

The Use of Picture Media in Improving Poetry Writing Skills

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Abstract: *This study was conducted to describe the improvement of students' ability in writing poetry through the use of picture media during the learning process. This classroom action research was carried out in two cycles, each comprising the stages of planning, implementation, observation, and reflection, with a sample of 35 students. In the first cycle, the learning process still employed the lecture method, resulting in an average score of 74.28 with a completion percentage of 57%. These findings indicate that many students still faced difficulties in developing ideas, selecting appropriate diction, and expressing their imagination in the form of poetry. In the second cycle, the learning strategy was improved by implementing group discussions supported by the use of picture media. This change successfully enhanced student engagement and yielded an average score of 79.71 with 100% completion. The novelty of this research lies in the integration of picture media with group discussion activities, which not only improved student learning outcomes but also facilitated the emergence of creativity, imagination, and the ability to express oneself aesthetically. The results indicate that the use of picture media was able to create a more interactive, engaging, and meaningful learning process, thereby making a significant contribution to the improvement of students' poetry writing skills.*

Keywords: learning language, picture media, writing poetry.

Introduction

Writing poetry often poses a challenge for many students, as they face difficulties in various aspects, from developing ideas to using appropriate diction. Several studies show that students' low interest in poetry is one of the main obstacles in writing poetry (Benu & Koeswanti, 2023). Furthermore, most students perceive poetry writing activities as something difficult and confusing, especially when they have to find and develop creative ideas (Marisyah, 2021). This is exacerbated by difficulties in determining the object of writing and building the imagination needed to create interesting poetry (Mimi Rosadi, Alkausar Saragih, 2022). Most students also have difficulty in choosing diction, particularly in the use of appropriate connotative words and imagery, which are essential in writing poetry (Erfani & Syarifudin, 2023); (Arnisyah et al., 2023).

The factors influencing students' difficulties in writing poetry are very complex and varied. Among them are lack of writing practice and lack of motivation to learn (Sutirta, 2023). Internal factors, such as learning spirit and interest in the material, and also external factors, for example support given by parents and teachers, also play a role in the student learning process (Fitriani & Huda, 2022). Limitations in vocabulary are also a significant obstacle, as students have difficulty conveying ideas clearly and precisely in the form of poetry (Fitriani & Huda, 2022).

The lack of innovation in learning media is also a major cause of the lack of effectiveness in learning to write poetry. Learning media that tends to be monotonous and unattractive can hinder students in understanding and mastering the necessary diction (Pertwi & Zuliyanti, 2024; Erfani & Syarifudin, 2023).

Along with rapid advances in science and technology, teachers are required to adapt learning methods to keep pace with the demands and progress of the times (Ani Daniyati et al., 2023). However, in practice, the quality of learning in many schools is still considered low due to the use of less interesting materials. The lack of variation in the application of methods and the use of learning media has the potential to cause boredom in students (Restu Kurnia & Titin Sunaryati, 2023; (Rohima, 2023)). Innovative and interactive learning media are important factors in increasing student learning motivation and facilitating understanding of the material presented (Husna & Supriyadi, 2023). In this context, the use of image media in poetry learning can be an interesting option to increase the effectiveness and quality of the learning process.

Considering the challenges faced by students in writing poetry, as well as the importance of innovation in learning media to improve these skills, the implementation of more interactive and creative media becomes a very important aspect. One alternative solution that can be implemented is using image media, which can stimulate students' imagination and make it easier for students to develop creative ideas. Therefore, a more creative approach is needed in designing learning media, which can encourage students to participate more actively and improve their ability to write poetry. Well-designed poetry writing learning can be an efficient method in

developing students' creative quality, if supported by the right strategy and appropriate media use (Nasution et al., 2021).

The novel aspect of this study lies in the combination of picture media with group discussions, which transformed the poetry writing process from a passive activity into one that is more active, creative, and student-centered. Furthermore, this research demonstrated through two cycles that the students' poetry writing skills improved significantly, proving that visual media can act as a catalyst for creativity, aiding students in imagining and expressing themselves through poetry.

This study aims to explore the use of images as a medium for learning to write poetry to develop students' writing competence. In addition, this study also analyzes the learning process that occurs during the use of image media, to provide a more comprehensive picture of its impact on students' poetry writing skills (Rohima, 2023). Through this approach, it is hoped that more effective ways can be found to develop students' poetry writing skills by utilizing innovative learning media relevant to the development of the times.

Methods

This research applied a Classroom Action Research (CAR) design. The study was conducted in two cycles, with each cycle consisting of the stages of planning, action implementation, observation, and reflection. The approach used was qualitative descriptive (Ulfah et al., 2023), as the research sought to describe in detail how the use of picture media can improve students' poetry writing skills. This approach was used to provide a comprehensive overview of the effects of using picture media on students' poetry writing skills, as well as to examine the interactions and activities between teachers and students in the learning process (Cahyani & Sulistyowati, 2018). The research activities lasted for four weeks: the first week was focused on initial observation, problem formulation, and the preparation of instruments and lesson plans (RPP); the second week for the implementation of cycle I; the third week for learning improvement and the implementation of cycle II; while the fourth week was used for data analysis and report preparation. This study involved 35 eighth-grade students as subjects.

The instruments used included poetry writing tests, observation sheets of teacher and student activities, and documentation in the form of photos, field notes, and a collection of student work. In addition, a readability test was conducted on five students to ensure the instruments were easy to understand, followed by improvements based on feedback from the validators.

Poetry writing skills were assessed using a rubric covering five components, namely diction selection, ability to present imagery, appropriateness of theme and message, use of language style, and neatness of structure and coherence between stanzas. Each component was scored between 1 and 4 with a maximum total score of 20, which was then converted to a scale of 0-100. Research data were collected

through writing tests at the end of each cycle, observations of learning activities, and various supporting documents. Quantitative data analysis was carried out by calculating the average scores and the percentage of learning completion, while qualitative data were analyzed through the process of data reduction, data presentation, and conclusion drawing. Data analysis in this study used a qualitative descriptive approach with the aim of detailing the improvement of students' poetry writing skills through the implementation of picture media, as well as identifying various factors that played a role in supporting or hindering the successful application of this learning method (Lilia Refsi Radite et al., 2023).

The research was considered successful if at least 85% of students achieved a minimum score of 72 according to the Minimum Completeness Criteria (KKM), there was an increase in the average score from cycle I to cycle II, and student activities were in the active category. The basis for selecting picture media in learning is pedagogical, namely because pictures are able to stimulate students' imagination, help them find ideas, and facilitate the expression of feelings through poetry. The use of pictures combined with group discussions is also based on constructivism theory, which emphasizes that students build understanding through interaction and collective interpretation. Therefore, this strategy is believed to create more meaningful, interesting, and effective learning in developing poetry writing skills.

Results And Discussion

The results of this study show a significant improvement in students' understanding and active participation during poetry writing learning activities.

Cycle I

In the initial stage, the learning process was still carried out using the lecture method. Out of a total of 35 students, only 20 students (57%) had met the applicable Minimum Mastery Criteria (KKM), which is 72. The average student score was 74.28, with the highest achievement being 90 and the lowest being 60. This data shows that most students were not yet able to write poetry according to the required elements. Observation results also indicated that student participation was still low, with only a small portion actively involved in discussions. Reflection on the first cycle confirmed that the lecture method was less effective in improving poetry writing skills, thus requiring modification of the learning strategy.

Cycle II

In the second stage, the learning method was changed to group discussion combined with image media. This change in approach resulted in significant improvement. All students (100%) successfully achieved the KKM, with the average score increasing to 79.71. The highest score remained 90, but the lowest score rose from 60 to 75, meaning the learning outcome gap narrowed. The classroom atmosphere also became more dynamic; students showed higher enthusiasm, were active in answering questions, and participated in discussions. Image media proved

to provide visual stimuli that helped students channel ideas, feelings, and convey their thoughts in more interesting and imaginative poetry.

Comparison of Cycle I and Cycle 2

The difference in learning outcomes between cycles can be seen clearly. In the first cycle, the completion percentage was only 57%, while in the second cycle it increased to 100%. Furthermore, the average student score also rose from 74.28 to 79.71. Additionally, the lowest score showed a considerable increase, from 60 in the first cycle to 75 in the second cycle. Observation results during the second cycle also showed that the use of image media was able to create a more interactive, enjoyable learning atmosphere and encouraged the emergence of student creativity. The teacher was no longer the sole source of knowledge, but acted as a facilitator guiding students to actively participate in learning activities.

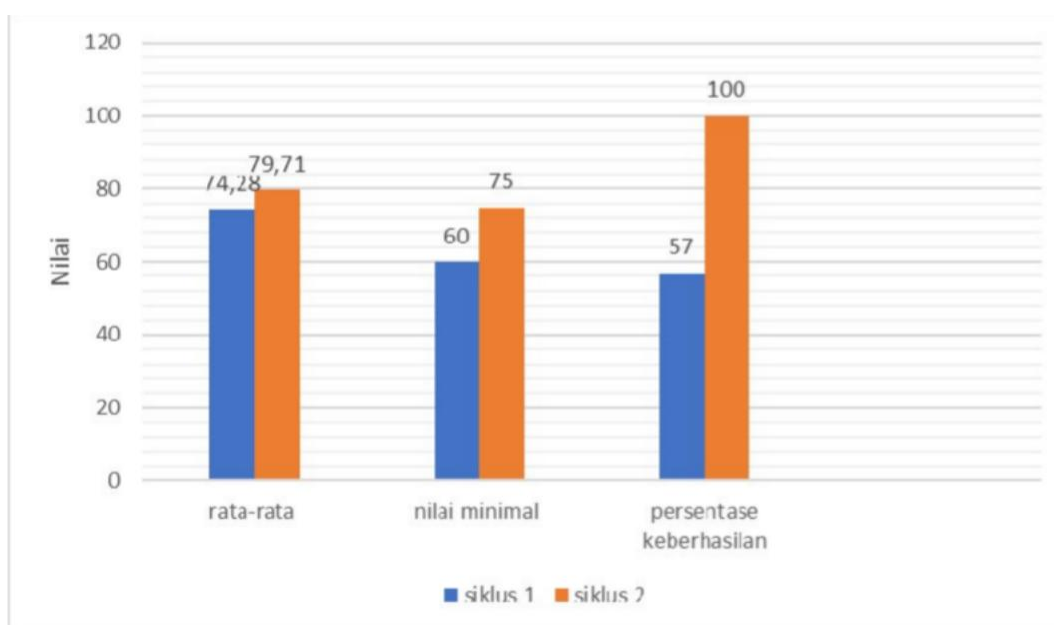


Figure 1. Comparison of Cycle I and II Learning Outcomes

In general, the results of this study reveal that the application of image media in learning to write poetry not only improves student learning outcomes but also has a positive impact on student motivation and creativity, but also encourages their participation, motivation, and imagination. This finding is in line with previous research which states that the use of creative media can strengthen student engagement in the learning process (Gantini, 2023). In other words, the use of image media has proven successful in improving the poetry writing competence of eighth-grade students at SMP Negeri 2 Pemangkat.

The results of this study indicate that the application of image media in learning to write poetry can significantly improve students' writing ability. In the first cycle, learning which still used the lecture method was not able to develop poetry writing skills optimally, with the average student score only reaching 74.28. However, in the

second cycle, after learning was conducted through group discussions assisted by image media, the average score increased to 79.71. Furthermore, all students succeeded in exceeding the Minimum Mastery Criteria (KKM). This improvement was evident not only in the numbers but also in the quality of the poetry produced, which showed better creativity, imagination, and expression.

These research findings are consistent with the results of previous studies which confirm that the use of learning media plays an important role in creating a meaningful learning process (Tafonao, 2018). Image media has been proven to provide strong visual stimuli, thus being able to encourage student creativity (Safitri & Kabiba, 2020). Furthermore, research by (Gantini, 2023) confirms that image-based learning models, such as *Picture and Picture*, are effective for improving writing skills because images can trigger the birth of new ideas. A similar thing was also expressed by Try et al (2022), who stated that visual media can increase student motivation, participation, and activeness in learning. Research conducted by (Sutirta, 2023) also states that image media functions as a creative stimulus that encourages students to be more active in thinking and writing. The displayed image media was able to improve students' poetry writing skills (Isyani, 2017). Additionally, according to Nuraeni, (2019) revealed that the use of learning media shows a positive impact, namely: (1) learning implementation assisted by image media can be carried out effectively, (2) student creativity increases significantly, and (3) student learning outcomes show improvement.

Thus, the results of this study reinforce that image media is one of the effective tools in helping to develop students' poetry writing ability. The use of learning media has a significant impact on student interest and learning achievement in learning activities (Nasir & Jamiludin, 2023).

Based on these findings, this study offers the idea that image media should be used consistently in learning to write poetry, not only as a variation, but as an integral part of creative learning strategies. As explained by (Mukarromah & Andriana, 2022) who state that learning media aims to support and motivate students to be more active and involved in the learning process. This can encourage students to think more creatively and imaginatively in writing poetry. As conveyed by (Safitri & Kabiba, 2020), the use of images as a learning medium is able to help students understand abstract concepts and make it easier for them to express ideas more concretely. In this study, the use of images proved effective in increasing student activeness, motivating them to write, and helping them develop the creativity and imagination needed in writing poetry.

Teachers can integrate images with group or collaborative discussion methods so that students are more active in expressing ideas. Furthermore, the use of image media can be combined with digital technology, such as infographics or interactive illustrations, to enrich student learning experiences. That way, students are not only helped in finding writing inspiration but are also trained to think critically and creatively.

The uniqueness of this research lies in the use of image media in learning to write poetry in Indonesian language lessons. Although previous research has extensively studied the effectiveness of learning media, this research emphasizes more on how image media is able to transform the learning process from being originally passive to more participatory and creative. The research results not only confirm theory but also provide empirical data that image media is able to increase student average scores and optimize learning participation in the context of learning to write poetry.

The novelty of this research lies in the integration of image media with group discussion methods in learning to write poetry. This approach not only helps improve learning outcomes but also makes the learning process more active, interactive, and enjoyable. Furthermore, this research provides new evidence that image media is not merely a tool (Fisia Malonda et al., 2022), but can function as a creative stimulus that fosters student confidence in writing. Thus, this research enriches the study of innovative learning strategies in improving literacy skills, particularly in writing poetry.

Conclusion

The results of this study indicate that the use of picture media is proven to be effective in enhancing students' poetry writing skills, both in terms of the final output and their active participation in class. By serving as a catalyst for creativity, picture media helps students articulate their ideas and emotions, leading to an improvement in the quality of the poetry they produce. These findings reinforce previous studies on the benefits of visual media in fostering creativity, motivation, and writing skills. Therefore, picture media can be implemented as an effective alternative in poetry writing instruction to support learning at the secondary school level. For future research, it is recommended not to rely solely on picture media, but to combine it with other methods, such as project-based learning or technology integration. By expanding the scope of research to include more participants, grade levels, and a wider variety of media, the resulting findings will be better positioned to enrich both theoretical knowledge and practical teaching methods for poetry writing.

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