

Image Media to Improve Students Poetry Writing Skills in Elementary School

by Cognitive Insight in Education

Submission date: 16-Jul-2025 01:31PM (UTC+0700)

Submission ID: 2712584270

File name: 3.docx (62.44K)

Word count: 2285

Character count: 14222

Image Media to Improve Students Poetry Writing Skills in Elementary School

¹Indra Rasyid Julianto, ²Pramisdi Winanto Saputro, ³Rifa'atussalwa Hayati,
⁴Widya Gusvita, ⁵Diardana Prima Sintasari

¹Tadris Bahasa Indonesia Universitas, Fakultas Ilmu Tarbiyah dan Keguruan,

⁴ Islam Negeri Sumatera Utara Medan, Indonesia

^{2, 3, 4, 5}Pendidikan Bahasa dan Sastra Indonesia, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Tangerang Raya, Indonesia

Corresponding Author Email: indrarasyidjulianto@uinsu.ac.id

ABSTRACT

This article aims to assist elementary school teachers in teaching poetry writing skills. Writing poetry is often perceived as a challenging process that requires considerable time to implement. Moreover, writing instruction in general is frequently seen as complex due to the various cognitive demands it places on students. One of the main challenges lies in the stigma that the creative writing process must integrate both linguistic and non-linguistic elements to contribute to the cohesion of a text in an academically sound manner. This study employs a qualitative descriptive approach, focusing on the use of visual media in poetry writing instruction through a literature review. The use of images can support students, particularly at the elementary level, by offering a more engaging and innovative learning experience. Based on the analysis of 10 literature sources, visual media significantly enhance students' poetry writing abilities. Therefore, this method may serve as an effective alternative for teachers in the instructional process and as a means to cultivate literary appreciation.

Keywords: elementary school, literature review, poetry writing instruction, visual media

INTRODUCTION

Language instruction at the elementary level emphasizes the mastery of four interrelated skills: listening, speaking, reading, and writing. Among these, writing is often regarded as the most challenging, as it requires not only linguistic knowledge but also systematic and logical thinking to express ideas clearly (Julianto & Umami, 2023a). Writing is more than assembling words; it is a cognitive activity that demands organization, coherence, and creativity (Dewi & Widyartono, 2024).

In elementary education, writing skills can be developed through guided interaction facilitated by teachers (Melany et al., 2025). Teachers serve as facilitators who implement a variety of strategies, approaches, and methods to encourage student participation in writing activities (Pudjiati et al., 2024). However, writing is often perceived as complex due to the integration of both linguistic and non-linguistic elements that shape the quality of a written text. Students are required to think critically and creatively, with high attention to detail (Prabowo et al., 2022).

Effective writing instruction must consider the developmental stages of elementary students. According to Simanjuntak & Siregar (2022), children in this age group experience physical, cognitive, and psychosocial growth. Cognitively, they progress through the sensorimotor (0–2 years), preoperational (2–7 years), concrete operational (7–11 years), and formal operational (12–15 years) stages. Most elementary-aged children operate within the concrete operational stage and benefit from direct, hands-on experiences (Julianto & Umami, 2023b). Therefore, writing instruction should be adapted to suit their developmental needs, particularly in language usage and textual structure.

Writing instruction is not limited to linguistic skills it also encompasses literature. Literature can be taught through various pedagogical approaches tailored to students' learning needs (Aspriyanti et al., 2023). One genre frequently introduced in writing lessons is poetry. Poetry serves not only as a medium for expression but also as a reflection of experience and imagination conveyed through meaningful language (Agusrita et al., 2020). In poetry writing, students must be able to choose appropriate diction to clearly articulate their ideas (Sari & Yatri, 2023). Consequently, teachers need to develop creative instructional methods that can stimulate students' imagination and interest in poetry writing.

The use of media in teaching poetry writing at the elementary level is highly essential, as it aids students in grasping and expressing abstract ideas in a more tangible and imaginative way. Visual aids, such as pictures, can stimulate children's imagination, emotions, and linguistic sensitivity, making it easier for them to convey their feelings and experiences through poetry. Moreover, media serves as a bridge that connects real-life contexts with poetic language, which can often be challenging for young learners to comprehend (Marselina, 2023). Therefore, media not only enriches the learning experience but also enhances students' motivation and literacy skills in writing poetry.

As a literary form, poetry should be maximized in elementary education due to its significant role in fostering language skills, creativity, and imaginative thinking (Latuconsina et al., 2022). Through poetry, students learn to understand and express thoughts, emotions, and experiences in a more aesthetic and structured manner (Bukhari et al., 2021). Poetry enhances language sensitivity, particularly in terms of diction, figurative language, and rhythm, all of which enrich students' writing abilities. To optimize poetry instruction, teachers should employ innovative and engaging methods, making the learning process more accessible and enjoyable. With the right approach, poetry can become a powerful tool for character development and early literary appreciation.

One promising method for improving poetry writing is the use of engaging instructional media. Instructional media plays a crucial role in delivering content, stimulating thinking, and fostering student engagement (Yasin et al., 2023). In elementary education, instructional media is essential for helping teachers present material in a compelling and friendly way (Solih & Julianto, 2025). The use of appropriate media enhances students' conceptual understanding and sparks their interest in learning (Nissa et al., 2025). It also creates a more interactive learning environment, encouraging active participation (Rohmah et al., 2025).

In language learning, particularly writing, media such as images can aid in word comprehension, creativity development, and overall writing proficiency (Rahmawati et al., 2023). Therefore, selecting innovative media that aligns with students' needs is vital for effective instruction. Among these, visual media, especially images, have proven to be effective tools for teaching poetry writing in elementary schools. Images help students connect ideas more easily and create an enjoyable learning atmosphere (Maulida et al., 2023). This study, therefore, explores the use of image-based instruction as a practical strategy for enhancing poetry writing skills among elementary students.

RESEARCH METHOD

This study employs a qualitative approach using literature review methodology. The qualitative approach allows for a comprehensive understanding of the subject within its natural context (Hermawan, 2019). It serves as a tool for comparing theoretical concepts with actual practices (Ahmadi, 2019). In this research, literature serves as the focal point, reflecting human thought and experience (Julianto et al., 2023).

The literature review method emphasizes the analysis of theoretical frameworks supported by relevant references related to the research topic (Mahanum, 2021). The collected sources consist of journal articles examining the use of visual media in poetry writing instruction at the elementary level. These references were analyzed to identify patterns, insights, and practical implications for instructional design.

RESULTS AND DISCUSSION

This study analyzes ten journal articles discussing the application of visual media particularly images as innovative tools in poetry writing instruction for elementary students. These articles serve as the theoretical foundation for the discussion. Maulidah (2020) that using images in a fifth-grade classroom significantly enhanced students' creativity in word choice and figurative language use. Similarly, Nopianty & Indihadi (2021) reported positive outcomes from implementing visual media in fourth-grade poetry instruction. Agustyani et al. (2022) emphasized the importance of the teacher's role in designing lessons using images to improve students' understanding, creativity, and motivation.

Liando et al. (2022) documented an increase in student comprehension from 65% to 80% following the integration of visual media in poetry lessons at SDN Asmorobangun 4 Kediri. Marselina (2023) observed a notable improvement in students' grasp of poetic elements such as theme, diction, lines, typography, and rhyme after the use of visual media at SDIT Nurul Quran. Hidayati & Nuroh (2023) using a quantitative approach, confirmed the effectiveness of keyword-based visual media in developing poetry writing skills. Yusnarti et al. (2023) highlighted the role of images in fostering students' idea generation, conceptualization, and imaginative thinking. Rahmawati et al. (2023) reported a significant increase in the number of students meeting minimum proficiency standards from 20% to 85% after image-based instruction. Sunarsih & Rochmiyati (2024) showed that images increased student engagement and interest in sixth-grade poetry writing. Putri & Azmy (2024) demonstrated that visual media supported the development of students' creative thinking, as reflected in their improved diction, figurative language, and fluency.

Overall, these studies confirm that visual media plays a vital role in enhancing elementary students' poetry writing skills. It allows students to express ideas more creatively and offers teachers diverse, engaging instructional methods. Therefore, image-based instruction can serve as an innovative solution for teaching poetry in a dynamic and enjoyable manner. Teachers are central to the effective implementation of visual media in poetry writing. As facilitators, they are responsible for designing interactive and engaging lessons to help students better understand poetic concepts (Julianto, 2024). Images act as stimuli for imagination and creativity, enabling students to develop and articulate ideas in meaningful and structured ways (Aprilia et al., 2025).

Furthermore, teachers serve as guides, helping students translate visual inspiration into written form. They can teach poetic elements such as diction, figurative language, rhyme, and typography through enjoyable activities (Sukma & Rochmiyati, 2023). Group discussions based on image interpretation allow students to exchange ideas and expand their creative thinking. A communicative approach fosters students' confidence and motivation, reducing anxiety related to the formal aspects of poetry writing.

Teachers also act as evaluators, assessing students' writing development. Through image-based assignments, teachers can evaluate students' ability to express thoughts and emotions. This assessment focuses not only on the final product but also on the creative process, including language experimentation and image interpretation. Constructive feedback can then help students refine their poetry writing skills. In this way, visual media not only

enhances comprehension but also creates an engaging and inspiring learning environment (Bukhari et al., 2021).

Poetry instruction at the elementary school level plays a crucial role in fostering students' language development, emotional expression, and creative thinking (Melati & Hendratno, 2022). However, teaching poetry often presents challenges due to its abstract nature, which may be difficult for young learners to grasp. To address this, integrating visual media into poetry instruction can serve as a powerful strategy to concretize abstract poetic elements and stimulate imaginative engagement among students.

The use of images in poetry instruction provides visual stimuli that help students connect words with emotions, experiences, and tangible representations. For elementary students, who are generally at the concrete operational stage of cognitive development, such visual aids are essential (Sari & Nadya, 2021). Images serve not only as triggers for imaginative thinking but also as scaffolding tools that support students in constructing meaningful poetic expressions.

Integrating images into poetry learning facilitates multimodal engagement by combining visual and linguistic modes of learning. This approach aligns with contemporary pedagogical frameworks that emphasize differentiated instruction and active learning. Visual media engages learners with diverse learning styles and helps them internalize poetic structures, including diction, figurative language, and rhythm, in ways that are both intuitive and memorable (Putri, 2021).

In addition, the use of image-based media in poetry lessons can reduce writing anxiety and enhance student motivation. When students are invited to create poems inspired by images, they often feel more confident in expressing their ideas (Bara et al., 2023). This is because the image serves as a guide that narrows the scope of their imagination while also offering a concrete starting point for creative exploration. As a result, students are more likely to participate actively and enjoy the learning process.

From a pedagogical perspective, images serve not only as creative prompts but also as tools for developing critical thinking and interpretation skills. By analyzing and responding to visual cues in images, students learn to make inferences, identify symbolic meanings, and explore narrative possibilities all of which are foundational to poetic composition (Fauzia et al., 2021). Teachers can guide students through discussions that deepen their understanding of poetic devices and structure using visual representations.

Furthermore, image-based poetry instruction contributes to the development of students' socio-emotional skills. Poetry, by nature, encourages introspection and the articulation of personal experiences. When coupled with images that evoke emotions or scenarios, students are encouraged to explore their feelings and perspectives in a safe and imaginative context (Julianto et al., 2024). This fosters empathy, emotional intelligence, and a stronger connection to the written word.

Based on previous studies reviewed in this research, the use of visual media has proven highly effective in improving poetry writing skills among elementary school students. Research consistently demonstrates that image-based instruction enhances students' understanding of poetic elements such as diction, imagery, rhythm, and structure. These studies highlight the pedagogical relevance of integrating images into poetry lessons as a means to increase student engagement, creative expression, and overall learning outcomes. The implementation of visual media also aligns with the developmental needs of elementary learners, making it a relevant and impactful strategy for language education at this level.

CONCLUSION

The teaching of poetry writing at the elementary school level offers significant benefits for students' cognitive and creative development. Integrating image-based media into instruction allows teachers to maximize students' potential through visually engaging materials that align with learning objectives. Visual aids help young learners concretize abstract concepts, thereby enhancing language acquisition and imaginative thinking in poetry composition. Teachers play a vital role in facilitating this process, guiding students toward a deeper understanding of expressive language. Findings from various studies confirm that visual media substantially improve poetry writing outcomes, boosting creativity, engagement, and comprehension. This instructional method proves both practical and effective in addressing the complexities of teaching poetry. More than a complementary approach, image-based instruction serves as a pedagogical necessity in today's elementary classrooms, bridging the gap between abstract poetic forms and the concrete cognitive style of young learners. By stimulating imagination and emotional connection, visual media enables students to express their ideas with greater fluency and authenticity, making it a powerful strategy for cultivating literacy, creativity, and a lasting appreciation for literature.

Image Media to Improve Students Poetry Writing Skills in Elementary School

ORIGINALITY REPORT

3%

SIMILARITY INDEX

3%

INTERNET SOURCES

1%

PUBLICATIONS

1%

STUDENT PAPERS

PRIMARY SOURCES

1

jurnal.uns.ac.id

Internet Source

1%

2

Submitted to A.B. Paterson College

Student Paper

1%

3

seaairweb.info

Internet Source

1%

4

www.coursehero.com

Internet Source

<1%

5

library.oopen.org

Internet Source

<1%

Exclude quotes Off

Exclude bibliography Off

Exclude matches Off