramudika Sari ..... 98
17. Institutions and Educational System: Instrument of Emancipation, Cultural Diffusion, and Innovation on Net-Generation ~ Tomi Setiawan ..... 102
18. Readiness of Business Administration Students Towards ASEAN Economic Community: An Empirical Study from IMABI Congress Stakeholders ~ Cut Irna Setiawati & Titin Rini Kartini ..... 109
19. The Effect of Guided Inquiry Learning Model towards Students' Understanding in Mathematical Ability and Students' Self Confidence ~ Sri Yulianti ..... 117
20. Career Readiness to Be Islamic Teachers on University Students towards ASEAN Economic Community (AEC) ~ Ratna Sari ..... 122
21. Caring for the Excellence of Pesantren; The Contribution of Islamic Education Curriculum in Globalization ~ Naufal Ahmad Rijalul Alam ..... 127

22. Analysis of Originality First Tafsir in Nusantara (Studies of Turjuman Al-Mustafid of 'Abd Al-Ra'uf Singkel) ~ Muhajirin & Muhammad Amin ..... 135
23. Towards Ecological Spirituality: A Sustainable Development Model from Tradisional Shrimp Farmers in Sidoarjo City, East Java, Indonesia ~ Eko Asmanto, A. Miftakhurrohmat & Dwi Asmarawati ..... 140
24. Build Social Integration through Islamic Education in the Era of Globalization ~ Dalmeri ..... 146
25. Mechano Clock Learning Media Design Discussion on Angle and Time Measurement ~ Lisnani & Ignasius Putera Setiahati ..... 152
26. Improving Science Students Learning Result of PGSD through Problem Solving Method Towards Gaya Course In Esa Unggul University ~ Harlinda Syofyan ..... 160
27. Salingtemas Approach (Science, Environment, Technology And Society) in Biology Learning ~ Harmoko ..... 168
28. Curriculum of Pesantren in South Kalimantan (Case Study of the Dynamics of Modern Salafi towards Curriculum) ~ Hasni Noor ..... 173
29. Implementing POW+WWW Strategy to Develop Paragraph Writing ~ Fitri Novia ..... 180
30. The Implementation of Full Day Schools in Indonesian Culture Contexts ~ Suryanto ..... 185
31. Enhancing Students' Writing Narrative Text by Using Pop Up Book ~ Dewi Sartika & Emilia ..... 190
32. Student's Drama Learning through Copy the Master Method in Reviving the Characters ~ Liza Murniviyanti ..... 195
33. The Effect of Learning Experiential Method toward Learning Writing Ability of Creative Poetry Based on Personal Experience of Seventh grade Students of SMP Pembina of Palembang ~ Dessy Wardiah ..... 201
34. Models of Teaching Materials to Read Chinese Language Based Culture and Literature Using Contextual Approach ~ Febi Nur Biduri ..... 206

ISBN 978-602-74135-3-5

# International Advisory Board

1. Prof. Dato' Dr. Ab. Halim bin Tamuri, National University of Malaysia, Malaysia
   Corresponding. *E-Mail Address*: tamuri@kuis.edu.my
2. Assoc.Prof.Dr. Iccha Basnyat, National University of Singapore, Singapore
3. Prof Nehaluddin Ahmad, Ph.D., Sultan Sharif Ali Islamic University, Brunei Darussalam
   Corresponding. Phone Number:+6737168603, *E-Mail Address*: ahmadnehal@yahoo.com
4. Prof. Dr. Ismail Lutfi Japakiya, Fathoni University, Thailand
5. Akhmad Akbar Susamto,Ph.D., Gadjah Mada University, Indonesia

**THE 1ST ICONLEE** *The First International Conference on Law, Economics and Education*
*Muhammadiyah University of Metro, Indonesia*

ISBN 978-802-74135-3-5

# The Effect of Learning Experimental Method toward Learning Writing Ability of Creative Poetry based on Personal Experience of Seventh Grade Students of SMP Pembina of Palembang

Dessy Wardiah*[1]

*UNIVERSITY OF PGRI PALEMBANG, SOUTH SUMATRA, INDONESIA

**Abstract**

This study aims to determine and describe the influence model of experiential learning to creative poetry writing ability based on personal experience of the seventh grade students of SMP Pembina Palembang. The method used in this study is an experimental method with a pretest-posttest control group design. Samples are 39 students of VII.1 class as an experimental class and VII. 4 class which consist of 34 students as the control class. Technique for collecting data used in this study was the written test. The results of study was there is significant influence of experiential learning method toward students ability in writing creative poetry based on personal experience of seventh grade students of SMP Pembina Palembang", The result of t-tests showed that the value of t-obtained was higher than t-table (2.95 higher than 1.66)

*Keywords*: Learning, model of experiential learning, writing poetry, personal experience

## 5. INTRODUCTION

Writing skill is one of the four language skills that play an important role in language learned. By writing one can express all ideas or even suggetions also the opinion of a person through writing. Writing is a skill that is quite complex and complicated to do, other than a writer must have the ability to speak, also must pay attention to grammar, style, types of sentences and other elements in writing. The ability to write is one aspect of language skills should be mastered by students.

Writing is a creative process steps. This means that writing is a skill which is done through the stages that must be done by mobilizing skills, arts and tips so that everything runs effectively Basically, creative writing is built on two important elements of creative writing as a skill and a mentality that tends to create. A writing can be fun to read if laid out in such a way, so it will be a series of words or phrases that are both cohesive and coherent.

Creative writing can be defined as the process of writing, which is based on the development of creativity and personal expression in writing good and interesting. Writing poetry is a form of creative writing requires a strong capability in the form of express words that represent the content of the heart. The choice of words is very important. Meaning is not only appropriate, but also need the right sound. The wording may give the impression of aesthetic or beauty inherent in a poem. The better play the word, the more beautiful poem written.

In the middle schools, the ability to write poetry implemented in teaching creative writing for students of class VII. To reach the aim, the teacher would have to try to use a variety of learning models in achieving the learning objectives. The use of appropriate learning models can maximize student learning outcomes. Therefore, teachers must set and apply a variety of appropriate learning models that can assist teachers in achieving the learning objectives.

One model of learning that can be applied in Indonesian classroom, especially learning creative writing poetry based on the personal experience of seventh grade students of SMP Pembina Palembang is Experiential Learning Model. This is an approach which centered on students who started with the premise that people learn best from experience, and this is in accordance with the expression of the experience is the best teacher. Then, for a learning experience that is truly effective, have to use all the learning wheel, from goal setting, observation and experimentation, recheck, and action planning. When this process has been passed, allowing learners to learn new skills, attitudes or even a way of thinking.

This has attracted the interest of researchers to conduct this research on the influence of experiential learning models on writing creative poetry based on personal experiences of seventh grade students of SMP Pembina Palembang. Issues raised in this study was whether there is any influences of experiential learning models on writing creative poetry based on personal experiences of seventh grade students of SMP Pembina Palembang?

[1] Corresponding Author. No Telp: -, *E-Mail Address:* dessywardiah77@gmail.com

## 6. RESEARCH METHOD

The research method is basically a scientific way to get data with a specific purpose and usefulness. The method used in this study was experimental method with pretest-posttest control group design. Experimental method is a method of research that allows researchers to manipulate variables and examine the consequences. In this method, the variables are controlled such that external variables that may influence can be eliminated.

Experimental method aims to find a causal relationship to manipulate one or more variables, on one or more of the experimental groups and compared the results with a control group who did not undergo manipulation. Manipulation is systematically changing the properties or the values of the independent variables. Control is the key experimental methods, because without control manipulation and observation will yield questionable data. Experimental method used in this study in order to determine and describe; the influence of experiential learning models on writing creative poetry based on personal experiences of class VII of SMP Pembina of Palembang. The population in this study was all of the seventh grade students of SMP Pembina OF Palembang with the total number of 154 students in four classes. The writer used simple random sampling method to take the sample of the study. The sample in this study were VII.1 class (39 students) as an experimental class, and VII. 4 class (38 students) as the control class.

Techniques for collecting the data are the techniques or methods that can be used by researchers to collect data. Data collection techniques used in this study was written test of creative poetry. To determine the score obtained from the test results creative writing poetry based on personal experience, that never happened using the following test specification:

**STUDENTS POETRY WRITING ABILITY ASSESSMENT RUBRIC**

| No | Aspect | Descriptors | Score | Score Maksimum |
|---|---|---|---|---|
| 1. | The novelty of theme and meaning | a. Student poetry contains many novelty themes and the good meaning. | 3 | 3 |
| | | b. Poetry students mostly contain novelty themes and the good meaning. | 2 | |
| | | c. Poetry students some contain novelty themes and the good meaning. | 1 | |
| 2. | Power of Imagination | a. There are a lot of the power of imagination in poetry students. | 3 | 3 |
| | | b. There are only a few students the power of imagination in poetry. | 2 | |
| | | c. There are no powers of imagination in poetry students | 1 | |
| 3. | Accuracy of Diction | a. Words used aesthetic, solid, compelling and meaningful. | 3 | 3 |
| | | b. The words used are less aesthetically pleasing, solid, compelling and meaningful. | 2 | |
| | | a. The words used are not aesthetically pleasing, solid, compelling and meaningful. | 1 | |
| 4. | Inveiglement figure of speech and imagery | a. There are a lot of figure of speech and imagery conveyed in poetry students. | 3 | 3 |
| | | b. Only there are some figure of speech and imagery in poetry students. | 2 | |
| | | c. There is no figure of speech and imagery in poetry students. | 1 | |
| 5. | Creative innovations | a. There are many creative innovations so as to effect a high beauty. | 3 | 3 |
| | | b. There are only a few of creative innovation but it is sufficient effect of beauty. | 2 | |
| | | c. There is no creative innovation resulting in less effect of beauty. | 1 | |
| Amount | | | | 15 |

*Source: adapted from [8]*

$$Value = \frac{the\ number\ of\ scores\ obtained}{the\ amount\ of\ the\ maximum\ score} X\ 100$$

## 7. RESULT AND DISCUSSION

### 7.1 Writing Poetry

Poetry is a form of literature that is bound by the lines and stanzas. Poetry using short words and concise. Choice of words in poetry are also interesting. Sometimes a poem using words figuratively. The words represent the meaning of poetry. Poetry is a form of literature that use the words beautiful and rich in meaning. It also said, poetry is a form of expression of the soul of human creation is shown expressively manifested in a beautiful language, words aesthetic, a series of graceful sound and appeals to the reader. From the series above opinion, it can be said that poetry is a result of a concrete expression and artistic creativity of the human mind which is manifested in a beautiful language, words and sounds that dynamic as well as aesthetic and appealing to the reader.

Writing poetry as a creative process, should consider forming elements of poetry. A person who wanted to write poetry must pay attention to the characteristics of linguistic poetry. The characteristics of the language of poetry is as follows.

a. Compaction Meaning
b. Poetry is not a row of words that form sentences and paragraphs, but to form lines and stanzas completely different substance with the sentence, because the array has a broader meaning of the sentence.
c. Choice of Words
d. Factors to be considered in choosing the word is; (1) The figurative meaning (not the actual meaning); (2) the symbols (replacement of a thing or object to the terms or other object); (3) rhyme or rhyme.
e. Concrete words, in the sense or the viewpoint of the reader.
f. Imagining the word or wording to clarify or memperkonkret what is expressed by the poet.
g. Rhythm associated with repetition of sounds, words, phrases, and sentences. The rhythm can also mean pegantian loud-soft, high-low, long-short or words repeatedly with the aim of creating a wave that embellish poetry.
h. Tata faces, forming an image representing a particular purpose.

In addition to understanding the characteristics of the language of poetry, before someone wrote, he must know the characteristics that distinguish poetry with a bouquet that is; (A) The poem was solid meaning, (b) Poetry many using words connotations, (c) Poetry prioritizes the beauty of words, (d) Poetry is presented in the form of a monologue, (e) Poetry formed in stanzas or row- line is not finished, not in the form paragraph The steps to write is as follows.

a. Deciding on a theme favored, either about nature, beauty, social life, divinity, and others
b. Determine the sequence of key ideas
c. Viewing or observe the object to be written
d. Determining the precise choice of words
e. Writing figure of speech appropriate to the context
f. Developing the idea of the basic ideas
g. Writing poetry as a whole.

### 7.2 The Model Of Experiential Learning

Learning by Experiential learning model was introduced in 1984 by David Klob. David Klob defines learning as the process of how knowledge is created through changes in the form of experience. Knowledge caused by a combination of understanding and transforming experience. The idea was finally wide impact on the design and development of lifelong learning model. Model-based learning experience defines learning as a process of constructing knowledge through the transformation of experience. Learning from experience includes the link between doing and thinking. If someone is actively involved in the learning process and it shall learn much better.

Experiential Learning is one model of learning-oriented learners experience during the learning process. Experience is a series of activities designed to help student teachers in finding and collecting new knowledge. This learning model aims to develop the knowledge and skills of the students through the experience. Students will be easier to understand and comprehend the material firsthand experience of what is being learned rather than simply listening to the explanations of the teacher. Learning experience can help students achieve competency. To engage students in learning, teachers need to provide a variety of learning experiences.

From the opinions above it can be synthesized that model of experiential learning is a learning model that is oriented on the learning experience of students by using a set of wheels learning, ranging from setting goals, making observations and experiments, recheck, and plan for action. When this process has been passed it is possible learners have new skills, new attitudes or even a new way of thinking. Experiential learning model is formulated and implemented by departing from the things possessed by learners. Thus, learning by using this model will create a fun learning environment so that students better understand the benefits of science studies.

**7.3 Implementation of Experiential Learning Model in Learning Writing Poetry**

Almost the same with other learning models, in applying the model of experiential learning teacher should improve procedures so that the learning goes well. Reveals several things that must be considered in the experiential learning model of learning is as follows:

a. Teachers carefully formulate a plan learning experiences that are open (open minded) regarding the potential outcomes or have a certain set of results.
b. Teachers should be able to provide stimulation and motivation introduction to the experience.
c. Learners can work individually or work in small groups / whole group in the learning experience.
d. The students are placed in real situations, meaning that learners are able to solve problems and not in replacement situations.
e. Learners are actively participating in the experience available, making its own decisions and accept the consequences based on the decision.
f. Whole presents the experience that has been poured into the post in connection with these subjects to broaden the learning experience and understanding of learners in conducting the meeting will discuss a variety of these experiences.

In addition to some of the things that must be considered in the model of experiential learning in teaching, the teacher should also pay attention to the methods learned through this experience that includes the following three things.

a. Strategies learned through experience using sequences form of inductive, learner-centered and activity-oriented.
b. The emphasis in the strategy of learning through experience is a learning process, and not the result of learning.
c. Teachers can use this strategy both in the classroom and outside the classroom.

## 8. RESEARCH RESULT

The use of experiential learning method as a learning process that is process of change which is useed the experience as a medium of learning or learning not only the material that is sourced from books or teachers. The used of this model is a new way of learning in SMP Pembina of Palembang on writing a creative poetry based on personal experience.

Based on the analysis, it was found the average score of the test in the experimental class after getting treatment was 78,61, while the control class was 65,65. with score range between the experimental class and control class was 12,96. After getting the test result, the researchers analyzed the test. Data analysis was performed using t-test consisting of test of normality and homogeneity test data. Data normality testwas performed to determine whether a normal or dissemination of data used, and then test the homogeneity of the data necessary to prove the variance equation groups that make up the sample.

Based on calculations for a class experiment, test the normality of the data obtained Km = -1 while for grade control data normality test obtained Km = -0,74. The two data normality lies between (-1) and (+1) so that it can be said that the data experimental class and control class distributed normally. Then to test the homogeneity of the data obtained from the data and $X^2_{obtained} = 73,71$ dan $X^2_{table} = 3,84$ and a condition known as homogeneous $X^2_{obtained} \geq X^2_{tabel}$ $(73,71 \geq 3,84)$. It can be concluded that the samples come from the same population. Thus, this study both experimental classes and control classes follow a normal distribution and homogeneous.

Furthermore, after the test data normality and homogeneity of the data, the data is expressed normally distributed and the variance in research is homogeneous, then the next stage is was the research hypothesis testing used the statistics parametric formula, t-test criteria of hypothesis was if $t_{obtained} \geq t_{table}$ Ha will be accepted, meanwhile, if $t_{obtained} \leq t_{table}$ $H_0$ will be rejected. Based on data analysis of the results of the test to write creative poetry through t-test, the t-obtained = 2.95, while table = 1.66. The research result shows that $t_{obtained} \geq t_{table}$ so Ha was received. This means that there was a positive and significant influence of experiential learning model toward writing creative ability based on personal experience of seventh grade students of SMP Pembina of Palembang.

## 9. CONCLUSION

Based on the findings, it seemed that, the average score of the experimental class after getting the treatment was 78,61 was higher than the average score in control group class 65,65. with the difference score between the experimental class and class control was 12,96. Ha, which states that "There is a significant influence of experiential learning model on writing creative ability of the seventh grade students of SMP Pembina of Palembang" was accepted, with the score calculation through t-test were t-obtained = 2.95 and t-tabel = 1.66. The result showed that $t_{obtained} \geq t_{table}$ so Ha was accepted.

**REFERENCE**

[1]. Semi, Atar. 2007. *Dasar-Dasar Keterampilan Menulis*. Bandung: Angkasa.
[2]. Wardarita, Ratu. 2014. *Kajian Bahasa dan Sastra Indonesia*. Yogyakarta: Elmatera.
[3]. Yunus, Syarifudin. 2015. *Kompetensi Menulis Kreatif*. Bogor: Gahlia Indonesia.
[4]. Yunus, Syarifudin. 2015. *Kompetensi Menulis Kreatif*. Bogor: Gahlia Indonesia. P. 63
[5]. Fathurrohman, Muhammad. 2015. *Model-Model Pembelajaran Inovatif*. Jogjakarta: Ar-Ruzz Media.
[6]. Sugiyono. 2011. *Metode Penelitian Kualitatif, Kualitatif, dan R&D*. Bandung:Alfabeta
[7]. Dewi, Wendi Widya Ratna. 2008. *Belajar Menuang Ide dalam Puisi,Cerita, dan Drama*. Klaten: Intan Pariwara.
[8]. Nurgiantoro, B. 2010. *Penilaian Pembelajaran Bahasa: Berbasis Kompetensi*. Yogyakarta: Gajah Mada University Press.
[9]. Kosasih. 2012. *Dasar-Dasar Keterampilan Bersastra*. Bandung: Penerbit YramaWidya
[10]. Warsanto, Ichsan Sahid. 2004. *Kaji Latih Bahasa dan Sastra Indonesia Kelas 1 SMA*. Yogyakarta: Bumi Aksara.
[11]. Fathurrohman, Muhammad, 2015, *Model-Model Pembelajaran Inovatif*, Jogjakarta: Ar-Ruzz Media, p. 128
[12]. Dina Indriana, 2012*Mengenal Ragam Gaya Pembelajaran Efektif*. Yogyakarta: DIVA Press, , p. 10
[13]. Yamin dan Ansari. 2009. *Taktik Mengembangkan Kemampuan Individual Siswa*. Jakarta: Gaung Persada Press.