Critical Thinking Analysis Based on Imagination Games in Listening Poetry

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Abstract: This study aims to identify critical thinking based on the game of imagination in listening to poetry. This type of research is descriptive qualitative research. The dat a collectiontechnique uses the technique of a written test. TheH asil obtained is as follows. (1) the characteristics of critical thinking are found in the application of indicators, namely identifyingtheimagination of information from the title of the poem being listened to, interpreting the imagination of the poem array being listened to, understanding the imagination of each verse of the poem being listened to, and assessing the results of the imagination of the meaning of the poem. (2) The teacher's efforts in improvingthe ability to think kritis students are based on imagination games in listening to poetry. (3) Obstacles faced by students in developing critical thinking skills are lack of focus and lack of calm.

Keyword: critical thinking, imagination games, listening to poetry

INTRODUCTION

The activity of thinking is a process of continuity between ideas and perceptions. This is as expressed by Suryabrata[1], that in thinking there is a dynamic process according to the process of finding ideas or the course of perception. Both of these include experiences contained in schemata that will automatically activate. The activeness of the schemata if it is based on analytical and reflective thinking, then the thinking is called critical thinking activities. Kneedler[2], states that the process of ideas and perceptions in critical thinking has several principles, namely the introduction of a problem (*defining / clarifying problems*), assessing information (*judging informations*) and solving problems or drawing conclusions (*solving problems / drawing conclusions*). So, critical thinking is a process of emerging ideas and perceptions from the results of evaluation / assessment as a form of problem solving.

Problem solving in critical thinking activities often experiences delays in thinking, so stimulus is still needed. The stimulus that can be used is to use the game of imagination. Copleston[3], asserts that imagination is said to be the one that generates and contains critical

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[1] Sumadi Suryabrata, "Psikologi Pendidikan, Cet," *VII,(Jakarta: RajaGrafindo Persada* (1995).
[2] Peter E Kneedler, "Assessment of the Critical Thinking Skills in History--Social Science.," *Social Studies Review* 27, no. 3 (1988): 2–93.
[3] Frederick Copleston, *History of Philosophy Volume 1: Greece and Rome*, vol. 1 (A&C Black, 2003).

thinking. Therefore, the game of imagination is a stimulant that can stimulate thinking to be critical in solving problems. Critical thinking based on imagination games encourages active schemata to be critical in responding to problems in a study, such as in the study of listening to poetry literature.

The activity of listening to the arrays of poems is the activity of listening to the sounds of poetry arrays directly or through certain media. The sound of the poem arrays captured by the ears is identified as the sound. Its grouping into syllables, phrases, clauses, sentences and discourses. The song and intonation that accompanied the speaker's speech were also noticed by the listener. The accepted language sounds are then interpreted for their meaning, studied for their truth or assessed and then a decision is made to accept or reject them in critical thinking activities.

Based on the description of the background, the problems in this article are formulated: (1) What are the characteristics of krttis thinking based on the game of imagination in listening to poetry?; (2) Whatis the game-based critical thinking effort of imagination in listening to poetry? ; and (3) Whyare the obstacles to critical thinking based on the game of imagination in listening to poetry? . Thepurpose of this study is to identify critical thinking based on the game of imagination in listening to poetry. The results of this study are expected to provide an overview of the characteristics of poetry listening skills. This research can also be used as a reference for educators Indonesian to plan learning to listen to poetry.

LITERATURE REVIEW
Critical Thinking

Critical thinking skills are mental activities that cannot be avoided in human life. Every day human beings will manage the information in the memory of the mind. Indirectly, these activities will form concepts and reason for critical thinking. Beyer[4], explains that critical thinking means making reasonable judgments. The opinion has the intention that in critical thinking activities will use criteria to classify (ideas, questions, arguments, etc.) until in the form of an assessment. This is also explained by Facione[5], states that critical thinking as self-regulation in deciding (*judging*) something that produces ideas through interpretation, analysis, evaluation, and inference, as well as exposure using a proof, concept, methodology, criteria, or contextual consideration which is the basic perception of decision making.

Critical thinking skills have several indicators. In detail, Beyer mentioned[6], that the characteristics related to critical thinking are seen from the disposition, criteria, arguments, thoughts, points of view, and procedures for its application. Theabove character is concluded simply by Kneedler[7], that critical thinking includes three stages, namely recognizing problems, assessing relevant information, and problem solving/drawing conclusions.

Imagination Games

Imagination will activate when there is a stimulus that can bring it to life. The presence of a stimulus in imagining goes a long way in activating the two roles of imagination in the human

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[4] Barry K Beyer, *Critical Thinking. Fastback 385.* (ERIC, 1995).

[5] Noreen C Facione, Peter A Facione, and Carol A Sanchez, "Critical Thinking Disposition as a Measure of Competent Clinical Judgment: The Development of the California Critical Thinking Disposition Inventory," *Journal of Nursing Education* 33, no. 8 (1994): 345–350, http://dx.doi.org/10.3928/0148-4834-19941001-05.

[6] Beyer, *Critical Thinking. Fastback 385.*

[7] Kneedler, "Assessment of the Critical Thinking Skills in History--Social Science."

brain. This is also explained by Hurlock[8], who states that the stimulation of imagination will beformed through play activities. Permainan not only awakens the power of imagination, but can also provide an opportunity to practice listening, thinking, and speaking skills over and over again, can develop ideas according to his own way and abilities. Based on this explanation, imagination games have the meaning of doing play activities that can arouse imagination.

Each type of imagination game has various characteristics according to the stage of cognitive development ofthe child. Piaget[9] explains that at the age of eleven and above a game that has rules that children enjoy more and enjoy even though the rules are much stricter and rigidly enforced. Children love to do it over and over again and are motivated to achieve the best achievements. In addition, Monks[10], also explains that in children aged eleven years and over the so-called formal operations have a deductive-hypothetical and combinatorical way of thinking.

The correlation of the two thinking patterns with the characteristics of the imagination game to listen to poetry literature results in a stage of listening to poetry with a clear game concept and rules. The concept of the imagination game also trains critical thinking by analyzing (*combinatorical*) from the opening of the imagination and making hypotheses on the results of analysis and contemplation first. Furthermore, students can immediately listen to poems by following theflow of imagination games.

Listening to Poetry

Listening to literature is a process that includes listening to the sounds of the language, identifying, interpreting, assessing and reacting to the meaning contained in the poem. Resmini[11], lso explains that literary listening activities involve hearing, sight, passion, memory, understanding of the poems being listened to. In fact, the situation that accompanies the language sounds of the poems listened to must be taken into account in determining its meaning. Listening to poetry will focus on the inner elements of the poem, including themes, tastes, tones, and mandates.

Critical thinkingbased on imagination games in learning to listen to poetry is carried out in three stages which are packaged in student worksheets called LKS (Student Worksheets). The mapping of the stagesis as follows. Tahap first, determine contains a game of imagination of information that is to determine information by identifying information from the title of the poem yang listened to. The second stage, the analysis contains a game of meaning imagination, namely transcribing poems and transcribingthe meaning of the array and verses of the poem. The third stage, the display contains an imagination game of assessment, which is to display the meaning of the listening results which are then assessed.

The three mappings above include the critical thinking patterns conveyed by Kneedler[12], that critical thinking includes three stages, namely recognizing problems, assessing relevant

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[8] Elizabeth Bergner Hurlock et al., *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan* (Erlangga, Jakarta, 1990).
[9] Jean Piaget dan Barbel Inhelder, *The Psychology of Child Terjemahan Miftahul Jannah* (Yogyakarta: Pustaka Belajar, 2010).
[10] 37–41. http://doi.org/10.1037/a0022390 Tuma, J. M., & Pratt, J. M. (1982). Clinical child psychology practice and training: A survey. \ldots of Clinical Child & Adolescent Psychology, 137(August 2012) et al., "Youth Mentoring across Professional Settings: A Pedagogic Approach to Social Exclusion," *Doctor of Education School of Education University of Derby* (2012): 1–210, http://derby.openrepository.com/derby/handle/10545/272012.
[11] Novi Resmini and Dadan Juanda, "Pendidikan Bahasa Dan Sastra Indonesia Di Kelas Tinggi," *UPI Pres* (2007).
[12] Kneedler, "Assessment of the Critical Thinking Skills in History--Social Science."

information, and solving problems/ drawing conclusions. Problem recognition is carried out at the stage of the experience imagination game by listening to the title of the poem which is done meditatively will open the student's schemata to get to know the problem in the poem. Information assessment is carried out at the stage of word imagination games by listening to the content of the poem and activating the four senses to transcribe the poem will train the correct diction assessment of the results of the simakan. Problem solving/drawing conclusions is done at the stage of paraphrasing imagination games by making an explanation of the content of each verse of the poem.

METHOD

This type of research is qualitative description research. According to Moeleong[13], , qualitative descriptive research is research whose data is in the form of words, images, and not numbers. This study describes the results of critical thinking analysis based on the game of imagination in listening to poetry. The object of his research was the result of a poetry review of students in the first semester of the Literature Listening Skills course, Islamic University of Malang. The source of the data is taken from written language in the form of answers to questions for the results of listening to poetry by using a critical thinking flow.

RESULTS AND DISCUSSION

The characteristic of critical thinking based on imagination games in learning to listen to poetry is a literary activity of listening to poetry by involving critical actions to interpret it. Listening to poetry with a critical thinking pattern still requires an interesting strategy. The excitement is expressed in a performance of imagination. The game of imagination appears as a container for applying indicators. The indicators of critical thinking based on the game of imagination for listening to poetry are divided into three. First, the pre-listening activity is to identify information from the title of the poem being listened to. Second, listening is tointerpret the imagination of the array of poems listened to and memahami the imagination of each verse of poetry listened to. Kegita, after listening, is theresult of the imagination of the meaning of poetry.

The pattern of critical thinking is formed by knowing the problems faced by looking for relevant information so that they can solve problems or make conclusions about the events or problems faced. It isemphasized by Kneedler, (1985) that critical thinking has three stages, namely defining/*clarifying problems*, *judging informations*, and solving problems or drawing conclusions.). Based on these stages, the activity of listening to poetry is closely related to critical thinking patterns. The three stages above are also the basis for forming critical thinking indicators in learning to listen to poetry based on imagination games.

In critical thinking activities based on imagination games in listening to poetry, it is necessary to know relevant information to understand poetry. This was stated by Ennis.R.H.[14], with three stages, namely identifying relevant information on the title of the poem, analyzing the meaning of the simakan result, and evaluating the conflict to make a conclusion of the simakan result. These stages describe critical thinking activities from the stages conveyed by Kneedler. On the identification of listening to poems on the basis of imagination games, an information game is

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[13] J Moleong Lexy, "Metodologi Penelitian Kualitatif Edisi Revisi," *Bandung: PT Remaja Rosdakarya* (2007).

[14] Robert H Ennis, "Critical Thinking Dispositions: Their Nature and Assessability," *Informal Logic* 18, no. 2 (1996), http://dx.doi.org/10.22329/il.v18i2.2378.

carried out that contains informationfrom the title of the poem being listened to. In the analysis of the meaning of listening to poems on the basis of imagination games, an information game is carried out which contains interpreting the imagination of the poem array that is listened to and understanding the imagination of each verse of the poem that is listened to. In the evaluation of the conflict of listening to poetry on the basis of imagination games, an information game is carried out containing an assessment of the results of imagination, the meaning of poetry.

The first stage is a game of information imagination in listening to poetry. The information imagination game is a series of student activities to find relevant information in listening to a poem through the identification of information from the title of the poem being listened to. This is the first stage of the critical thinking process proposed by Ennis, which is to identify relevant information about the title of the poem. Identification of information from the title of the poem listened to is obtained by answering questions. The formulation of the question leads to conducting investigations in an effort to build new knowledge and meaning[15]. The main goal is to develop students' critical thinking skills. Students are asked to be able to develop creative new ideas or ideas when idealizing the title of the poem being listened to. So, it's not just mastering the material theoretically.

The question used to optimize the ability to think critically based on imagination games in listening to poetry is 5W +1H. follow the question word used, 1). What, asking the state of the content of the text, 2). Where, asking the place of the event/place being used in the text, 3). When, asking the time of occurrence of events in the text, 4). Who, ask spoken in an event in the text, 5). why, asking why an event occurred in the text, 6). how), process an event takes place in the text [16](Susanti, 2021:607). The ability to answer from the 5W+1H question pattern associated with personal experience improves critical thinking skills and awakens self-confidence with their abilities.

The second stage in the imagination game in listening to poetry is the game of imagination of meaning. This game invites students to interpret the poems they read. Wexler in Hennings[17], wanted listening to poetry to be assessed including visualizing, activating related knowledge, and predicting; to identify the main idea when listening or reading and to support that idea with evidence; to compile data charts to clarify similarities and differences between poems; to formulate a pendapat and support those opinions with facts; to develop the main idea for compiling; and enjoyed sharing what they had written. Based on this statement, students willanalyze the meaning of the results with two indicators that must be achieved , namely interpreting the imagination of the array of poems listened to and understanding the imagination of each verse of poetry listened to.

The interpretation of the imagination of the poetry array that is listened to is a literary activity by analyzing each array in the poem. According to the Great Dictionary of Indonesian, The interpretation of an array is the giving of an impression, opinion, or theoretical interpretation of each line in a rhyme. From the aspect of critical thinking, the imageof audio rice usedin poetry will stimulate students to find the true meaning because poetry does not express meaning straight

[15] Ridwan Abdullah Sani, *Pembelajaran Saintifik Untuk Implementasi Kurikulum 2013* (Jakarta: PT Bumi Aksara, 2015).

[16] Fitria Lestari, Ivoni Susanti, and Ria Dwi Jayati, "Surya Abdi Mas" 5, no. 1 (2021): 22–27.

[17] Henning Kagermann et al., *Recommendations for Implementing the Strategic Initiative INDUSTRIE 4.0: Securing the Future of German Manufacturing Industry; Final Report of the Industrie 4.0 Working Group* (Forschungsunion, 2013).

forwardly [18]. Based on this, students will play a game of imagination in listening to poetry in the area of finding interpretation through critical thinking.

The process of interpreting requires an understanding of the array in poetry. Recitation of poems with relatively short pauses as fragments between arrays/alternations of arrays. If this understanding is not mastered then students will have difficulty determining the array afterwards. Pauses should be arranged with a tepat so that the recitation of the poem can be heard properly. Menyimak poetry as a receptive activity requires high concentration and good hearing. These two things can be trained and continuously improved in order to better understand the meaning of poetry.[19] Thus, if the student does not practice these two things then each array in the poem cannot be interpreted optimally.

Students fill in the fields provided by following the instructions in writing. The process of understanding the couplet requires understanding the pause between stanzas. Recitation of poems with relatively long pauses as a sign of fragments between stanzas. If this understanding is not mastered then students will have difficulty determining the temple afterwards. The process of understanding couplets can give rise to new ideas that are not the same as the process of interpreting arrays in previous activities. However,no matter if the student's interpretation of a poem, the interpretation must be reverted to the text. With the meaning of the word, any interpretation/understanding must be based on the text.

The third game in critical thinking based on the game of imagination in listening to poetry is a game of imagination of judgment or post-listening activities. The imagination game of judgment is the last game by formulating the value of the results of the imagination of the meaning of poetry. Assessing the results of the imagination of the meaning of poetry is seen from the game of imagination of information identification and the game of imagination of meaning (interpretation of arrays and understanding of stanzas). The assessment is carried out by looking at the appropriateness of the context that the student writes from the first game to the last game. The related context indicates that students can participate in critical thinking activities based on imagination games to the maximum.

Good scoring in the 80-100 grade range, medium scoring in the 40-70 value range, and less grading in the 10-30 value range. The existence of a written assessment in LKS on critical thinking activities based on imagination in listening to poetry helps students to know the evaluation that will be made in this game. This supports the process of the imagination game running transparently.

The application of indicators is laid out in the Student Worksheet (LKS). LKS is designed to attract and make it easier for students to carry out listening activities. Such as tables and language that are easy for students to understand. In its application, the use of LKS as a game medium of imagination, the role of LKS is very helpful both in the process of listening and understanding. (Karsli & Şahin, 2009:23; Saregar, 2016:10) also stated that LKS can help students understand the material and provide a wide opportunity todemonstrate knowledge and develop prose skillss. This means that LKS as a medium for imagination games is very influential on the development of

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[18] NURMALLA A AKASE, "Penerapan Metode Demonstrasi Dalam Pembelajaran Membaca Puisi Pada Siswa Kelas IV SDN 13 Telaga Biru Kabupaten Gorontalo," *Skripsi* 1, no. 151414056 (2018).

[19] Yusida Gloriani, "PERBEDAAN KEMAMPUAN SISWA DALAM MEMAHAMI ISI PUISI DENGAN MENGGUNAKAN TEKNIK MEMBACA PUISI DAN TEKNIK MENYIMAK PUISI PADA KELAS VIII SMP NEGERI I CIBEUREUM KABUPATEN KUNINGAN," *Fon: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 2, no. 1 (2013).

process skills.

LKS that applies critical thinking methods helps students to actively find a concept with an attitude of curiosity, respect for proof, think critically, creatively, based on evidence, and care for the environment. Critical thinking aims to decide what to believe and what to do in a particular context, in relation to the available evidence, using appropriate conceptualizations and methods, and evaluated with appropriate criteria [20]. By thinking critically siswa oriented to find one's own answers to the problems at hand.

The components contained in the LKS are critical thinking indicators based onimagination games in listening to student worksheets and worksheets. Indicators are compiled as guidelines for planning and carrying out imagination games in listening to poetry. Indicators are markers of achieving a learning goal through changes in attitude behavior, knowledge, and measurable constraints[21]. The writing of indicators in LKS clearly helps students understand what to do and achieve. This is a guide to the steps of pre-listening activities, listening activities, and post-listening activities.

By providing stimulus, students can work on LKS according to the game of their imagination. The imagination can be related to events or things that are closely related to the student. Listening activities with LKS media bring out critical thinking according to the level of student ability. With several stages of critical thinking and the arrangement of indicators that are in accordance with the game of imagination in listening to poetry can provide benefits in developing the ability to think critically based on the game of imagination in listening to poetry.

Efforts to improve critical thinking skills are efforts to overcome problems or reach a higher level of critical thinking than before. Critical thinking based on imagination games in listening to poetry is divided into three stages, namely pre-listening, listening, and post-listening activities. Students can improve their critical thinking efforts based on imagination in listening to poetry by paying attention to each stage and indicator. The first stage is pre-listening with a game of informational imagination. The second stage is listening with a game of meaning imagination. The third stage is after listening with the imagination game of judgment.

The 5W+1H question in an effort to think critically about poetry-based imagination games is the initial foundation before going to the next stage of the imagination game. 5W+1H questions help group research levels in critical thinking activities based on imagination games in listening to poetry. The first grouping is the question of what , who , where and when lies in the research process of knowing, knowing or understanding. The second grouping, namely the question of how lies in the degree of research understanding and analyzing. The third grouping is the question of why (why) lies in the level of critique research.

The first stage of the effort is to pre-listen with the game of information imagination. In the game of information imagination students answer questions 5W+1H according to personal experience. This can be improved if students understand the meaning of the 5W+1H question with experiences that are being or have been passed through. The experience became the most controversial thing according to the students. This is asserted by Santrock[22] that thecritical b-cyclist is to expose them to controversial topics.

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[20] Facione, Facione, and Sanchez, "Critical Thinking Disposition as a Measure of Competent Clinical Judgment: The Development of the California Critical Thinking Disposition Inventory."

[21] Candra Abdillah, Dameis Surya Anggara, and Putut Said Permana, "Perencanaan Pengajaran" (2019).

[22] John W Santrock, *Educational Psychology*, Fifth. (San Francisco, New York: McGraw Hill Press, 2011).

Students also need a confident nature towards the experience to be written. The nature of self-confidence is the nature of being confident in the abilities possessed. Partanto[23] also suggests that the self-belief that individuals have is related to specific tasks including in the academic field. Academic in the dictionary the term popular means science, about teaching and education, and berteori. If the student is confident in the information he has obtained is appropriate, then without a doubt the student will easily get relevant information from the poems he listens to.

The second stage of the effort is to listen with a game of meaning imagination. In the imagination game the meaning of the student interprets the array and stanza in the poem. Facione (2010:36) explains aspects of critical thinking, namely interpretation, analysis, conclusions, evaluation, and self-regulation. By improving critical thinking skills indirectly improves interpretation ability. This can be improved if the student can maximally relate the context of the question in the first game to the imaination game of meaning either the array or the verse. The meaning of arrays and stanzas in critical thinking based on the game of imagination in listening to the poem at the beginning identifies the meaning of groups of questions to know, recognize or understand, namely what (what), who (who), where (where), and when (when) questions. The meaning of arrays and stanzas in critical thinking based on the game of imagination in listening to the middle (conflict) poem identifies the meaning of the group of questions to understand and analyze, namely the question word how (how). The meaning of arrays and stanzas in critical thinking is based on the game of imagination in listening to the poem at the end to criticize, namely the question word why (why).

Thethird attempt is to listen with a game of judgmental imagination. At the stage of the imagination game activity, the assessment is still continuous with the activity of answering questions 5W + 1H. With different students, post-listening activities are wider in scope because each student can provide different interpretations. As Buck (2001: 257) said, listening tests are complex and challenging, but with care and effort, they can still be done. This stage can be improved if students understand that all stages of the game are one interconnected whole. The assessment will get the maximum score if the student can connect the game of information imagination and the game of imagination of meaning.

Thus, efforts to improve the ability to think critically based on imagination games in listening to poetry can be done by paying attention to the Student Worksheet (LKS) indicators at each stage of the game. The first game to the last interconnected game makes efforts to improve the game-based critical thinking ability of imagination cannot be focused in one game but rather the entire set of imagination games.

The constraints of critical thinking based on imagination games in poetry learning are factors that limit or hinder the maximum achievement of the learning outcomes of critical thinking skills based on imagination games inlistening to poetry. Basedon the results of the observation of critical thinking based on the game of imagination in listening to poetry, there were obstacles that hindered the results oflearning, namely:

In tahap the game of information imagination (pre-listening activities) has its constraints. First, memprasangkai speaker. Students focus more on the style and manner in which the speaker looks than on the message he wants to convey. As hunt[24] argues that listeners are oriented towards

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23 Pius A Partanto, "Al-Barry M Dahlan," *Kamus Ilmiah Populer* (1994).
24 Everett Lee Hunt, "The Scientific Spirit in Public Speaking," *Quarterly Journal of Speech* 1, no. 2 (1915): 185–193.

paying attention to the personal details of the speaker and not to the actual message of the speaker. The second is to pretend to be considerate. Each student is only able to focus on the focus of attention for only a few moments. One can only maintain focused attention for a limited period of time [25]. This kind of ugly habit is sometimes very difficult to change, but it must be penetrated if you want to improve the quality of listening.

At the stage of the game of imagination pemaknaan (Listening Activities) there are several obstacles. First, daydreaming because the brain can process information more than thespeed of speaking. So, there is still time to be quiet. It is asserted by Webb [26] that it provides time to think silently to formulate and organize communication. But if the silence lasts too long, it will involuntarily daydream. Protracted day dreams eliminate the continuity of the speaker's ideas. Second, Confusion that arises when students have not fully understood themeaning of the word in the poem. It's very disturbing, all of which creates a mess of mind. A person who wants to be an effective listener must have an adequate vocabulary[27] . If students do not experience the various vocabulary of poetry. Then can not understand the poems that are listened to to the maximum.

Third, It's wrong to take notes. Notes are used as material to aid memory and concentration. This is stated by Mulyati[28] taking notes can help listening activities because it encourages listeners to concentrate, provides simakan material to repeat and helps remember what has been listened to. The game of meaning imagination needs to take notes in order to be able to interpret the array and understand the verses of the results of the poems that are listened to. If the student makes the wrong note such as the beheading error of the array then the meaning hasil meaning is not well achieved.

The stage of the assessment imagination game (Post Listening Activities) there are several obstacles. First, premature consideration. Many of the students dismissed a topic as uninteresting, too difficult, or of no value. Russel and Black in Marlina[29] explain that if something is premature, then it is something unnatural. It was an example of an ugly listener, and such a trait actually prevented him from becoming an effective listener. Second, just listen to the facts. The activity of listeningfor the sake of fact, not for the sake of ideas or ideas, inevitably reduces the appropriateness or efficiency of listening activities. It must be remembered and realized that ideas or ideas will help the listener to better utilize the facts as a means of support. consider one another and structure their relationship with each other, work on ideas not just limited to a series of facts thathappen to be remembered [30]. Thus, listening activity means understanding the entire series of activities not just listening to the expressed facts.

[25] Ibid.

[26] Noreen M Webb, "Peer Interaction and Learning in Small Groups," *International journal of Educational research* 13, no. 1 (1989): 21–39.

[27] Ice Marlina, "Peningkatan Keterampilan Menyimak Puisi Menggunakan Media Audiovisual Dengan Komponen Masyarakat Belajar Pada Siswa Kelas VII-B SMP Islam Al-Kautsar Semarang Tahun Ajaran 2006/2007" (Skripsi, 2007).

[28] Noehi Nasoetion, Adi Suryanto, and Yeti Mulyati, "Evaluasi Pembelajaran Bahasa Indonesia" (2008).

[29] Marlina, "Peningkatan Keterampilan Menyimak Puisi Menggunakan Media Audiovisual Dengan Komponen Masyarakat Belajar Pada Siswa Kelas VII-B SMP Islam Al-Kautsar Semarang Tahun Ajaran 2006/2007."

[30] Juju Juangsih, "Faktor-Faktor Yang Mempengaruhi Keterampilan Menyimak Bahasa Jepang Dan Pengajarannya," *Wahana Didaktika: Jurnal Ilmu Kependidikan* 15, no. 2 (2017): 12–22.

CONCLUSION

Based on the description above, it can be concluded that the characteristics of critical thinking based on imagination games in listening to poetry are found in three games. The first game (pre-listening activity) is a game of information imagination by identifying information from the title of the poem. The second game (listening activity) is a game of imagination meaning by interpreting the imagination of the poem array that is listened to and understanding the imagination of each verse of the poem that is listened to. The third game (post-listening activity) is a game of judgmental imagination by assessing the results of imitation of the meaning of poetry.

Efforts to improve the ability to think critically based on imagination games in listening to poetry are carried out by connecting descriptions from information imagination games to meaning imagination games. This is done so that the imagination game of the assessment can be maximized. Effort cannot be focused on one request because the game of imagination in listening to poetry is a series of interconnected critical thinking activities. Obstacles in critical thinking based on imagination games in listening to poetry are prejudice to the speaker, pretending to pay attention, daydreaming, confusion, taking wrong notes, premature consideration, and just listening to facts.

SUGGESTION

Based on the results of the research that has been described, the things that can be suggested in this study are the application of critical thinking based on imaginary games in listening to poetry needs to continue to be applied in learning as a way to improve students' critical thinking skills. Learning that improves students' critical thinking skills can be applied using 5W +1H questions, especially in listening learning. Further research is expected to be able to develop critical thinking Student Worksheets (LKS) which are connected with listening activities.

The second meaning of imagination is to understand the imagination of each verse of the poem that is listened to. This second meaning imagination game is an activity to find out the meaning of each stanza in poetry. The couplet is a collection of several arrays of poems. The process of understanding the verses of a poem means taking the conclusion of some of the arrays that are in the poem. The understanding of couplets can be different. It depends on the assumptions of the students. The meaning of the couplet can be the same as the meaning of the array, but it can also be different.

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